

THE INFLUENCE OF HANDPHONES ON STUDENTS' LEARNING MOTIVATION OF MI HASYIM ASY'ARI PADI TALANGSUKO

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Info Artikel

Riwayat Artikel:

Diterima: Januari 2023

Direvisi: September 2023

Diterbitkan: Maret 2024

Keywords:

Handphone

Gadget

Learning

Motivation

ABSTRACT

In the era of digitalization, which is very fast, it has no small impact, the decline in the quality and level of student learning is one that is rife, caused by none other than cellphones. This research aims to find out how much influence mobile phones have on learning motivation at MI Hasyim Asy'ari Padi Talangsuko Malang Regency. This research method uses descriptive qualitative. The data collection technique was in the form of a survey via Google form containing questions about the use of cell phones associated with learning consistency. The data analysis used is data reduction, data presentation, conclusion/data verification. The results of the study show that students stated that the use of smartphones had a positive impact on respondents by 80%. This shows that the percentage of 80% is in the high category, and it can be said that students agree that the use of smartphones has a positive impact on the teaching and learning process.

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1. INTRODUCTION

A person's mindset in dealing with various situations of environmental problems, fellow people, himself and problems in his life is strongly influenced by the education he has received both formally and informally. The existence of Covid-19 has made teaching activities not run according to before and has become an online-based school, namely learning from home using gadgets. Therefore, children use gadgets more often at home, not only to study but also the opportunity for them to open other applications such as games, social applications such as wa, ig and facebook and moreover now that many people use youtube and tiktok make it easier for children to access them, because these conditions affect the low mindset of children in using gadgets not only for learning but also for other uses [1].

A gadget or in Indonesian it is called a gadget is an electronic device that can be used to do many things in cyberspace. Gadgets can be interpreted as devices or media that are packaged more complexly than other devices and have many benefits to help facilitate human activities [2]. In the Indonesian Ministry of Communication and Informatics survey (2017) using gadgets based on level of need, the percentage of children aged nine to 19 years is still higher (65.34%) compared to elderly users aged 50-65 years (50.79%). Bali is the fourth largest gadget user (45.24%) after Java (86.60%), Sumatra (84.14%) and Kalimantan (52.12%). The use

of gadgets in elementary school children is in the high category, namely 40.87% with the location of using gadgets anywhere (89.63%) [3].

The use of gadgets by students has positive and negative impacts, especially in this case the coverage is still at the elementary school level. The positive impact or constructive impact is that they get more knowledge, not only from books and explanations by the teacher, making it easier to do the assignments given, while the negative impact is that students are not enthusiastic about learning and instead are engrossed in playing gadgets [4]. Besides having a positive impact on learning, in fact there are more negative impacts that are often encountered. Therefore, it is necessary to know the effect of the use of gadgets on the level of student motivation.

Based on field analysis, approximately 300 MI Hasyim Asy'ari Padi Talangsuko students are familiar with cell phones on average. Even many of them already have their own gadget grip. When asked what the essence of the cellphone itself was, they said it was a need for fun, such as playing games, watching YouTube, TikTok, Instagram, etc. Most of them also really follow the existing trends, such as the one that has recently been rife, namely the lato-lato game. From this it causes a decrease in the quality of learning of students. Many factors influence the interest in learning, including the use of gadgets [5].

In addition to the very rapid development of media digitization, the influence of the previous pandemic is also the cause of this. Since the Covid-19 pandemic, assignments to students have been carried out online via whatsapp group. Teachers conduct zoom meetings with students at least once a month, and all forms of learning are carried out online. So like it or not all students are required to be literate in technology, by having facilities that support at least some of them have sufficient cellphones. Habits carried out during a pandemic have had many impacts, not infrequently when offline learning students lose enthusiasm and choose to urge teachers to replace class hours with refreshing movies. From this statement the researcher was interested in researching how much influence the use of mobile phones had on the learning motivation of students at MI Hasyim Asy'ari Padi Talangsuko Malang Regency.

