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The Role of Technology in Knowing Intellectual Intelligence in Elementary School Children

Abdul Rasyid[1], **Him Patry**[2]
[1]Universitas Yapis Papua Jayapura, Indonesia
[2]An-Nikmah Al-Islamiyah Phnom Penh, Cambodia

ABSTRACT

Background. The use of technology has positive and negative impacts depending on the ability of users, especially children to use it. The policy of using technology has a significant impact on the development of children's brain abilities, this also affects the level of children's intelligence. It is the responsibility of parents to know the changes that occur during the child's growth and development.

Purpose. This study aims to evaluate the extent of the influence of technology on children's intellectual intelligence, especially in elementary school children. The focus of this research is to understand how technology affects the intellectual development of children in this age group.

Method. The approach used in this study is a quantitative method. Data was collected through the distribution of questionnaires using Google Forms, which were filled out by teachers in elementary schools. This approach allows for the collection of relevant data directly from those who interact with children in the context of daily education.

Results. The results of the study show that the use of technology has a double impact, namely positive and negative, on the intellectual intelligence of elementary school students. Technology can improve skills and knowledge if used appropriately. However, without adequate supervision, technology can also have negative impacts, such as decreased concentration and unbalanced social development.

Conclusion. The conclusion of this study explains that technology is able to have a positive impact on students' intellectual intelligence if under the proper supervision of parents. If parents are negligent in controlling technology for children, it will have negative and fatal consequences.

KEYWORDS

Elementary School Children, Intellectual Intelligence, Technology

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Correspondence:

Abdul Rasyid,
adamsalrasyid@yahoo.com

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INTRODUCTION

Technology is a sophisticated tool that is used in many things, especially education, The use of technology has many advantages in the world of education (Sukhesh, 2018). Self-control is needed in the use of technology (Chandio, 2021). Technology can develop rapidly driven by changes in people's lifestyles to become modern (Sadriddinov, 2020). Today, almost every aspect of life requires technology ((Korobiichuk, 2018). Several technical innovations have been developed to meet the needs of the community (Zharov, 2018). Technology is developing in line with globalization and the development of the world of education in Indonesia (Lebrouhi, 2022).

The progress of the times demands changes in civilization that affect the way of learning in various institutions (S. Wang, 2021). Technological developments have both positive and negative impacts on life (Cao, 2021). The positive impact is evident when accessing various learning and useful information (Chen, 2018). On the other hand, there is a negative impact where users are not wise in utilizing the available technology.

Educational technology is a systematic and important approach educatively (Zelinska, 2018). Educational technology is related to teaching and education is studied as a problem that needs to be handled scientifically rationally (Nurdyansyah & Aini, 2022). Education is a process in which the knowledge, skills, and behavior of a person or group are expanded, human beings with complete competencies, namely attitude competence, integrated knowledge and skill competencies (Mustapha, 2021). Upgraded and changed with the aim of improving human life (Markard, 2020). Using guidance and educational activities (Curran, 2019). Education must be able to produce quality human resources (Chenghu, 2021). The development of the times requires dexterous and advanced human resources in various fields of technology.

Human beings are created to have advantages in the intellect that play a role in understanding something more deeply (Yusliza, 2020). Intelligence is a gift that humans have and this distinguishes humans from other creatures (C. Wang, 2019). Humans have intellectual intelligence, namely the ability to identify problems and find solutions to these problems (Gao, 2021). This intelligence is reflected in a sharp memory, being able to memorize something, concentrate, and respond to problems systematically. Intellectual intelligence cannot be seen in real life but will be seen when a person thinks rationally (Aristodemou, 2018). Intellectual intelligence is used as a benchmark in the success of a person's work (Hollomotz, 2018). The influence of a person's intellectual intelligence can be from heredity and also education at childhood. Parenting from parents also affects the level of intellectual intelligence of children.

The formation of intellectual intelligence begins in the womb (Wyant, 2019). Children's intelligence will be seen when it comes to curiosity and thinking skills (Lee, 2020). At the age of 7-11 years, children will acquire additional skills, namely thinking steps (Mallam, 2019). It is useful to direct children in their minds towards solving problems experienced in themselves (McDonnell, 2019). This age range is right when children enter primary school education (How, 2019; Niiranen, 2021; Wyant, 2019). The intellectual characteristics of children are clear, such as how to learn, think, interact, and respond to the views of those around them (González-González, 2019; Lee, 2020; Lynch, 2021). At this time, the role of educators in shaping the intellectual intelligence of children is very large (Lynch, 2021; Mertala, 2019; Pötzsch, 2019). Students' intellectual abilities will be honed if educators are able to choose the right learning strategy.

Childhood is a time when all information can be easily received and developed naturally. During this period, children begin to create, develop, and manipulate things, developing a sense of competence and provision. The use of technology at this age will stimulate the child's brain. The use of technology such as gedged as a support for learning today has a great influence on the thinking and reasoning skills of children. When a child remains controlled in its use, gadged will be able to help the development of his mindset. It is inversely proportional if the child is allowed to use gadged in all needs without proper restrictions. This condition will make the child affected and depend optimally on gedged. So that children do not have the passion to hone their abilities. This will make it difficult for the brain to think creatively because it has become accustomed to solving problems with gedged.

Based on the results of a study relevant to the title The Role of Technology in Knowing Intellectual Intelligence in Elementary School Children conducted by (Saputra et al., 2017) said that

the role of technology on children's intellectual intelligence is in line with the role of parents and educators in helping to control the use of technology. The positive response from educators and parents to technology is able to bring the current generation to a generation that does not stutter about technology. Besides that, there are some parents who give up full control over their children to use technology. So that children are not directed in the use of technology which makes the purpose of using technology not fulfilled. The use of technology as a learning medium will have an effect both if its use is adjusted to age and needs. If the use of technology is excessive, not only children's intellectual intelligence will be problematic but also social relations in society and at school.

Based on previous research, it can be said that there is a difference and a novelty in the current research. In this study, the researcher presented information related to the usefulness, benefits, functions, and role of technology on the intellectual intelligence of children. The use of technology to increase children's thinking intelligence has a positive and negative impact. Accompanied by good control from parents and education personnel, it will make it easier to achieve the goals of the role of technology. The use of technology also has an effect on optimizing learning in the current generation where technology has developed very rapidly and has made progress in its field.

