



The Impact of Post-Online Learning Gadget Usage on Students' Hinduism Learning Behavior and Learning Outcomes

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Abstract

The Covid-19 pandemic in the last two years has affected the field of education, especially in teaching and learning activities. The learning process that was usually conducted face-to-face at school, was changed to online learning setting. This online learning setting made students accustomed to using electronic devices such as laptops or cellphones/gadgets. This study aims to determine the effect of post-online learning gadgets usage on the learning behavior and learning outcomes of SDN 4 Tonja students in learning Hinduism subject matter. The present study utilized quantitative research method, where the data were collected using a questionnaire. The results showed that the use of gadgets in online learning setting during the Covid-19 pandemic affected student behavior and learning outcomes when they returned to face-to-face learning. Changes in student behavior after online learning is one of the social change behaviors, where it is known that the majority of students use gadgets for more than 4 hours every day. Gadget usage makes the students lazy to do physical activities, which was experienced by 23.33% of the male students, and 27.27% of the female students. The students' concentration when learning also decreased, the data shows that 46.66% male students and 63.63% female students were affected by this decrease in concentration. Changes in student behavior in the learning process have resulted in decreased student learning outcomes at SDN 4 Tonja.

Keywords: Gadget Usage; Post-Online Learning; Students' Behavior; Students' Learning Outcome

Introduction

Despite the Covid-19 pandemic, the Indonesian government continuously carried out the teaching and learning process with all its strengths and weaknesses. Previous studies have found that online learning has made students more independent and confident, because learning is more student-centered so that students are more daring in expressing their opinions. (Nafrin & Hudaidah, 2021; Kuyyogsuy, 2019; Gibson, 2001). The government's commitment to providing online learning facilities is in line with the mandate of Law Number 20 of 2003 concerning the national education system which states that national education functions to develop capabilities and shape the character and civilization of a dignified nation to improve the nation's collective intelligence, aiming at developing the potential of students, to foster students who beliefs in God, healthy, knowledgeable, capable, creative, independent and become democratic citizens. Despite the Covid-19 pandemic situation, the education sector must continue to run, to develop students' potential to be better citizens. Thus, learning can be understood as diverse both in form, atmosphere, and pattern.

Technological developments are very influential in the world of education, and the Covid-19 pandemic indirectly affects the teaching and learning process. Before the Covid-19 pandemic, learning was done face-to-face at schools, but the Covid-19

pandemic forced learning to be carried out online. The digital era actually makes it easier for teachers to access information, especially in terms of researching the resources they need for learning (Wahbi & Ariwibowo, 2019; Buckingham, 2007). In online learning, teachers and students require smartphones or gadgets and internet connection for the learning process to take place. In its development, gadgets are not only used for communication and sending messages, but also as a means for finding information, entertainment, and even online shopping. Gadgets are products that can change human communication behavior (Gómez-Galán, 2020; Suh & Ahn, 2022). Gadgets also allow digital-based communication through messaging applications such as WhatsApp. In online learning, many teachers use WhatsApp and Telegram applications as media to communicate with their students.

The globalization era demands that everyone has gadgets to facilitate all their needs (Aslam & Ahmad, 2018; Alojaiman, 2023). However, excessive use of gadgets will also greatly affect student behavior and learning outcomes. Excessive use of gadgets can cause children to become reserved individuals, like to be alone, lack creativity, become less able to socialize with the surrounding environment, and reduced their interest in learning. During online learning, many parents buy gadgets for their children so that their children can easily participate in online learning without having to wait for their parents to come home from work. However, many students actually experience a decrease in their interest in learning and are more interested in playing games. This is where the role of parents is needed in online learning. Parents' intervention is needed to filter the information obtained from these gadgets.

The online learning that has been carried out for the last two years has had a lot of impacts on student behavior and learning outcomes after they returned to face-to-face learning (Jutaite, Janiunaite & Horbacauskiene, 2021). Behavior itself can be defined as the actions performed by a person in thinking and behaving. The form of behavior can be seen in attitudes and actions. Behavior can also be observed in the form of knowledge, perception, and motivation. In essence, the existence of gadgets in today's age of technological advances and their influence in life must be wisely dealt with by students, parents or family, and society to prevent changes to our noble behavior, cultural identity, and values.

