The Usage of Gadget in School Environment: Islamic Education Teachers' Efforts in Maximizing The Usage of Mobile Phones and Their Impact Toward Students

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Abstract

In today's modern era, there are many challenges that affect the success of educational goals, one of which is technology. technology is not a foreign object in the world of education and the world of students and is very influential in everyday life. One of the technologies that is growing rapidly now is electronic media. One of the electronic media that we often encounter is television, computers, mobile phones, radios and photocopiers. All media are created to be useful for the community about information and facilitate human activities. The type of research used is field research. The approach used is a qualitative approach that aims to explore deeply and describe the findings data. Therefore, it can be concluded that the efforts of Islamic Education teachers have succeeded in maximizing the use of gadgets in students, among the efforts of which the teacher prohibits students from using gadgets during learning hours except during discussions, and provides a good example of using gadgets in students. The impact of using gadgets to students is to facilitate communication between students, increase knowledge and information, students become more creative and innovative in finding subject matter and adding friends

INTRODUCTION

Since humans lived since then education exists, from the educational process that is very simple to the very complex as it is today. The idea of education began since the safety of ancient Egypt, India, China, Greece, and Rome is a very important educational thought to date (Aswasulasikin, 2018). Almost everyone is subjected to education and applied education. Because education is never separate from human life. Children receive education from their parents and when these children are adults and their families will also educate their children. Similarly in schools and colleges, students and students are educated by teachers and lecturers. Education is typical of human property and tools. No other creature needs education (Pidarta, 2009).

Educational work includes many things, namely everything that is related to human development. Starting from physical development, health, skills, thoughts, feelings, will, social, to the development of faith, everything is handled by educators. Means educating means to make humans

more perfect, make people improve their lives from natural life to be cultured. Educating is civilizing humans (Pidarta, 2009).

In modern times, the problem of education is a very important thing. The coming century is a challenge for future generations. Especially for the Indonesian nation in achieving national goals and qualified human resources and able to compete with other nations. With regard to education issues, national goals are stated in the Republic of Indonesia Law No.20 year 2003 Chapter II Article 3, which reads as follows:

> National education functions to develop capabilities and shape national character and civilization and dignity in order to educate the nation's life. to develop the potential of students to become human beings who believe and devote to an almighty God, are noble, healthy, capable, creative, independent, and become democratic and responsible citizens (Red White Library Team, 2007).

In today's modern era, there are many challenges that affect the success of its educational goals, one of which is technology. technology is not a foreign object in the world of education and the world of students and is very influential in everyday life. One of the technologies that is growing rapidly now is electronic media. One of the electronic media that we often encounter is television, computers, mobile phones, radios and photocopiers. All media are created to be useful for the community for information and facilitate human activities.

One of them is the phenomenon of the rise of gadgets. Gadgets have become an inseparable part of human life today and are goods that are familiar with society. We know various types of gadgets such as netbooks, tablet PCs, cellphones, video gadgets, audio gadgets, game gadgets and various types of gadgets that are sophisticated, even some communication via gadgets are able to perform various activities simultaneously. Communication via gadgets is no longer limited to telephone and sms, data communication such as e-mail, chat, browsing, facebooking, and various activities in the virtual social world is often done by gadget users (Irawan & Armayanti, 2013).

Gadgets or mobile phones (smartphones) are not just communication tools, nowadays they have become a trend or lifestyle. Gadgets by sharing applications can present a variety of social media so that they are often misused by students that adversely affect their academic value or level of achievement (Nurmalasari & Wulandari, 2018). Excessive use of gadgets on students often causes problems in the learning process. the use of gadgets has a detrimental effect on children's interpersonal skills if it is used too often. Another influence of mobile phones is that students rely more on cellphones than learning (Nurmalasari & Wulandari, 2018). Thus, from the exposure of the negative impact of the use of the gadget above, there needs to be an effort from teachers, especially Islamic religious education teachers. Because Islamic education teachers play an important role in building morality and providing knowledge and values of Islam to students in school.

