THE INFLUENCE OF GADGETS ON THE SOCIAL BEHAVIOR OF STUDENTS AT MTS TARBIYATUL ISLAMIYAH SOKOPULUHAN PUCAKWANGI PATI

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ABSTRACT: This research aims to investigate the intensity of gadget usage, the social behavior of students, and the influence of gadgets on the social behavior of students at MTs Tarbiyatul Islamiyah. The method employed is quantitative, with a non-experimental approach and the use of simple random sampling technique. The sample size consists of 75 respondents, and data collection is conducted through questionnaires. The results of this indicate that the data on gadget usage intensity yield percentages of 42% for respondents answering "always & often," 31% answering "sometimes," and 27% answering "never." Meanwhile, their social behavior obtains percentages of 55% for respondents answering "never," 26% answering "sometimes," and 19% answering "always & often." The obtained data testing result shows that the t-value is greater than the t-table (5.370 > 0.1914), where Ha is accepted and Ho is rejected. The coefficient of determination is 28.3%. Therefore, it can be concluded that the intensity of gadget usage at MTs Tarbiyatul Islamiyah is categorized as moderate, indicating that students can use these devices without difficulty. Regarding their social behavior at school, it depicts that they are not overly dependent on gadgets due to various factors preventing reliance on these devices. The influence of gadgets on the social behavior of students at MTs Tarbiyatul Islamiyah obtains a significance value of 28.3%, indicating a positive impact.

Keywords: Gadget, Student, Social Behavior

INTRODUCTION

Human behavior results from experiences involving reciprocal interactions between individuals and the social environment, manifested in the form of new actions and knowledge (Sarlito and Sarwono 2004). Individual responses to external and internal stimuli create behavior that can be considered psychic reactions to the environment. This reaction can be passive (abstract) or active (concrete action) and can be observed through attitudes and actions (Syamsul Arifin 2015). As social beings, humans tend to show behavior that is influenced by interactions with other individuals by creating dynamics of social behavior in each interaction.

According to Ruswanto, social behavior is an activity that considers the existence of others (Ruswanto 2009). Baron & Byrne define social behavior as individual actions in society, as a response to peer group norms (R. A. and D. 2005). Rusli Ibrahim defines social behavior as a state of interdependence to meet needs, where humans interact, help each other, and cooperate (Ibrahim 2001). Thus, social behavior involves interaction with others through attitudes, actions, tolerance, and other aspects.

Social behavior often occurs in the community, especially during adolescence. Adolescence, also called a transition period, is a transition from childhood to adulthood (Aulia 2017), marked by increased curiosity and exploration of new behavior. During this period, social interactions outside the home increase, such as forming friendships that influence social behavior (Aulia 2017). These groups often spend time together, engaging in various activities, including playing. Play activities, which are important for children's exploration and development, also provide ongoing benefits for adolescents to adults (Tedjasukmana 2014).

In this era, many children are likelier to play using modern technology and leave traditional games. This change occurred along with the development of the era, where computer games that were initially low-tech, such as Super Nintendo, switched to high-tech devices, such as Sony Playstation and Game Cube, which offer a more interesting three-dimensional (3D) experience (Tedjasukmana 2014). The development of technology not only impacts games but also allows long-distance communication through modern

devices called gadgets.

Gadgets are small, sophisticated electronic devices with various applications and facilities such as social networks, online newspapers, and entertainment (Manumpil, Ismanto, and Onlibala 2015). According to Indrawan, quoted by Dewanti, Widada, & Triyono, gadgets are small electronic devices that function to download various information and provide convenience in human work (Dewanti, Widada, and Triyono 2016). Types of gadgets include cell phones, smartphones, tablets, laptops, iPads, computers, televisions, netbooks, and cameras (Annisa 2019), and each of these objects provides benefits in communicating, facilitating business activities, speeding up information searches, can also be used to watch movies and so on (Erlizah 2022).

The type of gadget that is often used by the public is a mobile phone (Annisa 2019). Its use has spread widely in various circles, including junior high school children. Mobile phones are wireless telecommunication devices that have experienced rapid progress with sophisticated features (Muhari 2018). Children from the millennial generation are accustomed to using mobile phones in their daily lives, but this can potentially be misused and can have negative impacts (Meriwandi 2020). Therefore, closer communication is needed between children and parents to overcome these potential risks. Although mobile phones make it easier to find information and entertainment, we need to be aware of the negative impacts that may arise from the use of this communication technology.

