Student Management to Produce Technology-Competencial Students Without Dependence

Muhammad Fahmi Fauzi[1] ⓘ **Nathanael Steven Roy Shah Putra** ⓘ **Tin Rustini**[3] ⓘ
Nababa[2]

Abstract

This research focuses on efforts to avoid learners' dependence on technology. The management of learners is able to overcome the dependence that can arise in them through several efforts such as directing learners to use technology properly. This research applies a research method in the form of Literature review. This research method means a research process by analyzing journals, books, and previous research related to the topic discussed. Technology has positive and negative sides depending on the individual who uses it. The positive side of technology is that it provides convenience for individual lives, but there are negative sides such as dependence and information distortion. This research produces efforts to overcome learner dependence based on the role of parents and teachers. Parents' efforts at home can include accompanying children and limiting technology time, and teachers can choose efforts such as fostering technology ethics and focusing technology devices only for learning purposes. Learner management efforts based on providing understanding of the positive and negative sides and limiting technology time are considered effective in avoiding learner dependence.

Keywords: Student Management, Produce Technology, Competencial Students

1. INTRODUCTION

The development of technological tools in the present era has a significant influence on individuals' daily lives. Technology is generally perceived as having positive impacts; however, it may also generate negative consequences. In reality, individuals cannot be separated from technology, which provides various devices to support their needs. Nevertheless, the use of technological devices ultimately depends on the decisions and actions taken by individuals themselves. Some of the positive impacts include facilitating communication, expanding access to information and knowledge, and increasing work productivity. The usefulness of technology can stimulate individuals' interest in engaging with technology. Therefore, it is undeniable that technology is closely related to human activities (Yunansah et.al., 2022; Wahid et.al., 2023; Wahid & Asrina, 2024).

However, technology also brings negative impacts, such as the decline of direct

social interaction, information distortion, and the emergence of dependency. Referring to these negative effects, wisdom in using technological devices is essential so that users do not misuse technology (Herlambang, 2021; Herlambang & Abidin, 2022; Permana et.al., 2024).

Wisdom in using technology should be cultivated from an early stage, especially when individuals begin to use various technological devices. Technological readiness can be developed by limiting device usage within certain time frames. Such limitations can help prevent dependency and reduce the risk of users spending excessive time solely on virtual activities. In addition to developing technological skills, the aspect of wisdom

2. METHOD

This research uses a literature review method, which is a research process involving reviewing journals, books, and previous research relevant to the topic discussed (Abraham & Supriyati, 2022). According to

3. RESULT AND DISCUSSION

Result

Students are a central element in learning because they are individuals who seek personal development through education. They possess diverse potentials and characteristics and therefore require guidance and support to develop their abilities, especially in the early stages of schooling. Learning should be aligned with students' interests and capacities; otherwise, they tend to lose motivation. When educational activities match students' potential, they foster engagement and enable learners to apply their skills meaningfully in life. Students' development is also shaped by family, school, and social environments, which together contribute to character formation.

At school, teachers play a key role in managing learning and addressing students' intellectual, physical, and social needs. Intellectual needs relate to knowledge development according to students' interests, physical needs concern health and physical education, and social needs involve interaction skills and adaptation. Effective communication and a supportive learning environment help teachers identify

should also be a major focus for every user. The wisdom possessed by individuals in using technology in their lives can lead them to optimal and responsible technological engagement.

In today's technology-oriented life, technological devices will be more beneficial when they are directed toward the needs of groups of individuals. This can facilitate indirect interaction, optimize transactions, and support educational purposes. Technology used for educational purposes may include learning media. Learning activities that integrate technology are able to attract students' interest and encourage them to actively participate in the teaching and learning process.

Mahaputra (2022), a literature review research method must utilize methodological data to produce an exploratory discussion. The obtained research data is analyzed in depth and comprehensively and linked to the phenomena at hand.

these needs. Student management, therefore, aims to develop cognitive, affective, and psychomotor aspects holistically while ensuring fair, inclusive, and structured guidance from admission to graduation.

Student management includes planning and implementing admissions, selection, orientation, placement, guidance, assessment, and graduation. These stages ensure that learners are properly supported academically and personally. Extracurricular programs also help develop talents, confidence, and responsibility, while classroom learning remains the main priority.

Technological development has become inseparable from education. Digital technology improves efficiency, access to information, communication, and learning innovation through platforms such as Google Classroom, Zoom, and other online tools. In student management, technology supports collaboration, problem solving, research, and interactive learning environments. Educational technology is viewed as a systematic process involving people, tools, procedures, and resources to design, implement, evaluate, and manage learning effectively.

