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The Effect of Gadget Management on Student's Learning Motivation

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Abstract: The primary goal of this study is to identify, describe, and analyze the impact of the management variable of the X1 device (gadget) and the variable of student learning motivation (Y). In order to determine the impact of gadgets on the learning motivation of class IX students at SMP Negeri 10 Kotabumi, this study employs quantitative research methods with 60 participants. A closed questionnaire with multiple choice answers was used to collect data. The research data collected was analyzed using descriptive analysis techniques. The findings revealed that the use of gadgets had a very strong influence on the learning motivation of class VII students of SMP Negeri 10 Kotabumi.

Keywords: Gadget Management, Learning Motivation, Student.

A. Introduction

There is a communication process in the process of teaching and learning; in fact, humans are social beings who may not be able to live alone without the assistance of other humans, which means that humans require the assistance of other people in carrying out their activities. Communication is an activity of everyday people (Warsita, 2008). Communication activities are an essential part of human beings' lives. This is consistent with human nature as both individuals and social beings. In this case, Allah SWT says in the Qur'an letter al-Hujurat verse 13, O people, indeed We created you from a male and a female and divided you into peoples and tribes so that you would know each other. know. Indeed, the most pious among you are the most honourable in Allah's eyes. Allah is truly All-Knowing.

Especially now that advances in communication and information technology have enabled social relations in society to transcend the boundaries of space and time. sector of life, both in terms of positive and negative impacts. Gadgets and several applications from gadgets that are increasingly rapid and influential in the world of education are one of the technologies that have penetrated the world of education.

In Indonesian, management means arrangement. Management is a science based on the art of utilizing a component in an organizational container through a regulatory process that is planned, measurable, and supported by various other sources in order to achieve maximum common goals (Fischer, et., al., 2021).

Efforts to achieve the goals to be aimed at effectively and efficiently management is also a process that is planned, organized, regulated, controlled, and supervised by all related elements (Aziz, and Hafez, 2013). According to the explanations of the experts' opinions above, management is a plan for the future that includes rules and guidelines to help and facilitate the achievement of goals.

Meanwhile, motivation can be interpreted as a goal or driving force, with the actual goal serving as the primary motivator for someone in attempting to obtain or achieve what he desires, either positively or negatively. In another definition, motivation is derived from the English word motivation. The original word, however, is motive, which has also been used in Malay, and it means the goal or all efforts to encourage someone to do something. As a result, the researchers concluded that motivation is a condition or condition that encourages, stimulates, or moves someone to do something or activity.

One of the goals of management is to motivate, which directs or channels individual behaviour toward the achievement of goals (Hasibuan, 2009). There are several management functions. According to Article 51 of Law Number 20 of 2003, the management of higher education units is based on the principles of autonomy, accountability, quality assurance, and transparent evaluation (Meilisa, 2022).

Gadget management is critical because gadgets assist humans in communicating, sharing knowledge, facilitating information entry, entertaining, and other factors of interest. However, if the use of gadgets grows rapidly and is not properly managed, it does not increase learning motivation for students, but rather the opposite. They are subjected to excessively negative influence as a result of their use of gadgets. The negative effects of gadgets are currently being felt in many educational institutions, both public and private, that are more inclined to online games; gadgets have a significant impact on children's learning motivation.

This is consistent with research conducted by Rahmandani (2018) on the impact of using gadgets on the personality and character of students. Other research indicates that the use of gadgets has a significant impact on students' interest in learning. If children use gadgets to find information about lessons, their interest in learning will increase or they will be good at learning because gadgets are equipped with various learning features (Raniyah and Syamsudin, 2019).

Based on the findings of the pre-research interviews, it is possible to conclude that students who use high gadgets do not necessarily have high learning motivation, students who use medium gadgets do not necessarily have moderate learning motivation, and students who use low gadgets have low learning motivation. There are students who use technology with little or no motivation to learn. This condition is very interesting to research, and it is unclear whether the use of gadgets affects student learning motivation. As a result, the study's title is The Effect of Gadget Management on Student Learning Motivation.

B. Methods

This study uses quantitative research including associative or correlational research. The correlational method is used in research where there is a relationship between two or more variables (Seeram, 2019; Prematunga, 2012; Gogtay & Thatte, 2017). Meanwhile, this research is classified as associative research based on the level of explanation. Associative research, according to Sundi (2013), seeks to determine the relationship between two or more variables. The writer conducted research to explain how the use of gadgets influences student learning motivation. This research was carried out in several stages of implementation, including: 1) research planning, 2) determining the population, research sample, 3) determining research data collection techniques, and 4) analysing research findings data.