Method

This study is a quantitative research with a descriptive approach. This study analyzes the impact of using gadgets after online learning on the behavior and learning outcomes of Hinduism subject matters by the students of SDN 4 Tonja. The population of this study was 415 students of SDN 4 Tonja. Data were collected using a questionnaire with a sample of 41 students. The questionnaire used in this study with an attitude scale to obtain the main data, and interviews to obtain supporting data. The resulting ranges of scores obtained through the questionnaire were then interpreted by calculating the scale range and calculating the difference between the highest (percentage) and the lowest (percentage) according to the number of categories.

Before the questionnaire was used, validity and reliability tests were carried out first. In this study, validity testing was only carried out on 20 respondents. Decision making is based on the value of r_{count} (Corrected Item-Total Correlation) $> r$ table of 0.378, for $df = 20 - 2 = 18$; $\alpha = 0.05$ then the item/question is valid and vice versa. Based on the calculations performed, it can be seen that all questions have valid status, because the value of r_{count} (Corrected Item-Total Correlation) $> r$ table is 0.378. Furthermore,

the reliability test is carried out on question items that are declared valid. So the result of the reliability coefficient of the instrument is $r_{ll} = 0.929$, the training material instrument is $r_{ll} = 0.947$, the training trainer is $r_{ll} = 0.907$, it turns out that it has a "Cronbach Alpha" value greater than 0.600, which means that the instrument is declared reliable or meets the requirements.

Results and Discussion

The development of science and technology gave rise to various electronic devices, one of which is the gadget as a sophisticated communication tool that comes in various models and brands. In its development, gadgets are not only used as a communication tool, but more than that. There are many interesting applications that can be used, for example, to obtain insight or knowledge, as a medium of entertainment, to expand social networks, as an information search engine, and make work easier. A gadget is a communication tool that cannot be separated from human life. In the current era of globalization, gadgets can be in the form of sophisticated smartphones with various supporting applications such as social media, social networks, hobbies, and entertainment. According to Kurniawan (2022) this technology comes with various features and models that facilitate people's daily activities. Gadgets are a form of technological progress, that is easily accepted by all circles of society, both children and parents, making it easier for them to find information (Maula & Lestari, 2020; Quiño, 2022).

Currently, gadgets are also widely used by elementary school students. Initially, only students who live in the city were using it. However, due to technological advancement and the increasing level of the community's economy, gadgets are now also used by students who live in villages and even in mountainous areas. Ideally, elementary school students should be involved more in physical activities, such as playing sports, cycling, or other students' games. Students should play by forming groups, and doing positive things such as studying together. However, due to technological sophistication and facilities from parents, students spend more time at home. Internet services that are already accessible in rural areas made it easy for students to download online game applications through the play store. Of course, these online games have an impact on students' daily activities, because when students are focused on playing online games, they will not care about the people around them. Students will tend to be individualistic or do not care about the environment around them. This is where parents need to play their role by paying more attention and supervising the development and growth of their children (Mansor, et al 2021).

The sample of this study was selected based on personal ownership of gadgets, not those owned by their parents and borrowed by students during online learning. The number by gender is 30 men and 11 women. The data obtained shows that gadgets are used by students for several purposes, such as obtaining information about the subject matter, as a means of communication between teachers and students, and students and their friends, as well as for entertainment as shown in table 1 below.

Table 1. Gadget Usage Purposes

Purposes	Number		Percentage	
	Male	Female	Male	Female
Obtaining Information	9	5	30.00 %	45.45%
Communication	5	2	16.66%	18.18%

Entertainment	16	3	53.33%	27.27%
Total	30	11	100 %	100%

Based on table 1, it can be seen that the majority of students use gadgets to find information and seek entertainment. Gadgets are not only used as means of communication but also as a form of lifestyle, trend, and appearance. Gadgets provide various features that can be used by students. Based on the data obtained, the activities carried out by students with their gadgets are shown in table 2.

