

The Impact of Gadget Use on Elementary School Students' Learning Concentration

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ABSTRACT

The rapid development of digital technology has made gadgets an increasingly common part of elementary school students' daily lives. Gadgets can support learning activities by providing easy access to information and interactive educational resources; however, excessive and uncontrolled use may interfere with students' ability to maintain concentration during learning. This study aims to analyze the impact of gadget use on the learning concentration of elementary school students. This research employs a qualitative approach using a library research method. Data were obtained from relevant scientific articles, journals, books, and other academic sources discussing gadget use, learning concentration, and elementary school students. The collected literature was analyzed descriptively and analytically by identifying, comparing, and synthesizing findings related to the duration, intensity, purpose, and patterns of gadget use. The results of the literature review indicate that excessive gadget use, particularly for non-educational activities such as games, entertainment, and social media, tends to reduce students' concentration, increase distractions, and interfere with learning activities. Conversely, controlled and purposeful use of gadgets as learning media can provide positive benefits by increasing access to learning resources, student engagement, and learning interest. Therefore, the impact of gadget use on students' learning concentration depends not only on the duration of use but also on its purpose, content, and supervision. Active involvement of parents and teachers is needed to establish balanced and responsible gadget-use habits among elementary school students.

Keywords: Gadget Use; Learning Concentration; Elementary School Students; Digital Technology.

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INTRODUCTION

The development of digital technology has brought significant changes in children's lives, including in educational activities. Gadgets such as smartphones, tablets, and other digital devices are increasingly easier to find and use by elementary school students, both to communicate, obtain entertainment, and support learning activities. The presence of gadgets provides ease of access to various information and learning resources quickly. In the context of education, the appropriate use of digital technology can help students obtain learning materials that are more diverse, interactive, and in accordance with learning needs. However, the uncontrolled use of gadgets also raises concerns because it can interfere with students' learning habits and ability to maintain concentration.

Learning concentration is one of the important aspects in the success of the learning process. Concentration is related to students' ability to focus on the material, follow the teacher's instructions, understand information, and complete tasks optimally. At the elementary school level, these abilities are still in the developmental stage so that the learning environment and technology use habits can influence the attention and learning process. A study by Leonhardt, Danielsen, and Andersen (2025) on various studies on screen use, learning, and concentration shows a relatively consistent relationship between excessive screen use and concentration difficulties in children and adolescents. The study also shows that multitasking with digital media in the context of learning is related to lower learning outcomes.

The problem becomes more complex when gadgets are used more for non-educational activities. Use to play games, watch entertainment videos, access social media, or other digital activities can be a source of distraction if done for an excessive duration. Febriani, Haifaturrahmah, and Muhdar (2025), for example, found that the higher the intensity of non-educational gadget use, the lower the learning concentration ability of elementary school students. Students who use gadgets for more than two hours per day show a lower level of focus than students with more limited use.

These findings are in line with Harjiyanti, Rakhmawati, and Handayani (2024) who through a literature review of 12 articles found that the use of gadgets can have both positive and negative impacts on the learning concentration of elementary school students. Uncontrolled use of gadgets has the potential to reduce concentration, while use that is as needed and directed at educational activities can provide benefits in supporting the learning process. Therefore, the impact of gadgets is not solely determined by the existence of the device, but also by the intensity, purpose of use, type of content, and pattern of assistance to children.

On the other hand, gadgets cannot be seen only as a source of disruption in the learning process. Digital technology can be a medium that supports learning if used in a directed manner. Students can use gadgets to find information, read digital learning resources, access educational videos, use learning applications, and carry out other academic activities. Lukman (2026) explained that gadgets can provide easy access to information and learning resources, but uncontrolled use has the potential to disrupt the concentration of elementary school students. Thus, the use of gadgets needs to be placed as part of a directed learning strategy and not just as an entertainment device.

In addition to the duration and purpose of use, environmental factors also have an important role in determining the impact of gadgets on learning concentration. Parental and teacher supervision is needed so that students are able to distinguish between the use of gadgets for educational purposes and their use for entertainment. Harjiyanti et al. (2024) emphasized the importance of the role of parents in monitoring and accompanying children

when using gadgets and the need to limit their use according to their needs and benefits. With mentoring, the use of gadgets can be directed to activities that support learning and reduce the possibility of distractions.