This study aims to find out how much intellectual intelligence affects children, especially elementary school children after using technology (Glover, 2019). Knowing the advantages and disadvantages of using technology in learning for students in elementary school (Mallam, 2019). This research is also useful to determine the benefits and influence of the use of technology in the learning process in elementary schools. The use of increasingly sophisticated technology will have a positive impact on students who are able to control themselves. The importance of this research also helps teachers and parents in the use of technology for elementary school children. So that educators are able to control and supervise the use of technology by elementary school children.

Based on the description above, the researcher is interested in taking the title The Role of Technology in Knowing the Intellectual Intelligence of Elementary School Children. This research was conducted to find out the role of technology in intellectual intelligence in elementary school children. This research was conducted to see the positive and negative impacts on the use of technology at the level of education of elementary school children. Technology that functions to facilitate all access from the outside and inside will greatly affect the minds of its users. So that empowerment and control are needed by underage users to prevent various unwanted things. Where the increasingly eclampsia makes humans really need technology in their daily lives. Therefore, this research will make it easier to detect the role of technology in existing education.

RESEARCH METHODOLOGY

The research entitled The Role of Technology in Knowing Intellectual Intelligence in Elementary School Children Using Quantitative Methods (Chong, 2019). The quantitative method is a research method presented using numbers (Jie, 2022). Starting from the data collection process to its interpretation (Bosha, 2021). The research subject can be measurable, the conclusion is in accordance with the assessment of the data obtained. The type of quantitative research is the dissemination of questionnaires, this method is in line with the purpose of research which is useful for analyzing and collecting data related to the responses of educators and students to the role of technology in knowing the intelligence of elementary school children. The research was conducted at Elementary School 05 Situjuah Gadang for the 2022/2023 school year.

The purpose of the researcher choosing this method is to make it easy for the researcher to measure one object in the research. The quantitative method has several types of research models, namely descriptive, survey, and correlational methods (Wibowo, 2019). Among these types, researchers use a survey research model because the information collected is large enough for many people (Ali, 2019). Submission of statements, and information obtained in the form of samples. The use of this method also aims to explain a problem in depth using data in the form of detailed and thorough lifting.

The research data was sourced from students and educators at Elementary School 05 Situjuah Gadang with random selection. The research flow used by the researcher is as follows:

Research Flow

Determining respondents: The target respondents in this study are educators and students in Nagari Situjuah Gadang.

Problem formulation: Presents questions about the role of technology in determining intellectual intelligence in elementary school children.

Data analysis: Data obtained from the distribution of questionnaires is analyzed using tables and diagrams.

Data collection: Data collection is obtained from the dissemination of questionnaires to educators and students.

Research objectives: The implementation of the research aims to find out how much technology plays a role for intellectual intelligence in elementary school children.

Conclusion: Provides details of the conclusions from the results of the analysis of the questionnaire distribution.

The number of respondents in this study was 54 people, the target respondents came from educators and students at Situjuah Gadang elementary school. The place and time of the research was carried out at the State Elementary School 05 Situjuah Gadang. The researcher used an object in the form of gadged in elementary school children. This study uses a quantitative method by distributing questionnaires to educators and students. It starts with the presentation of information explained in the form of numbers. In this study, the researcher also used an inferential statistical test. This method is very suitable for analyzing by describing the data that has been collected without changing the data source.

RESULT AND DISCUSSION

Researchers obtained the results of this study that technology plays an important role in determining intellectual intelligence in elementary school children within certain limits. The use of technology is very beneficial for educators and students, but it is still within the limit of supervision of children so as not to overdo it in their use. The use of technology will facilitate access to existing media and learning resources. The method used in this study is quantitative. Data collection and presentation in the form of numbers. Data collection is carried out through the distribution of questionnaires using google from. The source of data and information in this study was obtained through questionnaires as a research tool or questionnaire. The following are the results of the research presented in the table below:

No	Statement	Answer			
		SS	S	TS	STS
1	Technology has many negative impacts on the intellectual intelligence of children.	18,5%	53,7%	24,1%	3,7%
2	The use of technology cannot develop students' intellectual knowledge.	5.6%	37%	51,9%	5,6%
3	Teachers play a role in determining a functional technology in developing intellectuals.	24,1%	70,4%	5,6%	0%
4	In influencing the intellectual development of students, teachers must emphasize that their students learn to understand technology as a learning medium.	31,5%	55,6%	13%	0%
5	If with technology, students have difficulty in developing intellectually compared to ordinary classes. Whether learning with technology media is continued.	7,4%	61,1%	29,6%	1,9%
6	Technology has a good influence on children.	9,3%	61,1%	27,8%	1,8%
7	Intellectual intelligence has a role in life as a medium for storing new knowledge or a tool to gain new knowledge in understanding something more deep.	22,2%	75,9%	1,9%	0%
8	Technology has the effect of a lack of interest in learning children at home.	18,5%	64,8%	16,7%	0%
9	The impact of the use of technology has a bad influence on children's intelligence.	9,3%	72,2%	16,7%	1,9%
10	The use of technology has a positive impact, namely making it easier to access all learning media.	38,9%	57,4%	1,85%	1,85%
11	The level of children's understanding in receiving learning materials after using gadged has a bad influence.	13%	64,8%	18,5%	3,7%
12	The use of technology is not effective when teaching elementary school children.	22,2%	59,3%	16,7%	1,8%
13	Using technology is very beneficial to education in the learning process.	24,1%	72,2%	3.7%	0%
14	Education really needs technology in teaching elementary school children.	9,3%	61,1%	25,9%	3,7%
15	Elementary school children are very active and passionate about technology.	7,4%	81,5%	7,4%	3,7%
16	Elementary school children today prefer new technology over traditional games.	16,7%	70,4%	9,3%	3,6%
17	Technology is urgently needed by elementary school children and education so	14,8%	66,7%	18,5%	0%

	that it does not go out of style.				
18	Children prefer learning media in the form of games rather than technology.	13%	79,6%	7,4%	0%
19	The uncontrolled use of technology makes children lazy to learn.	37%	61,1%	0%	1,9%
20	Parents play a very important role in starting children when learning at home using gadged.	51,9%	46,3%	1,8%	0%

Table 1. Statement of Educators and Students

The table above is the data of statements submitted to educators and students at SDN 05 Situjuah Gadang. The data contained in the questionnaire helps researchers in conducting research on the role of technology in determining intellectual intelligence in elementary school children. The statements tested amounted to 20 which contained the role of technology in knowing intellectual intelligence in elementary school children, its influence, and benefits in the use of technology.