2. METHOD

This research will be conducted using a qualitative approach and descriptive data analysis. which was held in Talangsuko Village, Dusun Padi, Turen District, Malang Regency. The research subjects were MI Hasyim Asy'ari students. The data collection techniques used included direct observation, surveys via Google forms containing questions about the use of cell phones associated with learning consistency. The data collection technique was carried out by asking questions. The respondents in this study were 33 students of MI Hasyim Asy'ari. Questionnaire Measurement of the questionnaire using the Likert scale, the Likert scale is widely used by researchers to measure attitudes, opinions and one's perceptions of social phenomena, the answers to each item of the instrument using the Likert scale have levels from very positive to very negative, each answer statement in the questionnaire contains five alternatives the answers are always (SL), often (SR), sometimes (KD), never (TP).

The data analysis used is data reduction, data presentation, conclusion/data verification. The data obtained will be refined by adding or subtracting data so that researchers get a clearer picture of the data. Then the data will be presented and arranged based on data grouping. The data that has been grouped will then be drawn conclusions. Respondents are expected to answer each of the questions asked by the researcher. Furthermore, the data is grouped, processed and will be connected with other data so that conclusions are obtained.

3. RESULT AND DISCUSSION

The results of the research and discussion will describe the data from the Google form questionnaire. The following is a description of the Google form questionnaire analysis data :

No	Statement	Alternative Answers			
		Never	Sometimes	Often	Always
1.	I use HP while studying.	5 (15,2%)	19 (57,6%)	6 (18,2%)	3 (9,1%)
2.	I only use HP when necessary.	3 (9,1%)	16 (48,5%)	4 (12,1%)	10 (30,3%)
3.	I use an HP application that supports lessons at school.	3 (9,1%)	16 (48,5%)	4 (12,1%)	10 (30,3%)

4.	I prefer reading than playing games on HP.	5 (15,2%)	19 (51,5%)	5 (15,2%)	4 (12,1%)
5.	The internet on my cell phone makes it easy for me to find additional subject matter.	1 (0,3%)	5 (15,2%)	16 (48,5%)	11 (33,3%)
6.	I feel playing with friends is more fun than playing HP.	2 (6,1%)	10 (30,3%)	10 (30,3%)	11 (33,3%)
7.	I play HP until late at night.	16 (48,5%)	13 (39,4%)	3 (9,1%)	1 (0,3%)
8.	I have sore eyes when playing HP.	20 (60,6%)	12 (36,4%)	1 (0,3%)	0 (0,0%)
9.	I feel anxious when my internet quota runs out.	23 (69,7%)	5 (15,2%)	3 (9,1%)	2 (6,1%)
10.	I bring HP to school to watch youtube.	31 (93,9%)	1 (0,3%)	0 (0,0%)	1 (0,3%)
11.	I use HP every time and every day.	5 (15,2%)	15 (45,5%)	6 (18,2%)	7 (21,2%)
12.	I like playing games at school instead of studying.	14 (42,4%)	7 (21,2%)	6 (18,2%)	6 (18,2%)

Based on the percentage of statements regarding the use of mobile phones in the table above, it can be concluded for each pawn as follows:

1. Students sometimes use cellphones while studying, this is proven through direct research conducted by researchers and clarified by the results of calculating the percentage of the questionnaire that there are 5 students or 15.2% who choose always, 19 (57.6%) students chose sometimes, 6 (18.2%) students chose often, and 5 (15.2%) students did not choose the alternative answer never.

2. Students sometimes use cell phones only when necessary, based on the percentage calculation results it can be concluded that 10 students or 30.3% choose always, 16 (48.5%) students choose sometimes, 4 (12.1%) students chose often, and 3 (9.1%) students chose the alternative answer never.

3. Students sometimes use HP applications that support lessons at school, based on the percentage calculation results it can be concluded that 10 students or 30.3% choose always, 16 (48.5%) students choose sometimes, 4 (12, 1%) students chose often, and 3 (9.1%) students chose the alternative answer never.

4. Students sometimes prefer to read rather than play games on cellphones, there are 4 students or 12.1% who choose always, 19 (51.5%) students who choose sometimes, while 5 (15.2%) students chose often, and 5 (15.2%) students chose the alternative answer never.

5. The internet on my cellphone makes it easy for me to find additional subject matter, looking at the results of the percentage calculation, there are 11 students or 33.3% who choose always, 5 (15.2%) students choose sometimes, 16 (48.5%) who choose often, and 1 (0.3%) students chose the alternative answer never.

6. In general, students prefer to play with friends more fun than playing with cellphones, there are 11 students or 33.3% who choose always, however there are 10 (30.3%) students who choose sometimes, while 10 (30, 3%) students chose often, and 2 (6.1%) students chose the alternative answer never.

