



Effect of Using Smartphone Media on Reading Interest and Indonesian Language Learning Outcomes of Class IV Students UPT SDN Lambongan No. 7 Selayar Islands

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Abstract

Learning Indonesian in elementary school cannot be separated from four language skills, namely, listening, speaking, reading, and writing. Reading interest is an important factor in the achievement of learning outcomes. If the subject was not based on the students' reading interest, then the students did not learn well. Technology factors for example, students had the willingness to spend hours just to play smartphones so that students forget the time to learn. The purpose of this study was to find out the impact of smartphone media application on reading interest and learning outcomes Indonesian class IV UPT SDN Lambongan No.7 Selayar Islands. The population were all students at UPT SDN Lambongan No.7 Selayar Islands and total were 107 students. This type of research was an experiment using a quantitative approach. The quasi-experimental design model used was the nonequivalent control group design. Sampling technique applied saturated sampling. The sample in this study was class IVb which 15 students as a control class and class IVa with 15 students as an experimental class. This type of data collection deployed questionnaires, tests and documentation. Data analysis in this study was the Normality Test and the T-Test. In the control class, reading interest as results from in Indonesian subject at the fourth grade students before using smartphone media with a score 30 and after using smartphone media with a score 80. In the experimental class the results of the used of smartphone media on the learning outcomes of class IV students before posttest, namely with a score 62 and after post-test, namely with a score 100. The value indicated a Minimum Learning Completion (KBM) was 70 for Indonesia subject had been achieved. The results of the t-test for equality means can be known = 9,443 of these calculations can be obtained $9,443 > 2,021 (>)$ and the significance was $0,000 < 0,05$, the it can be said that rejected and accepted can be interpreted the there was an impact of smartphone media use ($t_{count} > t_{table}$) and H_0 is rejected and H_1 is accepted on reading interest and learning outcomes at Indonesian subject. So, it can be concluded that the application of smartphone media had an impact on students reading interest and learning outcomes of Indonesian subject at grade IV UPT SDN Lambongan No.7 Selayar Islands.

Keywords: *smartphone, reading interest, learning results*

INTRODUCTION

The quality and quality of education depend on the teaching and learning process by students and teachers. This makes students and teachers play an important role in the quality and quality of education. Measuring the achievement of quality and quality of education is outlined in student achievement. Furthermore, student learning achievement is manifested in academic achievement which is measured through learning outcomes.

As Allah Subhanahu wa Ta'ala says in Surah Al-Imran verse 18:

Translation: "Allah declares that there is no God but He (who has the right to be worshiped), Who upholds justice. The Malikat and people of knowledge (Also stated that). There is no God but Him (who has the right to be worshiped). The Most Mighty, the Most Wise.

The verse shows the virtues of knowledgeable people. They are the prophets and other knowledgeable people from among the believers. وَأُولُوا الْعِلْمِ (and those who have knowledge). And their testimony is in the form of their faith and what they explain to people through their mouths. And this is a great priority and noble pride for knowledgeable people who have been compared by Allah with His name and the name of an angel in this verse.

Learning media according to Anas (2014: 11-12) is an intermediary or channel of information between teachers and students. The need for learning media for students is not only able to overcome the limitations of experience, can generate desire and learning activities, can instill basic concepts that are true, concrete and realistic related to their understanding and provide a comprehensive experience from the concrete to the abstract.

As Allah Subhanahu wa Ta'ala says in Surah Al-Maidah verse 35 :

den. يَا أَيُّهَا الَّذِينَ آمَنُوا اتَّقُوا اللَّهَ وَابْتَغُوا إِلَيْهِ الْوَسِيلَةَ

Translation: "O you who believe, fear Allah and seek a way that draws closer to Him, and strive in His way, so that you may be successful. "(Al-Maidah: 35) (The Quran and its Translation, 2013: 113)

In the pandemic era, the learning process has also experienced changes. *Electronic learning* systems (*e-learning*) make it very easy for students to learn without direct interaction. The presence of a *smartphone* as a medium to support the learning process is very much needed for the implementation of the system. Accompanied by the internet, the sophistication of *smartphones* to access various kinds

of information will be faster and easier. The learning process between teachers and students will also be more interactive.

