



STUDENT LEARNING GUIDANCE AS AN EFFORT TO REDUCE INTENSITY GADGET USE IN EVENING HOURS IN BAGO VILLAGE, BESUK, PROBOLINGGO

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Abstract:

The use of gadgets that is increasing among children, especially in the evening hours after prayer Maghrib, potentially disrupting study habits and time discipline. This community service activity aims to redirect gadget usage toward educational activities through the program learning mentorship. The activities are carried out on a scheduled basis after Maghrib prayer with targets of children from elementary to junior high school students around the service post. The methods used include tutoring on completing school assignments, providing material explanations, and interactive learning activities with restrictions on gadget use. The results show increased interest and enthusiasm in learning in children, changes in habits in utilizing evening time, and reduced gadget usage intensity gadgets. The tutoring activities are proven effective in improving learning quality and discipline in children

Keywords: Tutouring, Gadgets, Childern

INTRODUCTION

The development of digital technology that has occurred massively over the past decades recently has brought significant changes in various aspects of community life. Digital technology not only affects how adults work and communicate, but also has a large impact on patterns of behavior and activities of children. One concrete form of this development is the increasing use of gadgets as easily accessible entertainment means for children in daily life. Gadgets offer various attractive features, such as games digital, video, and interactive applications, which keep children on screens for quite a long time.

Although gadgets have potential as learning media, uncontrolled use and minimal supervision can cause various problems. Children who overuse gadgets tend to experience a decrease in interest in learning, lack of focus on academic activities, and reduced social interaction with the surrounding environment. In addition, the habit of playing gadgets excessively can also impact a child's discipline in managing time, especially between study time and playtime. This condition is an important concern because childhood is a crucial phase in shaping character, study habits, and the values of discipline.

Based on the results of observations conducted in the surrounding environment of the devotion post, it was found that many children spend time after the Maghrib prayer playing gadgets without educational supporting activities. Nighttime that should be used for studying is instead used to play games or access digital entertainment content. This habit causes children's learning activities to become disorganized, unfocused, and tends to be neglected. If this condition continues, to

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affect decreasing academic achievement and the development of disciplined attitudes in children in the long term.

Indeed, the time after Maghrib is one of the most potential times for learning activities. At that time, the environmental conditions are relatively quieter, activities outside the house begin to decrease, and children have completed their main activities in the daytime. With a conducive atmosphere, children actually have a better opportunity to concentrate and receive learning material.

Seeing these problems, there is a need for an educational and sustainable effort to direct children toward more positive and beneficial activities. This effort not only aims to reduce the intensity of gadget use, but also to foster good study habits from an early age. One form of solution that can be implemented is through learning mentoring activities or tutoring (*bimbel*). (tutoring). This activity is designed as a container for children to learn in a structured way, to obtain guidance in understanding school subject matter, as well as gaining learning motivation in a pleasant atmosphere.

Tutoring activities as a form of service to the community are expected to provide a tangible contribution in improving the learning quality of children in the surroundings of the service post located in Bago village, Besuk district, Probolinggo regency. Through regularly conducted mentoring, children not only are helped in academic aspects, but also directed to build time discipline, responsibility toward study tasks, and the habit of using leisure time productively. Thus, this activity is expected to be the initial step in forming positive study behavior patterns while reducing children's dependency on gadget use at night.

RESEARCH METHODS

This community service activity is conducted in order to fulfil the KKN task in Bago village, Besuk district, Probolinggo regency in the form of learning assistance aimed at students living around the post shelter area service. The targets of the activity include elementary to middle school children first, which is in a crucial developmental phase in forming study habits and time management, especially at night.

The implementation of learning assistance is conducted on a scheduled and ongoing basis at night after the Maghrib prayer. The choice of this time is based on the consideration that night time is a strategic period for learning activities independent, but often used by students to excessively use gadgets. Therefore, this learning assistance activity is expected to redirect attention of students away from gadget use toward more productive and directed learning activities during the period of service.

The methods of implementing the activity include several forms of learning assistance that are tailored to the needs and characteristics of the students. First, learning assistance is carried out directly by helping students with school assignments given by teachers. The facilitator role guides students in understanding task instructions, solving problems, and encouraging students to think independently in the learning process.