A broader study also shows that the relationship between digital device use and concentration is not always simple. Leonhardt et al. (2025) found that the relationship between screen use and concentration difficulties can be influenced by various factors, including media usage patterns and sleep quality. In fact, the relationship cannot be fully understood as a cause-and-effect relationship because there are still methodological variations in the available research. This shows the importance of studies that not only look at the length of use of gadgets, but also pay attention to the context of use, type of digital activity, and the conditions of students' learning environments.

Based on this description, the use of gadgets in elementary school students is a phenomenon that needs to be studied more comprehensively. Gadgets have the potential as learning support instruments, but excessive and undirected use can be a source of distraction that hinders learning concentration. Therefore, this study aims to analyze the impact of gadget use on the learning concentration of elementary school students through a study of various previous research results. This study is expected to provide an understanding of the patterns of gadget use that have the potential to interfere with concentration, the benefits of using gadgets for learning, and the importance of the role of parents and teachers in building healthy, directed, and responsible use of technology in elementary school students.

METHOD

This study uses a qualitative approach with the library *research method*. The qualitative approach was chosen because the research aims to gain a deep understanding of the impact of gadget use on the learning concentration of elementary school students based on various research results and relevant scientific sources. According to Adeoye (2023), the selection of research approaches and designs needs to be adjusted to the research objectives and the characteristics of the problems being studied. In this study, the researcher did not conduct statistical measurements directly on students, but studied, compared, and interpreted various scientific findings regarding the use of gadgets and the learning concentration of elementary school students.

The *library research* method is used because the source of research data is obtained from various literature that is relevant to the focus of the research. Literature studies are carried out through the process of searching, selecting, reading, and analyzing scientific sources related to research problems. The literature used includes scientific journal articles, books, research results, and other academic sources that discuss the use of gadgets, learning concentration, student development, and the learning process at the elementary school level. The use of literature studies allows researchers to identify various perspectives and results of previous research to gain a more comprehensive understanding of the phenomenon being studied.

The data sources in this study are in the form of scientific articles published in national and international journals, especially publications in recent years. The literature was selected based on several criteria, namely having a direct relationship with the use of gadgets and the learning concentration of elementary school students, coming from academic sources that can be accounted for, and having information relevant to the research objectives. The selection of relevant literature is needed so that the results of the study can provide a systematic picture of the problem being studied.

Some of the research that is the main source in this study include research by Rahayu, Suarni, and Margunayasa (2023) on the impact of gadget use on the cognitive development

of school-age children, Harjiyanti, Rakhmawati, and Handayani (2024) on the impact of gadget use on the learning concentration of elementary school students, Putri, Bashori, and Samsuddin (2024) on the relationship between the duration of gadget use and students' concentration ability, Febriani, Haifaturrahmah, and Muhdar (2025) on the impact of gadget use on the learning concentration of elementary school students, and Lukman (2026) on the impact of gadget use on the learning concentration of elementary school students. These studies were chosen because they are directly related to the focus of the study.

Data collection is carried out through literature documentation. The first stage is carried out by identifying keywords related to the research topic, such as *the use of gadgets*, *study concentration*, *elementary school students*, *screen time*, and *learning concentration*. The second stage is to search for appropriate articles and scientific sources. The third stage is selected based on the relevance of the title, abstract, research objectives, methods, and research results. Furthermore, the selected literature is read thoroughly to obtain information related to the research focus.

Data obtained from various literature is then recorded and grouped by theme. Grouping is carried out to facilitate the process of comparison between research findings. The information studied includes the intensity of gadget use, duration of use, purpose of gadget use, type of activity carried out, positive impact of gadget use, negative impact on learning concentration, and factors that can strengthen or reduce the impact of gadget use.

Data analysis was carried out in a descriptive-analytical manner. Descriptive analysis was used to describe various findings of previous research on the use of gadgets and the learning concentration of elementary school students. Furthermore, the analysis was carried out by comparing the results of the research based on the similarities, differences, and tendencies of the findings. Each research result was not only described, but also interpreted based on the context of gadget use, student characteristics, purpose of use, and learning environment conditions.

