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Can Gadget Manage the Classroom?

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Abstract: The Covid-19 Pandemic is switching the teaching and learning process, which usually organizes face-to-face into a virtual setting. This condition initiated research to determine how gadgets influence students' learning motivation and whether gadgets can manage face-to-face or not. The respondents were thirty-six addicted and seventy-four non-addicted gadgets of junior and senior high school students from five districts in North Kalimantan. The data was collected using a closed questionnaire, and by use of a virtual interview. The results showed that the gadget motivated the students since it enabled all the respondents to practically access the material and minimized respondents' anxiety in expressing their ideas. Discouragingly, the gadget could not take place the face-to-face learning setting. Non-addicted and most addicted respondents claim that face-to-face learning built direct interaction between peers and teachers, which cannot be found in online classes. Furthermore, the e-learning class supplies unmanageable assignments with defective explained material. This research also found that asynchronously often gives fewer responses once the students asked a detailed explanation. On the other hand, the internet connection from synchronous class have distracted the class.

Keywords: gadget, students' learning motivation, classroom setting

Abstrak: *Pandemi Covid-19 mengubah proses belajar mengajar yang biasanya dilakukan secara tatap muka menjadi virtual. Kondisi ini mengawali penelitian untuk mengetahui bagaimana pengaruh gadget terhadap motivasi belajar siswa dan pengaruh gadget terhadap pengelolaan pembelajaran tatap muka. Respondennya adalah 36 siswa SMP dan SMA*

yang kecanduan gadget dan 74 yang tidak kecanduan gadget dari lima kabupaten di Kalimantan Utara. Pengumpulan data dilakukan dengan menggunakan kuesioner tertutup dan wawancara virtual. Hasil penelitian menunjukkan bahwa gadget memotivasi siswa karena memungkinkan semua responden untuk mengakses materi secara praktis dan meminimalkan kecemasan responden dalam mengungkapkan pendapatnya. Sayangnya, gadget tersebut tidak bisa mengelola pembelajaran tatap muka. Responden yang tidak kecanduan dan paling kecanduan gadget mengklaim bahwa pembelajaran tatap muka membangun interaksi langsung antara teman sebaya dan guru, yang tidak dapat ditemukan di kelas online. Selain itu, kelas e-learning memberikan tugas yang beruntun dengan materi penjelasan yang tidak maksimal. Penelitian ini juga menemukan bahwa pembelajaran asinkron seringkali memberikan respon yang lebih sedikit ketika siswa meminta penjelasan materi secara detail. Di sisi lain, koneksi internet dari kelas sinkron mengganggu pelaksanaan pembelajaran kelas.

Kata kunci: *gadget; motivasi belajar siswa; pengaturan ruang kelas*

INTRODUCTION

Since COVID-19 has been spreading over the world, (Kemdikbud, 2020) the government is instructing the public to work and study from home to ensure that the chain of coronavirus spreading is strictly minimized. Work and study-from-home are a term for working and studying remotely. Also, work and study-from-home reforms most sectors usually perform confront marginally addressing web-based service as the appropriate alternative. Education which is usually held in face-to-face settings is switching to a distance learning setting (Giovannella, 2021; Tartavulea, Albu, Albu, Dieaconescu, & Petre, 2020). This condition allows the school community to deal with technology, which will assist them in getting activities done in their own homes.

Literally, gadget technology used in online classes according to, (Krause & North, 2014) is familiarly used for their daily routine. Thus, it rapidly attracts many users from all age users to work with it (Epp, Schau, & Price, 2014; Sashittal, Sriramachandramurthy, & Hodis, 2012; Bölen, 2020). Using technology for educational purposes offers school communities some favorable impacts since it proposes the user to find practicality and flexibility (Yu, Yang, Cheng, & Wang, 2015). This is because it promises more practical interactions between teachers and students to be more practical because they do not have to travel to meet in offline class. The teaching and learning process can occur anywhere as long as it is conducive and can help students to focus. In addition,

there is no need to dress up neatly or formally to appear well-groomed in class. Online classes can help decreasing expenses for teaching tools, markers, and whiteboards, (Silawati & Rachmania, 2017; Bakla, 2017; Yu, Yang, Cheng, & Wang, 2015) because teachers make use of more interesting teaching media such as photos, videos, or audio forms from the internet.

