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Teacher Strategies in Fostering Behavior Learners on The Use of Gadgets as Social Media

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Abstract

The purpose of this study is 1) The use of social media through gadgets at MI Nuril Huda Losari, Sumowono District, Semarang Regency. 2) The development of student behavior in the use of social media through gadgets towards changes in children's behavioral personality. 3) Teacher strategies in anticipating the development of the use of social media through gadgets towards changes in children's behavioral personality. This research is a qualitative research with data collection methods using observation, interviews. The object of research at MI Nuril Huda Sumowono, Semarang Regency. The results of the study are that the development of social media use through gadgets is very significant, almost all upper-class students are able to use social media, but there is a lack of parental involvement in supervising children's gadget use. The impact of the development of social media use through gadgets is, Facilitating communication, Expanding friendship networks or getting new friends, Making it easier to find information, For learning access, Social media can be used as a means of entertainment when finishing homework or schoolwork, Social media can stimulate children to follow current technological developments, or so that children are not gaptek (technologically illiterate). The negative impact is, it can cause a sense of dependence in children because when they operate the application on their gadgets they forget the time and even postpone activities that they should be doing but they are busy playing gadgets, Messy sleep patterns, Eye disorders due to exposure to radiation due to often staring at the gadget screen they are holding. The concept of teachers in preventing the negative impacts of social media use on students is as follows: a.) Teachers become role models imitated by students so that what is prohibited and recommended by teachers is carried out voluntarily because the teachers they imitate also do the same thing. Teachers must set a good example by following the development of the times in a healthy and reasonable manner even though it is related to the development of science and technology today. b.) Teachers provide motivation to students, as the duties and roles of a teacher, a teacher must provide motivation or advice that builds positive behavior or good morals and good achievements by following the development of the times in a healthy and reasonable manner even though it is related to the development of science and technology today.

Keywords: teacher strategy, behavior coaching, social media gadgets

INTRODUCTION

Nowadays, social media has grown so rapidly. This is because internet access is increasingly affordable and spread to remote areas, as well as increasingly cheap usage costs. One of the consequences is the increasing use of social media which is increasingly being used by people, including among children. The ease of accessing the internet greatly impacts on information that is so fast and easily spread and received by anyone.

Social media that are currently mushrooming include *Whatsapp, Tik Tok, Instagram, Line, Twitter, Blackberry Messenger, Youtube Facebook* and so on. Everyone has different reasons for using social media. Just to communicate with other people, to find out the development of something, to exchange information or to follow some of what is currently booming, namely using social media as a way to self-actualize. For people who want to be recognized by many people, through social media, people who have gadgets and social media applications can communicate freely. Frequent status *updates* are a form of wanting to be recognized by the wider community (Purbohastuti, 2017) .

Nowadays, social media is a very appropriate means to convey all forms of information to all levels of society, only through social media networks everything will be more easily known and recognized by others. Social media invites all interested parties to participate by freely giving suggestions, commenting and sharing information quickly and without restrictions. Social media has a tremendous impact on society. Because of the role of social media, a person's name can become big and vice versa. For the teenage age group, social

media has become a consumption that cannot be abandoned, forcing the wearer at any time without opening it (Putri et al., 2016) .

People get easy access to social media, including users becoming easier to communicate with more people, social interaction increases, distance and time are no longer a barrier, and self-expression is easier, information dissemination is very fast, and the cost is very low. The negative effect of social media is that it can distance yourself from your closest friends. Otherwise, face-to-face communication will become less, internet addiction develops, privacy conflicts arise, and someone who social media with gadgets is more easily influenced by bad things from other people (Afandi, 2019) .

The development of social media is currently felt very rapidly after the presence of *smartphone-type* gadget technology which was initially only enjoyed by the upper-class community, but for now in its development, *smartphones* can be owned by all circles because in addition to the affordable price, and its use is easy to learn (Hanifah et al., 2024) .

