

STRATEGY IN IMPLEMENTATION GAGDET AS SOURCE OF LEARNING IN CLASS LECTURING PROCESS

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Abstract

The main issues related with impact of technology communication for the user especially student. In generally technology communication of gadget can improve process of learning in class. Unfortunately, majority lecturer just focus on using slide of power point in the process of learning in class. The research objective is to analyze how about the strategy to implementation gadget as source of learning in class processing. Methods of research can be divide to be three parts. Firstly, method collecting the data by using interview In- Depth on informant. Informants consist of five informants. 3 persons informant come from student in private university in Padang city, West Sumatera. Besides that, the researcher do interview on 2 informants come from lecturer. At the same time, the researcher use questionnaire by using google form on student in Padang. Method choosing informant by using snowball. Analyze data by using qualitative research. Research result was found that the lecturer and students didn't employ gadget as a learning source in the classroom due to the low information about the strategy implementation using gadget as a learning source. The conclusion to using application gadget fully in class activity as innovation learning because this approach can bring the lecturer and student more active doing interaction in class progress.

Keywords: gadget, learning strategy, communication, culture

Abstrak

Isu-isu pokok kajian membahas tentang dampak kemajuan teknologi komunikasi terhadap pengguna terutama mahasiswa. Pada umumnya kemajuan teknologi telah memudahkan dan meningkatkan proses pembelajaran antara dosen dengan mahasiswa di Universitas swasta di kota Padang, Sumatera Barat. Akan tetapi, mayoritas tenaga pengajar cenderung menggunakan slide power point dalam pembelajaran di kelas. Tujuan penelitian ini adalah untuk menganalisis bagaimana strategi penerapan gadget sebagai sumber belajar dalam pengolahan kelas. Metode pengumpulan data dengan menggunakan wawancara mendalam pada informan. Informan terdiri dari lima informan. 3 orang informan berasal dari mahasiswa Universitas swasta di kota Padang. Peneliti juga melakukan interview terhadap 2 orang informan berasal dari dosen. Metode pemilihan informan dengan menggunakan snowball.

Analisis data dengan menggunakan penelitian kualitatif. Hasil penelitian mendapati dosen dan mahasiswa kurang memanfaatkan berbagai aplikasi pada gadget secara maksimal sebagai sumber belajar ketika proses pembelajaran sedang berlangsung. Sebagian besar dosen yang mengajar di perguruan tinggi swasta menggunakan presentasi Power Point kepada mahasiswa. Kondisi ini membuat siswa bosan di dalam kelas. Penggunaan aplikasi gadget sebagai sumber belajar dapat mengurangi kebosanan di kelas. Selain itu, penggunaan aplikasi gadget juga menjadi inovasi pembelajaran untuk mengembangkan dan meningkatkan kualitas kegiatan kelas. Kesimpulan penggunaan aplikasi gadget secara penuh dalam kegiatan kelas sebagai pembelajaran inovasi karena pendekatan ini dapat membawa dosen dan mahasiswa lebih aktif melakukan interaksi dalam kemajuan kelas.

Kata kunci: gadget, strategi belajar, komunikasi, budaya

1. INTRODUCTION

Technology communication gadget colored in our activities. There are no activities separate from gadget tools. Almost our duty and task related with technology communication. For example, in teaching process in classroom need the adaptation with technology communication. Of course, the lecturer should know how to improve their knowledge to do innovation learning by using technology communication gadget and internet device. According to The use of socially interactive technologies (SIT), such as online social sites, text messaging or instant messaging, is on the rise among young people. The Internet was once used by adolescents to fulfill their needs for entertainment or to learn new information (Valkenburg & Soeters, 2001); however, today they are increasingly using it to interact with friends (Gross, 2004). Lenhart, Madden, and Hitlin (2005) report that approximately 75% of teens use IM on a regular basis. Of these, teenage girls tend to use IMs, more than do boys, for maintaining or building friendships. Cell phone use is also on the rise among young people. A recent Pew Internet research study reported that approximately 33% of teens not only have a cell phone (Lenhart et al., 2005), but approximately 64% of them said they send text messages on a regular basis. Mirroring the uses of IMs, young females also tend to use text messaging more so than do males (Pierce, 2009).