Students' use of mobile phones has positive and negative impacts. The positive impacts are as a means of communication, entertainment, learning, access to information, and social media (Rozalia 2017). The negative impacts include wasting time, disruption to brain development, the emergence of applications that are not appropriate for the child's age, violations of values and norms, impacts on health, and decreased interest in social interaction (Chusna 2017). For this reason, the role of parents is urgent in providing direction and understanding to children regarding the negative impacts of excessive mobile phone use that can interfere with children's study, sleep, and playtime (Annisa 2019).

In addition, using mobile phones in everyday life can indirectly affect a person's social behavior. This social behavior includes various actions, activities, responses, movements, and reactions that are formed from the individual's daily activities (Reber 2010). This smart device is also widely used by teenagers and children. If they use it excessively, it can form behavior that is less concerned about the environment, both family and society (Syahyudin

2020). Dependence on mobile phones creates a social gap between those with mobile phones and those without. So that it can cause introverted attitudes and anti-social behavior, and can form exclusive play groups that ultimately strengthen the social gap (Syahyudin 2020).

Based on the relevant previous research study on the influence of gadgets on students' social behavior, conducted by Putra, Wahyuni, Alucyana, and Ajriyah in a journal entitled "The Influence of Handphone Use on Elementary School Students" shows that there is no significant influence between handphone use and the social behavior of students at SDN 011 Simalinyang, Kampar Kiri Tengah District, Kampar Regency, Riau Province. The results of the analysis show a t-test value <t-table, which is 1.933 <2, which indicates rejection of the alternative hypothesis (H_a) and acceptance of the null hypothesis (H_0). The variable of handphone use also has a significance level of 0.057> 0.005, which means it is not significant, so Ha is rejected, and Ho is accepted (Putra et al. 2021).

Fitriana, Ahmad, and Fitria's research entitled "The Influence of Gadget Use on Adolescent Behavior in the Family" shows that adolescents in Lamdom Village, Banda Aceh, are addicted to gadgets with use for 5-7 hours per day. The negative impacts include irritability, emotion, anxiety, and other deviant behavior, emphasizing their children's need for parental supervision (Fitriana, Ahmad, and Fitria 2021). Meanwhile, the results of Syahyudin's research in an article entitled "The Influence of Gadgets on Social Interaction and Communication Patterns of Students" show the negative impacts of gadget use among students of SMP Negeri 5 Tagorong Kidul, Garut. These impacts involve lazy behavior in activities, physical fatigue, wasteful costs, and decreased concentration in learning. The highest percentage of negative impacts is that students become lazy in social activities by 81.81% and experience a decrease in concentration, reaching 100% of the total students who use gadgets (Syahyudin 2020).

From several studies, researchers are interested in further investigating the intense use of gadgets and their influence on the social behavior of students at MTs Tarbiyatul Islamiyah Sokopuluhan Pucakwangi Pati. This consideration arises because many school children use gadgets in the current era. The results of this study are expected to contribute to our understanding of the influence of gadgets on the social behavior of students and can provide support or contradiction to the findings of previous studies.

METODE

This study uses a quantitative research method related to many numbers, starting from data collection and analysis to presenting the results (Hardani et al. 2020). While the approach is non-experimental or survey. Survey research with quantitative methods emphasizes the analysis of numeric data (numbers), which are then analyzed using statistical methods related to the influence of gadgets on students' social behavior (Hardani et al., 2020).

The population of this study was all students, totaling 308 people. In sampling, the researcher used a simple random sampling technique, which is a technique for taking sample members from a population that is carried out randomly without considering strata in the population (Sugiono 2019a). So, the sample used was 10% of the population, namely 75 respondents. The type of data used is primary data sourced from students regarding using gadgets for their social interactions. The data collection technique used questionnaires for students.