Human life in today's society has also been influenced by the presence of social media. Changes in social relations or changes in equilibrium and changes in social institutions that affect the social system, such as the values, attitudes and behavior of community groups. Positive influences of social media include the ease of obtaining and disseminating news, gaining socio-economic benefits. Negative influences on the other hand, include religion, the growth of social organizations of ethnic groups, behavior that is not in accordance with applicable rules (Manuella, 2023) .

The rapid development of social media today is a big challenge that must be faced by educational institutions and teachers today, children need to be prepared to face various changes that are developing so quickly. These changes are not only related to the development of science and technology, but include the moral values of students who have changed and shifted. The implementation of strengthening character education in all educational institutions aimed at empowering students from the multidimensional crisis of this globalization era needs to be encouraged (Wardati et al., 2024) .

Based on the above background, the researcher is interested in taking the research title with the title Teacher's Strategy in Guiding Student Behavior towards the Use of Gadgets as Social Media at MI Nuril Huda Losari, Sumowono District, Semarang Regency .

Problem Formulation

The formulation of this research is as follows:

1. How is the use of social media through gadgets in MI Nuril Huda Losari, Sumowono District, Semarang Regency?
2. How does the behavior of students impact the development of the use of social media through gadgets on changes in the personality of children's behavior at MI Nuril Huda Losari, Sumowono District, Semarang Regency?
3. How is the teacher's strategy in anticipating the impact of the development of social media use through gadgets on changes in the personality of children's behavior at MI Nuril Huda Losari, Sumowono District, Semarang Regency?

Theory Review

Social Media

Social media is an online tool that can occur social relationships. Social media utilizes online technology that can turn communication into an active conversation (Rosadi et al., 2024), while according to (Boyd & Ellison, 2007) social media is an internet-based platform that allows users to create, share, and interact with content, in the form of text, images, videos, and other multimedia. Social media includes various types of applications such as social networks, blogs, forums, wikis, and media sharing platforms. The main function of social media is to facilitate communication, build relationships, and distribute information quickly and without geographical restrictions.

According to (Pempek et al., 2009) media has a ubiquitous influence on adolescent development, with adolescents between the ages of 8-18 spending approximately 6.5 hours per day with media.

Teacher Strategy

Definition of Teacher Strategy

Government Regulation No. 19/2017 on Teachers has formulated that: "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education." In this regard, teachers have a very complex role in carrying out learning process activities. To perform tasks

professionally, a teacher needs a complete and solid knowledge of the activities of the learning and teaching process, the teacher must know and have a comprehensive picture of how the process of learning and teaching activities occurs, and know what stages are needed so that tasks in the field of teaching can take place well and get results in line with the desired goals (Mufarokah, A, 2013). Strategy is defined as a way or effort that is made and designed to anticipate a process that will be carried out with the intention of obtaining the desired goal (Syahrial et al, 2019). Learning strategies can be narrowly defined as a method used by teachers to achieve learning objectives. While broadly, learning strategy is defined as an effort that teachers use to achieve learning objectives which include planning, implementing, and assessing the process, results and effects of learning activities (Djamaluddin, et al, 2013).

Learning strategy is a stage in learning activities that educators (teachers) and students carry out to achieve effective and efficient goals in learning activities (Sanjaya, 2011). According to Permendikbud Number 103 of 2014 concerning Learning, states that learning strategies are steps determined by educators (teachers) in a designed and arranged manner to make the scope of learning that allows the learning process to occur until the achievement of specified competencies. The teacher's task in implementing learning strategies has an influence on the achievement of learning objectives. The teacher is someone who has a task related to how efforts to educate the generation and life of the nation include all aspects, be it religious (spiritual) and emotional aspects, knowledge (intellectual), physical, and other aspects (Suparlan, 2008).