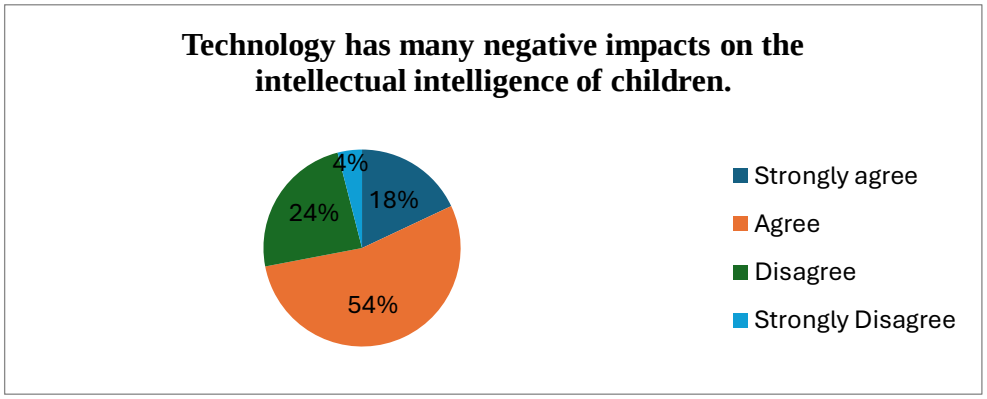

Figure 1. Technology has many negative impacts on the intellectual intelligence of children.

It can be seen from the pie chart above that the dominant percentage of respondents who voted to agree with technological statements has a negative impact on the intellectual intelligence of children. So it can be obtained that technology has a negative effect on the intellectual intelligence of children supported by respondents who expressed their agreement with the statement. In the diagram, 10 respondents answered strongly agree, 29 people agreed, and 13 people disagreed, and there were also 2 people who answered strongly disagree. Respondents who answered strongly agreed and agreed that technology will have a negative impact on children's intellectual intelligence because children will be addicted to the convenience presented by technology so that children become lazy to think, hone their skills, and interact socially. This will make the child's brain immobile and develop so that it makes the brain weak in thinking which will later affect the child's actions. However, there were responses who expressed disagreement and strongly disagreed with the statement. The reason they respond to this is because the sophistication of access from technology makes children receive the latest information faster. The sophistication of technology will also present various kinds of information and learning in an interesting way so that children will more easily understand what is being conveyed, this will also reduce boredom and boredom from children when learning.

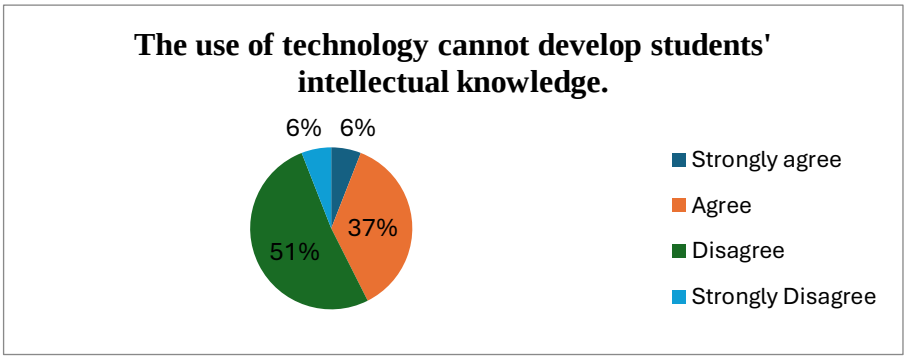

Figure 2. The use of technology cannot develop students' intellectual knowledge.

It can be seen from the pie chart above that the dominant percentage of respondents voted against the statement that the use of technology could not develop students' intellectual knowledge. In the diagram, the respondents who answered strongly agreed amounted to 3 people, to the respondents who agreed amounted to 20 people, and to disagree amounted to 28 people, and to the respondents who expressed their disagreement with the statement that the use of technology cannot develop students' knowledge amounted to 3 people. Respondents who answered strongly agreed and agreed to think that the existence of the internet would hinder the intellectual intelligence of children because children are used to things that are easily accessible so that the child's brain does not want to think anymore. This opinion is also strengthened by the ease of access to technology will make children uncontrollable and often access negative things. Respondents who answered disagree and strongly disagree argue that technology is able to bring development for intellectual intelligence in children on the grounds that when positive things are easily accessible, the knowledge of children will increase.

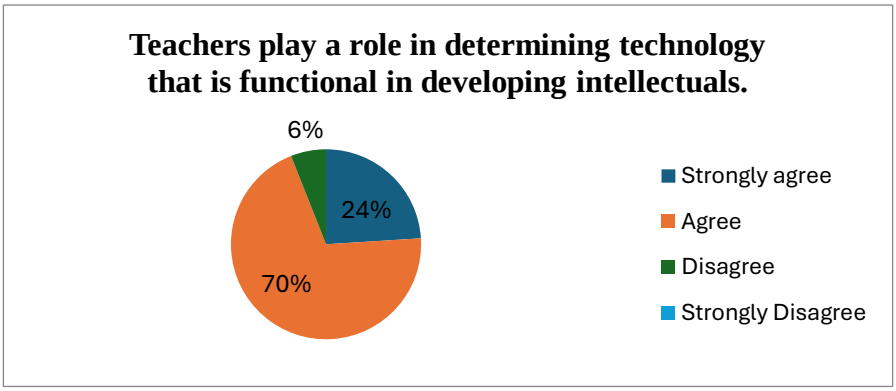

Figure 3. Teachers play a role in determining a functional technology in developing intellectuals.

It can be seen from the pie chart above that the dominant percentage of respondents voted in favor of the statement that teachers play a role in determining a technological function in developing intellectuals. In the diagram, 13 people responded strongly to the statement, 38 people agreed, and 3 people disagreed with the statement. Respondents who expressed their agreement and agreed that the role of teachers in controlling the use of technology to educate children is very important, this is supported by the supervision of children when using technology so that they do not get the wrong information, learning materials, and even access something inappropriate. Respondents who disagree argue that teachers do not play a role in developing intellectuals using technology because a person today can use it independently.