This study includes two research variables: 1) the independent variable (X) in this case is gadget management, and 2) the dependent variable (Y) in this case is student's learning motivation. The author chose SMPN 10 Kotabumi students from two classes totalling 60 students for this study. The authors collect samples using probability sampling techniques, one of which is a random sample. The sample members are drawn at random from the population without regard for strata, and because the population is less than 100, the researcher draws the entire sample. When members of a population are thought to be homogeneous, this method is used (Arikunto, 2016).

To facilitate data collection, the researcher creates indicators from each variable, which are then used as items in the instrument in the form of questions.

Table 1. The Instrument Grid as a Variable

No	Variable	Instrument	Indicator of Management	Items of questions	Total Question
1	Using *gadget*	Questionnaire	Completing School Assignments	1,2,3	3
2	Student's Learning Motivation	Questionnaire	Easy to Access Internet	4, 5	2
			Discussion Regarding Learning	6, 7, 8	3
			Quick Response	9,10	2
			Enthusiasm and Persistence	11,12,13	3
			Doing the task Desire to Get Good Grades	14, 15	2

Based on the table above, it can be explained that there are 2 instruments in this study, namely instruments to find out gadget management, students' interest in learning instruments and instruments for student learning motivation. The

instruments are all closed questionnaires. The total number of questions is 15, with details on 8 questions about gadget management and 7 questions about student learning motivation. For each question, four answer options are prepared: a, b, c, and d. The answer is yes (X). When it comes to evaluating it, the score for using a positive and motivating gadget is 4, if you answer b, the value is 3, if you answer c, the value is 2, and if you answer d, the value is 1.

C. Results and Discussion

Results of Research Instrument Validity Testing

Testing the validity of the items in the research variables with the Excel program computer, the person's product moment correlation formula, and the t test. At a 95% confidence level, question items are declared valid if t count > t table. In this study, the sample consisted of class VII students from SMPN 10 Kotabumi, with a total of 10 students testing the instrument for each class of 5 students.

Device Management Variable (X1)

Table 2. Product Moment Calculation Results

Item	X	Y	X^2	Y^2	Xy
1	28	254	784	64516	7112
2	32	254	1024	64516	8128
3	35	254	1225	64516	8890
4	31	254	961	64516	7874
5	32	254	1024	64516	8128
6	33	254	1089	64516	8382
7	25	254	625	64516	6350
8	28	254	784	64516	7112

Table 3. Results of Device Management Questionnaire Validity (X1)

No	Rxy	t-calculate	t-table	Note
1	0,458	1,458	1,86	Not Valid
2	0,090	0,285	1,86	Not Valid
3	0,270	0,794	1,86	Not Valid
4	1,112	-4,669	1,86	Not Valid
5	0,580	2,009	1,86	Valid
6	1,03	-15,23	1,86	Not Valid
7	0,941	6,776	1,86	Valid
8	0,620	2,238	1,86	Valid

After processing with the product moment correlation formula and proceeding with a significance test using the student t formula, a 95% confidence level from 8

question items, 3 items were declared valid and 5 items were declared invalid, namely numbers 1, 2, 3, 4, and 7. Invalid items are discarded because there are other items that are representative of the instrument grid that has been created.

Student's Learning Motivation Variable (Y)

Table 4. Product Moment Calculation Results

Item	X	Y	X^2	Y^2	Xy
1	31	212	961	44944	6572
2	32	212	1024	44944	6784
3	35	212	1225	44944	7420
4	31	212	961	44944	6572
5	32	212	1024	44944	6784
6	33	212	1089	44944	6996
7	25	212	625	44944	5300

Table 5. Results of the Validity of Learning Motivation Questionnaire (Y)

No	Rxy	t-calculate	t-table	Note
1	0,39	1,198	1,86	Not Valid
2	0,104	0,280	1,86	Not Valid
3	0,389	1,10	1,86	Not Valid
4	0,735	3,067	1,86	Valid
5	0,427	1,208	1,86	Not Valid
6	0,551	1,880	1,86	Valid
7	0,412	1,27	1,86	Not Valid