National Education functions to develop capabilities and shape dignified national character and civilization in the context of educating the nation's life. democratic and responsible citizens.

However, the challenge for Indonesia and also for educators is how to foster an interest in reading among Indonesian people, especially among students because "can read" and "like to read" are two different things. Therefore, to prepare young people from an early age with technology and innovation, intelligence, biotechnology, the internet and so on, knowledge is needed that is obtained from habits and high interest in reading from an early age.

This can be seen from the results of the 2019/2020 study, there is Indonesian language material that does not achieve Minimum Mastery Learning (KBM) and affects basic competence (KD), especially related to knowledge, which is not achieved by students. Material that does not reach KBM and KD is retelling the contents of the text in their own language. The KBM that must be achieved is 70 while the basic competence (KD) related to the knowledge that must be achieved is 3.7 Exploring new knowledge obtained from non-fiction texts.

Based on the problems that have been described, the author feels the need to conduct research related to the influence of *smartphone media use* on reading interest and Indonesian language learning outcomes for class IV UPT SDN Lambongan No. 7 Selayar Islands.

LITERATURE REVIEW

A. Instructional Media

Today, the use of media is needed in the learning process, especially for students who are in the concrete operational stage. Students need media to convey messages and clarify abstract concepts to be more concrete. The word "media" comes from the Latin language which is the plural form of the word "medium" which means intermediary or introduction (Riyana 2012). So it can be understood that the media is an intermediary or intermediary from the sender to the recipient of the message.

In more detail, Anita in Ambarwati (2012: 4) suggests that "learning media is any person, material, tool, or event that can create conditions that enable students to receive knowledge, skills and attitudes".

Information technology (IT), or in English known as information technology (IT) is a general term that describes any technology that assists humans in creating, changing, storing,

(Asdayana Chandrajaya, Munirah, Muhammad Akhir)

communicating and or disseminating information. IT brings together high-speed computing and communications for data, voice, and video.

Luke (2000), argues that information technology is any form of technology that is applied to process and send information in electronic form.

From the expert's explanation above, it can be concluded that information technology is a set of tools that can help a person to communicate with other people electronically, either in the form of voice messages or written messages.

The *smartphone* is a development of telephone technology which has experienced very rapid development from time to time. where *smartphone devices* can be used as mobile devices or move around as a means of communication, the delivery of information from one party to another becomes more effective and efficient.

Along with the increase in technology, the function of a *smartphone* is not just a communication tool that can only send voice messages and SMS, but is also equipped with various features and applications so that it can fill free time and relieve stress. The features and applications on *smartphones* that are often used today are cameras, games, Google, calculators, mp3, video, radio, television and even internet networks such as Yahoo, Facebook, Twitter, WhatsApp, YouTube, and others.

smartphones cannot be separated from people's lives in carrying out their daily lives. The use of *smartphones* has even plagued children, even though some parents may already be aware of the impact and dangers of *smartphones* for children.

There are positive and negative things caused by the use of *smartphones* by children as stated by Farizal (2018) that the child's sensory will be trained especially visual sensory such as the ability to detect images, colors and motion. In addition, children can develop cognitive abilities such as problem-solving skills, critical thinking, imagination, creativity, memory and develop language skills. This positive effect can arise if parents can accompany and supervise their children while playing *smartphones*.

However, if children play *smartphones* without the assistance and supervision of their parents, they can get inappropriate content, get addicted to playing, or have difficulty concentrating on lessons.