The analysis process is carried out through several stages, namely data reduction, data presentation, and conclusion drawn. In the data reduction stage, information that is not directly related to the focus of the research is selected, while relevant findings are retained. Furthermore, the selected data are presented based on the main themes, such as the positive impact of gadgets, the negative impact of gadgets on concentration, duration of use, non-educational activities, and the role of parents and teachers. The last stage is to draw conclusions based on patterns and trends found from various literature sources.

To increase the credibility of the study results, this study conducted a comparison between sources or triangulated sources. The findings of one study were compared with other studies to see the consistency of the results. This method is important because the results of research on the use of gadgets do not always show the same findings. Some studies have found that excessive use of gadgets can interfere with concentration, while the use of gadgets in a targeted manner for educational purposes can provide benefits to the learning process.

Based on this process, this study is directed to obtain a comprehensive understanding of the impact of gadget use on the learning concentration of elementary school students. The study does not view gadgets solely as a factor that has a negative impact, but considers that the impact is highly dependent on the duration of use, the purpose of use, the type of activity or content accessed, and supervision from parents and teachers. Thus, the results of the research are expected to provide an academic basis for schools and parents in directing the use of gadgets in a more precise, controlled, and in accordance with the educational needs of elementary school students.

RESULTS AND DISCUSSION

Findings

Intensity and Pattern of Gadget Use in Elementary School Students

The development of digital technology has changed the activity patterns of elementary school-age children, so that gadgets are no longer only used as a communication tool, but have become part of daily life, both for entertainment, communication, and learning. The increasingly accessible use of gadgets causes students to have greater opportunities to interact with various digital content.

Febriani, Haifaturrahmah, and Muhdar (2025) in *Pendas: Scientific Journal of Elementary Education* showed that elementary school students use gadgets regularly with non-educational activities as one of the dominant forms of use. The study also showed that students who used gadgets for more than two hours per day had lower learning concentration than students who used gadgets for less than one hour per day. These findings show that the duration and purpose of gadget use are important aspects in understanding their impact on student learning activities.

These findings are in line with Lukman's (2026) research in *Juara SD: Journal of Elementary School Education and Learning* which shows that the use of gadgets has become a routine activity for students, with use for entertainment more dominant than use for learning activities. Excessive and uncontrolled use of gadgets was found to be related to increased distractions and decreased student concentration.

Meanwhile, Rahayu, Suarni, and Margunayasa (2023) through a literature review in *Ideguru: Journal of Teachers' Scientific Works* explained that the use of gadgets can have a positive or negative impact on the cognitive development of school-age children, depending on the intensity, purpose, and supervision of their use.

The habit of using gadgets can also be formed from an early age. Novitasari and Khotimah (2016) show that the use of gadgets in children aged 5–6 years is related to changes in children's social interaction patterns. These findings provide an idea that the use of digital devices from an early age can shape children's interaction habits and activities.

Therefore, the pattern of gadget use in elementary school students needs to be understood not only based on the duration of use, but also based on the purpose of use, the type of activity carried out, and the environment that accompanies the use.

The Impact of Gadget Use on Student Learning Concentration

Based on various literature studied, the excessive use of gadgets, especially for non-educational activities, tends to be related to a decrease in the learning concentration of elementary school students. Febriani, Haifaturrahmah, and Muhdar (2025) found that the higher the intensity of gadget use for non-educational activities, the lower the student's learning concentration. This difference is seen in students who use gadgets for more than two hours per day compared to students who use them for less than one hour per day. These findings show that the duration of gadget use is one of the aspects that need to be considered in maintaining student learning concentration.

These results are strengthened by Harjiyanti, Rakhmawati, and Handayani (2024) in *Malih Peddas* through a study of various studies on the impact of gadget use on the learning concentration of elementary school students. The results of the study show that gadgets can have both positive and negative impacts on learning concentration. Negative impacts are more likely to arise when the use of gadgets is not accompanied by adequate supervision and restrictions. Thus, the existence of gadgets themselves cannot be seen as the only cause of declining learning concentration, because the impact is also influenced by the pattern and purpose of their use.