University is one of the places for students to study knowledge and sciences. There are so many kinds of subjects studied, like social science, applied knowledge, and many others. Besides, there are so many kinds of degrees, like Diploma Degree, Bachelor's Degree, and Master's Degree. In this case, universities have produced many graduates finishing their studying. Of course, their parent gets happy to hear their children can finish their subject and get a suitable job based on their passion. An important thing about studying at the university level is how the studying process happens on campus. According to Akbar (2013), an important indicator of the learning process in learning outcome (LO) purpose appear in Learning Planning of Study (RPS). The lecture will explain the RPS purpose clearly so that the student understood what they should do in the learning process in the lecture class (Delpa,

Putri Dian Afrinda, 2022). Technology communication is a part in our life., including for education sector. Technology communication give development and improvement for process in learning in class. According to Hull (2003, p. 233) also refers to the new technologies as new types of “literacies.” They have already become part of our lives. They are no longer “just add-ons, nice to have but dispensable; they are at the very center of those forms and practices of communication and representation that are crucial in our new times.” In the field of education, Information and Communication Technologies (ICT) have already invaded the scene (Alhumaid, 2019).

Technology communication can improvement for studying in Rencana Pembelajaran Semester (RPS) have been show about SCL method to bring the student do interaction and active in class. The student gets boring when the lecturer teaching in class because the student still passive in class progress. However, technology communication gadget gives much application which can be used in class progress. The problem statement is why the lecturer in private University in Padang didn't want to use technology communication fully in class process totally because using technology communication of gadget can improve the quality of learning in class process and besides that can reduce bore of feeling the student in class. Technology communication can give positive and negative effect for users. Based on According to Flanagan (2008, p. 2), any inquiry about the effect of classroom technology should “include positive and negative effects on student achievement and the various types of technology that can increase or decrease a student's ability to do work in the classroom” (Alhumaid, 2019).

Besides that, technology communication gadget can bring the something new for the lecturer and student in the class. Unfortunately, the class still get boring for the student and give the negative perception for the student about learning process. To make a good quality for lecturer class, we need innovation of learning in class by using technology communication gadget to color the class progress. As we know that there are so many kinds of application in gadget, like Facebook, WhatsApp, YouTube, Snack Video and Zoom Meeting and Goggle Chrome. This application can produce a good quality in learning process in classroom. All application above can be uses for learning for all subject in class.

2. METHOD

This research using method of research can be divided to be three parts. Firstly, method collecting the data by using interview in-depth on informant. Informants consist of five informants. 3 persons informant come from student in private university in Padang city and 2 informants come from lecturer in private University is Padang city. Secondly, method choosing informant by using snowball. The first informant will inform to researcher the second informant. Then second informant will informant the next informant to research. The thirdly, analyze data by using qualitative research because collecting the data by using In-

Depth interview should use qualitative methods. Collecting the data by using In Depth interview and questionnaire can be analysis by using qualitative analysis.

3. FINDINGS AND DISCUSSION

Kind of application for learning innovation

There are so many kinds of application can be uses for innovation of learning in classroom. Based on statement of informant from student said that the studying process activities related with hard copy of book. This condition can bring a big problem for student in learning outcome (LO). Learning outcome is a part of strategy how to produce a good quality in studying progress. By this way, the lecturer must know how what kind of application of gadget as source of gadget. Indirectly, technology communication gadget can be source of learning for student. Technology communication of gadget can't separate from education activity. Based on Technology has seen a recent widespread integration into daily life, where access to vast amounts of information is now available with ease. Today's generation of students has grown up with technology all around them in an ever-increasing manner. To create an effective 21st century classroom that meets the needs of the students, a modern teacher must factor a student's motivation to learn and the effects technology has on inclusionary education (Francis, 2017).

