Journal of Educational Sciences
Journal homepage: https://jes.ejournal.unri.ac.id/index.php/JES
P-ISSN 2581-1657
E-ISSN 2581-2203

Analysis of the Impact of Gadget Use on the Learning Behavior of Fifth-Grade Students at SD Negeri 20 Palu

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ARTICLE INFO

Article history:

Received: 21 Nov 2025
Revised: 19 Des 2025
Accepted: 24 Des 2025
Published online: 05 Jan 2026

Keywords:

Gadgets,
Learning Behavior,
Elementary School Students,
Role of Teachers,
Role of Parents

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Article Doi:

https://doi.org/10.31258/jes.10.1.p.1326-1337

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A B S T R A C T

Gadgets are electronic devices such as tablets, smartphones, and laptops equipped with advanced technology to meet educational needs. These devices are used in educational institutions for accessing course materials, searching for information, and using educational applications. This study aims to analyze the impact of gadget use on the learning behavior of fifth-grade students at SD Negeri 20 Palu and examine the role of teachers and parents in guiding their use to support learning. The study employed a qualitative descriptive approach with field study methods. Research subjects consisted of fifth-grade students, homeroom teachers, and parent representatives. Data collection techniques included observation, interviews, questionnaires, and documentation, while data analysis was conducted through data reduction, data presentation, and conclusion drawing. The results indicate that gadget use can have positive or negative impacts on student learning behavior. When used for educational purposes, gadgets increase learning motivation, but uncontrolled use decreases concentration, learning discipline at home, and academic achievement. Teachers are responsible for regulating, supervising, and directing gadget use at school, while parents supervise, limit time, and provide sanctions and rewards at home. Collaboration between teachers and parents is essential for effective gadget management.

1. Introduction

Gadgets are small electronic devices such as tablets, smartphones, and laptops equipped with advanced technology to meet various needs, including those related to education. These devices are often used in educational institutions for various purposes, including accessing course materials, searching for information, and using educational applications that support the learning process. According to (Riski et al., 2023), gadgets can enhance students' creativity, broaden their horizons, and increase their motivation to learn. However, if used without proper supervision,

gadgets can cause students to lose focus, reduce social interaction, and even negatively impact their academic performance.

More broadly, the development of information technology in the digital era has made it easier to access information and support learning. However, this modernization has also given rise to new challenges in the form of shifting social values, decreased face-to-face interactions, and increased risks of technology dependency (Kandukoori et al., 2024). Therefore, in-depth research is needed to analyze the impact of gadget use on student learning behavior, particularly in fifth grade students at SD Negeri 20 Palu, to find effective strategies that maximize the benefits of technology while minimizing its negative impacts. Social behavior is a crucial aspect that needs to be developed from an early age because it relates to an individual's ability to interact positively with others. This behavior encompasses both physical and psychological actions to meet the needs of oneself and others in accordance with prevailing social norms. One essential form of social behavior is politeness, an etiquette in interactions that reflects respect for others and maintains harmonious relationships.

Gadgets have become an integral part of students' learning activities, both for accessing information, searching for references, and supporting online learning. However, modernization also presents new challenges in the form of shifting social values and traditions due to easy access to information that is not always educational. (Sulistyorini, 2021) stated that modern society tends to abandon old traditions and adopt a more practical lifestyle, including in learning methods. Therefore, the use of technology must be balanced with the instillation of strong character values. In this context, teachers have a role as learning facilitators who can guide the appropriate use of gadgets at school, while parents play a role in limiting and supervising gadget use at home. Collaboration between teachers and parents is essential to ensure that gadgets are used as learning aids, not merely as entertainment.

The role of teachers and parents is crucial in addressing this issue. They can guide productive gadget use, for example through targeted, technology-based learning. Teachers play a role in establishing rules for gadget use at school and utilizing educational apps, while parents play a role in setting time limits and monitoring the content their children access at home. Research by (Salim and Putri, 2023) confirms that children who receive consistent parental supervision tend to be more self-controlled and use gadgets wisely.

One of the problems identified in the fifth grade of SD Negeri 20 Palu is how device use impacts student learning behavior. This is due to students' increasing use of gadgets without adequate supervision from parents and teachers. Students prefer playing games or accessing social media rather than studying. As a result, student motivation decreases, their concentration is disrupted, and undisciplined behavior occurs in class. This issue is crucial because it can impact the quality of learning and student character development in elementary schools. Therefore, further research is needed to determine the extent of the influence of device use on student learning behavior. This way, the best way to address this issue can be found.