Following processing with the product moment correlation formula and a significance test with the t student formula, the confidence level of the 7 question items is 95%, with 2 items declared valid and 5 items declared invalid, namely numbers 1, 2, 3, 5, and 7. Invalid items are discarded because there are other items that are representative of the instrument grid that has been created. The device management variable includes two question items with the following information:

Table 6. Questionnaire indicators

No	Variable	Indicator	Item Valid	Item Not Valid
1	Student's motivation to study	Quick response		1,2
		Enthusiasm and Persistence Doing the task	4	3, 5
		Desire to Get Good Grades	6	7

Instrument Reliability Test Results

The reliability of the instruments in this study was assessed using the correlation formula of the Sperman Brown method of halving the odd-even technique with the assistance of the Microsoft Excel program computer, and once the correlation value was determined, a significance test with the t student formula with a 95% confidence level was performed. If t-calculate = 0.3, the research instrument is said to be reliable, and vice versa.

Device Management Variable (X1)

Table 7. Device Management Test

Device Management Test Results						
Respondent	**Score**	**(X)**	**(Y)**	**X²**	**Y²**	**XY**
1	20	11	9	121	81	99
2	22	9	13	81	169	117
3	19	10	9	100	81	90
4	22	11	11	121	121	121
5	28	14	14	196	196	196
6	26	13	13	169	169	169
7	27	14	13	196	169	182
8	27	14	13	196	169	182
9	24	10	14	100	196	140
10	29	14	15	196	225	210
Total	244	120	124	1476	1576	1506

$$Rb = \frac{n.\sum xy - (\sum x).(\sum y)}{\sqrt{(n.\sum x^2 - (\sum x)^2.(n.\sum y^2 - (\sum y)^2}}$$

$$Rb = \frac{15060 - 14880}{\sqrt{14760 - 14400).(15760 - 15376)}}$$

$$Rb = \frac{180}{\sqrt{360.384}} = \frac{180}{\sqrt{138240}} = \frac{180}{371,806} = 0,484$$

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} = \frac{0,484\sqrt{10-2}}{\sqrt{1-(0,484)^2}} = \frac{0,484\sqrt{8}}{\sqrt{1-0,234}} = \frac{0,484.2,83}{0,766} = \frac{1,369}{0,766} = 1,787$$

Decision rule: If r-calculate = 0.3 then the instrument is said to be reliable and vice versa. Decision: r-calculate > 0.3 or 0.484, the instrument is said to be reliable.

The calculation yields rb, r11, and t-calculate of 1.787, with a decision that is said to be reliable 0.3. Thus, if r-calculate > 0.3, the variable instrument for device management is said to be reliable. As a result, these tools can be used to retrieve research data.

Student Learning Motivation Variable (X2)

Table 8. Learning Motivation Test

Student Learning Motivation Test results

Subject	Score	(X)	(Y)	X^2	Y^2	XY
1	21	14	7	196	49	98
2	19	9	10	81	100	90
3	16	10	6	100	36	60
4	20	11	9	121	81	99
5	25	14	11	196	121	154
6	24	13	11	169	121	143
7	23	14	9	196	81	126
8	25	14	11	196	121	154
9	21	10	11	100	121	110
10	25	14	11	196	121	154
Total	219	123	96	1551	952	1188

$$Rb = \frac{n.\sum xy-(\sum x).(\sum y)}{\sqrt{(n.\sum x^2-(\sum x)^2.(n.\sum y^2-(\sum y)^2}}$$

$$Rb = \frac{11880 - 11808}{\sqrt{15510-15129).(9520-9216)}}$$

$$Rb = \frac{72}{\sqrt{381.304}} = \frac{72}{\sqrt{115824}} = \frac{72}{340,329} = 0,211$$

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} = \frac{0,211\sqrt{10-2}}{\sqrt{1-(0,211)^2}} = \frac{0,211\sqrt{8}}{\sqrt{1-0,044}} = \frac{0,211.2,83}{0,955} = \frac{0,597}{0,955} = 0,625$$

If R-count equals 0.3, the instrument is said to be reliable, and vice versa. If the r-count is 0.3 or 0.211, the instrument is said to be unreliable.

The calculation yields RB; R11 of 0.211 and t-count of 0.625, with a decision rated as reliable at 0.3. If R-Count is less than 0.3, the instrument of learning motivation variables is said to be unreliable. As a result, the instrument cannot be used to collect research data.