Nowadays, technology is developing so rapidly. Technology was created to simplify human

affairs and simplify everything. We can find countless types of technology in this modern era, ranging from *smartphones*, laptops and so on. As for some applications that can help students in learning Indonesian are:

- a. One of the media that can be used in the learning process in class is *Google search*. *Google search* is a search engine in cyberspace which is one of the internet surfers.
- b. *Zenius* provides access to education services in Indonesian language video format which is presented online through a website (*zenius.net*) and a mobile application.
- c. The *kahoot educational game application* is a visual type of learning media and has the function of attracting and directing attention to concentrate on related lesson content (Affrida, 2017). This means that *kahoot* media can be used to attract the attention of students so that they are directed and focused on the subject matter being discussed.

The use of *kahoot* itself is a *blended learning strategy* to improve critical thinking skills and student learning achievement (Utomo and Wihartanti, 2019). Apart from being free, this *kahoot application* can also be used for all languages, devices connected to the internet and can be applied to all subjects (Aribowo, 2019).

B. Reading Interest

Djamarah (2011: 166) states that interest is a persistent tendency to pay attention to and remember some activities. Someone who is interested in an activity will show that activity consistently with pleasure. As for Sukardi (in Susanto, 2013: 57) defines interest as a liking, fondness, or enjoyment of something. Meanwhile, according to Slameto (2013: 180) explains that interest is a feeling of preference and a sense of attachment to something or activity, without anyone ordering it.

Based on some of these opinions, it can be concluded that interest is a person's tendency to pay more attention and like a certain thing or activity without any coercion from other parties. This can be seen from the participation of students in the activities they like.

Reading is one of the skills taught in elementary school. Reading is a must in order to increase knowledge. Reading activities can be used as a spare time filler in everyday life. Reading comes from the basic word "read". Reading is a reconstruction of meaning from printed materials.

Smith (Ginting, 2005) that reading is a process of building an understanding of a written text. This opinion is in line with the opinion of Finochiaro and Bonomo (Tarigan, 1985) who define briefly, reading is picking and understanding the meaning contained in written material. Reading is an interactive process that takes place between the reader and the reading text, so that the reader can determine the meaning contained in the text.

Sinambela (in Sudarsana and Bastiano, 2010: 4.27) defines interest in reading as a positive attitude and a sense of attachment in children to reading activities and an interest in reading books. According to Lilawati (in Sudarsana and Bastiano, 2010: 4.27) reading interest is a strong and deep concern accompanied by feelings of pleasure towards reading activities so as to direct individuals to read at their own will.

Based on some of these definitions, it can be concluded that interest in reading is a strong desire that encourages someone to carry out reading activities of their own accord and is based on feelings of pleasure. In this reading activity, a reader also has the desire to be able to understand the meaning intended by the author in his writing.

The current 2013 curriculum in elementary schools does not only focus on cognitive and affective but also on skills. One of the skills in language is reading. Students who sit in elementary school are generally in the age range of 7-12 years. Therefore, learning to read and the types of reading must be adapted to the characteristics of students.

According to Solehan (2009) students are divided into two major groups, namely the early grades which consist of grades 1 to grade 3 and the high grades consist of grades 4 to grade 6.

Seeing the differences in goals and characteristics, it is necessary to guide and supervise teachers and parents to help students choose their reading material. Currently, the appropriate reading for children aged 7-9 years is books that have larger pictures and less writing, for example books of fairy tales or folk tales. You can even use a *smartphone* with a fluent reading application. Whereas for children aged 10-12 years, they are good at reading on their own and are even able to find applications on *smartphones*, but the use of *smartphones* is still under the supervision of teachers and parents.

According to Soedijarto in Nurrochmah (2014) that the factors that cause low reading culture are:

- a. The culture of reading in society that has not taken root.

- b. Educational situation in class.
- c. The pleasure of gathering and chatting.
- d. Interestingly electronic media.
- e. The steps are quality reading material that is relevant to the needs of the reader.

Another inhibiting factor that causes low interest in reading is that there are still too many types of entertainment, *games* and TV shows that are not educational. The production of quality books in Indonesia is still low, there is still a gap in the distribution of books in urban and rural areas, low support from the family environment, and there are many entertainment places such as recreational parks, karaoke and the lack of facilities to obtain reading material (Nurrochmah, *et al.* 2014).