Teacher Strategy Objective

The objectives of the teacher strategy are: 1) recognizing and determining student behavior and character, 2) choosing the right learning and teaching system for students, 3) determining teaching procedures, and 4) setting rules and minimum limits of success and standards of success which can ultimately be used as a guide for teachers in conducting assessments (Wafif, 2019: 44-45). The purpose of the teacher's strategy in learning is to maximize learning in the affective aspect, in this aspect it functions to form students who have intelligence and character. Then it aims to activate students in learning activities, where students will become active in asking or answering questions from the teacher (Sanjaya, 2013: 59). In learning, the teacher's strategy aims to encourage students to learn based on their own will, which refers to four specific things, namely: 1) carefully analyzing the learning situation, 2) choosing certain learning procedures to handle certain learning problems, 3) screening the feasibility of the methodology used, 4) being inspired to get involved in learning (Suprihatiningrum, 2013: 48). Based on the explanation above, it can be concluded that the purpose of the learning strategy is to encourage students to learn with their own willingness and ability, to maximize learning in the affective aspect, and to activate students in the process of learning activities.

Types of Learning Strategies

According to Abdul Majid (2012) learning strategies are divided into several types, namely:
1. Direct Learning Strategy

    In this strategy, the teacher is the center, and it is the most commonly used strategy. Methods commonly used in this learning strategy include lectures, practice, exercises, and democracy. This strategy is effective for developing skills and increasing information.
2. Indirect Learning Strategy

    In this strategy, it is evident that the teacher's role has shifted from lecturer to provider of personal resources and support. In this strategy, it is necessary to use print or non-print learning media.
3. Interactive Learning Strategy

    This strategy focuses on activities in the form of discussions and information exchange among students. By providing this opportunity to students, it is hoped that they can share their responses to an opinion and seek solutions through critical thinking. These activities can take the form of group discussions, group assignments, or pair work.
4. Learning Strategy Through Experience

    This strategy is primarily oriented toward activities and centered on students. In this strategy, the learning process is emphasized more than the learning outcomes.
5. Independent Learning Strategy

    This learning strategy aims to develop ideas in individuals, enhance student self-improvement, and foster independence. It focuses more on student independence but is accompanied by support from teachers. These independent learning activities can be done with friends or in small groups.

Student Behavior

Student behavior refers to the actions exhibited by students, which are influenced by customs, attitudes, emotions, values, ethics, authority, persuasion, and/or genetics. Student behavior is categorized into normal behavior, acceptable behavior, unusual behavior, and deviant behavior. Behavior is considered something that is not directed at other people and is therefore a very basic human action. Acceptance of a person's behavior is measured relative to social norms and regulated by various social controls. In medicine, a person's behavior and that of their family are studied to identify the causes, triggers, or factors that contribute to the onset of health problems. Interventions targeting behavior are often carried out as part of a holistic and comprehensive approach (Jalaludin, 1996). Behavior is an activity or action performed by an organism (living being) that is related to its environment. Therefore, from a biological perspective, all living organisms, from plants, animals, to humans, exhibit behavior because they each have their own activities. (Majid and Muzakir 2008). Therefore, what is meant by student behavior is essentially the actions or activities of the students themselves, which have a very broad range, including: walking, talking, laughing, working, lecturing, writing, reading, and so on. Thus, based on the above explanation, it can be concluded that student behavior refers to all activities or actions of students, whether they can be directly observed or not. (Suprayogo and Tobroni, 2001). The characteristics of behavior according to Sarlito Wirawan in (Hartono, 2016) are as follows; 1) social awareness, meaning the ability of humans to adjust their behavior to the views and expectations of others. This is inseparable from the concept of humans as social beings, 2) behavioral continuity, meaning that one behavior is related to subsequent behaviors, 3) task orientation, meaning that every human behavior has a specific task or purpose, 4) effort and struggle, every individual or human being has aspirations that they strive to achieve, 5) each human individual is unique, meaning that one human being is different from another.

Factors that influence behavior are 1) predisposing factors. These factors are influenced by public knowledge and attitudes toward health, traditions, and beliefs related to health, the value system adopted by society, educational level, socioeconomic status, and so on. 2) Enabling factors. These factors include the availability of facilities and infrastructure or student facilities. School facilities and infrastructure play an important role in shaping student behavior. 3) Reinforcing factors. These factors include the attitudes and behaviors of parents and teachers. The way to build a good personality in students is to set a good example. Teachers are like parents to students at school. They should incorporate moral messages into every lesson, give praise and appreciation, be honest and open, teach manners, and provide inspiration.