Majority of the people connected with technology communication of gadget like Facebook (FB), WhatsApp (WA), YouTube, Snack Vide, Goggle Chrome and Zoom Meeting. Application above can bring the student and student use technology communication in process studying. Based on statement of informant states that they have a good understanding how to use gadget as source of learning. Unfortunately, the lecture didn't have a good strategy how to use technology communication effectively and completely based on table 1 as bellow. The student can use all application above to improve and develop studying process to reach quality of learning in class. Based on Information technology has become common place in the classroom, helping to elevate and replace outdated pedagogical techniques and offering teachers the ability to design curriculum in advance with regards to differentiation (Mulrine, 2007). Even with regards to the amount and use of specific technology in the classroom, and even though some technology may not have originally been designed to align with educational goals, many teachers still find ways to integrate technology into the classroom (Zimlich, 2015 in Francis, 2017).

Majority of student have been account of Facebook in their gadget. By this case. Besides that, You Tube application knowing by all the user of gadget. Informant said that majority of the student interesting to be Youtuber. This fact explains that the student really familiar with this media. Based on statistic in 2022 explain that 98 percentage of student in Elementary School level have been connected with You Tube and they able to look for much information about game, toys equipment and information about their homework from school. Of course, for student at university level having a good understanding about You

Tube application according to table 1 below. This application can build a good interaction between lecturer and student in class activity.

Table 1. Kind of Application Gadget Use by Students

Application	Duration (hour) a day
Facebook	5
YouTube	3
Google Chrome	4
Snack Video	5
Zoom Meeting	4
TikTok	3

Table 1 explains that application Facebook and Snack Video including famous application using the student. Application above can be used as source of learning in class activity. Besides, Snack Video is a famous application for the user of gadget, especially for student in private university level. According to statement of informant said that the content of Snack Video consists of many information which design for test of users. This condition can make the student interesting to searching information by using this application. Informant said that Snack Video application is the one of application show up much information of new thing as source learning especially for student. Snack Video application show up information by using a good design and performance based on table 1 above. Snack Video can give much information about material as source of learning for student. Actually, the lecturer in Universitas Perintis Padang can uses many kind of application in table 1 above in class. When class starting, the lecturer can use tools In Focus to show up the material to the student in class process. Then lecturer can give any question the the student. The next, the student can uses each their gadget with opening goggle chrome to looking for the answer the topic.

At the same time, zoom meeting application is the popular application for student and lecturer. In Covid 19 era using blended learning method. Based on Blended Learning: refers to learning models that combines the face-to-face classroom practice with e-learning solutions. For example, a teacher may facilitate student learning in class contact and uses the model (modular object oriented dynamic learning environment) to facilitate out of class learning (Ratheeswari, 2018). Before Covid 19, majority lecturing process is by using class lecturing at class. In Covid 19 progress, learning process by using Daring method fully. After Covid 19 pandemic, process of lecturing is by using mixed perspective method like hybrid method, like combination Daring and Luring. Actually, daring process in Indonesia using Zoom Meeting application. It can bring Zoom Meeting is the icon or symbol of process

learning by Daring. This condition explain that Zoom Meeting have related with progress studying in class process based on Table 1 above.

Google Chrome is the of an important thing to searching much information. The performance of this application by using writing, picture and short video. Napitupulu (2021) states goggle chrome can bring the users how to look for many information focus on writing information. Usually, the user of gadget would be tried to looking for data analysis like video commentator, e-book, PowerPoint slide show presentation where this this can help the user getting some of information about source of learning refer to Table 1. Besides, Goggle Chrome gives motivation for lecturer and student to build a good communication in class because each of them having many data and information about material on subject will be teaching in class later.

Step in practicing on innovation learning in classroom

Technology communication can help our activity and innovation for studying clasc because technology communication can give the solution in education activity. Based on Technology involves the generation of knowledge and processes to develop systems that solve problems and extend human capabilities. In other words, technology can change or alter how people access, gather, analyze, present, transmit, and simulate information (See, 1994). The impact of technology is one of the most critical issues in education (Webber, 2003). The use of information and communication technology (ICT) creates a powerful learning environment and it transforms the learning and teaching process in which students deal with knowledge in an active, self directed and constructive way (Volman & Van Eck, 2001). ICT is not just regarded as a tool, which can be added to or used as a replacement of existing teaching methods. ICT is seen as an important instrument to support new ways of teaching and learning. (Afshari et al., 2009).