However, excessive technology use may lead to dependency, reduced social interaction, and low academic motivation. Therefore, parents and teachers must guide students wisely by setting time limits, monitoring content, promoting digital ethics, and ensuring technology is used mainly for learning purposes. Through balanced integration, technology can enhance student development without harming academic or social growth.

Discussion

Students are central to the educational process, as they are the primary recipients of knowledge and the main drivers of learning outcomes. Each student possesses unique potential and developmental characteristics, which necessitates careful guidance and support from educators and their families. Early-stage learners, in particular, require structured environments that foster both cognitive and social skills, enabling them to interact effectively with peers and adapt to various learning contexts. Without such support, students may struggle to develop the essential skills needed for personal and academic growth.

The alignment of learning activities with students' interests and innate abilities is critical to fostering engagement. When educational experiences reflect a learner's strengths and preferences, motivation and participation increase, resulting in more meaningful learning outcomes. Conversely, when activities fail to consider individual differences, students may perceive learning as uninteresting, leading to disengagement. This underscores the importance of personalized guidance and adaptive teaching strategies to ensure that all students can reach their potential.

Intellectual development in students requires access to knowledge tailored to their interests and learning styles. Teachers play a key role in identifying these differences and providing suitable learning pathways. By offering choices and opportunities for self-directed learning while guiding students continuously, educators can nurture critical thinking, creativity, and problem-solving skills. Such strategies promote autonomous learning and enhance students' ability to apply knowledge in diverse situations.

Physical well-being is equally vital in the holistic development of students. Physical education, sports, and health programs contribute to maintaining students' health, enhancing motor skills, and instilling habits that support lifelong wellness. Tailoring these activities to accommodate varying abilities and characteristics prevents injury and encourages active participation, demonstrating the interconnectedness of physical development and academic performance.

Social skills development is another essential dimension, as students must learn to interact respectfully and cooperatively within broader society. Early experiences in social interaction, guided by teachers and parents, foster emotional intelligence, empathy, and communication skills. A supportive school environment, which emphasizes collaboration, respect, and inclusion, further strengthens students' abilities to navigate social contexts and develop constructive relationships with peers and educators alike.

Student management encompasses a range of practices from admission to graduation, including orientation, placement, guidance, assessment, and mentoring. Effective management ensures that students receive consistent support to develop cognitively, affectively, and psychomotorically. Extracurricular programs complement formal learning by cultivating talents, confidence, and leadership skills, while classroom instruction remains the foundation of academic growth. This structured approach ensures equitable attention to every student and promotes holistic development.

The integration of technology in education has transformed student management and learning experiences. Digital tools facilitate collaboration, problem-solving, research, and interactive learning, enabling teachers to create engaging content and monitor student progress effectively. Platforms such as Google Classroom, Zoom, and other educational applications support both synchronous and asynchronous learning, making education more flexible and accessible. However, educators must ensure technology is

used purposefully for learning and not merely for entertainment, guiding students toward productive and ethical usage.

Despite its benefits, excessive reliance on technology can lead to dependency and reduced social interaction. It is crucial for parents and teachers to monitor and regulate students' technology use, promote digital ethics, and encourage balanced engagement. By combining technology with personalized guidance, structured management, and supportive environments, schools can enhance students' intellectual, social, and physical development while preparing them to navigate the demands of the digital era responsibly.

4. CONCLUSION

Technology can have both positive and negative effects, depending on how individuals use it. Its benefits include facilitating daily activities, while its drawbacks may lead to dependency. This dependency can affect all groups, including students, who may lack awareness and skills in using technology responsibly. Parents can manage this at home by educating children on both the positive and negative aspects of technology, setting time limits, and providing guidance. Teachers can support this at school by fostering digital ethics, focusing technology use on learning, and monitoring students' technology habits.

5. ACKNOWLED

6. REFERENCES

Abraham, I., & Supriyati, Y. (2022). DESAIN KUASI EKSPERIMEN DALAM PENDIDIKAN: LITERATUR REVIEW. Jurnal Ilmiah Mandala Education, 8(3). https://doi.org/10.58258/jime.v8i3.3800

Adiningtiyas, S. W. (2017). PERAN GURU DALAM MENGATASI KECANDUAN GAME ONLINE. KOPASTA: Jurnal Program Studi Bimbingan Konseling, 4(1). https://doi.org/10.33373/kop.v4i1.1121

Agustian, N., & Salsabila, U. H. (2021). Peran Teknologi Pendidikan dalam Pembelajaran. ISLAMIKA, 3(1), 123–133. https://doi.org/10.36088/islamika.v3i1.1047

Danuri, M. (t.t.). PERKEMBANGAN DAN TRANSFORMASI TEKNOLOGI DIGITAL.