Islamic Education

Islamic education is a conscious and planned effort in preparing students to recognize, understand, appreciate, believe, devote to virtue, practice Islamic teachings from the main sources of the Holy Qur'an and hadith, through guidance activities, training in teaching , and use of experience (Ramayulis, 2005). According to Muhaimin, education in Islam is one part of Islamic education. The term "Islamic education" can be understood in perspective, namely education according to Islam, or education based on Islam, and / or Islamic education systems, namely education that is understood and developed and compiled from the teachings and fundamental values contained in the basic source , namely the Koran and the Sunnah / Hadith. In this first sense, Islamic education can be in the form of thoughts and educational theories that are based on themselves or built and developed from certain basic sources.

In reality, education that is built and developed from these basic sources has several perspectives, namely (1) the thoughts, theories and practices of their implementation break away and / or consider the concrete situation of the dynamics of the struggle of Muslim societies (classical and contemporary eras) that surround it; (2) the thinking, theory and practice of organization only considers the experience and intellectual property of classical scholars; (3) the thought, theory and practice of its implementation only consider the sosiohistorical and cultural situation of contemporary society, and break away from the experiences and intellectual treasures of classical scholars; (4) the thought, theory and practice of its implementation consider the experience and treasures of classical Muslim intellectuals and examine the socio-historical and cultural situation of contemporary society.

Islamic education or Islamic religious education, namely the method of educating Islamic religion or Islamic teachings and values, so that it becomes a way of life (view and attitude) of a person. In this second sense, it can be tangible: (1) all activities carried out by someone to help a person or group of students in instilling and / or developing Islamic teachings and values to be used as a view of life, manifested in a life attitude and developed in skills daily life; (2) all phenomena or events of encounter between two or more people whose impact is the embeddedness and / or growth of Islamic teachings and their values on one or several parties.

Education in Islam, or the process and practice of administering education that takes place and develops in the history of Muslims. In the sense of the process of the growth of Islam and its people, both Islam as a teaching religion and cultural and civilization system, since the time of the prophet Muhammad SAW. Until now. So, in the third sense the term "Islamic education" can be understood as a process of civilization and inheritance of the teachings of religion, culture and civilization of Muslims from generation to generation throughout its history (Muhaimin, 2012).

The Purpose of Islamic Education

The purpose of Islamic education is Muslim personality, which is a personality whose entire aspects are inspired by Islamic teachings. People whose Muslim personality in the Qur'an is called "muttaqin". Because Islamic personality also means the formation of devoted people. This is true of our national education as outlined in the national education goals which will shape the Pancasila people who are devoted to the Almighty God (Daradjat, 2001).

Islamic education aims to improve the faith, understanding, appreciation and experience of students about Islam so that it becomes a Muslim human who has faith and devotion to Allah SWT and is noble in his personal life, society, nation and state. Islamic religious education in schools aims to increase the beliefs, understanding, appreciation and experience of students about Islam so that they become believers and devote to Allah SWT as well as noble morality in personal life, community, nation and state and continuing education at a higher level (Ramayulis, 2005). The purpose of education is identical to the purpose of life. In general, the Qur'an is stated;

وَمَا خَلَقْتُ الْجِنَّ وَالْإِنْسَ إِلَّا لِيَعْبُدُونِ

And I did not create jinn and mankind but that they serve Me,
(Surat ad-Dhariyat: 56)

Gadget

Gadgets are communication tools that have many functions. Where the functions of these tools have used different features. Gadgets are considered more complete than other electronic devices because of their different functions and properties. Gadgets can contain any needs, while other electronic devices such as: cellphone, cellphone, phablet, laptop, cmera, and other tools. Has its own limitations. In the current era, gadgets have an expanded meaning. The gadget is not only seen from the physical, but seen from the software in the gadget itself. With the development of the era until now, gadgets have always been updated to improve stability (Amir, 2013).