Innovation of learning in an important thing how to bring the student and lecturer doing process learning in class. We life in this technology communication era which colored all everything activities. By this research, the researcher would like to do presenting about design of innovation learning by using gadget as source of learning. Informant said that the student has been adapting with gadget in all aspect in their life. By this case, process learning in class should be used gadget as source in learning. First, the lecturer should do preparation on Rencana Pembelajaran Semester (RPS) and implementation Student Centre Learning (SCL). The lecturer would like to show up gadget application in RPS. For example, in subject communication science RPS explain that the subject will use link YouTube or e-book at the second meeting in class. The lecturer might describe what kind of application will be used in class activity in one semester planning according to table 2 below.

Rencana pembelajaran semester consist of planning consist about subtopic in each meeting, began in first meeting until the end of meeting before entering the examination class. At the same time, RPS planning is the one central or keyword on activity process

learning in class. By this case, the lecturer might carefully do explanation, design, describe about topic by topic at class activity. RPS is the key before class activity at the beginning. The lecturer must do presentation RPS completely so that the student really understands each topic clearly based on table 2 below.

In the second step, the lecturer should do preparation about tool before class starting. Some of tools like classroom, table, chair, whiteboard, computer unit, In Focus material, and gadget for each student, internet device completely and supporting stable of Wi-Fi device. Each material above will be use by lecturer and student in learning activity. Development of technology communication gadget can help the lecturer and student in class activity progress. Informant states that the lecturer didn't use tools above effectively because the lecturer often does explanation the topic by using Power Pont in class progress. At the end of section, the lecturer opening discussion or question class without using application YouTube, Goggle Chrome, Snack Video and many others. This activity describes about ineffectively learning and getting boring for lecturer and student in certain class especially doing class at afternoon time. To solve this problem, the lecturer might use many applications of gadget like YouTube, Snack Video or Goggle Chrome in class activity. Using gadget for class activity is the of innovation learning in lecturing class.

Actually, the lecturer understands how to teach by connecting with technology communication gadget. Unfortunately, the lecturer involved rarely using many applications in class activity. Informant said that classroom supported in internet device Wi-Fi. At the same time, each students having handphone device for each person. The lecturer has been done using application in class section, but nobody of the lecturer more interesting to use application gadget in class activity because not all subject suitable to connecting with application above according to table 2 below.

The third step, the lecturer give instruction to all the student searching about the same topic by using application YouTube, Snack Video, Tik Tok, and other application. This activity can bring the student having deeply understanding because class activity colored by using technology communication gadget fully. Using many applications in process learning can bring class activity more effectively because between lecturer and student can do searching update information. This activity, the lecturer as a leader and give guidance what kind of update knowledge in class section. Actually, in each application of gadget have given a good performance. Each application will show a new information for each time.

Table 2. Steps on Practicing Gadget as Learning Innovation

No.	Steps on Practicing Gadget	Implementation
1	Planning	Lecturer do learn plan in RPS dan SCL methods.

2	Preparation in class	Prepare tool like classroom, Wifi device, laptop and HP.
3	Instruction	Lecturer gives instruction use application gadget for each student.
4	Discussion	Opening discussion connected with internet device and lecturer control the student use gadget in class

Table 2 explains the lecturer should do teaching activity in class connected with application from gadget. According to table 1 explain about kind of application used to by the student. In class activity progress, the lecturer should give the order to all the student searching much information about topic discussion according to step by step on table 2 above. The last step, the lecturer open discussion by using searching in application in gadget. This approach can bring the lecturer and student about new knowledge related with the topic discussion. The lecturer can using method above in table 2.

The lecturer can explain Rencana Pembelajaran Semester in first meeting in class process. By explanation of RPS, the lecturer should be included many application in learning process like link of material can be seen in link Youtube, Goggle Chrome, Snack Video and many other. Based on table 2 above, the lecturer Universitas Perintis Indonesia should implication technology communication of gadget to the student when class process. The lecturer will give clear instruction how to uses gadget in class process. If the lecturer gice instruction unclearly can make the student will use gadget not related with topic talking the lecturer in front of the class. By this case, the lecturer must give instruction and control the student using gadget when class process.