Table 2. Activities Carried out by Students with Their Gadgets

Activities	Number		Percentage	
	Male	Female	Male	Female
Browsing	2	2	6.66	18.18
Tiktok	5	4	16.66	36.36
Playing Game	13	3	43.33	27.27
Facebook	0	0	0	0
Instagram	0	0	0	0
Listening to music	2	0	6.66	0
Viewing Videos	8	2	26.66	18.18
Sending Email	0	0	0	0

Based on the data in table 2 it was found that the majority of students use gadgets to play games, watch videos and tiktok. The use of gadgets is also inseparable from internet quotas, wifi networks and the length of use every day, using gadgets for too long will have an impact on health. Meanwhile, the data from the questionnaire given to students describes the duration of daily gadgets usage as shown in table 3 below.

Table 3. Frequency of Gadget Usage

Frequency	Number		Percentage	
	Male	Female	Male	Female
1-2 hours per day	6	3	20.00 %	27.27%
2-4 hours per day	11	5	36.66 %	16.66%
4-6 hours per day	13	2	43.33 %	18.18%
≥ 6 hours per day	0	0	0	0
No answer	0	0	0	0

The data on the frequency of student use of gadgets shows that 13 male and 2 female students use their gadgets for 4-6 hours per day, then 11 male and 5 female students use their gadgets for 2-4 hours per day. Meanwhile, 6 male and 3 female students use their gadgets for 1-2 hours. Therefore, it can be concluded that 43.33% of male students use their gadgets for more than 4 hours per day. Further data obtained from this study is the impact of using gadgets. In addition to having a positive impact, it also harms students, especially when online learning requires students to learn from home.

Table 4. The Negative Impact of Gadget usage on Students

Impact	Number	Percentage
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	Male	Female	Male	Female
Lazy in doing activities	7	3	23.33 %	27.27%
Reduced Concentration	14	7	46.66 %	63.63%
Physical fatigue	5	1	16.66 %	9.09%
Addiction	4	0	13.33	0
Delinquency	0	0	0	0

From table 4 above, it can be seen that the negative impact of using gadgets on both male and female students is reduced concentration. This has an impact on their learning outcomes at school. In online learning, students are used to looking for answers to all assignments given by the teacher via Google and the internet on their gadgets. Therefore, when they are having face-to-face learning, students experience a lack of concentration when studying in class.

The students' learning outcomes of Hinduism subject matter in this study were measured by the indicator of the average score for the eventual sixth-year final exam, where the results can be shown in table 5.

Table 5. The Average Score of the Even Semester Final for Class VI

Range	Quality	Number	Percentage
0-59	Very Low/E	0	0 %
60-69	Low/D	8	20 %
70-79	Average/C	23	56 %
80-89	High/B	9	22 %
90-100	Very High/A	1	2 %
Total		41	100 %

Based on the results of the descriptive statistical analysis above, it can be seen that from 41 students as respondents, 23 students (56%) obtained scores between 70-79, and were categorized as average/C. Meanwhile, 8 students scored in the range of 60-69 in the low/D category, and 9 students scored in the range of 80-89 in the high/B category. Only 1 student obtained a score between 90-100 in the very high/A category. These results indicate that the students' learning outcomes of Hinduism are in the medium category.

Based on the results of the study, it is clear that post-online learning gadgets usage affected SDN 4 Tonja students' learning behavior and learning outcomes in studying Hinduism subject matter. This study also found that 30.00% of male students and 45.45% of female students used their gadgets to search for information. Meanwhile, data obtained that 16.66% of male students and 18.18% of female students used their gadgets to communicate. Furthermore, this study found that 53.33% of male students and 27.27% of female students used their gadgets to seek entertainment. From the data, it can be seen that students' gadgets usage is mostly for entertainment-seeking purposes.

Maola & Lestari (2021) explain that excessive use of gadgets can cause students to experience changes in attitudes and moral development. Students who experience defeat in playing games will experience emotional changes (Dyshkant, et al 2021). In addition, students also experience changes in attitudes in the form of changes in the way they talk to their parents and those around them. In terms of moral development,

students become lazy to do physical activities, choose to be alone and play games so that their learning time is reduced.

