



The Impact of Smartphone Use on Student Learning Motivation in the 21st Century

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Receive: 10/01/2023

Accepted: 10/02/2023

Published: 01/03/2023

Abstrak

Smartphone adalah telepon seluler dengan menggunakan berbagai layanan seperti memori, layar, mikroprosesor, dan modem bawaan, sehingga fitur yang ada di *smartphone* ini sangat lengkap dibandingkan fitur *handphone*. Penelitian ini bertujuan untuk melihat dampak penggunaan *smartphone* dalam proses pembelajaran siswa Sekolah Dasar. Penelitian ini menggunakan metode deskriptif kualitatif. Berdasarkan hasil observasi, wawancara, dan angket di kelas V SD Negeri 1 Kebonturi Kecamatan Arjawinangun Kabupaten Cirebon, terdapat dampak negatif penggunaan *smartphone*. Hal ini ditunjukkan dengan peserta didik mengalami penurunan konsentrasi, malas, dan efek candu. Diharapkan guru mampu memberi arahan kepada peserta didiknya tentang dampak negatif penggunaan *smartphone*, mampu memberi arahan bahwa menggunakan *smartphone* harus dengan kesadaran akan waktu dimana dan kapan menggunakan *smartphone* yang baik.

Kata Kunci: *Teknologi pendidikan, inovasi pendidikan, motivasi belajar*

Abstract

The smartphone is a cellular phone using various services such as memory, screen, microprocessor, and built-in modem, so the features on this smartphone are very complete compared to mobile phone features. This study aims to see the impact of using smartphone in the learning process of elementary school students. This study used qualitative descriptive method. Based on the results of observations, interviews, and questionnaires in grade V SD Negeri 1 Kebonturi, Arjawinangun District, Cirebon Regency, there are negative impacts on smartphone use. This is shown by students experiencing decreased concentration, laziness, and the effects of opium. It is expected that teachers are able to give direction to their students about the negative effects of smartphone use, able to give directions that using smartphones must be with awareness of the time where and when to use a good smartphone.

Keywords: *Educational technology, educational innovation, learning motivation*

Introduction

The word technology comes from Greek, namely *tecnologia* or *techne* which means expertise, and *logia* which means knowledge. In the 21st century, technological development is very rapid and very sophisticated (Meliani & Zaqiah, 2022). Technology is software based on science, the times, and current usage needs. Technology is useful as a learning medium or learning resource. One of them, namely smartphones. Smartphones are an alternative to teaching and learning for students and teachers with modern and practical concepts (Rizal Muhammad & Fauziah, 2022).

Smartphones are one of the real forms of the development of science and technology today. Of course, the development of science and technology greatly affects the pattern of human life both in terms of mindset and behavior (Romadlan, 2015). Of course, with the help of technology like this, smartphones can facilitate human activities so as not to take a long time. In addition, the use of smartphones in everyday life not only affects adult behavior but children are not spared from the influence of smartphone use. Smartphones, in general, are types of mobile devices that have many features of mobile phones usually, so smartphones other than FFD can also be used as telecommunication tools can also be used as businesses by entrepreneurs or society in general (Meliani et al., 2021).

So, it can be concluded that a smartphone is a real form of the development of science and technology. Smartphones are needed and often help people's daily lives, ranging from communication tools, calculators, and games to cameras can also be done (Meliani & Zaqiah, 2022). Applications developed for smartphones are increasingly sophisticated and diverse. Among elementary school-age children, many have used smartphones as a learning medium to complete tasks, know science, find reading resources, and learn the development of growing technology (Meliani et al., 2022). Ironically,

smartphones that are suspected as tools to help their learning will be bad for their learning process if they use the smartphone not in bys function so that it has a negative impact, including addiction to playing games, negative sites, and lack of learning motivation (Arwen & Puspita, 2020).

There are negative impacts of smartphone use during its growth such as decreased learning activities and hanging out with friends of his age in his infancy. They will be happier to be friends with their smartphones than their peers. Friendship coaching should be applied in childhood to shape their motivation. Humans are social creatures who should need interaction with others to support each other (Brey, 2012).

Children of elementary school age are children whose mindset is still changing. They have not been able to distinguish what is good and what is bad. Another motivation possessed by elementary school-age children, namely the period when a child likes to experiment, curiosity and wants to be noticed. This existing concept makes children like to use smartphones and are likely to receive a positive impact as well as a negative impact if there is no supervision from parents (Cataldo et al., 2022).