Statistic Descriptive

a. Intensity of Gadget Use

This analysis aims to determine each respondent's answers to the variable of gadget usage intensity. The data that was obtained shows that the number of respondents is 75. The results of filling out the questionnaire from all participants obtained a minimum total score of 26 and a maximum total score of 55. The average value of this variable is 43.80, with a standard definition of 6.838. The data on the intensity of gadget usage is measured using a Likert scale with 4 categories: always, often, sometimes, and never (Sugiono 2019). To make it easier to understand the data, the author always and often combines the categories into one category because the meaning of both is almost the same.

Table 1. Data Variabel Intensitas Penggunaan Gadget
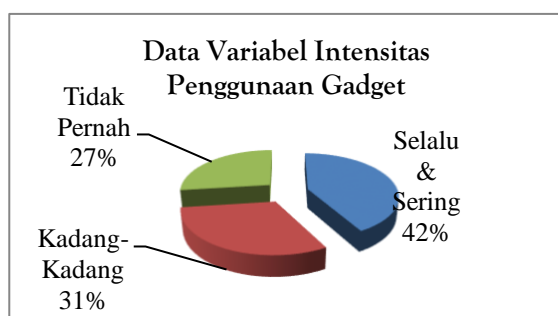
The table above explains that the highest value for the variable of gadget usage intensity is in the

category of "always & often," with a percentage of 42%. Then, the category of "sometimes" gets a percentage of 31%, and the category of "never" gets 27%.

b. Social Behavior of Students

This analysis aims to determine the answers of each respondent to the gadget variables and social behavior of students. The data that was obtained shows that the number of respondents is 75. The results of filling out the questionnaire from all participants obtained a minimum total score of 29 and a maximum total score of 60. The average value of this variable is 49.08, with a standard deviation of 7.606. The social behavior of these students is also measured using a Likert scale with 4 categories, namely, always, often, sometimes, and never (Sugiono 2019). To make it easier to understand the data, the author always and often combines the categories into one category because the meaning of both is almost the same.

Table 2. Student Social Behavior Variable Data
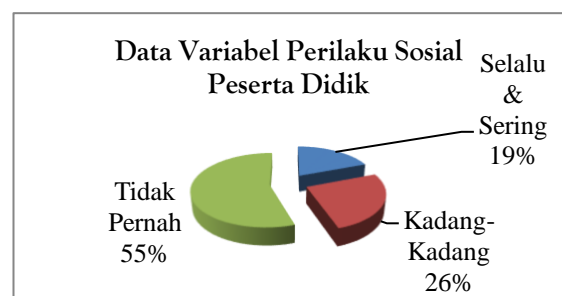
Dari tabel di atas menjelaskan tentang nilai tertinggi pada variabel perilaku sosial peserta didik masuk pada kategori "tidak pernah" dengan persentase sebesar 55%, kemudian kategori "kadang-kadang" memperoleh persentase 26%, dan kategori "tidak pernah" memperoleh 19%.

Classical Assumption Test

a. Normality Test

The normality test is used to determine whether the distribution of residual values in the regression model tends to be normal or not (Sugiono and Susanto 2015). In this study, the normality test was applied by calculating the results of the Kolmogorov-Smirnov test using SPSS statistical software (Purnomo 2016), the results of which showed that the Asymp. Sig value (2-tailed) was 0.052. If the significance value (p-value) is greater than 0.05, then based on the Kolmogorov-Smirnov normality test decision, it can be concluded that the data tends to be normally distributed.

b. Linearity Test

The linearity test aims to assess whether the relationship between independent and dependent variables can be explained linearly (Sugiono and Susanto 2015). In other words, this test helps ensure that the relationship pattern between the two

Tabel 3. Nilai Koefisiens Determinasi

Model Summary[b]				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.532[a]	.283	.273	6.484
a. Predictors: (Constant), Gadget				
b. Dependent Variable: Perilaku Sosial Peserta Didik				

variables can be applied using a linear regression model. After the test was carried out using the SPSS program, the results showed a significance value (sig.) of 0.181, which is greater than the significance level previously set at 0.05. Therefore, it can be concluded that the data shows a linear relationship between the independent variables and dependent variables.

Regression Analysis

a. Analisis Regresi Linier Sederhana

After ensuring that the data has a linear relationship and normal distribution, the next step is to conduct a simple regression analysis test to evaluate the extent to which variable X affects variable Y (Sugiono 2019b). In this study, to test the simple regression analysis using SPSS statistical software.