Description of Research Data

According to the findings of a study of 60 students, each class was attended by all students, with class VII Putri having 27 students and class VII Putra having 33 students. The outcomes can then be described as follows:

Description of Variable Use of Gadgets (X1)

According to the findings of a study conducted on 60 students using three valid questionnaires with a Likert scale, each questionnaire provided four answer options: a, b, c, and d, with research indicating that if you choose a, the value is 4, if you choose b, the value is 3, if you choose c, the value is 2, and if you choose d, the value is 1. The following is a table of the device management questionnaire results:

Table 9. Device Management Questionnaire

Gadget Management Questionnaire Results

Respondent	Number of Question			Total Score
	1	2	3	Y
1	3	3	2	8
2	4	1	3	8
3	2	2	3	7
4	2	1	2	5
5	3	3	3	9
6	3	3	3	9
7	3	4	4	11
8	2	3	3	8
9	2	2	1	5
10	4	3	3	10
11	3	3	2	8
12	3	2	3	8
13	4	3	3	10
14	4	2	4	10
15	2	2	0	4
16	3	3	4	10
17	4	4	2	10
18	4	4	2	10
19	2	2	3	7
20	4	3	2	9
21	4	2	3	9
22	4	2	3	9
23	3	3	3	9
24	4	2	3	9
25	3	2	3	8
26	3	2	3	8
27	4	2	2	8
28	3	4	4	11
29	4	4	2	10
30	4	1	3	8

31	3	4	4	11
32	4	3	3	10
33	4	4	3	11
34	4	4	3	11
35	4	3	2	9
36	3	2	2	7
37	3	3	3	9
38	2	4	1	7
39	4	2	3	9
40	4	4	3	11
41	4	4	1	9
42	3	3	3	9
43	3	3	3	9
44	4	3	3	10
45	4	3	2	9
46	3	4	4	11
47	4	4	4	12
48	4	3	2	9
49	3	3	3	9
50	3	3	2	8
51	1	2	2	5
52	3	3	4	10
53	4	4	4	12
54	1	3	3	7
55	2	4	4	10
56	4	3	4	11
57	2	2	4	8
58	3	4	4	11
59	2	2	2	6
60	4	4	2	10
Total	193	174	168	535

From the results of the questionnaire regarding the use of the device above, it can be seen:
Biggest and smallest score
Biggest score: 12
Minimum score: 4
Range Score:

$$R = Xt - Xr + 1$$
$$= 12 - 4 + 1$$
$$= 9$$

Number of interval classes

K = 1 + 3,3 . log n
= 1 + 3,3 . log 60
= 1 + 3,3 . 1,778
= 1 + 5,867
= 6,5867 = **7**

Class length or class interval

$I = \frac{r}{k} = \frac{9}{7} = 1{,}28 = 1$

Table 10. Gadget Frequency Distribution

No	Interval Class	Tally	Frequency	Percentage
1	4-6	IIII	5	**8,33** %
2	7-9	IIII IIII IIII IIII IIII IIII II	32	**53,33** %
3	10-12	IIII IIII IIII IIII III	23	**38,33** %
	Total	**60**	**60**	**99,99** %

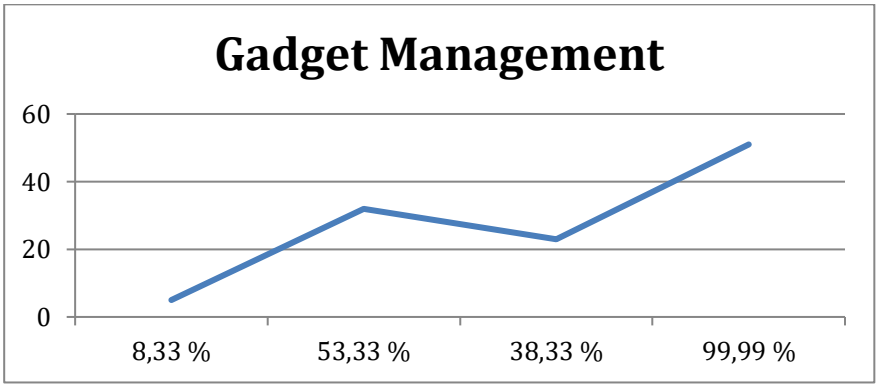

Figure 1. Gadget Management Frequency Level

Frequency Distribution Table

This frequency distribution table is grouped into 4 classes with high, medium and very low criteria as follows:

Table 11. Grouping Score Results of the Gas Management Questionnaire

No	Interval Class	Xi	F	Xi.F	Criteria	Percentage
1	4-5	4,5	4	18	Very Low	6,67%
2	6-7	6,5	6	39	Low	10 %
3	8-9	8,5	27	229,5	Moderate	45 %
4	10-12	11	23	253	High	38,33 %
	Total	30,5	60	539,5	-	%

Mean

$$\bar{X} = \frac{\sum FXi}{n} = \frac{539,5}{60} = 8,9 \text{ becomes } 9$$

The use of the gadget is applied to 60 students if the average score is 27 (moderate). Thus, the management of SMPN 10 Kotabumi devices, in particular, can be classified as moderate. As a result, the following are the evaluation criteria for respondents: 1) There are 23 students, or 38.33%, who use high category devices; 2) The average level of device use is 27 students or 45%; 3) The percentage of students who use a low-level category device is 6 students or 10%; 4) The number of students using devices in the very low category is four, or 6.67%.

Variables Influencing Student Learning Motivation (X2)

According to the findings of a study conducted on 60 students using two valid questionnaires with a Likert scale, each questionnaire provided four answer options: a, b, c, and d, with research indicating that if you choose a, the value is 4, if you choose b, the value is 3, if you choose c, the value is 2, and if you choose d, the value is 1. The following are the results of the student learning motivation questionnaire:

Table 12. Results of Student Learning Motivation Questionnaire (X2)

Respondent	Item of Question		Total Score
	1	2	Y
1	2	2	4
2	3	4	7
3	1	2	3
4	3	2	5
5	4	3	7
6	3	2	5
7	4	4	8
8	4	2	6
9	4	2	6
10	4	4	8
11	4	3	7
12	2	2	4

13	4	2	6
14	4	3	7
15	4	2	6
16	4	4	8
17	2	4	6
18	4	4	8
19	2	2	4
20	2	4	6
21	2	2	4
22	2	4	6
23	2	4	6
24	4	4	8
25	4	3	7
26	4	3	7
27	4	4	8
28	2	4	6
29	4	4	8
30	4	4	8
31	4	4	8
32	4	3	7
33	2	4	6
34	3	4	7
35	4	3	7
36	4	3	7
37	3	4	7
38	3	1	4
39	4	2	6
40	4	3	7
41	4	4	8
42	4	3	7
43	3	4	7
44	2	4	6
45	4	3	7
46	2	3	5
47	2	4	6
48	2	4	6
49	4	3	7
50	4	4	8
51	3	4	7
52	4	4	8
53	4	2	6

54	2	2	4
55	4	2	6
56	2	3	5
57	3	2	5
58	3	3	6
59	4	4	8
60	3	4	7
Total	194	190	384

From the results of the questionnaire about student learning motivation above, it can be seen:
Biggest and smallest score
Biggest score: 8
Minimum score: 3
Range Score:

$$R = Xt - Xr + 1$$
$$= 8 - 3 + 1$$
$$= 6$$

Number of interval classes

$$K = 1 + 3{,}3 \cdot \log n$$
$$= 1 + 3{,}3 \cdot \log 60$$
$$= 1 + 3{,}3 \cdot 1{,}778$$
$$= 1 + 5{,}078$$
$$= 6{,}78 = \mathbf{7}$$

Class length or class interval

$$I = \frac{r}{k} = \frac{6}{7} = 0{,}85 = 1$$

Table 13. Frequency Distribution of Student Learning Motivation

No	Interval Class	Tally	Frequency	Percentage
1	3-4	~~IIII~~ II	7	**11,67** %
2	5-6	~~IIII~~ ~~IIII~~ ~~IIII~~ IIII II	22	**36,67** %
3	7-8	~~IIII~~ ~~IIII~~ ~~IIII~~ IIII IIII IIII I	31	**51,67** %
	Total	**60**	**60**	**100,01** %

This frequency distribution table is divided into four categories based on high, medium, low, and very low criteria, as follows:

Table 14. Classification of Learning Motivation Results Scores (Y)

No	Interval Class	Xi	F	Xi.F	Criteria	Percentage
1	2-3	2,5	1	2,5	Very Low	1,67 %
2	4-5	4,5	11	49,5	Low	18,33 %
3	6-7	6,5	35	227,5	Moderate	58,33 %
4	8-9	8,5	13	110,5	High	21,67%
	Total	37,5	60	390	-	100 %

Mean

$$\bar{X} = \frac{\sum FXi}{n} = \frac{390}{60} = 6{,}5 \text{ becomes } 7$$

Student learning motivation is applied to 60 students if the average score is 35 (moderate). As a result, the following are the evaluation criteria for respondents: 1) There are 13 students, or 21.67%, in the high category of student motivation; 2) The medium category has 35 students, or 58.33% of the total number of students; 3) There are 11 students, or 18.33%, in the low category of student motivation; 4) There is one student, or 1.67%, in the very low category of student motivation.