Motivation is a complex part of human psychology and behavior that influences how individuals choose to invest their time, how much energy they exert in any given task, how they think and feel about the task, and how long they persist in the task. motivation is refer to as "the reasons underlying behavior" (Fransyaigu et al., 2021). Learners assign various meanings and attitudes to academic activities personal meanings and attitudes that arouse and direct their energies in different ways. These associated energizing and directing effects are referred to as motivation or sometimes motivation to learn. According to Elkind motivation is the key to success in the teaching-learning process. Motivation, as the name suggests, is what 'moves' us. It is the reason we do anything at all (Halidjah, 2019). Paraphrasing Gredler, Broussard and

Garrison, motivation is defined as “the attribute that moves us to do or not to do something” (Latipah et al., 2020).

Learners may have more than one motive for attending classes. However, the basic motive of a learner is the need for achievement and reward). A learner also needs to feel good about something. No responsible learner wants to go and waste time in the class (Putri & Pelupessy, 2022). Usually, motives vary from one individual to another, one area to another or one institution to another. There are several theories of motivation that exist. Some state that motivation is tied to the idea that behaviours that have been rewarded in the past will be more likely to be repeated in the future (operant conditioning theory). Therefore, past experiences will motivate a student to perform in future ones (Syafrina & Adiningsih, 2020).

The expectancy theory of motivation is based on the belief that learners' efforts to achieve depend on their expectations of rewards. Learners will be motivated to do something based on whether they think that they will be successful and be rewarded. When learners feel that they have control over their success in something, then they are more motivated to achieve in it. To achieve this goal, students must be instilled in motivation namely hardworking, enthusiasm, nationality, respect for achievements, communicative, love to read, care for the environment, care for social, and responsible (Safitri, 2022).

From the discussion above, a research will be conducted entitled The Negative Impact of Smartphone Use on Students' Learning Motivation in the 21st Century in grade V SD Negeri 1 Kebonturi, Arjawinangun District, Cirebon Regency.

Method

This research uses qualitative methods. The qualitative method is naturalistic research because the research is carried out in natural conditions (natural

setting), also called the ethnographic method, because initially this method was more widely used for research in the field of cultural anthropology (Sugiyono, 2015). Researchers only describe events and objects related to the impact of smartphone use on learning motivation participants in the 21st century in grade V SD Negeri 1 Kebonturi, Arjawinangun District, Cirebon Regency.

The research was carried out for six months, starting from March 2022 to August 2022. This research was conducted through three stages, namely the planning stage, the implementation stage and the completion stage. This research was conducted at SD Negeri 1 Kebonturi, Arjawinangun District, Cirebon Regency. The reason for the choice of research place is based on the results of observations of the negative impact of smartphone use on students' learning motivation at SD Negeri 1 Kebonturi, Arjawinangun District, Cirebon Regency. Thus, the negative impact of smartphone use on student motivation can be questioned, besides that researchers also come not far from the region or area.

The object of this study is the impact of smartphone use on students' learning motivation in the 21st century in grade V SD Negeri 1 Kebonturi, Arjawinangun District, Cirebon Regency. The subject of research according to Suharsimi Arikunto limits the research subject in the form of objects, things or people, places, data for research variables attached to those in question (Arikunto, 2002). In essence, the subject in the study is the party who is targeted to collect data. The subjects in this study were Class Teachers and all students in Class V of SDN 1 Kebonturi Arjawinangun District, Cirebon Regency.

The instruments used in this study are observation, interviews and documentation. Data analysis techniques carried out are data reduction, data presentation, and conclusions.

Discussion

Impact of Smartphone Use on Learning Process

Smartphone is a communication tool that has many capabilities and has advanced features that can be used to help human activities, able to make one of the interesting learning media, and can learn teaching material indefinitely.

Smartphones are a form of technological progress in zama now that has an operating system for the wider community, among elementary school-age children have widely used smartphones as a learning medium to complete tasks, know science, find reading resources, and learn technological developments that are growing, smartphones also have a negative and positive impact.

The positive impact of using smartphones, namely as a means of communication between students and parents or vice versa and expanding communication in other parts of the world, can obtain very broad knowledge quickly and easily, as a new learning tool in the learning process, and provide a virtual sense of empathy to friends with chat and social media features on a smartphone. However, if the use of the smartphone is not in accordance with its function, it will have a negative impact on students, such as decreased concentration, laziness, and the effects of opium (V. G, 2019).

The positive impact is as a tool, gaining very broad knowledge quickly and easily, as a new learning tool in the learning process, and providing a virtual sense of empathy to friends with chat and social media features on a smartphone. While the negative impacts are such as decreased concentration, laziness, and opium effects, these impacts can also affect learning motivation of students, such as lack of honesty, discipline, and responsibility (Frinch & Jhon R, 1993).

Learning Motivation

Motivation is seen as a mental impulse that drives and directs human

behaviour, including learning behaviour. Motivation has a willingness to activate, mobilize, channel and direct the attitudes and behaviour of a learner. Brown defines motivation based on behaviouristic and cognitive point of view. In the behaviouristic perspective, Brown defines motivation as anticipation of reinforcement which is a powerful concept for the classroom. These values, namely discipline, hard work, creative, respect for achievements, friendly or communicative, love peace, love to read, care for the environment, social care, and responsibility (Latipah et al., 2020).