The purpose of this study was to examine how the use of electronic devices (gadgets) impacts the learning behavior of fifth-grade students at SD Negeri 20 Palu in terms of motivation, concentration, and learning discipline. Furthermore, this study aimed to examine the role of teachers in guiding the use of gadgets for educational purposes at school, as well as the role of parents in supervising and teaching students how to use gadgets at home. Thus, the use of technology can have a positive impact on the process and quality of student learning.

1. Research methods

2.1 Research Design

This research design was developed using a qualitative descriptive method, aiming to systematically, factually, and accurately describe the facts on the ground related to gadget use and its impact on student learning behavior. In practice, researchers will conduct direct observations of research subjects, conduct in-depth interviews with students and teachers, and collect data from supporting documentation to obtain comprehensive information.

This research uses a field research approach , where the researcher is directly involved in the situation being studied. This design allows the researcher to gain an in-depth understanding of the phenomena occurring, including how students use gadgets , their frequency, the types of applications used, and any visible changes in learning behavior. This approach also allows the researcher to understand the perspectives of students and teachers more holistically.

2.2 Research Subjects

The subjects of this study included fifth-grade students of SD Negeri 20 Palu, homeroom teachers, and parents as parties who have direct involvement in the learning process and the use of gadgets by students. Fifth-grade students were chosen as the main subjects because they are at a developmental stage that is vulnerable to the influence of digital technology, especially in the formation of learning behavior. Of all the parents of students, the researcher took three people as representatives who were considered capable of providing in-depth information regarding the pattern of supervision and mentoring of children's learning.

2.3 Research Instruments

The research instruments in this study were used as data collection tools to ensure accurate results and meet the research objectives, using a qualitative approach that positions the researcher as the primary instrument. Supporting instruments included observation sheets, interview guides, and questionnaires.

2.3.1 Observation Sheet

The observation sheets were systematically developed to directly observe and document the learning motivation, concentration, discipline, social interaction, and academic achievement of fifth-grade students at SD Negeri 20 Palu. These observation instruments were structured to provide consistent and objective criteria for assessing student behavior during classroom activities and learning sessions. The observation process was conducted over multiple sessions to capture typical

behavioral patterns rather than isolated incidents, allowing researchers to identify trends and changes in student learning behavior that may be attributed to gadget usage habits. Observers recorded both positive and negative behaviors, noting the frequency, intensity, and context of each observed indicator to ensure a comprehensive understanding of how gadget use influences various dimensions of learning behavio, as seen table 1.

Table 1. Observation sheet

No	Observation indicators
1.	Students show enthusiasm in following the lesson.
2.	Students take initiative for independent learning.
3.	Students focus when the teacher is explaining.
4.	Students complete assignments on time.
5.	Students comply with established classroom rules.
6.	Students actively participate in discussions.
7.	Students collaborate with peers.
8.	Students are not individualistic due to gadget influence.
9.	Students' learning outcomes appear to improve.

2.3.2 Interview Guide

Interview guides were developed as structured instruments to collect in-depth qualitative data from multiple stakeholders involved in the study, including students, teachers, and parents. These interview guides were specifically designed to gather comprehensive information that could not be obtained through direct observation alone, such as personal perceptions, experiences, and attitudes toward gadget use and its impact on learning behavior. The interview questions were formulated to address various aspects, including the frequency and purpose of gadget use, the perceived benefits and drawbacks in learning contexts, the level of distraction caused by digital devices, and the strategies employed by both teachers and parents in managing and supervising student gadget use at home and school. The interview guides were administered through semi-structured interviews to allow flexibility in exploring emerging themes while maintaining focus on the research objectives, as seen table 2.

Table 2. Interview Sheet

No.	Interview Questions

1.	How often do you use gadgets every day? What do you usually use them for?
2.	Do you feel that gadgets help you in learning? Can you give an example?
3.	When studying, are you easily distracted by gadgets (e.g., game/social media notifications)?
4.	What are your habits when doing school assignments at home? Do gadgets help or distract you?
5.	Do you think using gadgets makes you more diligent or lazy in studying? Why?
6.	What are your observations regarding the learning behavior of students who frequently use gadgets?
7.	Do students appear more focused when at school?
8.	What strategies do you use to guide students to use gadgets for educational purposes?
9.	Are there specific rules implemented in the classroom regarding gadget use?
10.	How do you collaborate with parents regarding supervising children's gadget use?
11.	What are your child's gadget usage habits at home (duration, types of apps, usage time)?
12.	Do you set time limits or specific rules for your child's gadget use?
13.	How do you monitor the content your child accesses on gadgets?
14.	Does your child use gadgets more often for learning or entertainment at home?
15.	What forms of sanctions or warnings do you give if your child misuses gadgets?
16.	What forms of appreciation or motivation do you give when your child uses gadgets for learning?