Data from the questionnaire show that students used their gadgets mostly to play games, as did 43.33% of male students and 27.27% of female students. Then followed by the use of gadgets to watch videos, which was done by 26.66% of male students and 18.18% of female student. The use of gadgets to play TikTok is mostly done by female students with a percentage of 36.36% and male students with a percentage of only 16.66%. Based on the frequency of daily use, the data obtained showed that gadgets are used more than 4 hours every day. The data were obtained from 43.33% of the male students and 18.18% of the female students. Based on these data it is necessary to have parental control over students' daily use of their gadgets.

Addiction to the use of gadgets causes a decrease in enthusiasm for learning, lack of concentration in learning to a decrease in learning achievement (Haenilah, et al 2022). Actually, if students can use gadgets well for learning activities, it can improve their learning achievement and will provide benefits for their education. However, if the use of gadgets is not controlled, it will lead to laziness in learning, lack of concentration in learning, and a decrease in academic achievement. Therefore, the use of gadgets will have a positive effect on the progress of student learning outcomes, if there is some form of supervision from parents to manage the use of gadgets for their children.

The positive impact of using gadgets is that gadgets can be used for learning activities. For example, by using the Ruang Guru learning application. The attractive appearance of the Ruang Guru application will indirectly make students interested in learning. The use of the internet in gadgets will also help students in getting various information. The negative effects of using gadgets include: first, students will become reserved individuals due to their addiction to the use of online games. spend their time playing so that there is no interaction with their social environment. Second, students' health becomes disturbed due to excessive use of gadgets. The third is sleep disorders. Uncontrolled use of gadgets will result in a lack of time to rest. The fourth is the addiction to online games which leads to a decrease in interest and student learning outcomes at school (Hudaya, 2018; Zainelabdin, 2020). The data obtained regarding the negative impact of using gadgets shows that the concentration of students decreases when participating in class learning, this is experienced by 46.66% of male students and 63.63% of female students. Then followed by students who are lazy to do activities, and lazy to think which is experienced by 23.33% of male students and 27.27% of female students. Furthermore, physical fatigue was experienced by 16.66% of male students and 9.09% of female students. Meanwhile, addiction to playing with gadgets was only experienced by male students as much as 13.33%.

Addiction to gadgets may result in decreased concentration and enthusiasm for learning, which in turn leads to decreased learning achievement. If students do not use gadgets excessively and prioritize learning needs, then the use of gadgets is only limited as a medium for learning to find information about the subject matter. Such use can support student achievement and produce a positive impact. Conversely, if students use gadgets excessively, it will cause dependence and make students not enthusiastic about learning, which has an impact on decreasing learning outcomes. Therefore, the use of gadgets will have a positive effect on student learning progress, if parents play a direct role in controlling the use of gadgets in children.

1. The Implementation of Online Learning

Education is a conscious effort to prepare students through guidance, teaching, and training activities for their role in the future (Watra, 2009; Beno, 2021). Based on this statement, it can be concluded that education must be planned, available to every citizen, and follow rational and objective thinking. Education functions to provide teaching and training to students through the provision of guidance and motivation to solve the problems they face. Teaching is a learning process carried out by teachers through good communication with their students. While training means developing certain skills.

Education aims to transfer knowledge to students so that students grow up to be smart. The benefits of the learning process will be obtained by students through learning activities. With education, humans will be able to develop their minds and regulate behavior according to their religion. Education will provide opportunities for the mind to actively think and explore knowledge as a provision for life. So education is an intellectual and spiritual effort to educate humans from an early age until the end of life, both through formal educational institutions, informal education, and non-formal education which are carried out systematically, methodologically, and philosophically.

Educational activities can occur in various environments, both family environments, schools, religious institutions, and youth organizations such as boy or girl scouts and socialization that occur in the community. Broadly speaking, education is divided into three domains, namely formal, informal and non-formal education. The three educational domains gradually assume the responsibility of education for the younger generation. Education is held for life, enjoyed by all people starting from education in the family, education in schools, and education in the community. Therefore, education is a shared responsibility between families, schools, communities, and the government (Uno, 2019).