The output results obtained state that there is a constant of 23.152 and a regression coefficient of 0.592. From these data, it can be concluded that the influence of Gadgets (X) on Student Social Behavior (Y) is positive. The regression equation can be described as Y = 23.152 + 0.592X. In this context, a constant is a theoretical value when the value of the independent variable (X) is equal to zero. While the regression coefficient states how much Y changes when X increases by one unit.

b. Hypothesis Testing (Uji T)

In this study, another method for hypothesis testing used is the t-test. This test aims to assess the significance of the influence of variable X on variable Y (Sugiono 2019a). Based on the results obtained, the calculated t-value is 5.370. Meanwhile, the t-table value can be calculated using the t-test table, using $\alpha = 0.05$ and df = 73 (obtained from the n-2 formula, where n is the number of respondents 75-2 = 73). Thus, the t-table value is 0.1914. So, it can be concluded that the calculated t> t-table

The significance level of the gadget variable is 0.000, which is less than 0.05. This means that the results are significant. Therefore, the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted. The conclusion is that Gadgets (X) influence the Social Behavior of Students (Y) at MTs Tarbiyatul Islamiyah So-kopuluhan Pucakwangi Pati.

c. Coefficient of Determination

The determination coefficient is calculated using SPSS statistical software to assess the extent to which variable X influences variable Y (Sugiono 2019).

The table above shows that the R Square value or the coefficient of determination value is 0.283. Therefore, it can be concluded that the intensity of gadget use has a low influence on the social behavior of students at MTs Tarbiyatul Islamiyah Sokopuluhan Pucakwangi Pati.

RESULT AND DISCUSSION
Intensity of Gadget Use at MTs Tarbiyatul Islamiyah

Intensity is a driving factor that strengthens an opinion or attitude (Caplin 2009). In this study, the intensity referred to is the concentration of all activities, appreciation, time span, and frequency of a person performing repeated actions (Ajizen 2005). The gadget is an electronic device that helps daily life (Sutrisno 2012). The benefits of this gadget are not only for accessing the internet and entertainment, but can also be used for work and study. So, the intensity of gadget use has various benefits and always experiences an increase in its use (internet).

In this study, the author examines the intensity of gadget use among students at Mts Tarbiyatul Islamiyah. The author determines the population of this research to be all students at MTs Tarbiyatul Islamiyah, the total number of which is around 308 people. While the number of samples the researcher took 10% of the population, which is 75 people. To collect the data, the researcher used a questionnaire containing 30 questions, with 15 questions about the variable of gadget use intensity (X) and 15 questions about the variable of student social behavior (Y).

The results of the gadget usage intensity variable at MTs Tarbiyatul Islamiyah show that the majority of students gave the answer "always & often" as much as 42%, followed by the category "sometimes" as much as 31%, and the lowest percentage is in the category "never" with a percentage of 27%. From these results, it can be concluded that students, in general, often use gadgets. Data analysis shows that students at this madrasah also do not experience difficulties using technology because most of them use gadgets daily for various purposes, including

communication, information search, knowledge enhancement, entertainment, and so on.

Social Behavior of Students at MTs Tarbiyatul Islamiyah

Behavior is a concept that includes/includes actions, activities, responses, movements, reactions and the like (Reber 2010). Behavior can also result from the complexity of interactions between individual characters, social situations, and the surrounding environment. The word social itself has different meanings according to its use. The term social in social science refers to its object, namely society. In addition, the word "social" is also related to individual interpersonal behavior or processes that are social in nature (Supardan 2009). Social behavior is the basis of social processes that are formed due to relationships between individuals, between groups, or between individuals and groups (Syahyudin 2019).

In this research, the author examines the social behavior of students at Mts Tarbiyatul Islamiyah. Students during this school period are teenagers whose curiosity is very high about something interesting, and they are always interested in trying new things without caring about the consequences. (Aulia 2017) In addition, uncontrolled use of gadgets can interfere with the process of social behavior. This happens because gadgets are practical and the latest objects, so they provide pleasure for their users (Fitriana et al., 2020). The author asks 15 questions about student social behavior (Y) variables.

