



# Community Service Journal of Indonesia

Division of Research and Community Service  
Kerta Cendekia Nursing Academy

<https://ejournal-kertacendekia.id/index.php/csji/index>

Community Service Journal of Indonesia 8 (1) (2026):

Doi: <https://doi.org/10.36720/csji.v8i1.898>

## IMPACT OF EXCESSIVE GADGET USE AWARENESS EDUCATION ON ELEMENTARY STUDENTS LEARNING MOTIVATION

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Received : April 22, 2026 ; Revised : June 22, 2026 ; Accepted : June 25, 2026

### ABSTRACT

Excessive gadget use may negatively affect learning motivation and academic engagement among elementary school students. This study aimed to determine the effect of Excessive Gadget Use Awareness Education on students' learning motivation. This study aimed to evaluate the effectiveness of health education on the dangers of excessive gadget use in improving learning motivation among elementary school students. The intervention was conducted at SDIT Elhaq Sidoarjo, involving 64 respondents selected from a population of 87 students. A quasi-experimental design with a pre-test and post-test approach was employed using a researcher-developed Learning Motivation Questionnaire consisting of 20 items. The findings revealed that prior to the intervention, 62% of participants had limited understanding, while 38% demonstrated a moderate level of understanding. Following the intervention, 78% of participants showed improved understanding, whereas 22% continued to exhibit limited comprehension. The results indicate that health education significantly enhances students' awareness of the negative impacts of excessive gadget use and fosters more positive attitudes toward learning. In conclusion, structured and age-appropriate educational interventions are effective strategies for promoting responsible gadget use and improving learning motivation among elementary school children. These findings highlight the importance of integrating digital health education into school-based programs to optimize students' academic engagement and developmental outcomes.

Keywords: Gadget Use, Health Education, Learning Motivation

## INTRODUCTION

The proliferation of digital technology over the past decade has transformed children's daily activities, including learning behaviors and social interactions. In Indonesia, the increasing accessibility of smartphones and tablets has contributed to a growing trend of gadget use among elementary school children. Although these technologies can serve as valuable educational tools, excessive and unregulated use has been associated with adverse effects on children's cognitive, social-emotional, and academic development, including decreased concentration, reduced social interaction, and lower learning achievement (Buhaerah & Lathifah, 2025; Fadhila et al., 2025).

Previous studies have consistently demonstrated that excessive gadget use is associated with cognitive and emotional disturbances. Afidah, Fakhriyah, and Oktavianti (2022) reported that overexposure to gadgets negatively affects children's concentration and logical thinking abilities. Similarly, Saoqillah and Patmah (2021) found that prolonged gadget use contributes to dependency behaviors and decreased social interaction among children.

Gadget use can directly affect academic motivation also has a direct impact on academic motivation. Hidayati and Nurhayati (2024) identified a significant decline in students motivation and engagement in learning activities due to prolonged screen exposure. Furthermore, Ramadhan and Sari (2025) emphasized that structured digital health education

interventions can effectively increase children's awareness and promote responsible gadget use, thereby improving academic performance.

Excessive gadget use can reduce learning motivation through increased digital stimulation and instant gratification, leading children to become more interested in entertainment activities than academic tasks. This condition may disrupt concentration, impair self-regulation abilities, and decrease sleep quality, thereby reducing engagement in the learning process and diminishing confidence in academic capabilities. Consequently, students' learning motivation declines and may negatively affect their academic achievement (Hidayati & Nurhayati, 2024; Ramadhan & Sari, 2025).

Learning motivation is a fundamental determinant of academic success, as it influences students' engagement, persistence, and academic performance. Students with low learning motivation often demonstrate reduced attention, limited participation in classroom activities, and lower academic achievement. Recent studies have consistently reported a positive relationship between learning motivation and academic outcomes, indicating that motivated students tend to achieve better learning results than their less motivated peers. In addition, excessive gadget use has been associated with decreased concentration, reduced learning engagement, and poorer academic performance among school-aged children. Preliminary observations

conducted at SDIT Elhaq indicated that a substantial proportion of students exhibited excessive gadget-use behaviors, which may contribute to decreased learning motivation and academic engagement (Basileo et al., 2024; Terong et al., 2024; Fadhila et al., 2025).

Gadget use awareness education has the potential to enhance students' learning motivation by increasing their knowledge and awareness of the negative consequences associated with uncontrolled gadget use. A better understanding of these risks promotes self-regulation in gadget usage, enabling students to reduce screen time and digital distractions that may interfere with the learning process. More controlled gadget use contributes to improved concentration, greater academic engagement, and positive learning behaviors, which ultimately lead to increased learning motivation among students (Fadhila et al., 2025).