The level of students' interest in reading can be measured through several aspects or indicators. According to Crow and Crow in Sa'diyah (2015) a person's high interest in reading is characterized by the following components, namely concentration, use of time, motivation to read, emotion in reading and effort to read. In more detail the distribution of indicators can be seen in the following table:

Table 1. Indicators of Student Reading Interest

NO	Component	Indicator
1.	concentration	Able to carry out reading activities with focus.
		Able to carry out active reading activities in class.
2.	Time use	Able to use time effectively.
3.	motivation to read	Able to prioritize reading over other jobs. Able to show achievements.
4.	Emotions in reading	Able to conclude reading results. Able to provide feedback after reading the text. Able to carry out activities with pleasure without coercion.
5.	Attempt to read	Able to have reading books Able to borrow reading books

(Asdayana Chandrajaya, Munirah, Muhammad Akhir)

Source: Crow and Crow in Sa'diyah 2015

Students' interest in reading becomes a determinant of student learning activities. High reading interest will have an impact on student learning achievement, many factors affect students' reading interest, including *smartphones*.

As a professional teacher, this challenge should be used as an opportunity to explore the potential that exists in students. Teachers can facilitate students to express themselves by using *smartphones* as learning media materials. Currently, there are many learning media creation software that can be published in apk format and can be installed on *smartphones*. A teacher needs to be creative in order to be able to develop learning media that are interactive, interesting, without leaving educational elements. Through interesting learning, students' interest in reading will increase. Students will feel comfortable in learning so they will not feel afraid or inferior in learning. Learning objectives will also be achieved properly through fun methods.

C. Learning outcomes

According to Darmadi (2017: 251) "Learning results are real results achieved by students in an effort to master physical and spiritual skills at school which are manifested in the form of report cards every semester".

According to Istarani and Intan (2015: 17) "Learning outcomes are a specific statement expressed in behavior and appearance which is manifested in written form to describe the expected learning outcomes."

From the above opinion it can be concluded that learning outcomes are the acquisition of students' abilities and skills after receiving the treatment given by the teacher so that they can apply that knowledge in everyday life.

Djamarah and Zain (in Susanto, 2013: 3) determine that learning outcomes have been achieved if the following two indicators are met.

- 1) High absorption of teaching materials, both individually and in groups;
- 2) The behaviors outlined in the teaching objectives are achieved, both individually and in groups.

So, it can be concluded that learning outcomes are changes in student behavior as a result of the learning process they go through in a comprehensive manner, including aspects of knowledge, skills, and attitudes. The learning outcomes obtained by students take place gradually, from the lowest level to the higher level.

One of the skills that elementary school students are expected to have is good language skills, because language is an important capital for humans in developing knowledge. Learning Indonesian in elementary schools cannot be separated from the four language skills namely, listening, speaking, reading, and writing.

Indonesian language learning in elementary school education units is divided into two main groups, namely beginner level (grades I-III) and advanced level (grades IV-VI). The application of language learning for the two groups is different because the goals and objectives of the teaching are different. For beginners, mastery of basic reading-writing and listening-speaking skills at a simple level aims to lead to training in the use of language skills that are more complex and approach reality (Subana and Sunarti, 2005).

From the description above, it can be concluded that the nature of Indonesian language subjects is a science that studies the ability to communicate in Indonesian properly and correctly, both orally and in writing and fosters appreciation of literary works so that new knowledge is obtained.