A gadget is a term derived from English, which means a small electronic device that has a special function. One of the things that distinguishes gadgets from other electronic devices is the element of "renewal". It means, from day to day gadgets always appear by presenting the latest technology that makes human life more practical (Irawan & Armayanti, 2013). Gadgets or mobile phones (smartphones) are not just communication tools, times have become a trend or lifestyle. Gadgets with various applications can present various social media (Nurmalasari & Wulandari, 2018). Based on the definition above, the gadget is a special electronic media that has the features and advantages of other electronic media.

The Efforts of Islamic Education Teachers in Maximizing the Use of Gadgets in Students

Efforts according to the Indonesian dictionary (KBBI) is interpreted as *ikhitiar* (to achieve a purpose, solve problems, find a way out and so forth) (Ministry of National Education, 2015). Based on the above understanding it can be clarified that efforts are part of the role that must be carried out by Islamic religious education teachers in improving students.

The Islamic Education Teachers

Teacher is a person who has the ability and experience that can facilitate his role in guiding his students. He must be able to judge himself without exaggeration, be able to communicate, and work together with others. In addition, it needs to be considered in terms of where he has the ability and weakness (Daradjat, 2001). Islamic religious education teachers are professional education who have the task of providing understanding of religious material to students and society. Islamic religious education teachers have at least two tasks, namely the task of educators and instructors in schools and also have the task of providing understanding of Islamic religious material to students so that students and the public have a proper perspective or understanding of religion (al-Quran and hadith) polite, peaceful and anti-violence attitudes and behavior (Muchith, 2016).

The Requirments of Islamic Education Teacher

Many education experts who set limits as prospective educators, especially in formal education institutions, as stated by Darajat (2011) including: (a) Faith in the Almighty God; the teacher is in accordance with the aim of the science of Islamic education, it is impossible to educate the child to be devoted to the almighty God, but if he is not devoted to Allah, therefore an islamic Education teacher must be a role model for students. Therefore, the extent to which a teacher is able to provide a good example for students, to the extent that he is also expected to succeed in educating a good future generation of religion and nation .

Next is; (b) Knowledge, diplomas are not merely a piece of paper but a proof that they have a diploma that has obtained certain knowledge and abilities needed for office. A teacher must have a diploma so that they are allowed to teach. (c) Good behavior; teacher's character is very important in planting character to students. The teacher must be a good example for students. Because children have the habit of imitating what they see. Among the goals of education are to form good character to children and this is only possible if the teacher has good character (Muntari, 2015).

Duties and Responsibilities of Islamic Education Teachers

The duties and responsibilities of teachers of Islamic scholars from the west suggest that the teacher's job is to educate. Educating is a very broad task. Some are done in the form of teaching, some in the form of giving encouragement, praising, punishing, giving good examples and so on. In school education, the task of teachers is to educate by teaching (Muntari, 2015).

Wiggens explains that teacher responsibility is not only in school, but outside of school. He explained that it was also the responsibility of giving guidance to children in using their free time, responsibility for moral life, religious life in their families. Directing in places that are reasonably visited, on community activities, in various forms and for all students where students relate to group learning (Muntari, 2015).

The Usage of Gadgets and Their Impacts

It cannot be denied that technology has grown rapidly now. Technology was created to facilitate human affairs. We can find various kinds of countless technologies in this modern age. One example of a very popular technology is gadgets. Everyone uses gadgets with modern technology such as television, mobile phones, laptops, tablet computers, smartphones, and others. This gadget can be found anywhere, both for adults and children. children have now become active consumers where many electronic and gadget products make children their market target. What was once an gadget was something elite, but now it is no longer there. Judging from the reality now, it has become commonplace for elementary school children to have gadgets in the form of smartphones or cellphones as their toy material. In the past, people who were able to buy gadgets were only middle to upper class people, but in reality now only mediocre income parents were able to buy gadgets for their children (Amir, 2015).