Second, the mentoring activities also include providing explanations of subject matter according to the needs and comprehension levels of each student. The material that is delivered according to the curriculum in place at the school and delivered with

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a simple and communicative approach to make it easy to understand. With the additional explanations, these additional explanations are expected to improve students' conceptual understanding and confidence in participating in school learning activities.

Third, learning assistance is designed as relaxed learning activities, interactive and enjoyable. This approach aims to create a learning atmosphere that is not rigid or pressuring, so students feel comfortable and motivated to active participation. Interactive activities such as Q&A, light discussions, and games educational used to foster interest in learning and reduce student fatigue during the mentoring process.

In addition, during the study mentoring activities, monitoring and restriction of gadget use. Students are instructed not to use gadgets during learning activities except for learning-relevant purposes. The mentor provides an understanding to students about the importance of time management and gadget use wisely, especially at night, so as not to disrupt study time and rest.

All study mentoring activities are carried out in groups with creating a conducive, orderly, and communicative atmosphere. Group learning is chosen to encourage social interaction among students, foster a cooperative attitude, and increase the sense of togetherness in learning. With a supportive atmosphere and a humane approach, this activity is expected to boost learning motivation in students while also shaping more disciplined and healthier study habits.

Through these implementation methods, this community service activity is expected to provide a tangible contribution in helping students utilize time at night more productively, reduce gadget usage intensity, and improve the quality of students' learning processes in the vicinity of the service post.

RESULTS&DISCUSSION

Study mentoring activities carried out as part of the program community service as part of the real work lecture (KKN) UNZAH 2026 in Bago village, Besuk district, Probolinggo regency, this represents a form of intervention educational intervention designed to respond to the problem of excessive gadget use among children, especially after the Maghrib prayer. This intervention is based on real needs in the community where children tend to spend nighttime for less productive activities. In the framework of conceptual education, study mentoring plays a strategic role in helping children build directed study habits, foster intrinsic motivation to learn, and creating a conducive learning environment outside the formal education system in schools.

The implementation of learning mentoring activities shows that essentially children- children have potential, abilities, and learning interests that can develop optimally when they receive appropriate support and facilitation. The mentoring approach that is applied is personal, communicative, and flexible, thus able to adapt to the characteristics and learning needs of each child. The approach that is not rigid and more persuasive creates a comfortable and enjoyable learning atmosphere, so children do not feel pressured during the learning process. The condition that becomes one of the main factors driving children to shift from the habit of playing gadgets to more productive and meaningful learning activities.

The presence of mentors directly involved in the learning process gives a positive impact on children's understanding of the subject matter. Children feel more cared for and receive more intensive guidance than learning independently at home. This mentoring allows children to ask directly about material that they do not understand, so the learning difficulties previously experienced can be minimized. Thus, the mentoring activities not only function as a means of diverting activities, but also as a medium to improve the quality of the child's learning process.

From a social aspect, learning mentoring activities also contribute positively to the pattern of children's interactions with their surrounding environment. During the activities taking place, children not only interact with mentors, but also with peers in a didactic and guided atmosphere. The interaction encourages the formation of attitudes of cooperation, tolerance, and effective communication skills. In addition, these activities also train children to boldly express opinions, ask questions, and convey ideas, which ultimately can increase the child's self-confidence in following the learning process of learning.

Community involvement, especially parents, becomes an important supporting factor in the success of implementing tutoring activities. The support provided by parents shows a collective awareness of the importance of supervision over a child's activities, especially in the use of gadgets at night. Parents begin to encourage children to participate in tutoring activities and to help create a conducive learning environment at home. The synergy between mentors, child, and parents becomes an important element in building studying habits that are sustainable.

Besides impacting academic and social aspects, tutoring activities also contribute to shaping the child's time discipline. The time after Maghrib which previously used for excessive gadget playing begins to be redirected into time for scheduled and directed study. This habituation helps children understand the importance of time management and differentiating between study time and play time. The process of habituation aligns with the goals of character education, namely instilling values of responsibility, discipline, and independence from an early age.