The COVID-19 pandemic has caused the responsibility for family education, school education, and community education to increase day by day. Teaching and learning activities that are usually carried out face-to-face in schools have turned into distance learning or online. This is pursuant to Government Regulation no. 4 of 2020 concerning Distance Learning to prevent the spread of covid-19. The government urges learning to be conducted online or remotely involving the roles of teachers, parents, and the community (Simbolon, et al 2020). Online learning is learning that is done without meeting face-to-face, but through an available platform (Pratama & Mulyati, 2020).

Learning itself is a process in which there is an interaction between stimulus and response. Learning also means the process of changing behavior in students which results in an interaction between stimulus and response. The process of learning activities can be carried out in the home environment with parents, in the school environment with teachers, or the community as a provision of living. The COVID-19 pandemic in Indonesia has forced students to study from home. Parents play a role in the development process of their children. Because parents are the first to provide basic education before children enter school. Parents are required to provide advice accompanied by real examples in the form of actions.

The increasingly widespread COVID-19 has caused teaching and learning activities to be carried out online. The role of parents is very much needed for the implementation of the teaching and learning process during the pandemic. Online learning is carried out to reduce the spread of Covid-19, but it actually affects students' social and emotional states. For example, students cannot be open, because they do not

socialize with their playmates. Students' emotions will also experience changes caused by this online learning. The influence of online learning is quite worrying because students will get bored easily, become lazy, lack tolerance, and lack socialization because they are at home every day.

According to Sari (2015), the advantage of online learning is to provide new learning experiences for students. Teaching and learning activities that are usually carried out in the classroom have turned into learning that is done at home. This involves the role of parents as students' companions during the learning process. While the weakness is that students have difficulty in concentration, this can be caused by an uncomfortable home environment. In addition, gadgets and internet quota are one of the facilities that are not owned by all students. Meanwhile, as a means of liaison between teachers and students. In practice, online learning is carried out at SDN 4 Tonja using gadget media with the WhatsApp application, google classroom, google meet, and google form, all of which are related to internet services. For the learning process to run smoothly, the role of the teacher is needed in guiding online learning so that students easily understand the material presented. With the Google Meet application or video calls through WhatsApp groups, students' enthusiasm is very interesting, because they can directly communicate with teachers and their friends. Many obstacles occur during online learning, this is caused by students who use their gadgets more to play games and delay their schoolwork.

Parental supervision and monitoring must be carried out in the use of gadgets in elementary school students to avoid the negative impacts caused. Parents should accompany their children when playing with gadgets or establish rules regarding the use of gadgets. When parents advise their children, it should be done gently and not loudly, because children who are used to playing online games will easily be angry and provoked by their emotions. Working parents can use the Family Link application to control the use of gadgets for their children. With the Family Link application, parents will be able to limit the use of gadgets for their children even though they are not at home.

2. The Impacts on Students' Behavior

Online learning, which has been going on for almost 2 years, has an impact on students' lifestyles, attitudes, behavior, and ways of communicating. The use of gadgets in online learning affects student behavior, especially in social behavior with their environment. Santoso (2020); Dos Santos (2021) revealed that today's students enjoy using their gadgets more so that they forget their obligations in learning and socializing with their environment.

Students' behavior during online learning is influenced by mental changes from within themselves during the teaching and learning process carried out with gadgets and the internet as supporting media. Mental changes experienced by students during online learning also affect their personality which changes their behavior. The implementation of the learning process during the COVID-19 pandemic resulted in student progress in terms of imitating all the knowledge, and information that they saw and read on the internet.

Students' behavior in using gadgets is also influenced by the parenting pattern of their parents. Parenting is an educational process that parents do at home. There are several types of parenting, namely:

- a. *Uninvolved*. Low parental supervision of their children. Lack of parental attention so that they do not pay attention to children's emotions and only provide for their needs. In online learning and the use of children's gadgets, there is no control from parents, which affects the growth and development of the child. Children tend to be inattentive, and reserved but dare to try new things.
- b. *Indulgent*, parents show high control but lack supervision of their children. This parenting pattern causes children to be spoiled, selfish, lack discipline, lack confidence, give up easily, and not be creative.
- c. *Authoritative*, parents show more control and high attention to children. This parental control is in the form of rules, attitudes, assertiveness, and support so that children are free to be creative. Children with this kind of parenting have a more open behavior with their parents, are always enthusiastic in doing activities, are confident, smart, creative, and have a cheerful nature.
- d. *Authoritarian*, refers to high level of parental control in children but lack of attention. Parents set some rules that must be observed by their children and require children to be disciplined. The influence of this parenting pattern causes children to become less confident, less able to communicate, unable to make their own decisions like fighting, independent, responsible, and idealistic (Mulyadi, 2018).