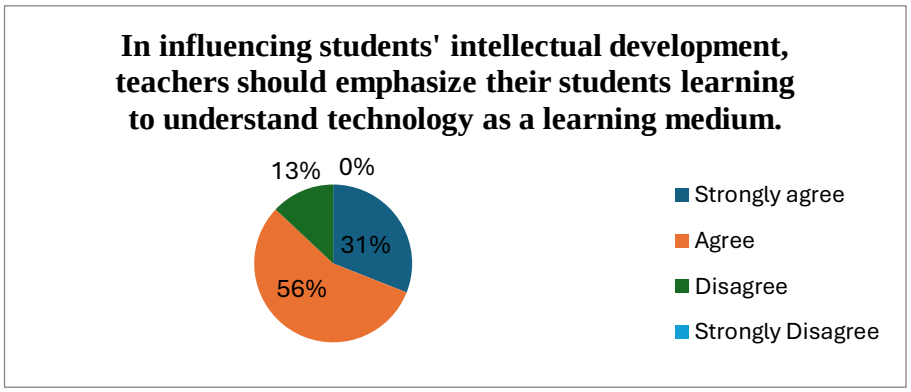

Figure 4. In influencing the intellectual development of students, teachers must emphasize that their students learn to understand technology as a learning medium.

It can be seen from the pie chart above that the dominant percentage of respondents voted in favor of the statement that in influencing students' intellectual development, teachers must emphasize that their students learn to understand technology as a learning medium. In the diagram, the respondents who answered strongly agreed amounted to 17 people. Those who answered yes amounted to 30 people, and those who responded disagreed, amounted to 7 people. Respondents, who expressed their strong agreement and agreed that teachers at this time must indeed emphasize students to learn technology, because in reality technology has become an unavoidable daily life. When students understand technology well and are able to control themselves in its use, students will not be left behind and will have many scientific resources that will be accessed in various technological media. But on the other hand, there is a different view by expressing disagreement with the statement because of many things and irregularities that are often encountered in daily life when children or students have used technological media, for example gadged. In this case, many of today's children have lost their sense of shame, social, and even do not use their minds in acting in society or cyberspace.

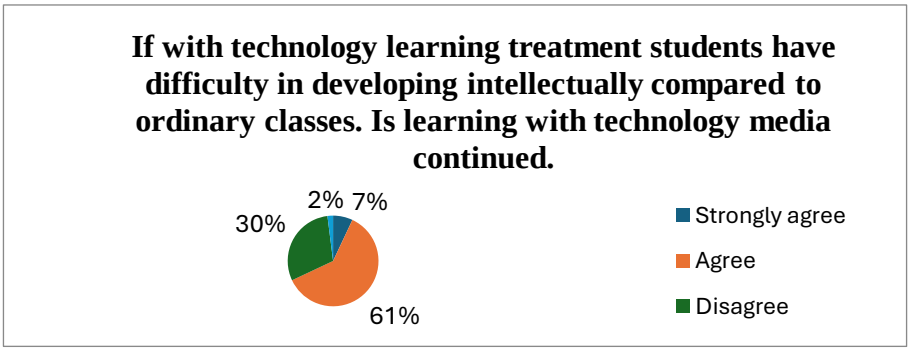

Figure 5. If with technology, students have difficulty in developing intellectually compared to ordinary classes. Whether learning with technology media is continued.

It can be seen from the pie chart above that the dominant percentage of respondents voted to agree with the statement of the continuation of learning with technology media if with technology the learning treatment of students has difficulty in developing intellectually compared to the usual class. It can be seen that there are 4 people who responded strongly to the statement. The response was 33 people agreeing, 16 people expressed disagreement with the statement. Only 1 person

expressed their strong disagreement with the statement. Responded strongly agrees and agrees that learning with media continues because in this day and age everything is in a sophisticated state, humans must also not be left behind in science. If there are difficulties in developing the technology, additional learning and even alternative use of other technologies can be given. On the other hand, there is a rejection that the existence of these difficulties will disrupt the learning process and will take a long time.

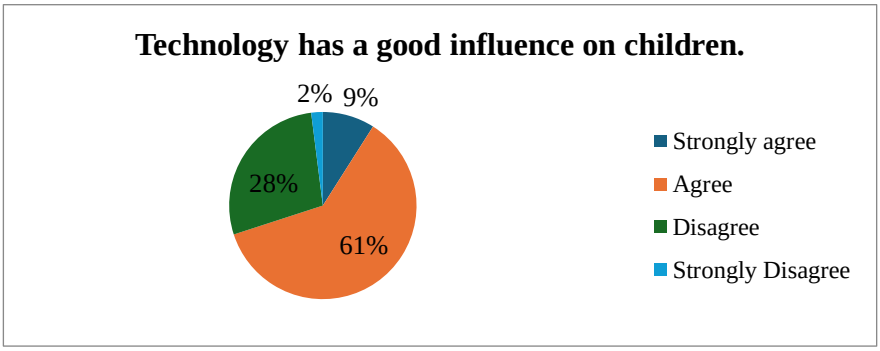

Figure 6. Technology has a good influence on children.

It can be seen from the pie chart above that the dominant percentage of respondents voted to agree with the percentage of 61% against the statement that technology has a good influence on children. On the other hand, there were 28% who expressed disagreement with the statement, if depicted in the number of respondents it included 15 people. The response was very agreeing with 5 people, the most respondents agreed as the response included 33 people and strongly disagreed with the statement as many as 1 person. Responded stated that he strongly agrees and agrees with the opinion that technology has a good influence on children, supported by the argument that the power of technology in accessing all information, data, and learning resources will have a good impact on children's knowledge by remaining under the supervision and direction of adults. But besides that, there are those who argue that it is not good or even very bad because many parents are negligent in their responsibility to supervise their children.