Julfan and Haifaturrahmah (2025) through a systematic study in *the Action Research Journal Indonesia* (ARJI) also showed that the use of undirected gadgets is related to various problems of student learning concentration.

Meanwhile, Fitriani and Diana (2025) through qualitative research on fourth grade elementary school students found that excessive use of gadgets, especially for entertainment activities, can interfere with students' focus, participation, and learning motivation. Lukman (2026) also found that excessive and uncontrolled use of gadgets is related to decreased concentration and increased distractions during the learning process.

In addition to entertainment in general, online gaming activities are also a form of gadget use that needs attention. Azmi, Badarudin, Juaini, and Alim (2025) in *Educatio* found that online gaming is related to disturbances in concentration, motivation, and learning behavior of elementary school students. These findings show that the type of activities carried out through gadgets has an important role in determining their impact on the student learning process.

Psychological, Cognitive, and Health Dimensions as Factors Related to Learning Concentration

The impact of gadget use on learning concentration is not only related to distractions during learning activities, but also related to psychological, cognitive, and overall student conditions.

Purwaningtyas, Septiana, Aprilia, and Candra (2023) in *the Journal of Psychology Wijaya Putra (Psikowipa)* show that excessive use of gadgets can have an impact on the psychological development of elementary school children, especially in the emotional aspect. Unstable emotional conditions can be one of the factors that affect students' readiness to participate in learning activities.

From a cognitive aspect, Rahayu, Suarni, and Margunayasa (2023) show that the use of gadgets can have different influences on children's cognitive development, depending on how gadgets are used. Proper and accompanied use can provide benefits in obtaining information and supporting cognitive development, while excessive and less controlled use can have a negative impact.

Kamaruddin, Leuwol, Putra, Aina, Suwarma, and Zulfikhar (2023) through a literature review in *the Journal on Education* also explained that the use of gadgets is related to students' mental health and learning motivation. Uncontrolled use can be related to decreased interest and concentration in learning.

Meanwhile, Afidah, Fakhriyah, and Oktavianti (2022) in *the Handayani Journal of PGSD FIP UNIMED* found that the use of gadgets in elementary school students has an impact on emotional and cognitive development. Excessive use can also be related to various problems in students, including decreased concentration.

Thus, the relationship between gadgets and learning concentration needs to be understood multidimensionally. Students' concentration is not only influenced by the duration of use of gadgets, but also by emotional conditions, learning motivation, cognitive development, and patterns of use of digital devices in daily life.

Factors Affecting the Impact of Gadget Use

The impact of gadget use on learning concentration is not single, but is influenced by various factors contained in the student environment. Lukman (2026) shows that parental supervision, gadget use habits at home, and learning environment are factors related to the impact of gadget use on student concentration. Good supervision can help students use gadgets in a more targeted way, while unlimited use can increase the chances of distractions.

The role of parents is also seen in the formation of children's digital habits. Prahasti, Sundari, and Mashudi (2025) in *Journal of Obsession: Journal of Early Childhood Education* shows that parents have a role as facilitators, guides, and companions in children's use of digital technology. Although the study focuses on early childhood, the findings regarding the importance of parental assistance can be supportive in understanding the need to supervise the use of gadgets in children.

In addition to family, school factors and the ability to use technology also need to be considered. Hariyasasti (2025) explained the importance of technological literacy in the use of digital tools in elementary schools. The ability of teachers and students to understand and use technology appropriately is an important part of directing technology to support learning activities.

Therefore, the impact of gadgets on learning concentration is not only determined by the device used, but also by the ability of families and schools to regulate and direct their use.

The role of parents is not only related to limiting the time of use, but also to providing direction regarding activities carried out through gadgets. This assistance is needed so that children can use technology responsibly and avoid use that does not suit their needs.

In the context of elementary school students, parental assistance is increasingly important because children's ability to control the use of technology still requires direction from the family

environment. In addition to the family, schools have a role in shaping students' ability to use technology wisely, including the ability to obtain and manage information and understand social and ethical aspects in the use of technology.