2.3.3 Questionnaire

Meanwhile, questionnaires were developed and administered to fifth-grade students as a complementary data collection instrument to gain a more comprehensive and deeper understanding of their gadget usage habits and the multifaceted impacts on both learning and social dimensions of student life. The questionnaire was designed using a Likert scale format to measure students' attitudes, perceptions, and behavioral patterns related to gadget use in various contexts. The questionnaire items covered several key dimensions, including learning motivation enhancement

through gadget use, the level of concentration disruption caused by digital notifications and entertainment applications, adherence to discipline in completing academic assignments, patterns of social interaction with peers both in face-to-face and digital contexts, and the perceived impact on academic achievement. This instrument allowed researchers to quantify subjective experiences and identify patterns across the student population, providing valuable triangulation with observation and interview data, as seen table 3

Table 3. Questionnaire Sheet

No.	Questionnaire Indicators
1.	Students feel more enthusiastic about learning when using gadgets to search for materials.
2.	Gadgets make students more enthusiastic about reviewing lessons.
3.	Students are more enthusiastic about learning when teachers give homework using gadgets.
4.	When studying at home, students are often disturbed by gadget notifications (games, social media, etc.).
5.	Students find it difficult to focus on studying at home when gadgets are near them.
6.	Students can maintain concentration using gadgets only for learning.
7.	Despite frequently using gadgets, students still complete assignments on time.
8.	Students use gadgets according to rules set by teachers and parents.
9.	Gadgets make students often postpone doing assignments.
10.	Students prefer studying alone with gadgets rather than discussing with friends.
11.	Gadgets make students rarely talk or play with friends.
12.	Gadgets help students communicate more easily with friends about school assignments.
13.	Students' grades remain good despite frequently using gadgets.
14.	Gadgets help students obtain additional information that improves their grades.

2.4 Research Procedures

The research procedure began with a preparation phase, which involved conducting initial observations, developing research instruments, and obtaining research permits at SD Negeri 20 Palu. The implementation phase then involved collecting data through observation, interviews, questionnaires, and documentation from fifth-grade students, homeroom teachers, and parents. After the data collection, the researcher conducted a qualitative analysis through data reduction, data presentation, and conclusion drawing. The final phase of the research was the preparation of a research report based on field findings to address the established research questions.

2.5 Data Analysis Techniques

The data analysis technique in this study was conducted qualitatively by processing data from observations, interviews, questionnaires, and documentation to answer the research problem formulation. Data analysis refers to the Miles and Huberman model which includes three stages: data reduction, data presentation, and conclusion drawing, which are carried out interactively and continuously until the data is saturated. Data reduction is carried out by selecting data relevant to the research focus. Next, the data is presented in the form of narratives, interview quotes, tables, and observation notes to facilitate understanding. Then conclusions are drawn that are verified through triangulation to ensure the research results are valid and reliable.

3. Results and Discussion

During the research process, the learning atmosphere in the fifth-grade classroom of SD Negeri 20 Palu was generally well-managed and conducive to instructional activities. Teaching and learning processes were conducted according to the predetermined schedule, and classroom management was carried out in an orderly manner. The teacher applied conventional instructional strategies combined with interactive activities such as question-and-answer sessions and group discussions. Nevertheless, differences in students' readiness to learn and levels of concentration were observed. Some students showed active engagement, enthusiasm, and responsiveness during lessons, while others tended to lose focus, particularly during longer instructional explanations. Several students appeared distracted, which was presumed to be related to their frequent use of gadgets outside school hours. In general, students complied with classroom regulations, completed assigned tasks, and maintained social interaction with peers; however, variations in learning motivation and attention were evident among students.

These conditions indicate that although the classroom environment supported the learning process, students' learning behavior was influenced by external factors, especially gadget usage habits at home, which affected their concentration, motivation, and learning discipline during classroom activities, as seen table 4.