One of the benefits of using media in learning is to provide convenience in the teaching and learning process, increase interest in learning and improve student learning outcomes. In learning Indonesian, good reading interest is needed because so far Indonesian language lessons have been a challenge for Indonesian language teachers. Indonesian language teachers must be more creative and innovative in teaching. Teachers can use *smartphones* for learning in class. Indonesian language lessons can be packaged more attractively with *smartphone media*. This can help increase the usefulness of *smartphones* for students. Students do not only use their *smartphones* for *browsing*, playing games, social media and other things that are not good but can be used as learning media. Currently there are many features and applications that can be used as media in learning Indonesian. Some of them are *Google search*, *Kahoot*, *Reading with Budi*, *Zenius Education* and many more.

RESEARCH METHODS

A. Types and Research Design

This study uses a quantitative approach. In this study, statistical analysis of data is quantitative/statistical with the aim of testing the hypotheses that have been set because in this study it

is quantitative and the data in the research are in the form of numbers. (Sugiyono, 2013).

Basically experimental research is research conducted to determine the effect of giving a treatment or treatment to research subjects. According to Sugiyono (2014: 107) experimental research can be interpreted as a research method used to look for the effect of certain treatments on others under controlled conditions.

Experimental research using a quantitative approach in this study was used to see the effect of *smartphone use* on reading interest and Indonesian language learning outcomes for class IV UPT SDN Lambongan No.7 Selayar Islands.

The quasi-experimental design model used is the *nonequivalent control group design*. In this design the experimental group and the control group were not randomly selected. The experimental group received treatment using *smartphone media*, while the control group used conventional learning or was not given treatment. Both the experimental group and the control group received two tests, namely test 1 (*pretest*) and test 2 (*posttest*). After that, data analysis was carried out to determine the condition of the two groups against the treatment given to draw a conclusion. Second this group in the learning process gets the same subject matter in terms of objectives and content of the subject matter.

B. Location and Time of Research

The research will be carried out at UPT SDN Lambongan No.7 Selayar Islands. . The address is Lambongan, Bontona Saluk Village, Bontomatene District, Selayar Islands Regency. The time of the research was carried out in November - January 2022.

C. Population and Sample

The population in this study were all students at UPT SDN Lambongan No. 7 Selayar Islands, with a total of 107 students. The number of male students is 57 people and the number of female students is 50 people

Table 2 Number of students in class IV UPT SDN Lambongan No.7 Selayar Islands.

No.	Class	Gender		Amount
		L	P	
1.	IVa (Experiment)	7	8	15
2.	IVb (Control)	5	10	15

D. Data analysis technique

1. Descriptive data analysis.

Sugiyono (2014: 207-209) suggests that descriptive statistics are statistics that are used to analyze data by describing or describing the data that has been collected as it is, without intending to make generally accepted conclusions or generalizations. The results of the instrument in this study will be analyzed using descriptive statistics, namely the *smartphone media usage questionnaire*.

2. Inferential data analysis.

a. Normality test

The normality test is carried out to find out whether the standard data distribution is normal or not. Data normality is only applied to the dependent variable (Y). Normality testing can be carried out through the SPSS version 24 *for windows program* using the *Kolmogoro-Smirnov analyst*, at a significance level of 95% or alpha (α) 5%. If P-Value ≥ 0.05 , then the data is normally distributed and if ≤ 0.05 , then the data is not normally distributed.

b. Hypothesis test (Partial T test)

smartphone media on reading interest and learning outcomes, the *SPSS 24 for Windows* Partial t-test analysis was used.

RESEARCH RESULTS AND DISCUSSION

A. Research result

This research was conducted at UPT SDN Lambongan No. 7 Selayar Archipelago, Bontona Saluk Village, Selayar Islands Regency. This school was founded in 1926 and has 6 study groups with a total of 107 students, with a total of 57 male students and 50 female students. The number of teachers is 8 people and the number of educational staff is 7 people. The curriculum applied is the 2013 curriculum from class I to class VI. The facilities available at this school are a library, reading garden, honesty canteen, prayer room, field, sanitation, WC/Toilet, Internet/Wifi. School accredited B (GOOD) with a score of 87.