Associative Analysis

chi square is 248, 0673913 then X2 is calculated and consulted to X2 table. Degrees of freedom or (db) = (row-1). (column-1) = (4-1). (4-1) = 3 X 3 = 9. With a db of 9 and a significance level of 1%, the result is 21, 7 while at a level of 5% the result is 16.9. So it can be concluded that X2 count > X2 table or 248, 0673913 > 21.7. Ha: There is a significant influence between device management on student learning motivation. Then Ha (Working Hypothesis) is accepted. Ho: There is no significant effect between device management on learning motivation. Then Ho (Nil Hypothesis) is rejected. So, the conclusion is that there is a significant influence between device management on student learning motivation

Contingency Coefficient Analysis

$$C/KK = \sqrt{\frac{X^2}{X^2+n}} = \sqrt{\frac{248{,}0673913}{248{,}0673913 + 60}} = \sqrt{\frac{248{,}0673913}{308{,}067391}} = \sqrt{0{,}80523742} = 0{,}897$$

$$\text{Determinant} = r^2 \times 100\ \% = (0{,}897)^2 \times 100\ \% = 0{,}805 \times 100\ \% = 80{,}5\ \%$$

So the device management factor that influences learning motivation is 80.5% and other factors that influence students' learning interest is 19.5%.

Table 15. Interpretation of Value Coefficients r

No	Coefficient Interpretation	Influence Level
1	0,80 - 1,000	Very Strong
2	0,60 - 0,799	Strong
3	0,40 - 0,599	Moderate
4	0,20 - 0,399	Low
5	0,00 - 0,199	Very Low

After obtaining a chi square value of 0.805, it is consulted on the table of interpretation of the correlation coefficient of the value of r, so there is a very strong influence between device management on student learning motivation.

According to the research data, the high category has 23 students or 38.33% of the total, while the medium category has 27 students or 45%. As many as 6 students or 10% are in the low category, and 4 students or 6.67% are in the very low category. If the average falls into the medium range.

The use of gadgets based on the level of management is moderate, as explained above gadgets become motivation for students in the learning process after passing in the present, especially when learning by utilizing social media (Fansury, et. al., 2020; Bayanova, et. al., 2019; Calimag, et. al., 2014).

Based on the opinions expressed above, the authors conclude that SMPN 10 Kotabumi excels at learning through the use of gadgets when studying through social media.

D. Conclusion

According to the findings of a study on the use of gadgets on student learning motivation, the high category has 10-12 as many as 23 people and 38.33%, the medium category has 8-9 as many as 6 people and 45%, the low category has 6-7 students with 10%, and the very low category has 4-5 as many as 4 people and 6.67%. If the average falls into the medium range. Meanwhile, from the results of the chi squared data, the result is 248.0673913. So, it can be concluded that X2 count > X2 table or 248.0673913 > 21.7, implying that the use of gadgets has a positive and significant influence on the learning motivation of class VII students at SMPN 10 Kotabumi.

According to the findings of a study on the use of gadgets on student learning motivation, the level of student motivation in the high category was between 8-9 with 13 people at 21.67%, the medium category was between 6-7 with 35 people at 58.33%, the low category was between 4-5 with 11 students at 18.33%, and the very low category was between 2-3 with 1 student at 1.67%. If the average falls into the medium range. Meanwhile, from the results of the chi squared data, the result is 248.0673913. So it can be concluded that X2 count > X2 table or 248.0673913 > 21.7, implying that the use of gadgets has a positive and significant influence on the learning motivation of class VII students at SMPN 10 Kotabumi.

The findings of a study on the effects of technology on students' learning motivation. After the calculations were carried out using contingency analysis, the

results were 0.805, consulted on the table of interpretation of the correlation coefficient for the value of r, so there is a very strong influence between the use of devices on the learning motivation of class VII students of SMPN 10 Kotabumi

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