METHOD

This study uses a qualitative approach. Since this research aims to understand visible data as well as social interactions, the approach used is a qualitative approach (Murdino, 2020). Qualitative research is an approach used to understand social phenomena in their natural context, emphasizing meaning, experience, and the perspectives of participants. The process of collecting data or information required for this research consists of literature review, interviews, observation, and documentation. In this research, the data collection technique used is a literature review, which involves collecting data through existing library literature sources to identify concepts and theories closely related to the problem, as well as journals related to the application of fingerprint absenteeism, work discipline, and also searching for references through the internet. Interviews are a data collection technique used to identify issues that need to be researched and also when researchers want to gain a deeper understanding of respondents. Observation involves conducting direct field observations about everything that needs to be known about the research object. According to research, documentation refers to obtaining information through facts stored in the form of letters, diaries, photo archives, and so on. (Giflem et al., 2021).

The data analysis used in this research is qualitative data analysis using the Sugiyono model. Since the purpose of this research is to construct phenomena and discover hypotheses, the analysis is directed toward identifying relationships between categories (Sugiyono, 2019, 2021). The first step the researcher took in data analysis was to collect data from interviews or prepared questions. Next was data reduction, which is the process of selecting and focusing attention on simplifying raw data from the field. The next step is presenting the data in narrative form, charts, and so on. Finally, conclusions are drawn and written in sentences that are easy for readers to understand. Data Validity Checking Techniques According to Sugiyono (2015), data validity checking techniques refer to the degree of confidence in the research data obtained and the ability to account for its accuracy. Sugiyono (2015) explains that data validity checking in qualitative research includes credibility testing, transferability testing, reliability testing, and finally confirmability testing.

RESULT AND DISCUSSION

Use of Social Media Through Gadgets at MI Nuril Huda Losari, Sumowono District, Semarang Regency

The use of social media through gadgets by children at MI Nuril Huda Losari appears to be growing rapidly as internet access becomes easier. Most students now have their own gadgets, enabling them to access various social media applications at any time. This ease of access has directly impacted changes in their daily activity patterns, particularly in allocating time for online activities compared to direct social interactions. Data shows that children's social media usage duration is quite high, ranging from two to five hours per day. This intensive use does not only occur outside of school hours but also when they should be studying at home. This indicates that social media has become an integral part of their daily lives, shifting priorities from academic activities to online activities.

Uncontrolled gadget use among children leads to substantial changes in their social behavior. As revealed by (Miranti & Dasa, 2021), children who spend a lot of time on social media tend to experience changes in their daily activity structure, leading to a decrease in face-to-face interaction and dependence on instant feedback from social media. This phenomenon is also evident at MI Nuril Huda Losari, where children prefer online communication over direct interaction.

The decline in direct social interaction has implications for the development of children's character. According to (Monita et al., 2021), children's character is shaped through meaningful and meaningful social interaction. If this pattern is disrupted by social media, children lose important opportunities to develop empathy, cooperation, and communication skills. This poses long-term risks to children's social abilities, which in turn influence their overall personality.

Excessive social media use also impacts cognitive aspects. A study (Setianingsih et al., 2018) shows that excessive exposure to social media reduces focus on learning and increases the risk of digital addiction. In this study, students showed symptoms of difficulty focusing in learning and daydreaming more in class, which certainly hinders academic achievement. Not only does it have psychosocial impacts, but uncontrolled social media use also affects children's moral values. As stated (Dwi et al., 2023), social media brings massive changes in values, including a shift in norms of politeness and respect for authority. The change in children's behavior, such as becoming more easily angered and less polite in their interactions, is a clear manifestation of this shift in values. Another aspect that needs to be considered is the content consumed by children. Much of the content on social media, especially on platforms such as TikTok and YouTube, does not always contain educational value. Instead, such content often reinforces hedonistic values, verbal violence, or consumerist behavior (Monita et al., 2021). The absence of filters in content consumption makes children vulnerable to the formation of thought patterns and behaviors that deviate from expected norms.