Devianti, R., & Sari, S. L. (2020). URGENSI ANALISIS KEBUTUHAN PESERTA DIDIK TERHADAP PROSES PEMBELAJARAN. 06(01).

Handayani, R. S. T., Thawafina, H., Nuriyatun, V., & Purnama, I. C. (2021). Inovasi Pengelolaan Peserta Didik di Indonesia. JIRA: Jurnal Inovasi dan Riset Akademik, 2(10), 1441–1452. https://doi.org/10.47387/jira.v2i10.232

Herlambang, Y. T. (2021). Pedagogik: Telaah kritis ilmu pendidikan dalam multiperspektif. Bumi Aksara.

Herlambang, Y. T., & Abidin, Y. (2023). Pendidikan Indonesia dalam menyongsong dunia Metaverse: Telaah filosofis semesta digital dalam perspektif pedagogik futuristik. Naturalistic: Jurnal Kajian dan Penelitian Pendidikan dan Pembelajaran, 7(2), 1630-1640.

Kodarasi, F., & Mas, S. R. (t.t.). Pengelolaan Peserta Didik di Sekolah Dasar. 3.

Lestari, S. (2018). Peran Teknologi dalam Pendidikan di Era Globalisasi. EDURELIGIA; JURNAL PENDIDIKAN AGAMA ISLAM, 2(2), 94–100. https://doi.org/10.33650/edureligia.v2i2.459

Mahaputra, PAK (2022). Tinjauan Pustaka

Faktor-Faktor yang Mempengaruhi Berpikir Positif. Jurnal Ilmu Multidisplin , 1 (1), 33-40.

Muspawi, M. (2020). Memahami Konsep Dasar Manajemen Peserta Didik. Jurnal Ilmiah Universitas Batanghari Jambi, 20(3), 744. https://doi.org/10.33087/jiubj.v20i3.10 50

Nurfadilah, F., Zaman, B., & Romadona, N. F. (2020). UPAYA ORANG TUA UNTUK MENCEGAH KETERGANTUNGAN ANAK TERHADAP PENGGUNAAN GADGET. Edukid, 16(2), 90–98. https://doi.org/10.17509/edukid.v16i2. 21532

Permana, B. S., Hazizah, L. A., & Herlambang, Y. T. (2024). Teknologi pendidikan: efektivitas penggunaan media pembelajaran berbasis teknologi di era digitalisasi. Khatulistiwa: Jurnal Pendidikan Dan Sosial Humaniora, 4(1), 19-28.

Ramli, M. (2015). HAKIKAT PENDIDIK DAN PESERTA DIDIK. Tarbiyah Islamiyah: Jurnal Ilmiah Pendidikan Agama Islam, 5(1). https://doi.org/10.18592/jtipai.v5i1.182 5

Umam, M. K. (2018). PENINGKATAN MUTU

PENDIDIKAN MELALUI MANAJEMEN PESERTA DIDIK. 6(2).

Umi, F., Marsidin, S., & Sabandi, A. (2020). Analisis Kebijakan dan Pengelolaan terkait Peserta Didik di Sekolah Dasar. EDUKATIF : JURNAL ILMU PENDIDIKAN, 2(2), 128–133. https://doi.org/10.31004/edukatif.v2i2. 114

Wahid, R., & Asrina, N. J. (2024). Workshop Revitalisasi Peran Orang Tua dalam Mendidik Generasi Alpha. Jurnal Pengabdian Kepada Masyarakat Abdi Putra, 4(3), 198-203.

Wahid, R., Nurihsan, J., & Nuryani, P. (2023). Kajian Pedagogik Tentang Pendidikan Multikultural Pada Materi PPKn Untuk Meningkatkan Nasionalisme Siswa. Naturalistic: Jurnal Kajian dan Penelitian Pendidikan dan Pembelajaran, 7(2), 1519-1525.

Yunansah, H., Yuniarti, Y., Herlambang, Y. T., Wahid, R., & Hendriyani, A. (2022). Rancang bangun media bahan ajar digital berbasis multimodalality dalam pendekatan pedagogik futuristik. Naturalistic: Jurnal Kajian dan Penelitian Pendidikan dan Pembelajaran, 6(2), 1136-1149.

.

.