Excessive use of gadgets can affect students' politeness (Zulela, et al 2022). A student's behavior is formed from what he or she has observed and learned. In addition, changes in student behavior after online learning can be seen in their attitudes, both in the language used in speaking and body language when interacting with their friends and teachers at school. Excessive use of gadgets can hinder their psychological development, causing children to become angry more quickly, break rules, follow what is seen on the gadget, and prefer to be alone. This also affects the discipline of students making them lazy.

Students who are used to learning online by using gadgets and the internet are accustomed to looking for results or answers Google. This decreases students' interest in thinking and reading. If this continues, there will be a decline in students' memory in receiving lessons. Gadgets are not just a tool to communicate but as a lifestyle, as entertainment and trends. The use of gadgets or smartphones in education is a problem that needs to be studied in depth.

During the COVID-19 pandemic, the use of gadgets was indeed very helpful in getting information, this caused students to experience dependence on their smartphones. One of the benefits of gadgets in learning is that it facilitates communication between teachers and students by using WhatsApp groups or other applications that support teaching and learning activities during the online period so that an effective and efficient teaching and learning process will be created. The positive benefits of using gadgets during online learning are facilitating teaching and learning activities, adding insight into technological developments, facilitating student interaction with teachers, and being able to learn while listening to music so that students become more relaxed. In addition, there are negative sides to using this gadget, including disrupting students' development, playing with smartphones when the teacher explains lessons, decreasing academic achievement, can cause addiction, greatly affecting the character of students, creating an unhealthy social environment

The steps that must be taken by the teacher in counteracting the negative impact of using gadgets are professionalism in learning and the prohibition of using gadgets

when learning takes place through the help of parents. Therefore, the role of parents as mentors and companions during online learning is very necessary. Students must know the benefits of using gadgets and the side effects they cause in supporting student achievement. In learning activities, students are not only required in the thinking process, but they also experience the development of knowledge. Elementary school level students will be able to learn well when using concrete objects such as teaching aids, In online learning using gadgets as a communication tool, a liaison tool between teachers and students. Students are expected to play an active role in the teaching and learning process. Teachers need to provide meaningful and interesting learning experiences with interesting methods or strategies for learning.

Students need to be involved in the learning process to gain knowledge and direct learning experience (Alhumaid, (2019). Teachers must also be able to provide flexibility for students to learn on their own through activities to find information and new things through information they get directly from the community or their smartphones or gadgets. Gadgets have a positive and negative influence on the growth and development of a child because gadgets are a necessity and needed in today's era. Technological developments have had a great influence because of the nature of children who like to imitate, following the latest things from technological sophistication. This can foster bad behavior if the lack of attention from parents, and lack of parental control in the use of gadgets will have an impact on mental, lifestyle, and learning outcomes.

Character education is needed in fostering religious character, nationalism, independence, cooperation, and integrity. Character education is implemented to facilitate students in understanding values related to God Almighty, personality, other people, and the environment. The function of character education is to grow the basic potential of students to have good behavior, cultivate a multicultural nation's behavior, and advance national civilization that competes in world relations (Mau & Gabriela, 2021). Character is the internalization of values that can be seen clearly in the form of behavior. Character education is a conscious and structured activity to help somebody to feel care, understanding, and action according to ethics to know what is good and right that can be trusted under any circumstances (Mulyadi, 2018; Abiddin, Ibrahim & Aziz 2022).

The character that needs to be fostered in the students today is discipline. Due to the large number of students' undisciplined behavior such as being late for school, wearing untidy uniforms, sitting impolitely during lessons, littering, not bringing books according to schedule, not doing homework, writing on school walls, and other delinquencies. These delinquencies require the fostering of noble character by disciplining students. Character education instilled in students must be sustainable through real examples from teachers. Because elementary school students like to imitate by seeing directly and implementing it every day, students will get used to behaving in a disciplined manner. Character education given in schools not only provides cognitive knowledge to students but also provides character knowledge which can be in the form of honest behavior, tolerance, self-discipline, mutual help, mutual respect, mutual respect, forgiveness, courage, and democratic values.