Previous research has mainly examined the negative effects of excessive gadget use on children's academic performance and learning motivation. The novelty of this study lies in the implementation of an Excessive Gadget Use Awareness Education intervention that focuses not only on reducing gadget-related risk behaviors but also on enhancing learning motivation among elementary school students. This approach integrates digital health awareness with educational outcomes, providing a practical and context-specific strategy to promote responsible gadget use and positive learning behaviors in school settings.

## **OBJECTIVES**

### *General Purpose*

This study aims to conduct community service regarding the dangers of excessive gadget use among elementary school children.

### *Special Purpose*

The specific objectives of this community service activity are:

1. To improve knowledge about the impact of excessive gadget use on children's willingness to learn.
2. To increase knowledge regarding prevention efforts for excessive gadget use.

## **PLAN OF ACTION**

### *Strategy Plan*

The strategy used in this community service program was educational counseling for sixth-grade elementary school students. The program was conducted from December 2025 beginning with proposal preparation, team coordination, communication with partners, obtaining official permits, program implementation, and preparation of the final report.

### *Implementation*

The implementation process consisted of three stages:

#### 1. Pre-activity

The planning meeting was led by the team leader to discuss the program plan. The site survey was conducted to determine the location of the activity, while facility arrangements included arranging tools and materials needed for the activity

#### 2. Implementation

The counseling session on the dangers of excessive gadget use on children's willingness to learn was delivered by the program leader using lecture and discussion methods. The pre-test was administered

prior to the session using a questionnaire to assess participants' baseline knowledge. The post-test was conducted to evaluate improvements in participants' knowledge after the activity.

### 3. Post-activity

Evaluation was implemented before and after the counseling session. The pre-assessment aimed to assess prior knowledge, while the post-evaluation aimed to measure changes in understanding. The instrument utilized for evaluation was a questionnaire assessing knowledge of gadgets and their impacts, learning motivation, and the influence of gadget use on learning motivation.

#### *Setting*

This social service initiative took place at SDIT Elhaq Buduran Sidoarjo."

#### *Target*

The participants in this activity were 64 sixth-grade elementary school students."

## RESULTS AND DISCUSSION



Figure 1. Result of community service activities

#### *Results*

The result findings revealed a substantial improvement in participants' understanding following the educational intervention. Prior to the intervention, 62% of participants had limited understanding, while 38% demonstrated a moderate level

of understanding. After the intervention, 78% of participants showed improved understanding, whereas only 22% continued to exhibit limited comprehension. These results indicate that the educational program was effective in enhancing participants' awareness and knowledge regarding the topic being addressed.

From a structural perspective, minor adjustments in the activity schedule were required due to school routines. However, these changes did not significantly affect the overall implementation of the program.

In terms of process evaluation, participants exhibited high levels of engagement and active participation throughout the educational sessions. The interactive approach contributed to a conducive learning environment, enhancing knowledge transfer effectiveness.

#### *Discussion*

Gadget use can lead to decreased concentration and increased distraction, ultimately affecting academic performance. Furthermore, without proper regulation, gadget use may result in addiction, reduced social competence, and impaired cognitive functioning (Holifah et al., 2024; Fadli et al., 2025).

Excessive gadget use awareness education increases children's knowledge and awareness of the negative effects of uncontrolled gadget use. This improved understanding encourages better self-regulation in managing gadget usage, leading to reduced screen time and fewer digital distractions. As a result, children experience improved attention, better sleep quality, and greater engagement in learning

activities. These positive changes enhance their self-efficacy and promote constructive learning behaviors, which ultimately contribute to increased learning motivation (Fadli et al., 2025; Holifah et al., 2024).

This study further demonstrates that educational interventions can serve as preventive strategies by equipping students with the knowledge necessary to regulate their behavior. The improvement in students' understanding indicates that age-appropriate and interactive educational methods are crucial in influencing children's attitudes and behaviors.

However, this study is limited by the absence of a control group and reliance on short-term evaluation. Future studies are recommended to employ longitudinal designs and incorporate parental involvement to achieve more comprehensive outcomes.

## CONCLUSION

Health education on the dangers of excessive gadget use has been proven effective in improving elementary school students understanding and learning motivation. The intervention successfully enhanced students awareness of the negative impacts of gadget use and encouraged more positive learning behaviors.

These findings underscore the importance of integrating digital health education into school curricula as a preventive and promotive strategy. By fostering awareness, self-regulation, and responsible technology use, educational institutions can support optimal academic development among students.

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