Tabel 4. Interview Questions by Respondent Category

No	Interview Questions
1.	How enthusiastic are you when participating in class?
2.	Do you often study independently at home without being prompted by your parents or teachers?
3.	Are you able to focus when the teacher explains the material in class?
4.	Do you always complete your schoolwork on time?
5.	What is your attitude toward the class rules set by the teacher?
6.	Do you actively discuss things with your friends during group lessons?
7.	Do you often collaborate with your friends on group assignments?
8.	Do you think your learning outcomes have improved since using gadgets?

Research Results

Impact of Gadget Use on Student Learning Behavior

The results of the study indicate that gadget use has a dual impact on the learning behavior of fifth-grade students at Palu State Elementary School 20. Based on the results of observations, questionnaires, and interviews, students' learning motivation is in the good category (80.66), learning concentration is in the good but tending to be low category (67), discipline is in the very good category (85.33), and social interaction is in the good category (78). However, students' academic achievement is in the sufficient category (63). These findings indicate that uncontrolled gadget use, especially for entertainment such as games and social media, has an impact on decreasing students' focus, learning regularity, and academic achievement. Conversely, the use of gadgets directed at educational activities can help maintain motivation and support students' learning process.

The Role of Teachers in Directing the Use of Gadgets to Support the Student Learning Process

Interviews with teachers indicate that teachers play a strategic role in directing gadget use to prevent disruption to the learning process. Teachers enforce a rule prohibiting gadgets from being brought to school except for learning purposes, provide strict supervision during gadget use in class, and guide students in utilizing gadgets as learning tools. Teachers also act as observers of student learning behavior by identifying declines in focus and learning readiness influenced by gadget use at home. Furthermore, teachers collaborate with parents through communication and parent-teacher meetings to monitor student gadget use outside of school. The teacher's role includes regulation, supervision, guidance, and collaboration with parents to ensure that gadget use continues to support learning objectives.

The Role of Parents in Directing Gadget Use to Support Students' Learning Process

The research results show that parents play a crucial role in guiding children's gadget use at home. Parents monitor gadget usage habits , set time limits, direct gadget use for educational activities, and provide sanctions and rewards. Most parents stated that children tend to use gadgets for entertainment, such as watching YouTube, playing games, and social media. Therefore, parents strive to control gadget use through time limits, reprimands, and even temporary confiscation when children break the rules. On the other hand, parents also provide praise when children use gadgets wisely. These findings indicate that consistent parental supervision is crucial in determining whether gadget use has a positive or negative impact on students' learning behavior.

Discussion

Impact of Gadget Use on Student Learning Behavior

Researchers used learning behavior indicators such as learning motivation, learning concentration, discipline, and social interaction to determine the impact of gadget use on the learning behavior of fifth-grade students at SD Negeri 20 Palu. Table 3.2

below shows the results of processing questionnaire data from participants, as seen table 5.

Table 5. Questionnaire Results

No.	Indicator	Average value	Category
1.	Motivation to learn	80.66	Good
2.	Concentration on Study	67	Good
3.	Discipline	85,33	Very Good
4.	Social Interaction	63	Enough

The results of the study indicate that gadget use has a dual impact on the learning behavior of fifth-grade students at SD Negeri 20 Palu. Based on the questionnaire and observation results, students' learning motivation is in the good category, but learning concentration and academic achievement show a tendency to decline when gadget use is uncontrolled.. (Sauri et al.,2022) emphasized that the intensity of gadget use for entertainment can reduce elementary school students' interest and motivation to learn. Regarding learning concentration, research results show that students who use gadgets late at night tend to experience decreased focus during class. This finding aligns with (Muzammil, 2020) view that learning concentration is significantly influenced by a student's physical and mental readiness. This finding is also supported by research by (Maryam et al., 2023). which concluded that excessive gadget use negatively impacts elementary school students' learning focus.

Meanwhile, students' learning discipline is in the very good category, especially in a school environment with rules and teacher supervision. However, this discipline tends to weaken at home when gadget use is unrestricted. This aligns with (Hasnung and Hafid 2023), who stated that learning discipline is influenced by self-control and consistent habits at home and school. In terms of social interaction, the study results show that students' interaction skills are still in the good category, but excessive gadget use at home reduces the frequency of direct interactions with peers. This finding aligns with research by (Rini et al., 2021), which states that excessive gadget use can reduce the quality of children's social interactions. Students' academic achievement is in the adequate category, indicating that gadget use is primarily for entertainment rather than learning. Research by (Ridzal et al., 2023) also confirms that gadget use that is not educationally directed contributes to low academic achievement in elementary school students.