Thus, it can be concluded that tutoring activities have a comprehensive impact, not only on improving the child's academic abilities, but also in shaping attitudes, habits, and positive character in daily life-day. Tutoring becomes one of the effective and relevant strategies to be applied in the context of community service, especially in efforts to guide children to be able to use leisure time more productively and be responsible amid rapid advances in digital technology.

Based on the results of the implementation of learning assistance activities in the village of Bago, district Besuk, Probolinggo Regency, this yielded a number of findings showing the impact positive of the program that has been implemented. In general, this activity received a response that is good from the children as the main participants as well as from the surrounding community of the service location. This is evident from the level of participation of children which tends to increase over time to time.

Observation results during the activities show changes in behavior in utilizing time after the Maghrib prayer. Children who previously were accustomed to playing gadgets at night began to switch to attending tutoring activities to learn regularly. The

presence of children in every mentoring session shows considerable consistency, indicating interest and acceptance toward the activities conducted.

In addition, during the learning process, children show increased enthusiasm and active participation. This can be observed from the attitudes of the children who are more focused when studying, courageous to ask questions, and actively answer the questions that are given by the facilitator.



Qualitative data obtained through observation also show changes in children's study habits. Children are starting to bring textbooks and learning supplies to study independently and show readiness before activities start. This condition reflects the growth of children's sense of responsibility toward their learning activities.

Support from the community, especially parents, also becomes an important outcome of the implementation of this activity. Some parents expressed positive feedback on the existence of learning assistance activities. One parent stated that their child becomes more rarely playing gadgets at night and begins to get used to studying after Maghrib. Other testimonies mention that tutoring activities greatly help children in understanding school lessons that were previously difficult.

Based on those results, it can be concluded that the tutoring/mentoring activity has a positive impact in increasing children's interest and studying habits, as well as able to reduce the intensity of gadget use at night. This activity has proven to be effective as an alternative educational activity that can be implemented in the community setting and has potential to be developed sustainably.

CONCLUSION

Based on the sequence of community service activities in Bago village, district Besuk, Probolinggo Regency, which is part of the community service (KKN UNZAH 2026) activities, that have been carried out, can be concluded that the mentoring/assistance of learning is one form of effective educational intervention in responding to the problem of excessive gadget use among children, especially after time after the Maghrib prayer. This program is designed based on real needs in the community environment and implemented in a structured, scheduled, and sustainable manner, thus capable of having a significant impact on changes in study habits in children.

Results of implementing the activity show that tutoring/mentoring can increase children's interest and motivation to learn gradually. Children who previously tended to spend evenings playing with gadgets began to shift to using that time for learning activities that are more directed and productive.

This change is not only evident from attendance and participation levels in mentoring activities, but also from increased active involvement of children during the

learning process, learning process, such as courage to ask questions, answer questions, and complete learning tasks more enthusiastically.

In addition to impacting the academic aspect, tutoring/mentoring activities also contribute to forming positive habits and attitudes in children. Children start to show discipline in managing time, readiness to participate in learning activities, and responsibility for their learning process. Establishing the habit of using time after Maghrib to study consistently in line with the character education goals, namely, instilling the values of discipline, responsibility, and independence from an early age.

From a social perspective, the implementation of tutoring/mentoring activities also strengthens children's social interactions in an educational and focused environment. Through group learning, children learn to work together, help each other, and develop communication ability and self-confidence. In addition, parental and community involvement around become an important supporting factor in the success of this program. The support that is given shows an increased public awareness of the importance of supervision of gadget use and management of children's study time, especially in the evening days.

Overall, the tutoring activities as a form of service to the community not only function as a means to divert from gadget playing activities, but also as an effort to improve the quality of children's learning processes holistically. This program is able to bridge the limitations of tutoring at home and complement the learning process of formal learning that children obtain at school. With a humane and contextual approach, contextual, tutoring provides space for children to develop in line with their potential and learning needs.

Considering the results and impacts achieved, it can be concluded that tutoring activities have high relevance and urgency to continue to be developed as a sustainable program within the community. Sustainability of this program is expected to provide long-term contributions in shaping patterns of learning behavior that is positive, reducing children's dependence on devices, and support the creation of a generation more disciplined, independent, and oriented toward self-development amid rapid digital technology advancement.

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