7. Students sometimes play cellphones until late at night, basically students use cellphone applications that support lessons at school, but most students still abuse cellphones past the break time limit. This is shown from the results of calculating the questionnaire, including 16 students or 48.5% choosing never, 13 (39.4%) students choosing sometimes, 3 (9.1%) students choosing often, and 1 (0, 3%) students do not always choose alternative answers.

8. Students sometimes experience sore eyes when playing cellphones, the habit of some students using cellphones beyond the time limit, so these students experience sore eyes which will result in eye damage. The percentage results showed that 20 students or (60.6%) chose never, 12 (36.4%) students chose sometimes, 1 (0.3%) students chose often, and no students chose alternative answers always.

9. However, it is rare for students to feel anxious when the internet quota runs out. It should be noted that apart from health and discipline when students are disturbed, the dependence of students on cell phones so that the internet quota runs out before the expiration date also makes students feel anxious. In this case the percentage of the results of the questionnaire calculation, namely, there were 23 students or 69.7% chose never, 5 (15.2%) students chose sometimes, while 3 (9.1%) students chose often, and 2 (6.1%) students choose alternative answers always.

10. In such a broad social reality, students often bring their cellphones to school to watch YouTube. The benefits of cellphones are very diverse, but some students still deviate from the positive benefits of the cellphone itself. However, the results of calculating the questionnaire this time were more positive where there were 31 students or 93.9% choosing never, 1 (6.1%) choosing sometimes, while 0 (0.0%) students chose often, and 1 (0.3%) students do not always choose alternative answers.

11. Students sometimes use cellphones all the time and every day, cellphones play an important role in supporting the student learning process, but at certain times students will be more efficient using cellphones, namely when learning. In fact, there are still many students who cross the limits of using cellphones. This is evident in the calculation of the results of the questionnaire, namely 5 students or 15.2% chose never, 15 (45.5%) students chose sometimes, 6 (18.2%) students chose often, and 7 (21.2%)) students do not choose alternative answers always.

12. Most students like playing games at school rather than playing outside the classroom, game applications are very influential on student learning development, the level of use of cellphones to play games is far from learning and playing outside the classroom. The proof in the results of the questionnaire calculation shows that 14 students or 42.4% chose never, 7 (21.2%) chose sometimes, while 6 (18.2%) students chose often, and 6 (18.2%) students do not choose alternative answers always.

No	Presentation	Kriteria
1.	80-100%	Very High
2.	60-80%	High
3.	50-60%	Enough
4.	20-30%	Low
5.	0-20%	Very Low

Source: [6]

Based on the results of the percentage analysis calculations, it was concluded that the presentation completeness criteria in this study showed 80% were in a high position. It can be said that students agree that the use of smartphones has a positive impact on the teaching and learning process, while 20% has a negative impact on the teaching and learning process.

Based on observations carried out at MI Hasyim Asy'ari Padi Talangsuko Malang Regency in January 2023, several problems were obtained, including the low interest in student learning. When the lesson started, at first all the students did follow the lesson closely, but when it entered the middle of the lesson when the lesson lasted a few minutes the students started to be interested in other activities. They prefer to be indifferent, and chat or play with their friends. During the lesson we made observations by interviewing some of the students. We give some of the questions we give in the chat as our emotional approach. The questions are in the form of easy questions to make it clear how deep their knowledge is. But it's a little surprising, when they are at their age, they should already understand the things being asked and feel basic, many of them have difficulty answering. But inversely, when we divert the discussion to matters related to trends, they know very well and also memorize when we ask about songs that are currently viral on TikTok.

Basically, learning really needs motivation. Meanwhile, lack of motivation will result in students not being interested in learning. Students become bored, so they are lazy to pursue the assignments given by the teacher. In other words, learning outcomes will be more optimal if there is motivation [7]. Motivation is a conscious or unconscious drive from a person to take action towards a certain goal. From this understanding, in the world of education, the desire to learn is a spirit that must be owned by every student. When children

(students) are highly motivated to learn, they are encouraged to study diligently and actively [8]. Motivation in the learning process is divided into two, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation comes from within students, such as the desire to acquire knowledge, the desire to achieve learning goals, the urge to meet learning needs, and so on. Extrinsic motivation comes from outside the student's self, such as requests from parents, a comfortable learning environment, learning friends they have, interesting learning activities [9].