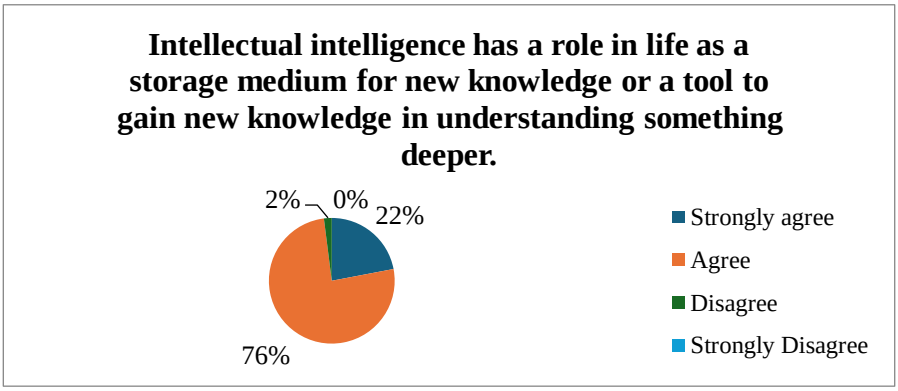

Figure 7. Intellectual intelligence has a role in life as a medium for storing new knowledge or a tool to gain new knowledge in understanding something more deep.

It can be seen from the pie chart above that the dominant percentage of respondents voted to agree with the statement that intellectual intelligence has a role in life as a medium for storing new knowledge or a tool to gain new knowledge in understanding something more deep. In the diagram,

the response was 12 people with a percentage of 22%, and the response was 41 people with a percentage of 76%. However, there were 1 person who responded to disagreement with this statement with a percentage of 2%. The majority of respondents stated that they strongly agreed and agreed with this statement because from the definition of intellectual intelligence itself it has been clearly illustrated that the ability to think to analyze and solve problems faced by the perpetrator. New knowledge will later help a person in solving and finding a way out of the problem.

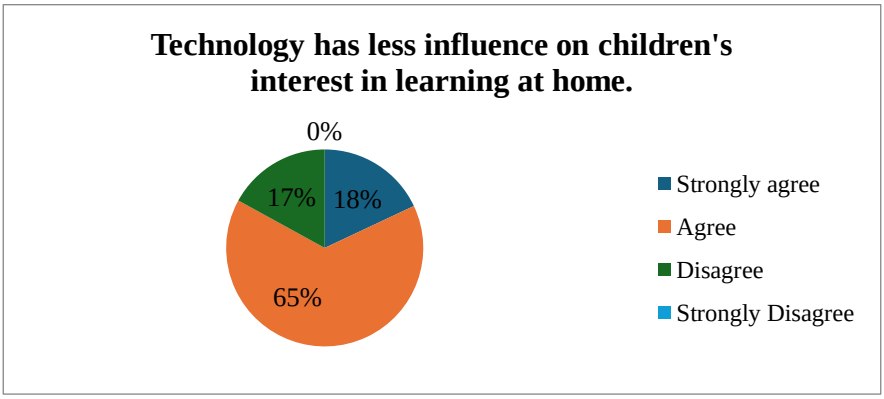

Figure 8. Technology has the effect of a lack of interest in learning children at home.

It can be seen from the pie chart above that the dominant percentage of respondents voted to agree with the percentage of 65% against the statement that technology has an influence on children's lack of interest in learning at home. From the data of the diagram above, it is shown that 10 respondents who answered agreed with a percentage of 18%. Responded with 35 statements of agreement with a percentage of 65%. Responded with a statement of disagreement as many as 9 people with a percentage of 17%. The above statement received a very agreeable and agreeable response because children will prefer to go out of the house to gather with their friends to work together and take advantage of the technology that exists in each individual. However, there are several rejection responses to this statement because of technology, an individual will be lazy to go out of the house and hang out with other people because everything has been able to be accessed at home.

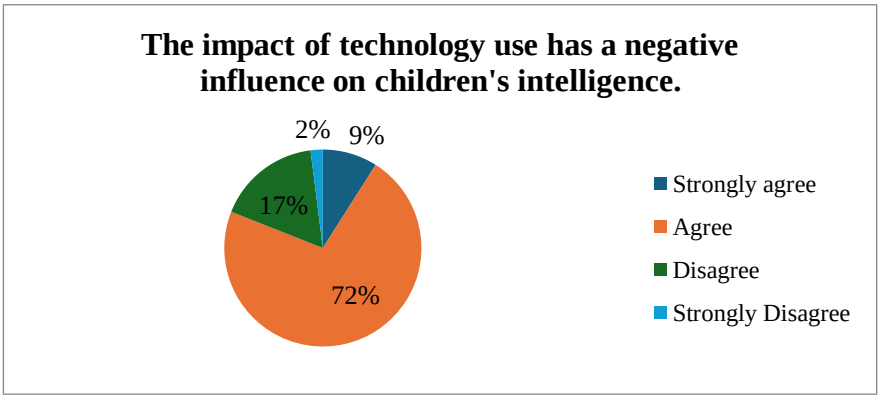

Figure 9. The impact of the use of technology has a bad influence on children's intelligence.

It can be seen from the pie chart above that the dominant percentage of respondents who voted to agree with the statement of the impact of technology use has a bad influence on children's intelligence. From the data above, it can be seen that the percentage of respondents who stated that

they strongly agreed with the statement was 9% with a total of 5 people. The percentage of respondents who voted to agree was 39 people with a percentage of 72%. The percentage of respondents who disagreed was 17% with a total of 9 people. Respondents strongly disagreed with the statement as many as 1 person with a percentage of 2%. Respondents who stated that they strongly agree and agree with the opinion that the influence of technology at this time has a bad impact on children's intelligence because children are used to getting instant things so they are lazy to think and try to do something. When not using technology in learning or answering questions, children will feel confused even though they have previously been explained or studied. On the other hand, there are responses that disagree and strongly disagree because there is a system for the proper use of the technology so that it can help children in increasing their intelligence.

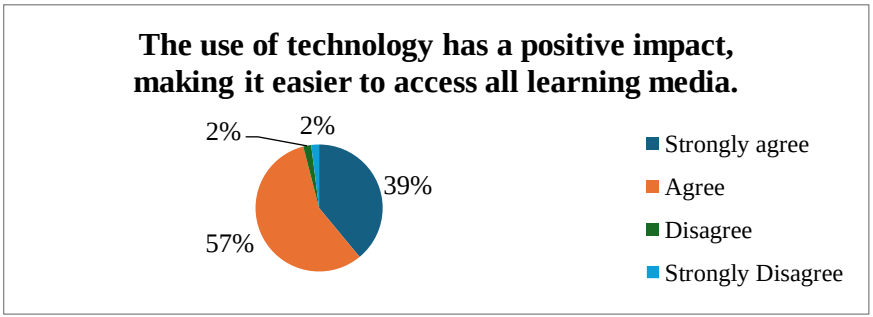

Figure 10. The use of technology has a positive impact, namely making it easier to access all learning media.