A number of research findings have verified that gadgets successfully back up students' learning accomplishments (Ali, Anuar, Mustafa, Halim, & Sivabalan, 2020; Nikolopoulou, 2018). Gadgets such as mobile phones are found helpful for learning since most parents provide for their children (Maya & Aungston, 2017). The users consider that it helps them perform better language learning (Abdul Ameer, 2021; Wu, Hsieh, & Yang, 2017), especially pronunciation development (Kumar, 2013). The educators believe that learning through English text books is outdated, thus they prefer gadgets instead. (Eppendi & Vega, 2020; Amponsah, Asamoah, Allassani, & Aziale, 2017; Wu, Hsieh, & Yang, 2017). The gadget's success in facilitating educational achievement drives the researchers to find out how the gadgets influence students' learning motivation and whether or not they can deal with face-to-face or not.

LITERATURE REVIEW

A. Gadget

Gadget is a device that has more specific functions more practical and is designed with advanced technology to facilitate practically for educational purposes (Kamtini, Wardi, Maya, & Tambunan, 2018; Frahasini, Astuti, & Atmaja, 2018). Educational gadgets are laptops, smartphones, netbooks, and tablets. Also, the gadget is part of ICT (Godfrey, et al., 2018), which is mainly used as a communication tool, but gadgets also play a supporting role in the current lifestyle (Wang, Wiesemes, & Gibbons, 2012). As a communication medium, the gadget functions to connect people through long-distance communication.

B. Learning Motivation

Learning motivation is all students' efforts, leading to learning activities and ensuring the continuity of learning activities to achieve the looked-for goals. (Wlodkowski & Ginsberg, 2017; Arief & Isnan, 2020) Learning motivation is the process of generating energy and direction to participate in

learning. Learning motivation is an absolute requirement for learning which will provide enthusiasm and passion for learning. (Serio, Ibáñez, & Kloos, 2013; Rehman, Bhuttah, & You, 2020) Motivated students will use higher cognitive processes when studying materials to absorb the materials better (Gorges, Koch, Maehler, & Offerhaus, 2017).

C. Online Learning

Online learning or e-learning is a distance learning process that combines the principles and techniques in the learning process (Rapanta, Botturi, Goodyear, Guàrdia, & Koole, 2020). E-learning is a learning system used for teaching and learning processes without direct face-to-face communication between educators and students. In some ways, learning and teaching in an online environment are very similar to teaching and learning in many other formal education environments (Dumford & Miller, 2018) e-learning provides flexibility, interactivity, speed, and visualization through the various advantages of each medium (Rasheed, Kamsin & Abdullah, 2020). The disadvantage of e-learning, however, is that it requires additional equipment, such as a laptop or computer, with favorable monitors, keyboards, and technical skills.

METHOD

A. Research Design

The research method is qualitative research with a case study approach (Bartlett & Vavrus, 2017; Creswell, 2012) can have empirical investigations to investigate phenomena in real online learning during the COVID-19 era.

B. Research Subject

The subject of the research was 36 gadget addicted and 74 non-gadget addicted of senior and junior high school students from five regencies in North Kalimantan: Tarakan, Nunukan, Malinau, Tanjung Selor, and Kabupaten Tana Tidung. North Borneo is one of the border and remote areas of Kalimantan that becomes relevant as research data. Furthermore, Yasmin (2021) reported that North Kalimantan has an insufficient facility area, which significantly handles learning loss. Thus, students could not work well on online homework since the parents would usually work on it.

C. Research Procedure

The research instrument used a closed questionnaire and an interview. The questionnaires were divided into two categories, first was identifying gadget users with ten statements of learning motivation to deal. Second, the learning motivation statements asked about the respondent's attitude toward the online class that is compared to a face-to-face setting. The questionnaire was distributed through Google Forms for two weeks due to online classes from June 21st to July 4th. At the same time, the interview with six questions was conducted through a recorded zoom meeting. The six interview questions are shown below:

Table 1:
Interview question

No	Questions
1	Is your cell phone the most important thing to you? Please explain the reason
2	Which do you prefer when interacting with friends face to face or via gadget? Please explain the reason
3	Do you prefer to play on your phone in your room or in the living room with your family? Please give the reason
4	Are you more enthusiastic about learning when doing online or offline learning? Please include the reason
5	Do you find it easier to understand the subject matter when learning online or offline? Please explain the reason
6	Do your learning outcomes (grades/ achievements) increase more during online or offline learning? Please give the reason

RESULTS AND DISCUSSIONS

A. Questionnaire Result

The following is a discussion on the result of the result. First Table 2 presents 36 respondents who are addicted to gadgets and 74 respondents who are non-addicted to the gadget. As many as 81% of respondents approve that gadgets are crucial for them which is why 59% of students agree and totally agree that they always bring a gadget with them wherever they go. Nevertheless, 53% of respondents refused to agree that they use gadgets more often than socialize with the environment.

Table 2:
Gadget used questionnaire

Statements	Number of Respondents			
	SA	A	D	SD
Using my phone is the most important thing to me	36	53	14	7
I always carry my cell phone wherever I go	18	47	32	13
I prefer interacting with friends via cell phone to face to face	6	24	56	24
I feel more confident when I am using my phone	4	40	55	11
I feel dependent on playing my cell phone	8	44	45	13
I use my phone more than interact with other people	14	38	43	15
I prefer playing on my phone in my room to hanging out with my family	8	37	49	16
I prefer comfortable the virtual world to the real world	5	25	61	19
I often play with my phone when I am interacting with others	2	33	54	21
With my cell phone, I do not need to interact with others	0	14	55	41

In addition, 59% of respondents either agree or strongly agree to spend time with family rather than playing with gadgets and 87% of students choose to disagree that they do not need social interaction just because they own gadgets. This proves that students recognize gadgets are very important to them but they are also aware that social interaction is also no less important than gadgets. Table 3 shows that most students prefer face-to-face learning to virtual learning. This fact is supported by data that says that 78% of students agree that they are more active when studying in class.

Table 3:
Learning motivation questionnaire

Statements	Number of Respondents			
	SA	A	D	SD
I become more engaged when I am learning in class than online learning	33	53	18	6
Confronting class allows me to understand easier	45	51	8	6

Studying in class makes me enthusiastic because of interacting with friends	41	58	11	0
Studying in the class got me focused	32	58	19	1
I cannot wait to study in class with my friends	53	47	8	2
I prefer online learning to studying in class	5	26	59	20
Online learning improves my achievement	3	38	58	11
I confidently perform on online learning because I do not need to deal directly with teachers and friends	9	31	55	15
I do not need to go to school during online learning	7	23	61	19
I find online learning is easier to complete schoolwork	11	50	41	8

Data also shows that only 18% disagree that learning in class makes them more focused. In addition, 71% of respondents also agreed that they are more comfortable doing offline learning. Plus, 63% of students felt their grades had not improved during online learning. Even so, 55% of students agreed that it was easier to complete a given task during virtual learning. In essence, students prefer to do learning in the classroom because they can interact directly with teachers and friends and feel more focused than doing long-distance learning through gadgets.

B. Interview Result

In the first question about the importance of gadgets, respondents were divided into two groups, addicted and non-addicted gadget respondents. Respondents consider gadgets essential to them and think that almost all activities require technology. They can communicate with their loved ones, get the latest information, and even order food. Especially during this pandemic, it assists them in taking e-learning. Meanwhile, disagreeing respondents assume that many other things are more important than gadgets, such as family and friends. For them, gadgets are just communication devices. The following is a sample of their response:

> For me, gadgets are required because now almost all activities require gadgets. It can be used for communicating, ordering food, ordering a taxi, and others. Specifically, during a pandemic where people are

> required to stay at home, gadgets are needed. One of them is to do online learning.

Students are again divided into two categories when it comes to interaction: some choose face-to-face, and the rest choose virtual. Students who choose face-to-face interaction assume that they can do many things together when they interact offline, such as sharing stories, joking, taking pictures, and eating together. It all makes them closer to each other, and they become more familiar with the outside environment. However, it is different for those who choose virtual interaction. They think that conducting virtual meetings does not cost much. Plus, they can do it anywhere and anytime. In addition, some of them claim to only have many friends in online games, so they can only meet when they are in the game world. This is the sample of the response:

> I prefer to interact through gadgets because I have close friends in the online game where we all live in different areas, so we can only meet up online through gadgets. In addition, I think meeting through gadgets does not cost a lot. We do not have to spend money on transportation, parking, meals, etc. We can also do it anywhere and anytime.