The lack of parental control exacerbates this situation. As stated by (Tasya et al., 2021), parental supervision is very important in guiding children to use technology in a healthy manner. However, in this study, it was found that most parents completely relinquish control over gadget usage to their children without clear guidance, leaving children vulnerable to negative exposure from the digital world.

This situation requires active involvement from teachers to help shape children's character within the school environment. In the absence of adequate control at home, schools become the last line of defense in providing digital literacy education and moral values. According to (Setianingsih et al., 2018), the importance of media literacy education from an early age is emphasized to build a critical attitude toward digital content.

Strategies to anticipate the negative impacts of social media use through gadgets must be comprehensive, involving parents, teachers, and the surrounding community. Interventions should include education on responsible media use, establishing rules for gadget use, as well as developing extracurricular programs that directly enhance children's social skills.

Social changes triggered by social media are global and inevitable. However, their negative impacts can be minimized through character education rooted in strong local values and religious principles. This values-based education should be integrated into the school curriculum, as suggested by (Miranti & Dasa, 2021), so that children can internalize values in their daily lives.

Thus, this study emphasizes that the use of social media through gadgets among children at MI Nuril Huda Losari has a real impact on their personality and social behavior. Without consistent supervision and character education efforts, this development has the potential to cause a social crisis in the future.

The Impact of the Development of Social Media Use Through Gadgets on Changes in Children's Personality and Behavior

The emotional changes that occur in children as a result of social media use through gadgets are a real phenomenon that demonstrates how technological development influences the psychological aspects of individuals from an early age . Children who are accustomed to interacting with social media tend to

experience disproportionate emotional outbursts in response to minor stimuli. This aligns with research (Rosadi & Virna, 2024) which reveals that intensive use of social media can lead to emotional instability, as exposure to instant information and interactions fosters quick reactions without deep thought. If left unchecked, these emotional changes can develop into behavioral disorders in the future, such as impulsivity and social aggression.

The phenomenon of children's socialization patterns shifting from direct interaction to social media-based interaction is also a serious warning sign in the development of their social personalities. As stated by (Dwi et al., 2023), social media does provide a new space for interaction, but these interactions tend to be superficial and fleeting, sacrificing important aspects of direct communication such as empathy, listening skills, and social awareness. Children who are more comfortable communicating through text or emojis than speaking directly are at risk of experiencing difficulties in building meaningful interpersonal relationships in the real world.

The decline in academic performance observed among students at MI Nuril Huda Losari reinforces the findings reported by (Dela et al., 2020), that excessive use of social media directly impacts academic performance. Students who allocate more time to social media will experience a reduction in study time, a decrease in the depth of understanding of the material, and a tendency to seek information instantly without delving into its substantial meaning. This demonstrates that social media, although useful for information, can also become a major distraction from academic tasks that require high concentration.

Disturbances in focus and concentration experienced by children pose a unique challenge in today's educational world. As stated (Miranti & Dasa, 2021), intensive gadget use in early childhood disrupts the development of the ability to maintain sustained attention. In the classroom, children become easily distracted, quickly bored, and struggle to sustain focus on a single learning activity. This certainly has a negative impact on their learning outcomes, as well as reducing their ability to think critically and deeply, which should begin to be developed at the elementary school age.

The dependence on gadgets exhibited by children indicates that social media is no longer merely a communication tool but has become the primary source of security and social identity for them. (Anik, 2020) revealed that dependence on technology can trigger addictive behavior, where individuals feel a loss of identity and extreme discomfort when access to the digital world is restricted. In the environment of children at MI Nuril Huda Losari, this phenomenon is evident from the excessive emotional reactions that emerge when their gadget use is restricted, indicating a deep psychological attachment.

Changes in attitudes toward teacher and parental authority among children who use social media are also concerning. According to research (Laila & Apsari, 2021), social media brings new values that often conflict with traditional values, such as respect for elders. Children who consume content that emphasizes excessive freedom without boundaries tend to internalize these values and apply them in their daily interactions, including toward teachers and parents. This indicates the need for a new approach in character education that is more adaptive to the dynamics of digital culture.