It can be seen from the pie chart above that the dominant percentage of respondents voted to agree with the statement that the use of technology has a positive impact, namely making it easier to access all learning media. The data responded that stated that they strongly agreed as much as 39% with a total of 21 people. Respondents agreed with a percentage of 57% totaling 31 people, and respondents who disagreed and strongly disagreed had the same percentage of respondents, namely 2% or 1 person each. Responded who stated that he strongly agrees and agrees that technology has a positive impact on its users, namely to make it easier to access all learning media because of the speed and accuracy provided by current technology. Technology is able to become an invisible library and take up space in today's modern world.

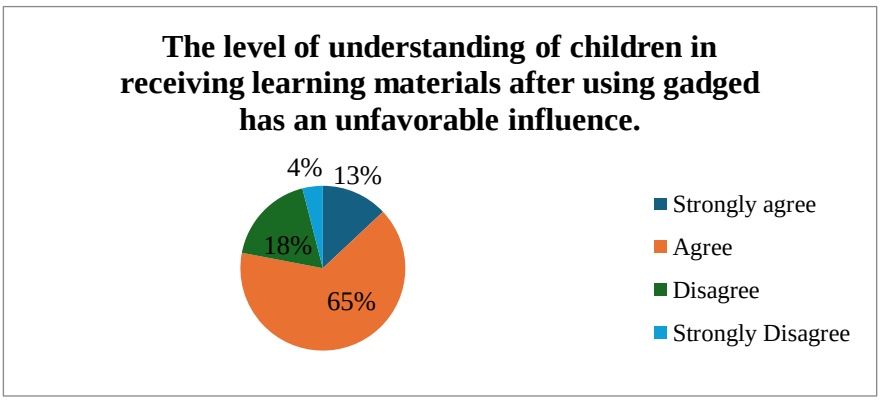

Figure 11. The level of children's understanding in receiving learning materials after using gadged has a bad influence.

It can be seen from the pie chart above that the dominant percentage of respondents voted to agree with the statement that the level of children's understanding in receiving learning materials after using gadged has a bad influence. Responded with a very agreeable answer of 13% with a total

of 7 respondents. Responded with an answer of 65% with a total of 35 people. Responded with an answer that disagreed with the statement as many as 18% with a total of 10 people, and for responding strongly disagreeing had the lowest percentage of 4% with a total of 2 people. Responded stated that they strongly agree and agree with the statement that the level of understanding of children in receiving learning materials after using gadged has a bad influence. This is supported by the argument that many children like to play gadged without parental restrictions so that children are not controlled. The focus in listening to the lessons that children have will be reduced because they are busy and addicted to playing gadged plus there is encouragement from gadged, which is a game that makes children careless and negligent.

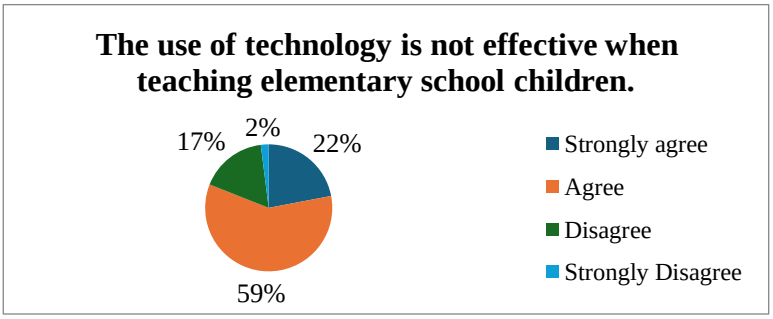

Figure 12. The use of technology is not effective when teaching elementary school children.

It can be seen from the pie chart above that the dominant percentage of respondents voted to agree with the percentage of 59% with the number of respondents as many as 32 people against the statement that the use of technology is ineffective when teaching elementary school children. To respond, 22% strongly agreed with a total of 12 people. Responded disagreed as much as 17% with a total of 9 people and responded strongly disagreed as much as 2% with a total of 1 person. Responded stated that he strongly agrees and agrees with the statement that the use of technology is not effective when teaching at the elementary school level because at this stage it is the stage of formation of children such as social skills, thinking, morals, ethics and many more. In terms of socializing, if you have learned to use technology, the learning process is only fixated on the material. The moral aspect will make children's morals bad because of the lack of role of teachers in educating students. On the other hand, the statement of disagreement with the statement is supported by the presentation of technology at this time which is very interesting so that it will be suitable to be applied to elementary school children to increase their interest in learning and creativity in children.

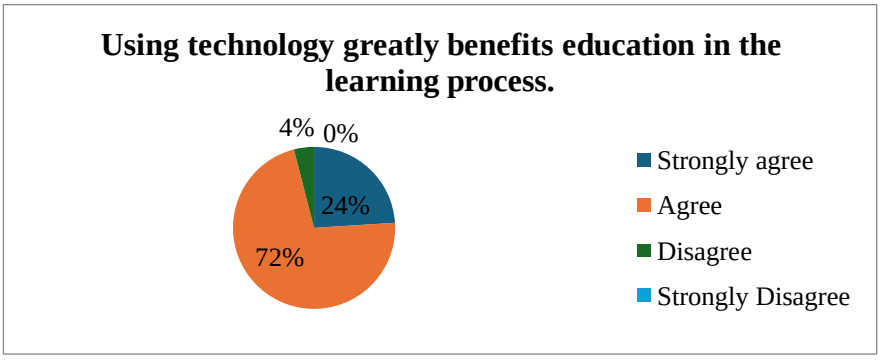

Figure 13. Using technology is very beneficial to education in the learning process.

It can be seen from the pie chart above that the dominant percentage of respondents voted to agree with the percentage of 72% with a total of 39 respondents to the statement that the use of technology is very beneficial to education in the learning process. Respondents who answered strongly agreed with the statement as many as 24% with a total of 13 respondents. For respondents who answered disagreed as much as 4% with the number of respondents 2 people. Responded strongly agrees and agrees with the statement that the use of technology is very beneficial in the world of education because of the ease of accessing all forms of learning media.