B. Description of Research Results

a. Pre-test results of students' reading interest (control class)

Table 4.1 Pre test reading interest of class IVB students

UPT SDN Lambongan No. 7 Selayar Islands

(Asdayana Chandrajaya, Munirah, Muhammad Akhir)

Means	43.33
Median	48.00
Mode	50 ^a
std. Deviation	12,843
Variances	164,952
Range	30
Minimum	20
Maximum	58

b. The results of the smartphone media pre-test on Indonesian learning outcomes before the use of smartphone media was implemented (experimental class).

Table 4.2 *Pre test smartphone media against results of learning Indonesian for class IVA students.*

UPT SDN Lambongan No. 7 Selayar Islands	
Means	39.07
Median	3,474
Mode	36.00
std. Deviation	26
Variances	14,456
Range	42
Minimum	20
Maximum	62

Table 4.3 *Post Test Students' reading interest in class IVB*

UPT SDN Lambongan No. 7 Selayar Islands	
Means	49.07
Median	48.00
Mode	54
std. Deviation	10,714
Variances	114,781
Range	50
Minimum	30
Maximum	80

Table 4.4 *Post Test the use of smartphone media against Indonesian learning outcomes of class IVA students (Experimental)*

☐ *smartphone media on the learning outcomes of fourth grade students before and after using smartphone media*

UPT SDN Lambongan No. 7 Selayar Islands	
Means	80.40
Median	78.00
Mode	78
std. Deviation	13032
Variances	169,826
Range	40
Minimum	60
Maximum	100

Descriptive statistics on the use of *smartphone media* on the learning outcomes of fourth grade students before and after

Statistics	Before	After
The highest score	62	100
Lowest Value	20	60
range	42	40
Average	39.07	80,40

Table 7. Categories of media use

C. Testing Requirements Analysis

Testing the requirements analysis was carried out in this study using the normality test. The normality test was carried out to test whether all variables were normally distributed or not. The normality test uses the *Kolmogorov-Smirnov* formula in calculations using the *SPSS for windows* version 24 program. To find out whether it is normal or not, if sig > 0.05 is normal and if sig < 0.05 it can be said to be abnormal. The calculation results obtained are as follows:

Table 8. Summary of Normality Test

No	Group	sig	Conclusion
1.	Control Class	0.908	Normal
2.	Experiment	0.493	Normal

	Class		
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Based on table 8 it can be seen that the control class data has a value of $0.908 > 0.005$ and the experimental class has a value of $0.493 > 0.05$, so it can be concluded that the data is normally distributed.

D. Hypothesis Testing

This study aims to determine the effect of using smartphone media on reading interest and learning outcomes in Indonesian for class IV UPT SDN Lambongan No.7 Selayar Islands. The analysis used is the t test with the help of SPSS for windows version 24 which can be explained in detail as follows:

The t test aims to determine whether there is an increase in score. The conclusion of the research is stated to be significant if $t_{(count)} > t_{(table)}$ at a significance level of 5% and p value < 0.05 . The summary of the t-test pre-test and post-test control class is shown in the following table:

Table 4.9 Reading Interest

Table 10. *Smartphone use* on reading interest and learning outcomes

Independent Samples Test

Levene's Test for Equality of Variances

Levene's Test for Equality of Variances		Levene's Test for Equality of Variances									
F		F	F	F	F	F	F	F	F	Lower	Upper
1,527	1,527	1,527	1,527	1,527	1,527	1,527	1,527	1,527	1,527	1,527	1,527
52	52	52	52	52	52	52	52	52	52	52	52
7	7	7	7	7	7	7	7	7	7	7	7