At the elementary school level, character education is needed to be able to change students who behave badly into students who have good behavior following the teachings of their religions so that at the next school level students already have disciplined behavior. Fostering noble characters is not merely the duties and responsibilities of teachers in schools. Parents and the community also play a role in

fostering students' characters. Socialization is needed to support the success of character education so that students know and understand the importance of moral education so that good character values are embedded in each individual. In developing the character of students, schools need to create programs including a high-quality school climate which includes input quality, academic and non-academic, a school culture with religious characteristics, openness, caring, and cooperative relationships, and a disciplined culture fostering religious character values.

3. The decrease in Hinduism Learning Outcomes

Learning outcomes are changes in behavior that occur after participating in learning in accordance with educational goals in the cognitive, affective, and psychomotor domains (Purwanto, 2011; Agung, 2020). The factors that affect student learning outcomes are internal factors, external factors, and learning approach factors. Internal factors consist of physiological and psychological aspects. Physiological refers to the health aspects of students' bodies and five senses. While the psychological aspects include the interests, talents, attitudes, motivation, and personalities of students. External factors consist of social and non-social environments that affect student learning outcomes. The social environment is an environment where students interact directly with friends, teachers, family, and the surrounding community. If the social environment is supportive, the achievement of student learning outcomes will also increase. Meanwhile, the condition of homes, schools, infrastructure, and weather that can affect student learning outcomes is called a non-social environment. If the condition of the student's place of study, for example, the condition of the house is not supportive, there will be discomfort in learning which can affect the value of lessons in school.

Student learning outcomes can be identified through testing (Seybert, 2002; Strang, 2017). The tests given by the teacher can be in the form of formative tests, sub-summative tests, and summative tests. Formative tests are given to determine student learning outcomes in one material that is used to improve the teaching and learning process within a certain time. The sub-summative test is a test carried out on many teaching materials that have been taught in a certain time. The recapitulation of the scores from this sub-summative test is used to determine the value of the report card. Summative tests are carried out by the schools to measure students' understanding of the subjects that have been taught for one semester. Summative test results are used in writing out report cards, determining class rankings, advancing students to higher grades, and improving school quality.

Online learning has a great impact on student learning outcomes (Wang, 2004). Students who during online learning are accustomed to using gadgets in getting answers to assignments sent by their teachers have difficulty answering questions from their teachers in face-to-face learning. This is because all information is easily obtained from the internet, making it easier for students to get answers to assignments given by the teacher. This ultimately causes a decline in student scores during offline learning which is carried out after online learning. The use of gadgets has a positive and negative impact on student learning outcomes at school. The positive impact is that gadgets can help develop adaptive functions in students in adjusting to the surrounding environment and technological developments and make it easier for students to find information. Students who can use gadgets and the internet well as learning media will get the learning outcomes they want to achieve. Because using gadget as a means of learning can foster imagination, and creative power by looking at pictures, writing, numbers, and train intelligence, namely developing reading and arithmetic skills. The use of gadgets

has a detrimental impact on students' interpersonal skills if they are used too often. The influence of smartphones on other students' learning achievements is that students become more dependent on smartphones rather than having to study (Nurmalasari & Wulandari, 2018).

In addition to having a positive impact, the use of gadgets also has a negative impact, such as addiction to online games. Lack of control from parents will affect the decrease in interest in learning in children, make children slow to understand lessons, and can also have an impact on eye health. As a result of being in front of the gadget screen for too long, it will cause minus eyes, sleep disturbances, and becoming a reserved person. This is where the influence of the role of the guardian of students on the use of gadgets in children. With parental supervision, it is hoped that there will be a conducive environment for children. So that there is an interest in learning and increasing learning outcomes.

Parents need to create good relationships with their children so that students do not feel alone in going through difficult things in the learning process (Kickul & Kickul, 2006). Every family member must be able to motivate children so that they do not experience pressure in the learning process. Good relationships in the family will indirectly affect the improvement of the child's learning outcomes. Parents can accompany and help students to maximize their academic achievement by guiding when they are studying. This can help children become more responsible for their duties as students and can also improve their learning outcomes.