The Role of Teachers in Directing the Use of Gadgets to Support the Student Learning Process

The discussion of the research results indicates that teachers play a strategic role in directing gadget use to prevent disruption to the learning process. Teachers establish rules prohibiting gadgets from being brought to school except for specific learning purposes, and provide supervision and guidance when gadgets are used in class. These findings align with (Febrianti and Yusuf 2022) who stated that strict school policies regarding gadget use can improve students' focus and discipline in learning. Furthermore, teachers act as observers of student learning behavior by identifying declines in focus and learning readiness influenced by gadget use at home. This aligns with (Zimmerman's, 2020) theory of Self-Regulated Learning,

which emphasizes the importance of self-management in student learning behavior. Teachers also strive to restore student focus through reinforced instruction and varied learning methods, as (Sauri, 2021) noted that the intensity of gadget use affects student concentration.

The Role of Parents in Directing Gadget Use to Support Students' Learning Process

The results of the discussion indicate that parents play a crucial role in controlling children's gadget use at home. Parents supervise, limit time, and guide children's gadget use for learning purposes. However, children's gadget use is still dominated by entertainment, such as watching YouTube and playing games. This finding aligns with (Dewi and Maulida 2021) Digital Immersion Theory, which states that high exposure to gadgets encourages children to choose digital activities over learning. Digital Parenting Model and are supported by research by (Sari and Rudianto 2023), which states that limiting gadget use can improve children's focus and learning discipline. Furthermore, parents also guide children in using gadgets educationally, as explained in (Holloway's, 2021). Digital Utility Framework and research by (Ardiyani and Putra, 2022). In the context of discipline, parents impose sanctions or reprimands when children misuse gadgets, and provide praise when children use gadgets wisely. This finding aligns with research by (Rahmadani and Yusuf, 2021)

4. Conclusion

This research successfully addresses its primary objectives by examining how gadget use influences the learning behavior of fifth-grade students at SD Negeri 20 Palu. The findings reveal that gadgets produce dual effects on student learning behavior depending on their application. When purposefully directed toward educational activities, gadgets function as valuable tools that enhance learning motivation and expand access to information resources. Conversely, uncontrolled and excessive gadget use, predominantly for entertainment purposes such as gaming and social media, substantially undermines student concentration during lessons, weakens home study discipline, and negatively affects academic achievement. The research establishes that the impact of gadgets on learning behavior is fundamentally contingent upon three critical factors: the intensity of use, the duration of exposure, and the educational purpose behind their utilization. The study demonstrates that teachers and parents fulfill complementary yet equally vital roles in managing student gadget use. Teachers employ multiple strategies within the school environment, including establishing explicit gadget policies, maintaining vigilant classroom supervision, and providing direct guidance on appropriate educational applications. These measures effectively preserve student focus, reinforce learning discipline, and sustain academic readiness. Simultaneously, parents exercise substantial influence in home settings through active monitoring of gadget usage patterns, implementing reasonable time restrictions, and consciously redirecting children toward educational content. The consistent enforcement of household rules, balanced with appropriate sanctions for

misuse and positive reinforcement for responsible behavior, successfully cultivates disciplined and purposeful learning habits among students. This qualitative study successfully achieved its research goals through a methodologically rigorous approach that systematically integrated direct observations, in-depth interviews with multiple stakeholders, and comprehensive questionnaires. The deliberate triangulation of diverse data sources yielded reliable and contextually rich findings that illuminate the complex relationship between gadget use and student learning behavior. Most significantly, the research validates that sustained collaboration between teachers and parents constitutes an essential strategy for optimizing the educational benefits of digital technology while effectively mitigating its potential detrimental effects on both learning outcomes and character development in elementary school students.

Acknowledgement

The researcher would like to express her deepest gratitude to Azizah, S.Si., M.Pd. and Nuraini, S.Pd., M.Pd. as the supervisors, and Dr. Nasrullah, S.Pd., M.Pd. and Eva Setya Rini, S.Si., M.Pd. as the examiners, for their valuable guidance and input during the completion of this research. She would also like to express her gratitude to the principal and teachers of SD Negeri 20 Palu for their permission and support during the implementation of this research.

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How to cite this article:

Langgari, T., Azizah., Nuraini., Nasrullah., & Rini, E. S. (2026). Analysis of the Impact of Gadget Use on the Learning Behavior of Fifth-Grade Students at SD Negeri 20 Palu. *Journal of Educational Sciences*, *10(1)*, 1326-1337.