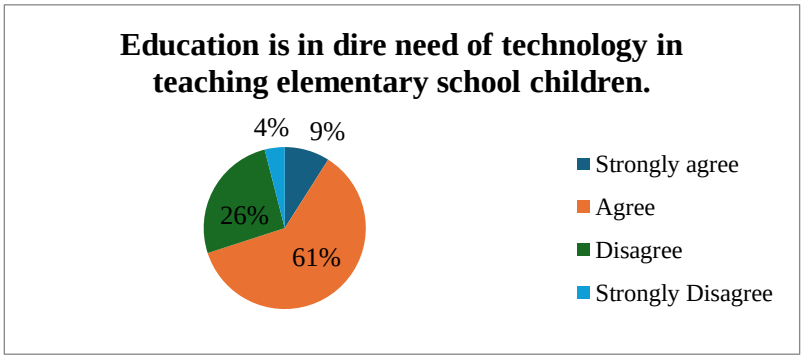

Figure 14. Education really needs technology in teaching elementary school children.

It can be seen from the pie chart above that the dominant percentage of respondents voted yes with a percentage of 61% totaling 33 people. Respondents who said strongly agreed with the statement were 9% with a total of 5 people. To respond, 26% disagree with a total of 14 people. There were also those who responded strongly to the statement with a percentage of only 4% with a total of 2 people. Respondents who expressed their agreement and agreed that at this time elementary school children are in dire need of technology, but there is a statement of disagreement with this statement because the role of teachers for elementary school children for moral formation is very important, if they are used to using technology, moral formation will be lacking and not implemented.

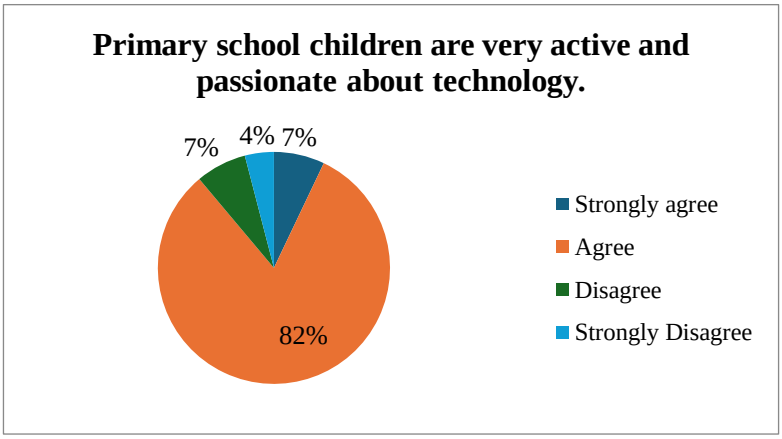

Figure 15. Elementary school children are very active and passionate about technology.

It can be seen from the pie chart above that the dominant percentage of respondents voted in agreement with the statement that elementary school children are very active and enthusiastic about the technology presented at this time. The percentage of approval was 82% with a total of 42 respondents. Responded strongly agree as much as 7% with the number of 4 people, this is the same

as the disapproval response with a percentage of 7% and the response of disapproval amounting to 4%. Respondents who stated that they strongly agree and agree are supported by the argument that the presentation of technology is able to attract the interest of anyone, especially elementary school children where they learn interesting things. The provision of icons, interesting items will make anyone stunned. The right color gradation will help equalize to become an attraction for users. However, on the other hand, there are still those who submit rejection or disagreement with the statement because students become negligent and do not have the passion to learn anymore.

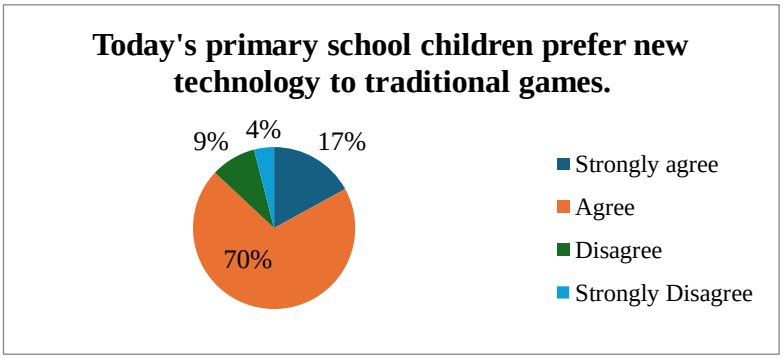

Figure 16. Elementary school children today prefer new technology over traditional games.

It can be seen from the pie chart above that the dominant percentage of respondents voted in favor of the statement that elementary school children prefer new technology to traditional games. Respondents who answered strongly agreed as much as 17% with a total of 9 people, for the answer they agreed as much as 70% with a total of 38 people. This is supported by the argument that many elementary school children have used gadged in their daily lives, the child is interested in playing gadged with the presentation of various games and is lazy to go out of the house and interact with others. This will affect the child's social relationships which will be bad out there. However, there is a statement of disapproval because there are still children who still like to play traditional games in the surrounding environment. The percentage of disagreement with the statement was 9% with a total of 5 people and strongly disagreed with 4% with a total of 2 respondents.

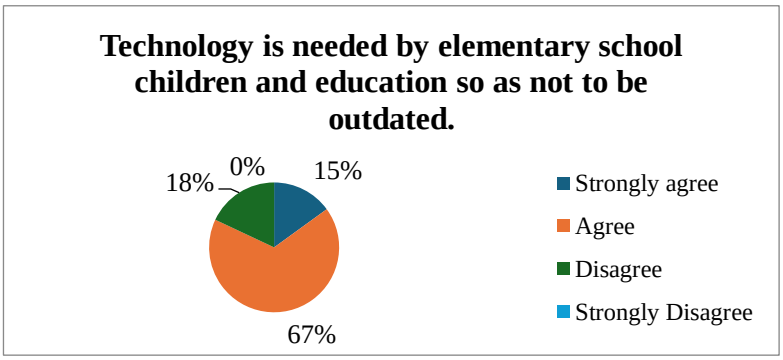

Figure 17. Technology is urgently needed by elementary school children and education so that it does not go out of style.

It can be seen from the pie chart above that the dominant percentage of respondents voted to agree with the statement that technology is needed by elementary school and education children so that it does not become outdated. Respondents who stated that they strongly agreed with the statement were 15% with a total of 8 respondents. Respondents agreed as much as 67% with a total

of 36 respondents. This is supported by the statement that other countries have been able to create technology at an early age. Meanwhile, Indonesia has only used it and functioned in daily life. When someone refuses to accept new things in the form of technology, Indonesia, both in terms of education and other things, will experience a very far behind other countries.