The role of schools also needs to be carried out through cooperation between teachers and parents. Ramadhani, Wahono, Perianti, and Wijanarko (2025) show that excessive use of technology, lack of parental supervision, and irregular learning patterns can be challenges for the learning concentration of elementary school students. Therefore, teachers and parents need to build good communication about students' gadget usage habits, both at school and at home. This cooperation can be done through providing direction, setting learning times, and supervising students' digital activities.

Efforts to manage the use of gadgets in learning

Although various studies show that there is a potential negative impact of excessive use of gadgets, gadgets can also be used as a medium that supports learning if their use is carried out in a directed manner.

Ramadhani, Wahono, Perianti, and Wijanarko (2025) in *the Journal of Elementary School Teacher Education* discuss various challenges in the learning concentration of elementary school children in the midst of technological developments and the importance of strategies for managing the use of technology in learning activities.

Lukman (2026) shows that the use of gadgets directed at educational activities can provide benefits in the learning process. This shows that the main problem does not lie in the existence of gadgets, but in how the devices are used. Fitriani and Diana (2025) also show that gadgets can be used to support students' understanding of learning materials if their use is directed appropriately.

Managing the use of gadgets can be done through time restrictions, parental assistance, selection of appropriate content, and teacher direction in learning activities. Julfan and Haifaturrahmah (2025) emphasize the importance of using gadgets in a structured manner and in accordance with learning needs. Meanwhile, the role of parents in providing assistance and building responsible technology use habits is also an important part in reducing the risk of excessive use of gadgets.

Thus, efforts to maintain students' concentration on learning do not have to be done by eliminating the use of gadgets completely. A more appropriate approach is to direct the use of gadgets to suit learning objectives, limit unnecessary use, and create a balance between digital activities and other learning activities.

Synthesis: Gadgets as a Challenge as well as an Opportunity for Elementary School Students' Learning Concentration

Based on the overall studies that have been conducted, the use of gadgets in elementary school students has a double impact. Excessive, undirected, and dominated use by entertainment activities tends to be related to decreased concentration, increased distractions, and reduced student motivation to learn. These findings can be seen in various studies, both field research and literature reviews that discuss the use of gadgets in elementary school students.

On the other hand, gadgets do not completely have a negative impact. When used for educational purposes, for an appropriate duration, relevant content, and accompanied by parents and teachers, gadgets can be a means of obtaining information and supporting the learning process. Rahayu et al. (2023), Lukman (2026), and Fitriani and Diana (2025) show that the appropriate use of technology can provide benefits in the student learning process.

Thus, the problem of using gadgets in elementary school students is not solely about the use of gadgets, but is related to the intensity, purpose, type of activity, supervision, and environment of use. Student learning concentration is the result of the interaction of these various factors. Therefore, cooperation is needed between students, parents, and schools in creating a pattern of using gadgets that are healthy, directed, and supportive of learning. Proper management is expected to minimize the negative impact of gadgets while maximizing their potential as a means of learning.

CONCLUSION

Based on the results of the literature review, it can be concluded that the use of gadgets has a two-sided impact on the learning concentration of elementary school students. The excessive, uncontrollable, and dominated use of gadgets by non-educational activities such as playing games, watching entertainment, and accessing social media tends to cause a decrease in students' ability to maintain attention, increase distractions, and reduce focus during learning activities. The findings of previous literature reviews also show that the higher the intensity of gadget use without adequate supervision, the greater the potential for disturbances in students' learning concentration.

On the other hand, gadgets do not always have a negative impact. When used in a targeted way as a learning medium, gadgets can help students obtain information, access learning resources, use educational applications, and increase interest and involvement in the learning process. Thus, the impact of gadgets on learning concentration is not only determined by the existence of gadgets, but also by the duration of use, the purpose of use, the type of content accessed, and the ability of parents and teachers to provide assistance and supervision.

Therefore, the use of gadgets in elementary school students needs to be managed proportionately through time restrictions, directing to educational content, and consistent supervision from parents and teachers. Schools and families need to build a healthy pattern of technology use so that gadgets can be used as a means of supporting learning, not as a source of distraction. This study emphasizes that digital literacy and collaboration between parents, teachers, and the school environment are important parts in maximizing the benefits of gadgets while minimizing their impact on students' learning concentration.

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