The phenomenon of using a smartphone seems to have its own world. Teenagers often look busy with smartphones, to ignore the people around them. The presence of smartphones makes users rarely socialize with people around them. The ease of socializing with smartphones, actually makes it look anti-social in real life. A group of teenagers are gathering together in one place, but their frequency of speaking is lower than using their own smartphones (Muflih, 2017).

Positive Impacts of Using Gadgets

There are a number of positive effects from using gadgets including; (a) facilitate communication, in this case the gadget can facilitate communication with other people who are far away from us by SMS, telephone or with all the applications that are owned in the gadget. (b) add to knowledge, in terms of knowledge we can easily access or search for sites about knowledge by using applications that are in our gadgets, for example applications: detik.com, kompas.com, etc. (c) adding friends, with many, social networks that have sprung up lately we can easily add friends through social networks that exist through our gadgets. (d) the emergence of new learning methods and the existence of this learning method can facilitate students and teachers in the learning process. With the advancement of technology new methods are created which enable students to understand abstract material because the material with the help of technology can be made not abstract.

Negative Impacts of Using Gadgets

Gadgets that have a variety of applications will make students more selfish. Students who have used social media in their gadgets use their time more to communicate in social media than learning (Harfiyanto, 2015). Decreased concentration while studying. at the time of learning the child becomes out of focus and only remembers the gadget game as if he were like a character in the game. Lazy writing and reading. This is due to the use of gadgets, for example when children open a video, youtube is applied, children tend to see the pictures without writing what they are looking for. Decrease in social skills. For example, children do not play with friends in the surrounding environment, regardless of their surroundings. Addiction. Children will be difficult and will depend on gadgets because it has become a necessity for him.

Besides emerging helth problem, it is also inhabit language skills. children who will be accustomed to using will tend to be quiet, often imitating a language that is heard, closed and reluctant to communicate with friends or the environment. Can affect early childhood behavior. As an example of children playing games that have elements of violence that will affect behavior patterns and characters that can lead to acts of violence against friends (Rozali, 2017).

METHOD

This type of research uses qualitative research. The type of qualitative research is a research method based on the philosophy of postpositivism, used to examine the nature of natural objects, (as opposed to experiments) where researchers are purposive and snowbaal instruments, triangulation (combined) collection techniques, inductive / qualitative analysis, and the results of qualitative research emphasize more meaning than generalization (Sugiyono, 2010). The data sources in this study were teachers and students of 1 Way Bungur High School. To get the data, this study uses interview techniques, observation and documentation.

FINDINGS AND DISCUSSION

Based on the results of interviews with several teachers and students it can be seen that the use of gadgets in the school environment is still permitted but at certain times. While the efforts of Islamic Education teachers are done by limiting the use of gadgets. For in class, the use of gadgets is prohibited during study hours unless the gadget is used in searching for subject matter but is still under supervision and gives examples to students which are good and which should not be done with gadgets.

> The efforts of Islamic Education teachers in maximizing the use of gadgets in class XI students and making them the efforts of Islamic Education teachers can also be applied by other subject teachers so that all the schools and students can be good. "Class XI students at 1 Way Bungur Public High School almost all have gadgets. except for a few small parts whose economic conditions are below the middle to lower level, but I as Islamic Education teacher cannot prohibit students from using gadgets, because with their own gadgets students are more innovative and creative in seeking information outside of school hours, but still have a negative impact on students. therefore I put in

> place a rule where I would collect student gadgets when I was explaining subject matter, but when it was time for discussion I would allow students to use gadgets so students were more creative in finding new information and knowledge but still in the corridors of my supervision, and I consider my efforts to have been stopped ung successful and exemplary by other maple teachers "
> (Saipul, interview, 2018)