When asked to choose between playing on mobile phones in their room or gathering together in the family room, all respondents have their reasons. Those who choose to play on their cell phones believe that they prefer to play with gadgets and do not want to be disturbed or disturbed when playing with them. That is why they prefer to be alone in their room. It is different from those who choose to gather with their family. They choose it because they can watch television and laugh together. For them, moments like that are delightful because they can bring them closer to each other. However, some respondents choose both. They enjoy playing with gadgets while gathering together in the family room so that they are not alone, and when it is getting exciting, they can join in watching the spectacle with the others.

> I have no problem with either of them. Usually, I will play with gadgets in the family room while gathering together. Not only so that I do not feel alone, also because I want to spend time with my family. Of course, I do not just play gadgets. When there is an urgent message that must be answered immediately, I will look at the gadget. Otherwise, I will refocus with my family and what we are watching on television.

For questions about their enthusiasm during the learning activities, the researcher gave two options, namely face-to-face learning and virtual learning. Those who choose offline learning think that they can do practical work that cannot be done online so that the material being taught is easier to understand. In addition, interacting with their friends and teachers in class makes them more enthusiastic because it is fun to learn together, so they do not get bored quickly. Meanwhile, those who choose online have a reason that they do not need to go to school. They can do it anywhere, so it is flexible. Furthermore, they will be more attracted to expressing opinions in online classes than confronting classes because they do not need to meet their friends and teachers in person, so they feel courageous. One respondent said:

> I agree that offline learning is passionate because I can do some practice offline, which makes me understand the material being taught. Offline learning is also more fun than online because I can learn and interact directly with my friends and teachers which makes me feel less alone and more enthusiastic about learning.

The respondents had their reasons when asked about their understanding of the material being taught. The reason respondents choose online learning is that the teachers provide them with material files via chat applications to save the files and read them whenever they want. It is different from why respondents choose offline learning; they choose it because when they ask questions in a confronting class, they will respond faster than in a virtual class. In addition, the absence of network disturbances during offline learning makes activities run smoothly. The respondents also regretted that some of their teachers only gave assignments without detailed explanations, and sometimes they were sent materials and assignments simultaneously without any explanation at all.

> I understand more about the material explained in the confronting class because I can focus more. After all, there are no disturbances due to network instability. In addition, the questions I asked when in offline classes got a faster response. Meanwhile, during online learning, the questions I ask through chat applications often get slow responses from peers and teachers. Sometimes they do not even answer at all.

For the problem of increasing scores, respondents have different opinions about online learning and offline learning. Respondents believing their scores have increased during online learning assume that the material files provided by the teacher can be ready whenever they want as much as they want to maximize

preparation when they are going to do assignments, quizzes, and even exams. In addition, if they have difficulty in answering questions, they can surf the internet for answers. Respondents who feel that they experienced an increase in value during offline learning reasoned that it was easier to organize the tasks given. During online learning, they often forgot to do them.

> During learning from home, I admit that my score increased because I can easily find the answers on the internet when working on assignments, quizzes, and even exams. In addition, the material given by the teacher during a virtual class slide, videos, voice recordings, I can learn or listen to repeatedly whenever I need.

Due to the pandemic, the teaching and learning process is taken virtually (Hernández & Flórez, 2020; Rensburg & Thanh, 2017). The online class stimulates the students to take the class actively (Nijat , Atifnigar , Chandran, Selvan, & Subramonie , 2019). Students are effervesced by virtual learning because it upgrades their confidence level. (Eppendi, 2020; Galajda, 2017) Some even admitted that they hardly ever express their opinion when they take part in the class. At the same time, the online class makes the students confidently express their opinions since they do not need to meet directly with their friends and teachers. Also, it offers practicality and flexibility for learners to join the class. They do not need to go to school, and they only need to join online meetings and listen to the teacher explain the material. Sometimes, they receive the material and assignment prepared by the teacher through any provided application. They are given more time to submit the assignment than face-to-face, and they can submit the assignment by sending it through the instructed application. The virtual class is less threatened because they turn off the camera when they have something to talk about or do while the teacher explains the material. Oppositely, the face-to-face class will penalize when they are talking to their friends or doing something out of the class activity once the teacher is hosting the class.