The lecturer give chance the student use the gadget for discussion. Using gadget fully in class process having a good performance. According to Technology is not just a device to make a classroom come more alive, but can also come in the form of "Assistive Technology." An Assistive Technology Device is any item, piece of equipment, or product system that is used to increase, maintain, or improve functional capabilities of students with disabilities (Riley, Beard and Strain, 2001, 47). Assistive Technology is available for students with disabilities as well as students who don't have identifiable disabilities. This type of technology can promote positive student achievement for those students that lack the basic mathematical skills. The article states that there are many forms of technology that can promote academic achievement. These students are unable to take advantage of important learning tools such as: colored tiles, cubes, pattern blocks, and geoboards. The article explains that virtual manipulatives are offered to classroom teachers as a technology technology alternative. This provides students with the opportunity to work with on- screen manipulatives similar to those found in most classrooms (Lyn & Flanagan, 2008).

Based on table 2 above explain that the the student must use gadget to looking for some information about topic discussion process. The student can searching many information by using gadget. For example, when the lecturer give instruction to the student search information about politic development in Indonesia nowadays. So the student can uses application Youtube, Facebook, Journal of article related with topic discussion politic development in Indonesia. In directly, by using gadget in class can build a good interaction between student with lecturer when discussion topic above. Informant said that some of the lecturer in Universitas Perintis Indonesia didn't use gadget fully in class process because the lecturer thinks that use gadget for student in class process can influences concentrate student in class process when discussion.

The lecturer must be able to create a good design to Rencana Pembelajaran Semester. According to Deep learning can be used to perform both supervised learning and unsupervised learning. The metrics of success depend on the particular application domain where deep learning is being applied (Chen & Ran, 2019).

Based on informant said the lecturer give the student using gadget for student when the lecturer give instruction to the student searching information about journal and article. Discussion by using searching information of gadget can bring the user of gadget get many ideas from journal or article, opening discussion by author, comment from expert or journalist and criticism literature with related with the topic discussion. Indirectly, the lecturer and student can do exploration and do deeply analysis about topic in class activity. This learning activity should do by full time connected by using application so that the lecturer and student having the same perception about topic discussion progress according to Table 3 as below.

Table 3. Pattern of Sources of Learning in Application Gadget

No.	Sources of Learning	Function for Learning Innovation
1	Review of journals	Giving understanding about topic
2	Comment of experts	Comparison ideas
3	Criticism literature	Critical thinking process

The impact for student use gadget totally in classroom

Technology communication gadget is an important thing for innovation learning in class progress. The lecturer as a leader and guidance in class must use gadget application by fully and not haft time. The point is the lecturer need explanation the topic connected with internet device in full time starting at the beginning of class until ending. Technology communication of gadget is an important thing in modernization and globalization era. According to There has been a global advancement in the area of technologies driven by modernization, globalization, westernization and socialization. One of the areas of benefit in

this global advancement of technologies is in the educational sector where the quest for new knowledge is fundamental. Technology has been and will remain a prime stimulus for change in our society as social change is a pervasive phenomenon that is inevitable in human society and as affirmed that among the catalysts of social change, technological innovation ranks extremely high (Alenkhe & Obarisiagbon, 2018; William & Whiting, 2016). Raman (2011) as cited in Alenkhe and Obarisiagbon (2018) agreed that in the 21st century, technology plays a great role in the actualization of most activities like learning (Alenkhe & Monday, 2020).

The lecturer gives instruction to all the student searching information by using gadget application. At the same time, the student should give cooperative to bring class activity colored by technology communication to that this activity can bring the positive impact for lecturer and student at class progress. Informant said that the lecturer often give instruction to the student to searching book references in journal and article. Based on table 3 above explain that journal is an important rule for references for ideas when class process. The student can understand about ideas, criticism ideas and comparison of ideas. So the student must use the gadget download material to improve their knowledge about topic related in discussion.

When the lecturer give instruction to the student use gadget fully have positive and negative impact. The positive impact can build a good interaction in class process. Informant said that the student have many ideas in discussion in class process. The student can give any argue their friend's ideas or lecturer of opinion. Besides that, using gadget fully in class process can improve many information and ideas when discussion. Besides that, informant said that the negative of using gadget fully can make the student unconcentrated on lecturer explanation because the student use gadget search the information in difference topic with lecturer discussion. Directly using application gadget fully can bring negative and positive impact for lecturer and student.