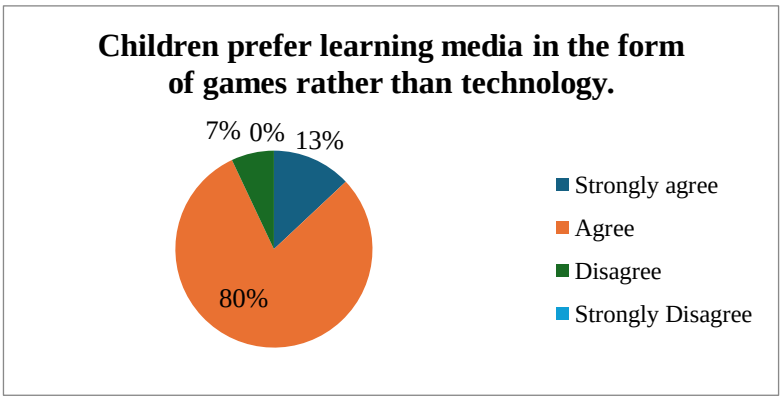

Figure 18. Children prefer learning media in the form of games rather than technology.

It can be seen from the circle chart above that the dominant percentage of respondents voted to agree with the statement that children would prefer learning media in the form of games rather than technology. Responded who stated that they strongly agreed as many as 13% with a total of 7 people. Respondents who stated that they agreed as much as 80% with a total of 43 people and responded who stated that they disagreed as many as 7% with a total of 4 people. The statement strongly agrees and agrees supported by the argument that children are more interested in learning in the form of toys because it is not too formal and complicated and can be done casually. However, when using technology, there are many things that must be learned first and it is a complicated thing.

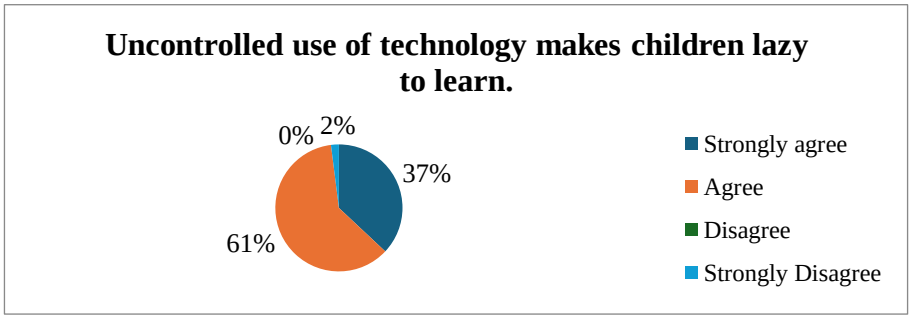

Figure 19. The uncontrolled use of technology makes children lazy to learn.

It can be seen from the pie chart above that the dominant percentage of respondents voted to agree with the statement that the uncontrolled use of technology makes children lazy to learn. Respondents who stated strongly agreed as much as 37% with a total of 20 people and responded who stated that they agreed as much as 61% with a total of 33 people, and stated that they strongly disagreed as much as 2% with the number of 1 person. The statement strongly agrees and disagrees supported by the argument that when a child is out of parental supervision, the child will experience unstable things such as addiction to playing gadged until he forgets to learn. If this continues, it will make children no longer interested in the existing world of learning. This will later make a setback in the world of education.

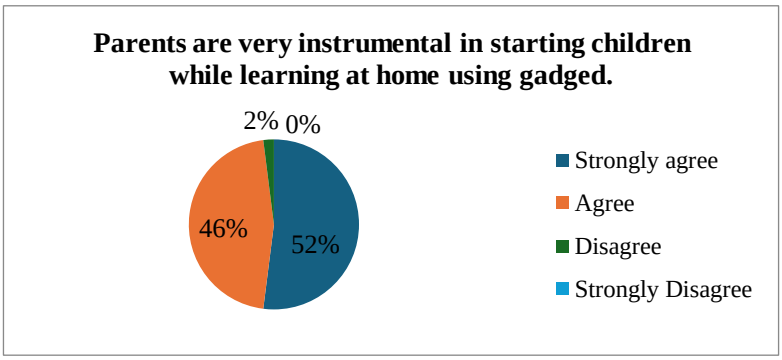

Figure 20. Parents play a very important role in starting children when learning at home using gadged.

It can be seen from the pie chart above that the dominant percentage of respondents voted strongly with the statement that parents play a role in starting children when learning at home using gadged. The response strongly agreed with this statement as much as 52% with a total of 28 people and the response agreed with 46% with a total of 25 people. The response disagrees as much as 2% with the number of 1 person. The statement strongly agrees and agrees supported by the argument that the child has not been able to discern which ones to use and access while learning properly. Use that is under parental supervision will be more directed and far from failing in education. If a child is not given supervision, there is a fear of wrong access in educational media or scientific information sources.

Based on the overall response results, the researcher concluded that technology in knowing intellectual intelligence in elementary school children has a very large role accompanied by control from educators and parents over their children. One of the roles of technology in improving the intelligence of elementary school children is to provide various existing learning resources and media. The existence of technology will make it easier for teachers and students to meet the demands of the educational curriculum. The use of the right technology in the educational process will have a positive impact on education. However, when the control of technology is not appropriate, there will be inequality and cause many negative impacts on education.

CONCLUSION

Technology at this time is inevitable in life. The use of technology in learning will be able to increase intellectual intelligence in a person if accompanied by good self-control over its use. The use of technology for elementary school children will help the presentation of media and learning materials that are interesting, creative, and innovative. This will help educators in delivering the material needed by students. The use of technology in elementary school children must be supervised by parents and educators in order to realize the educational goals that have been designed. The use of technology for access to all media and learning resources will be guided by teachers so that there are no mistakes in taking references. Controlled technology will have a positive impact and huge benefits. Uncontrollability will create various negative things that will arise.

Intellectual intelligence is a person's ability to think to solve all the problems they experience. A person's ability to be civilized with their environment will also affect a person's mindset. The role of technology in this case is to improve and find out how far a person's intelligence is in dealing

with all the problems experienced. The ability to access and minimize problems that will occur when using technology in learning.

AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.
Author 2: Conceptualization; Data curation; In-vestigation.

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