The opinion of Islamic Education teachers regarding the use of gadgets among students is permissible because in general all students have gadgets so Islamic Education teachers cannot prohibit the use of gadgets. The steps or efforts made by Islamic Education teachers are by collecting gadgets when the teacher explains the subject matter and but can use it during discussion so students can be more creative and innovative in developing the subject matter. Whereas efforts to minimize the negative impact carried out by Islamic Education teachers are by checking gadgets that are carried out at least one month so that the contents in gadgets studentcan be supervised by students. He can unite learning and the use of gadgets can be coupled and not mutually dropped and remain in the values of Islam, and the efforts he has done are good, namely giving understanding, insight into gadgets, giving rules and providing examples of using gadgets

While based on the results of interviews with students, it can be seen that gadgets are a necessity that must be fulfilled for them, especially in this age of globalization where information is clearly needed. Almost all students have gadgets, even they cannot be separated from gadgets. Usually they access social media (Instagram, WhatsApp, Line, Facebook Lite, BBM, Twitter), YouTube, and also Google / browser.

The thing that is often done when they access their gadgets is only for stalking (browsing photos or conversations), but most of them use it to chat with friends or parents / teachers. This of course causes addiction and even forgets the time to study. The positive effects they get from gadgets include increasing knowledge and information, and also adding friends. In addition, they also feel the negative impact of using gadgets including being forgotten, anti-social, getting info hoax (information).

However, there are supporting factors that make Islamic Education teachers in maximizing the use of gadgets in students, namely (a) Professional teaching staff of teacher boards in 1 Way Bungur Public High School, especially Islamic Education teachers, are teachers who have met national standards with an S1 degree in accordance with their fields. The teacher board including Islamic Education teachers is required to cooperate in an effort to maximize the use of gadgets in the school environment. So the responsibility of maximizing the use of gadgets to students in the school environment is not only the responsibility of Islamic Education teachers, but is the responsibility of the entire board of teachers in the school. This is done by every teacher at 1 Way Bungur Public High School who feels they have a shared obligation towards students.

In addition, environmental factors also influence, the existence of the environment has a very large influence on the personal development of students, because the presence of students in the community is more and longer compared to school. The community is the third institution of education after parents and schools take part in the formation of student learning. The collaboration between the school and parents and the surrounding community to supervise the use of their children's gadgets outside the school has gone well. Because students who have problems at school are mainly concerned with using gadgets, parents will be called to school to be given an explanation of what their child has done. Including the delivery, the facilities and infrastructure of 1 Way Bungur Public High School have a Wifi network as an internal network that is used by all schools including students. But still under the supervision of the teacher when using it.

The things that hinder the efforts of Islamic Education teachers in maximizing the use of gadgets in students are: (a) Lack of attention from parents, busy activities of parents to carry out their activities sometimes to forget the task of educating their children. Because assuming the task of education has been fully handed over to the school. So that children will feel frustrated, affection from parents. As a result, children look for their own pleasure with gadgets and friends without the supervision of parents, some of the other parents spoil their children more so that whatever their children do is allowed, even if they are not good enough. In addition, (b) Lack of awareness of students to carry out positive activities. In general, students prefer to play gadgets after school instead of studying at *TPQ* or other assemblies in their environment. Even though these activities will increase students' understanding of religious studies rather than just playing gadgets.

And last is (c) the rise of the world of information, diera globalization of information media is widely used, ranging from radio to the internet which is very easy to access. What you want is from good to bad things even if everything is there and without any effort to get it. Ironically, students of high school and even elementary school age already know him, but they have not been able to distinguish between good and bad. This is all that will have a bad impact on students, both in terms of their development, attitudes, behavior, and thinking patterns of students.

CONCLUSION

The efforts of Islamic Eduacation teachers have succeeded in maximizing the use of gadgets in students, among the efforts of which the teacher prohibits students from using gadgets during learning hours except during discussions, and provides good examples of using gadgets in students, so students understand and understand how to maximize the use of gadgets right so students don't lose competitiveness with other school students. The impact of using gadgets to students is to facilitate communication between students, increase knowledge and information, students become more creative and innovative in finding subject matter and adding friends

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