Using application gadget fully in class activity can make the student addiction and more depending on ideas from application. This condition can make the student didn't any ideas critical from their thinking process. Besides that, using application fully in class activity can make the student believe that ideas from application more effectively and good than ideas himself. By this case, the lecturer as a guidance must be able to manage ideas in class activity. When the student gives explanation opinion which come from application gadget. So, the lecturer must ask again to the student involved about opinion from student himself. This activity can bring the student understanding about difference and comparison opinion himself with application gadget.

Table 4. Impact of Learning Innovation Using Application Gadget Fully for Students

No.	Activities	Learning Innovation for Students
1	Implementation Student Centre Learning	Students are active in class activity.
2	Exploration ideas	Students can argue lecturer ideas.
3	Comparison statements	Students have many chosen ideas.
4	Discussion activity	Students have understanding about topic deeply.
5	Teamwork	Students and lecturer can do cooperative in class activity.
6	Conclusion	Students are able to give conclusion well.

Table 4 describe about impact of using application gadget fully for class activities. Actually, using application gadget full can improve the quality of knowledge and interaction SCL in lecturing class. Based on table 4 above teal about impact using application gadget fully for student. The first positive impact of using application gadget fully in class activity can bring the class more active. The student can argue and having self-confidence about many ideas. The student has many criticisms and comment about topic in class progress. Informant said that using gadget fully in class can give innovation in learning in class process because the student can do exploration much information to discuss in class process. According to table 4 above explain that gadget can build a good teamwork when discussion. For example, when the lecturer do discussion about topic politic development in Indonesia. So the student A can use each gadget to search about topic above by using Youtube application. Then the student B can download journal related topic discussion by using Goggle Chrome. Then the student C using gadget to searching about topic politic development in Indonesia by using Snack Video application. So the student A, B and student C can build a good teamwork to looking for information about topic related.

Using application gadget in class activity can make class more “wonderful colored” because many ideas will produce and appear in class activity. By this time, the lecturer must be able to control and give analysis on argue from the student. Informant said that using application gadget fully in class activity can make the lecturer difficult to give the conclusion at the end of class section because many argue appear from the student in class. Using application gadget in class section is the of innovation class suitable in era 4.0 because all activity must connect with technology communication gadget.

The second positive impact using application gadget fully in class section can bring the student “ran away” from silence situation. Innovation learning by using application

gadget fully in class can make the class crowd and fully activity. Informant said that using application gadget fully make the class never silence because the student having many ideas to argue and the same time the lecturer difficult to give answer and five commend to all audience. Innovation learning by using application gadget fully in class can reach Student Centre Learning (SCL) in class activity. By implementation gadget as source learning can bring the student more active and they having many ideas to argue the lecturer opinion.

The last positive impact using application gadget fully can bring the student separate from “boring feeling”. According to Delpa (2022), boring situation is a huge enemy for Rencana Pembelajaran Semester and Student Centre learning because boring class is one indicator fail class activity. Informant said that using application gadget fully in class can reduce bore of feeling for student and lecturer, indirectly, using application class can bring the class activity more quality because having innovation learning in class activity.

Table 5. Impact of Using Application Gadget Fully for Lecturers

No.	Impact for lecturers	Reach
1	Satisfaction	Lecturers easily describe material.
2	SCL methods	Students are more active than lecturer in class activity.
3	Progress activity	Lecturers can do innovation learning effectively.

Table 5 explain that the lecturer getting satisfaction on class activity because the student more active searching many information and update knowledge. Besides that, lecturer just do controlling and managing ideas from student activity. Innovation learning by using application gadget fully can develop quality class activity and ran away from boring feeling class. (Afshari et al., 2009)

4. CONCLUSION

Innovation learning by using application gadget fully can bring the student having many ideas to argue lecturer opinion in class activity. By using Technology communication gadget full in class can help the lecturer to looking for update knowledge. Lecturer must adaptation and do connection with application gadget fully in class activity so that the lecturer can do implementation gadget as source in lecturing class according to RPS planning and SCL method in era 4.0. Unfortunately, using gadget fully can make the student more depend on gadget on process learning.

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