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Based on table 4.9, the result of testing the hypothesis is a significance value in the sig.(2-tailed) column of 0.000. The sample in this study were 30 students, so the degrees of freedom (df) = 28 and the error rate was 5%. This test uses a two-tailed test ($0.05 : 2 = 2.5\%$), so it can be seen that $t_{table} = 2.021$. Based on the column t-test for equality means, it can be seen that $t_{count} = 6.103$, from these calculations it can be obtained $6.103 > 2.021$ ($t_{count} > t_{table}$) and the significance is $0.000 < 0.05$, it can be said that H_0 is rejected and H_1 is accepted with the conclusion that there is the effect of using smartphone media on reading interest in class IV UPT SDN Lambongan No.7 Selayar Islands

it can be obtained $9.443 > 2.021$ ($t_{hitung} > t_{tabel}$) and the significance is $0.000 < 0.05$, it can be said that it is H_0 rejected and H_1 accepted in the conclusion that there is an effect of using *smartphone media* on Indonesian learning outcomes. So the final conclusion of this study is that there is an effect of the use of *smartphone* media on the interests and results of learning Indonesian for class IV UPT SDN Lambongan No.7 Selayar Islands.

Table 4.10 Use of *smartphones* on learning outcomes

Independent Samples Test

Levene's Test for Equality of Variance

t-test for Equality of Means

(Asdayana Chandrajaya, Munirah, Muhammad Akhir)

		F	Sig.	t		Sig.	Mean	Difference	Lower
			(2-tailed)			(2-tailed)			bound
Smartphone media use on reading interest and learning outcomes	Equal variance assumed	0.45	.834	9.443	28	.000	8.26667	.87541	6.47346
	Equal variance not assumed			9.443	27.0	.000	8.26667	.87541	6.47117

Based on table 4.10, the result of testing the hypothesis is a significance value in the *sig.(2-tailed) column* of 0.000. The sample in this study were 30 students, so the degrees of freedom (df) = 28 and the error rate was 5%. This test uses a two-tailed test (0.05: 2 = 2.5%), so it can be seen $t_{tabel} = 2.021$. Based on the *t-test column for equality means* it can be seen = 9.443, from these calculations it can be obtained $t_{hitung} 9.443 > 2.021$ ($t_{hitung} > t_{tabel}$) and the significance is $0.000 < 0.05$, it can be said that it is H_0 rejected and H_1 accepted. . . So the final conclusion of this study is that there is an effect of the use of

smartphone media on the interests and results of learning Indonesian for class IV UPT SDN Lambongan No.7 Selayar Islands.

D. Discussion

1. Interest Read on Control class
 Smartphone media has been proven to influence students' reading interest. Smartphone media can help improve students' reading skills, because they are interested in reading it. The existence of such interest can foster students' love of reading. The average data from the questionnaire results during the pretest and posttest also showed differences indicating that there was an increase in students' interest in reading before and after learning using smartphone media. The difference in the average score is due to several factors, including students' interest in smartphone media. The application of smartphone media keeps students' attention focused on the reading being observed. The activeness of students in reading using smartphone media is shown by the presence of students who are happy to raise their hands to advance reading in front of the class and are able to conclude the material they have read.

Based on the t test, it is obtained that $t_{count} = 6.103$, from these calculations it can be obtained $6.103 > 2.021$ ($t_{count} > t_{table}$) and the significance is $0.000 < 0.05$. From the data above it can be concluded that there is a significant increase in reading interest in class IV UPT SDN Lambongan No.7 Selayar Islands.

The use of smartphone media on learning outcomes in Indonesian

Smartphone media is a learning media in the form of an application, but it is presented in a creative and innovative form. Based on the results of the study, it has been stated that the activity of using smartphone media carried out by teachers and students in the learning process is included in the good category. This is because the use of smartphone media in the learning process can assist teachers in increasing student interest and motivation to learn, as well as making it easier for students to understand subject matter, because digital learning media is more interesting than conventional learning. For students, playing

smartphones can eliminate boredom with learning activities.

The successful use of smartphone media in the learning process is supported by research results from Irzal (2020) which suggests that students' playing habits can be directed in a more positive direction with educational applications. One application that is very important for students to master is Google search for children's education. The goggle seach application is most often used by students and even teachers in Indonesian subjects when they want to know terms that are not understood in the reading, looking for the latest information, making it easier to solve problems that are difficult to solve.