Students's learning outcomes are also influenced by the role of their parents. Learning motivation given by parents is an encouragement that can lead to all forms of activity and can lead to behavior that leads to the power to act. Learning motivation must also be owned by students to improve the results of the learning process. In this case, the motivation to learn is an effort in itself, emerging from within itself which gives rise to a passion for learning. Learning motivation plays a role in fostering the spirit of learning. Without enthusiasm and motivation to learn, they will experience a setback in their achievements. The enthusiasm for learning will decrease if students play more games than use their time to study. In contrast to students who have high motivation, study hard, and learn without being asked, there is a will from within themselves, they will be able to improve their achievement or learning outcomes.

Motivation can be divided into two, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation is motivation or enthusiasm that comes from within the learner which fosters a willingness to learn. While extrinsic motivation is encouragement or enthusiasm for learning that comes from outside, for example from parents, teachers, and the community. The influence of extrinsic motivation is the dependence of students on others in doing everything. Motivation is very influential on interest in learning. Motivation acts as the driving force behind learning activities. Providing students with flattery, attention, and appreciation is considered reasonable to prompt students to increase their motivation in learning.

Intrinsic and extrinsic motivation has the function of driving, prompting, and selecting activities. Teachers have a very important role in improving the learning outcomes of their students. The efforts that can increase learning motivation so that it can improve student learning outcomes include encouraging students, giving realistic expectations, giving prizes in the form of praise, good grades, or goods. Furthermore, it directs the behavior of students by giving assignments, giving educational punishments, rebuking gently, and saying friendly and kind words. This is in line with the opinion of

Putria, Maula & Uswatun (2020) which states that teachers as the frontline in education have the task of teaching, educating, providing direction and guidance, training, providing assessment, and evaluating providing moral and mental support to students.

The technology available today certainly has many benefits. However, based on the results of previous studies, gadgets seem to influence student achievement. This happens because students have not used gadgets properly (Kurniawati, 2020). Learning outcomes are related to teaching and learning activities formed from the learning experience in the classroom. From the learning experience, learning outcomes are observed in the cognitive, affective, and psychomotor domains. Learning outcomes are obtained after the teacher conducts an evaluation, either through assignments given after teaching and learning activities in class or through sub-summative and summative assessments. Learning outcomes are influenced by two factors, namely:

- a. Internal factors are the factors that come from within students, such as health factors, interests, talents, motivation, health,
- b. External factors are the factors that come from outside, such as the family environment, school environment, and community environment.

According to Nabillah & Abadi (2020), student learning experiences cover the cognitive, affective, and psychomotor domains. Learning outcomes have an important role in the learning process because they will provide information to the teacher about the progress of students to achieve learning goals through the process of further teaching and learning activities. To overcome this, teachers should be wiser in determining learning strategies, the use of appropriate methods in learning can create a conducive environment. So that learning objectives can be achieved and students are also more active in participating in teaching and learning activities.

Conclusions

The COVID-19 pandemic in Indonesia has affected Bali's economy, including in the field of education. Since the increase of Covid-19 cases, learning which is usually done directly at school has turned into remote or online learning that uses gadgets and the internet to support it. In the implementation of online learning, teachers must be able to foster good relationships with parents and guardians of students, because the task of parents is increasing, namely accompanying their sons and daughters while studying at home. The use of gadgets has an impact on students' behavior and learning outcomes of Hinduism subject at schools. The positive impact of using gadgets is that gadgets can be used as learning media and parental control will improve 's learning outcomes. While the negative impact is when children lack parental control, they prefer to play games and watch YouTube, they become lazy, irritable, introverted, and less able to socialize with their environment, causing their learning achievement to decline. During online learning, the teaching and learning process is carried out with gadgets and the internet as supporting media. There are mental changes experienced by students during distance or online learning that affect their personality and change their behavior. Teaching and learning activities that were implemented during the COVID-19 pandemic resulted in student progress in terms of imitating all the knowledge, and information that they saw and read on the internet.

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