Despite its benefits, the online class cannot take place in the confronting class, for it does not assist in meeting the fortuitous learning achievement (Eppendi & Firdausya, 2020). Most students consider that the online learning class drives them to an unclear understanding of the material discussed. They always find slow responses or sometimes not responded by the teacher through a chat application once they ask about the unclear given material. This plight converts harder once the class is English as a Foreign Language subject since it is one of the threatening subjects for most EFL students (Galajda, 2017). Even

more, not all the student relative or environment is familiar with the English which carries them to unmotivated mood to study.

Contradictorily, confronting class permits them to ask the teacher to give additional elucidation on biased material and directly find a satisfactory response. The online class supplies unmanageable assignments given, which the teacher provides the projects without giving detailed explanations beforehand. Consequently, this condition allocates them to work on the assignment given by searching on the internet without understanding the material (Eppendi & Vega, 2020). They merely focus on completing and submitting it as the assignment significantly contributes to students' final scores. Otherwise, the confronting class enables the students to directly clarify the confusing instruction of the assignment to the teacher, which eliminates the chance of students cheating.

Moreover, distance learning usually is distracted by unstable internet connections (Rotas & Cahapay, 2020). Most virtual classrooms have mostly taken asynchronously during the coving-19 pandemic which the students only receive the material through an application with less detailed elucidation. Nevertheless, once the synchronous setting is being held, the teaching and learning process is not running well, which carries the purpose of the teaching and learning away. This technical problem arises for the border area frequently deals with internet connection issues, and some students possess limited credit internet.

Both addicted and non-addicted gadget students assert that offline learning settings suit them properly since it allows them to socialize in person with their friends and teachers. Psychologically, the students need time to share with their peers or others to motivate them to do the learning activity (Gråstén, et al., 2021). The confronting class potentially leads to peer-teaching once they find an unsatisfied explanation given by the teacher (Cusimano, et al., 2019). They can ask their classmates to share their interpretation of it or work together in a group because sometimes they learn better when they study with their peers (Montebello, 2018). This opportunity is infrequently proffered by e-learning that precisely individual learning possibly takes over. Studying by interacting through the screen discourages students from participating in class enthusiastically. Indeed, it acquires solitude for students to be experienced which constructs the students maintaining lazy mode.

Virtual class challenges above are arising because the physical class has been suddenly switched to distance learning (Bergdahl & Nouri, 2021). It brings the school community to an unready mood to face the situation and potentially form

them to meet culture shock (Pedersen, 1995; McLeod, Eslami, & Graham, 2021). Culture shock is the initial process of an unfamiliar environment that constructs individuals' emotional, behavioral, cognitive, and psychological impacts. Starting from kindergarten to senior high school in Indonesia is comforting, but the pandemic is setting the government to come to a suitable alternative to minimize the spread of the covid-19.

CONCLUSION

The proper alternative during the COVID-19 pandemic of doing work, and study from home is leading to the host of most educational sectors virtually that gives strengths in carrying out activities. It offers the students and teacher practicality and flexibility, which can be hosted and participated in anywhere and anytime. Consequently, these attractive offers are interesting to make virtual classes. Regrettably, the learning outcome that has been registered in the school curriculum is reportedly underachieved. However, it does not describe the students' learning acquisition since the students intentionally attempt to commit and work on the assignment and test with academic dishonesty. The student's learning need is finding deficiencies for they are presented inadequately with the unmanageable given assignment. One of the causes is the misinterpretation of materials.

This research found that the predicament is appearing because of the sudden alternative educational culture which the school community only familiarizes when having offline classes. As the center of the material, the teachers need to habituate the technology by investing time and effort to deal with the gadget and managing an attractive virtual class to stimulate students learning motivation. When the synchronous class is distracted by the unstable internet connection, the research recommended that teachers can regularly organize a home visit, so that the students will not miss the physical interaction they preferred to have.

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