The results of the social behavior variables of students at MTs Tarbiyatul Islamiyah show that most/majority of students gave the answer "never" as much as 55%, followed by the category "sometimes" as much as 26%, and the answer "always & often" got the lowest percentage, which is 19%. This situation arises because most students do not depend on gadgets. They sometimes still feel uncomfortable with violence, still care about the surrounding environment, and most of them also do not disguise their identities on social media and do not violate the rules of bringing cell phones to school. In addition, they do not often spend money on gadgets because several factors are important in reducing dependence on these smart devices, including family, environmental, and economic factors. These three factors play a role according to their respective contexts. Although most students' social behavior does not change with the presence of gadgets, a few percent of them experience changes in attitude. Changes in social behavior in some students can occur because they have been influenced by negative content from gadgets, which ultimately affects their attitudes.

The influence of gadgets on the social behavior of students at MTs Tarbiyatul Islamiyah

Based on previous research conducted by Maulana entitled "The Influence of Gadget Usage on Social Behavior of Adolescents in Kuin-kecil Village, Banjar Regency" showed that the results of the study obtained a t count of 2.859, while the t table was 2.048. So, the t count value is greater than the t table, namely 2.859> 2.048, which means that Ha is accepted and Ho is rejected. Thus, the explanation of the conclusion that researchers can draw is that there is a significant influence between the use of smartphone gadgets and adolescent behavior in Kuin-kecil village (Maulina 2023).

The analysis results in this study show that the data is normally and linearly distributed. There is also a significant influence between the gadget variable (X) and the student's social behavior variable (Y) with a correlation of 0.532, and its significance obtained a result of 0.000 <0.05. Therefore, the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted, which means that there is an influence of gadgets (X) on the social behavior of students (Y) with a determination coefficient of 28.3% indicating a positive influence. If the use of gadgets is high, the social behavior of students is also high, and vice versa.

Meanwhile, the t-test results show a significant influence between variables X and Y with a t-count value of 5.370. While the regression equation is obtained $Y = 23.152 + 0.592X$. The constant of 23.152 indicates that if the use of gadgets (X) = 0, then the social behavior of students (Y) has a value of 23.152. If the regression coefficient of the student's social behavior variable is 0.592, it indicates that a one-unit increase in gadget use results in an increase in social behavior of 0.592. And the coefficient is positive which indicates that the relationship between the two is well correlated.

Thus, it can be concluded that the intensity of gadget use has a low influence on the social behavior of students at MTs Tarbiyatul Islamiyah Sokopuluhan Pucakwangi Pati. This is in line with the descriptive data that shows a low category for both variables.

CONCLUSION

The conclusion of the research results that have been conducted shows that first, the intensity of gadget use carried out by students obtained results stating that respondents who answered "always & often" were 42%, while those who answered "sometimes" were around 31%, and those who answered "never" were only 27%. The results of the data show that students actively use gadgets in their daily lives for various purposes, such as

communication facilities, information access, entertainment platforms, and as part of a lifestyle.

Second, regarding their social behavior, it shows that most of the respondents answered "never," which means they are not influenced by gadgets, with a percentage value of 55%. This happens because several factors prevent them from being fully dependent on gadgets. The factors behind this are such as family, environmental, and economic factors. However, some respondents still gave the answer "always & often," although only 19%, while those who gave the answer "sometimes" were 26%. From this, the researcher analyzed that several respondents experienced a change in attitude because the negative content of gadgets had influenced them, so they could easily change their social behavior.

Third, researchers used the SPSS program to analyze the statistical data obtained to determine the influence of gadgets on students' social behavior. In the statistical test conducted, a value of 5.370 was obtained. While at a significant level of 10% with N = 75 of 0.1914, the gadget variable has a significant significance level (0.000 <0.05). So > which means accepted and rejected. The size of the influence given can be seen from the results of the determination coefficient, which obtained a result of 28.3% or 28%, which indicates a positive influence. In addition, the constant value is 23.152, which means that if the use of gadgets (X) is 0, then the social behavior of students (Y) is 23.152. The regression coefficient of the student's social behavior variable is 0.592, which means that if the use of gadgets increases by 1, then the social behavior of students (Y) will increase by 0.592. With these results, it can be concluded that gadgets significantly influence the social behavior of students at MTS Tarbiyatul Islamiyah Sokop-uluhan Pucakawangi Pati. However, the linear relationship between the two is included in the low category, which is 28.3%.

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