As in the case that we experienced while carrying out our service assignments, we found that the students at MI Hasyim Asy'ari were very motivated in learning. In fact, many of them came to basecamp just for additional learning even though it was not effective. When we analyze more deeply, there are factors that influence this. Namely the learning method that we apply to students when learning. It's based on fun education, and in between lessons we insert games that are still learning but still fun. We teach them to spend their time as best they can, for example by socializing with friends. Because referring to our research, children their age at this time mostly experience moral degradation which is nothing but the main cause of returning to misuse of the cellphone/gadget itself.

Judging from the content or material of gadgets that students often access, it will more or less have an influence on the development of students' thinking and behavior, and students' actions. Students will get maximum learning results if students have seriousness in learning. Learning activities carried out both at school and at home must be based on the desire that arises from within him being interested in learning the intended interest is interest. Students who have an interest in something, namely learning, students will try their best to achieve the goals of their learning activities [10]. There have been many studies related to the impact of gadgets on children's development that have been carried out by various parties from both the world of medicine and the world of psychologists. The results of the study stated that when children were negatively affected by gadgets, let alone experiencing addiction, it would affect children's development, in particular it would also have an impact on achievement [11].

Gadgets were originally only used by parents, but for now using or using gadgets is commonplace that can be used by both the old and the young. Even in this era, the largest number of gadget users are children aged around 6-12 years . A lot can happen when children who are still in elementary school use gadgets. Apart from the positive side, they get the benefits of being able to study online through the applications on the gadget, they also get the negative side [12]. One of the impacts of children being active in using gadgets can be addiction that can affect children's brain development which can cause difficulties in making decisions, controlling emotions and self, responsibility, and other moral values. So that it can cause attention deficit disorder and hyper-effectiveness [13]. Furthermore, this study also revealed that very few students at MI Hasyim Asy'ari Padi Talangsuko have personal cellphones, so that the dependency on using cellphones is influenced by their parents' ownership. In addition, parents' background also shows that socio-economic factors also influence the ownership and use of mobile phones, where people's jobs show values above 70% working as farmers and private employees.

This is a reference that children's learning motivation is not always influenced by gadget playing activities. But there are many factors that are indeed the duty of a teacher to continue to carry out a sustainability analysis of what the students need. The need to identify problems with the teacher's approach and also an in-depth understanding of the applied curriculum. This can be an evaluation for all teachers, in fact, the character of a student cannot be equated, there are many treatments that can be done to find material for analysis and reading. So that the essence of the substance of a teacher can be achieved, and able to produce quality successors to the nation. The differentiating point of emphasis in this research is related to social analysis with different objects which has never been done before in the village. And the conclusion of the cause effect on the object of study that makes researchers provide additional statements with several different points of view.

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different objects which has never been done before in the village. And the conclusion of the cause effect on the object of study that makes researchers provide additional statements with several different points of view.

4. CONCLUSION

From the research results presented in the previous chapter, the researcher will draw a conclusion from these results. The results obtained from the influence of using a smartphone show a positive influence where this can be seen from the results of the presentations that are processed and get a result of 70%. This figure is categorized as high. This shows that the use of smartphones has a very good impact on its users (students).

Basically motivation in a learning process is needed from anything. The use of sophisticated tools that can help the teacher's role in the learning process is also very necessary, especially for students. Judging from the role of the curriculum implemented in Indonesia, it prioritizes student activity. Student learning interest is very important in improving the quality of learning in order to achieve the desired competence in learning. Thus, in increasing students' interest in learning, learning methods and strategies that are appropriate to the character and age of students are needed.

There is no significant positive effect between the use of gadgets on the learning interest of MI Hasyim Asy'ari Padi Talangsuko students. Because based on the results of observations, it shows that the use of gadgets does not have such a big effect on students' learning interest. This means that the use of gadgets does not affect interest in learning, it is possible that interest in learning is influenced by other things such as the classroom atmosphere, the social conditions of students both at home and at school and so on.

5. THANK-YOU NOTE

Thank you to related parties who support the ongoing research and your dedication.. Thank you to KKM 181 Jagadita Badranaya for giving me the opportunity to write. And thank you for being able to survive and progress in such a way.

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