The phenomenon of negative behavior from social media content is a tangible manifestation of the weakness of digital literacy among children. According to (Triyanto, 2020), character education in the digital age must emphasize the importance of critical thinking in filtering content, because children are inherently highly vulnerable to external influences that they consume visually and emotionally. The inability to distinguish between appropriate and inappropriate behavior will accelerate the degradation of social and ethical values among the younger generation, if there is no systematic intervention as a new reality in children's lives (Rosadi & Virna, 2024).

The intervention required to address the negative impacts of social media use must be integrative and involve all components of the educational ecosystem. Research findings (Dwi et al., 2023) emphasize that preventing negative behavior will only be effective if it is carried out through collaboration between schools, parents, and the community. Schools need to develop digital literacy programs, parents need to improve their digital monitoring skills, and the community needs to build a healthy and educational social media culture.

The significant changes in children's behavior due to social media emphasize the need for an adaptive reorientation of character education in the digital era. Education that focuses solely on academic achievements without considering emotional, social, and moral dimensions will fail to prepare children to face the challenges of the times. The education curriculum must be able to integrate the strengthening of moral values with digital literacy competencies, so that children can become intelligent, responsible, and moral users of technology.

Teachers' Strategies in Anticipating the Impact of Social Media Use Through Gadgets on Changes in Children's Behavior

Entering the era of globalization and the development of social media technology is one of the features of today's advanced technology. almost everyone is familiar with and capable of using smartphones with

features for various social media platforms, particularly Facebook, WhatsApp, and Instagram. These three social media platforms are very popular and widely used by many people, including students or children still attending elementary school, The concern is how the moral development of students and the educational process of students will be affected if they misuse these social media platforms, Therefore, a teacher must have a specific strategy for their students, especially since teachers play a crucial role in the learning process of students. Therefore, teachers, as key figures in the learning process of students, must set a good example for their students. In this study, the author focuses on teachers' strategies in preventing the negative impact of social media use on students.

MI Nuril Huda Losari is a school that prioritizes students and strives to produce new generations who are accomplished and have good character. On the other hand, it also follows the developments of the times in terms of science and technology and other aspects. keeps up with the times in terms of science and technology and other fields, even utilizing advancements in science and technology, such as social media, as a learning tool, or in other words, leveraging social media for positive purposes so that students are less likely to be exposed to its negative impacts. Here, the role of teachers and their collaboration with parents is highly influential for students, Therefore, at MI Nuril Huda Losari, we maintain good communication with the parents of students to ensure that the strategies implemented by teachers to achieve the desired outcomes are carried out as planned. Because the quality of students' social development depends on the quality of the learning process (especially social learning) of the students in question, both in the school environment and the family environment, as well as in a broader environment (Syah, 2012).

In accordance with the concept of deliberation at MI Nuril Huda, teachers design a strategy where teachers become role models, meaning that teachers must set an example for their students by performing and providing positive examples, so that when the teacher gives instructions—whether requests or prohibitions—to the students, they can easily carry out the requests and avoid the prohibitions because the role model they emulate is doing the same. This strategy designed by the teacher aligns with Djamarah's (2010) view that teachers, as educators and mentors of the younger generation, must serve as role models both within and outside the school. Wherever and whenever they are, they will always be seen as teachers who must demonstrate behavior that can be emulated by society, especially by their students.

Furthermore, according to Mulyasa (2014), teachers are role models for students and everyone who considers them teachers. as a role model, of course, the teacher's personality and actions will be closely observed by the students, and being a role model is an inherent aspect of the teaching process because the teacher's behavior significantly influences the students. , so being a teacher means accepting the responsibility to be a role model.