The time used by students will also be relatively shorter in finding references to find out the meaning of terms that are difficult to understand. Students and teachers just need to type the keywords they want to know and various references will automatically appear that can help solve the problems they face.

Applications on smartphone media have positive and negative impacts. The negative impact of using the Google search application is that students depend on this application every time they have problems in learning, using smartphones for too long can also damage the physical, mental and emotional health of children. While the positive impact caused by using smartphones as learning media is that students can solve Indonesian language learning problems quickly, students show positive responses, so students are excited when learning. Student interaction skills are quite good, so that the implementation of research runs smoothly. Thus, smartphone media can make the learning process more effective and illustrate learning that is abstract in nature clear because learning material is visualized so that it can improve Indonesian language learning outcomes for class IV UPT SDN Lambongan No.7 Selayar Islands.

The success rate of students in learning can be known through their learning outcomes based on evaluations and exams. The results of this study are supported by previous research that applies the use of smartphone media as a lesson for reading interest and Indonesian language learning outcomes that

are relevant and related to this research, including:

Other factors that can affect student achievement are internal factors and external factors of the students themselves including the learning environment, family environment, community environment, class conditions, health and intelligence of the students themselves. Therefore, the role of parents and teachers is very much needed in directing students to be able to use smartphones properly, in this case positively, so that children get positive benefits from these smartphones.

This is in accordance with the results of Zahara Lutfiyah Azmi's research (2020) entitled *The Influence of Smartphone-Based Learning Media on Student Learning Outcomes in Class X SMA/MA Straight Motion Material*. In Zahara Lutfiyah Azmi's research, she has similarities with research conducted by researchers, namely the research method used is quasi-experimental with a nonequivalent control group research design. And the difference is that in determining the research sample using simple random sampling technique while the researcher uses a saturated sample, and the researcher Zahara Lutfiyah Azmi uses a homogeneity test while the researcher does not use a homogeneity test. The conclusion from the previous research and the current research is that they have in common that there is an influence of smartphone-based learning media on student learning outcomes. Sayidati Hapsari, et al (2018) *The Influence of Reading Interest and Use of Gadgets on Economic Learning Outcomes of Class X IPS MA Al-Hidayah Bangkalan Students*. In Sayidati Hapsari's research, et al have similarities with research conducted by researchers, namely using a quantitative approach and the sample used is a saturated sample. The difference in the study was that the researcher used a questionnaire instrument while Sayidati Hapsari, et al. The instruments used were open and closed questionnaires. The conclusions from previous research and current research are different, namely reading interest partially has a positive and significant effect on economic learning outcomes. While the use

(Asdayana Chandrajaya, Munirah, Muhammad Akhir)

of gadgets partially has no significant effect on the economics learning outcomes variable. Nurlita Purnama Dewi (2017) The Effect of Smartphone Use as a Learning Media on Learning Outcomes with Interest in Reading as a Moderating Variable in Students majoring in P.IPS UIN Maliki Malang Class of 2014. In Nurlita Purnama Dewi's research, she has similarities with research conducted by researchers, namely research using a quantitative and using a research instrument in the form of a questionnaire. The difference in the research is that the researcher uses linear regression on the variable while the researcher Nurlita Purnama Dewi uses multiple regression to obtain accurate results. The conclusion from previous researchers is that smartphones as a source of learning and reading interest do not significantly influence learning outcomes.

A. Suggestion

Based on the conclusions that have been put forward, the authors make a suggestion:

1. Principals as education policy holders in elementary schools, may provide encouragement and facilities to teachers in developing innovative and varied smartphone media as learning media not only in Indonesian subjects but also in other subjects.
2. To teachers, to be able to apply the use of interesting, creative and innovative smartphone media in the learning process, so that students are more enthusiastic about learning and learning can run well and make it easier to achieve the expected basic competencies.
3. Research on the use of smartphones can be used as a reference in developing more attractive modules and media

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