Based on the results of observations, interviews, and questionnaires conducted in grade V of SD Negeri 1 Kebonturi, Arjawinangun District, Cirebon Regency on Saturday, May 28, 2022, students' motivation education is still low. This is shown by most students being less honest, such as not obeying school rules by not carrying or hiding smartphones in class, cheating using smartphones when taking exams, and giving answers to classmates when taking exams; lack of discipline, such as not listening to the teacher's explanation during the learning process, rarely doing assignments, and playing smartphones during the learning process; and lack of responsibility, such as not responding to teacher questions and rarely taking notes on teaching materials, reading textbooks, and doing assignments.

Negative Impact of Smartphone Use in Class V SD Negeri 1 Arjawinangun District, Cirebon Regency

Based on the results of observations made in grade V SD Negeri 1 Kebonturi, Arjawinangun District, Cirebon Regency, it shows that the use of smartphones on students' learning motivation has a positive impact and a negative impact. The positive impact, such as students can increase knowledge, as a means for learning, and students become creative. The negative impact, such as students will be addicted to playing games, students can access negative

sites, and can reduce the motivation to learn. This negative impact is very influential on children's learning motivation.

Based on the results of observations, interviews, and questionnaires conducted in grade V SD Negeri 1 Kebonturi, Arjawinangun District, Cirebon Regency on Friday, May 27, 2022, there are negative impacts on smartphone use. This is shown by most students experiencing a decrease in concentration, such as not listening to the teacher's explanation during the learning process, not responding to teacher questions, and less enthusiasm and sleepiness during the learning process; lazy, such as rarely recording teaching materials, rarely reading textbooks, and rarely doing assignments; and the effects of opium, such as often using smartphones when doing assignments and often playing smartphones during the learning process.

This is because students use smartphones intensely which results in students, experiencing a decrease in concentration which results in students not listening to explanations from the teacher during the learning process, less responding to questions from the teacher and less enthusiastic and sleepy during the learning process. This can be triggered because students feel lazy to learn, it can be seen in most student activities when the learning process rarely records learning material. Even after the learning process, students do not review the learning material which at least students should reread the learning material, smartphones have complete facilities, one of which is a calculator that can make students prefer how to calculate quickly without a thought process. So this really shows that students have an opium effect on smartphones that can have a negative impact on their lives (Zulkarnaen et al., 2020).

Based on the results of researchers conducted in Class V SD Negeri 1 Kebonturi, Arjawinangun District, Cirebon Regency, there is learning motivation that is still not good, motivation education that is said to be good such as the cultivation of

honest, disciplined, and responsible motivation education, but in reality in the field, most of the students of grade V SD Negeri 1 Kebonturi are still lacking

This is due to the dishonest of students such as always violating school rules such as secretly carrying smartphones secretly in the classroom. The lack of discipline means that students are always late doing assignments and rarely record material. In the motivation of student responsibility, sometimes they do not respond to questions from the teacher, do not record learning material, and do not review the material that has been taught, then where students are still lacking in honesty, such as students who secretly carry smartphones in the classroom violates the rules that have been set in the school (Eka Santika, 2020).

It can be seen that the use of smartphones has a negative impact so that it greatly affects learning motivation. Smartphones that are used frequently can have a negative impact on student learning motivation, such as students are less honest, less disciplined, and irresponsible, researchers found that most of the students, many students are not disciplined such as many students who do not do assignments on time, and students are not responsible such as less responding to teacher questions and rarely record the material taught by The teacher is in the classroom and does not review the material that has been taught (Yigitcanlar et al., 2021).

Conclusion

Based on the results of research and discussion, it can be concluded that there is a negative impact on the use of smartphones on students. Learning motivation for grade V students of SD Negeri 1 Kebonturi is still lacking, such as less honest motivation, discipline, and responsibility. There is a negative impact of smartphone use on the learning motivation of students at SD Negeri 1 Kebonturi, Arjawinangun District, Cirebon Regency, it can be explained that the use of smartphones has negative impacts

such as decreased concentration, laziness, and addictive effects, as well as negative impact on motivation education, namely, less honest, less discipline, and less responsible.

Based on the conclusions above, it is recommended that teachers improve the quality of teaching and have learning methods so that students focus and are enthusiastic in learning in class. It is expected that teachers give warnings to students who violate the rules that have been set at school in order to have a deterrent effect on students. It is expected that teachers are able to give direction to their students about the negative effects of smartphone use, able to give directions that using smartphones must be with awareness of the time where and when to use a good smartphone.

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