Based on field data and theoretical data, the results of this study reinforce existing theories, that in a teacher's strategy to prevent the negative impacts of social media use, the teacher's role model or example greatly influences what the students will do, so the teacher's strategy in preventing the aforementioned negative impacts must begin with the teacher's example or behavior first. In their role modeling, teachers also provide advice or motivation to their students so that what the teacher does and says can be understood by the students in a good and effective manner. In essence, a teacher who sets an example also provides positive motivation and builds the achievements and character of students in a good and optimal way. At MI Nuril Huda, the strategy designed also requires teachers to provide motivation for their students so that their achievements and character are not influenced by the development of science and technology. Social media, which undoubtedly has negative impacts if misused, Therefore, the teachers at MI Nuril Huda have urged their students to limit their use of social media. Teachers also motivate students to use social media appropriately within reasonable limits for their age.

Teachers at MI Nuril Huda also provide guidance and motivation to parents so that the teachers' strategies to prevent the negative impacts of social media use are achieved and implemented because teachers' motivation tends to not only for the students but also for their parents, making the teachers' motivation crucial for prevention strategies or preventive efforts. The second strategy implemented by teachers is also in line with the opinion of Mulyasa (2014) that teachers are advisors and motivators for students, even for parents, even though they may not have specific training as motivators, because being a teacher at any level means being an advisor or motivator and a trusted person, educational activities also place them in that position.

Based on field data and theoretical data, the results of this study reinforce existing theory, that in the teacher's strategy to prevent the negative impacts of social media use, the teacher's motivational concept significantly influences what the students will do, so the teacher's concept in preventing the negative impacts can be implemented by motivating students. Through activities or concepts implemented by teachers in efforts to prevent the negative impacts of social media use, teachers play a role in this matter at MI Nuril Huda Losari, where students are prohibited from displaying their activities when using their phones in the classroom so that students can follow their teachers' example that playing with phones is prohibited during

class. If teachers have already advised their students and their behavior aligns with that advice, themselves, then without much effort, the students will gradually follow the teacher's advice because, in essence, teachers must be good role models for their students and true motivators for for their students. At MI Nuril Huda, teachers also hold meetings with parents at scheduled times according to a regular schedule. This is done to discuss the development of students, which is one of the preventive measures teachers' preventive measures to mitigate the negative impact of social media use on students at MI Nuril Huda Losari.

CONCLUSION

Based on the research data in the previous chapter, this study concludes that: The development of social media usage through gadgets at MI Nuril Huda Losari, Sumowono District, Semarang Regency, is very significant, with almost all upper-grade students already able to use social media. However, there is a lack of parental involvement in monitoring children's gadget usage. Many parents hand over gadgets to their children without strict control, allowing children to freely explore various platforms without supervision. This situation shows that the presence of gadgets and social media not only brings convenience in communication but also has serious consequences for children's personality development. Social media, which was originally created to strengthen social relationships, actually has the potential to weaken children's ability to interact socially in the real world. The impact of the development of social media use through gadgets includes: facilitating communication, expanding social networks or making new friends, and making it easier to find information. For learning access, social media can be used as a means of entertainment after completing homework or school assignments, Social media can encourage children to follow current technological developments, or prevent them from becoming technologically illiterate. The negative impact is that it can lead to dependency in children because when they operate the applications on their gadgets, they lose track of time and even neglect the activities they should be doing, but they are engrossed engrossed in playing with their gadgets, Their sleep patterns may become disrupted because when they are engrossed in playing with their gadgets, even though their eyes are tired and they feel sleepy, they continue to play with their gadgets. Eye strain due to exposure to radiation from frequently staring at the screens of the gadgets they hold. The concept of teachers in preventing the negative impacts of social media use on students is as follows: a.) Teachers should serve as role models for students to emulate, so that what is prohibited and recommended by teachers is carried out willingly because the teachers they emulate also practice the same things. Teachers must set a good example by keeping up with the times in a healthy and reasonable manner, even if it is related to the development of science and technology today. b.) Teachers provide motivation to students, as part of their duties and responsibilities, teachers must provide motivation or advice that fosters positive behavior or good character and good performance by keeping up with the times in a healthy and reasonable manner, even if it is related to the development of science and technology today. This is related to the development of science and technology today.

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