



The Effect of Mobile Phone Use on The Study Concentration of Students of The Sixth Semester PAI Study Program at STIT Kota Pagar Alam

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Abstrak

Prevalensi pengguna ponsel secara signifikan memengaruhi berbagai faktor yang dapat berdampak buruk pada pengguna individu. Misalnya, mengenai prestasi akademik, kemampuan siswa untuk berkonsentrasi dapat menghasilkan hasil yang menguntungkan dan merugikan. Selain itu, hal ini dapat berdampak pada nilai prestasi akademik yang dicapai oleh siswa, yang menimbulkan kekhawatiran tentang ketidakjujuran akademik dalam penyelesaian tugas atau selama ujian. Tujuan dari penelitian ini adalah untuk memastikan apakah ponsel berpengaruh terhadap konsentrasi studi dan untuk mengidentifikasi faktor-faktor yang mempengaruhi konsentrasi studi mahasiswa yang terdaftar di Program Studi PAI semester enam di STIT Kota Pagar Alam. Penelitian ini menggunakan metodologi penelitian kuantitatif yang ditandai dengan pemanfaatan data kuantitatif, sehingga memfasilitasi analisis kuantitatif (inferensi) melalui penerapan rumus matematika-statistik. Teknik pengumpulan data yang diterapkan meliputi wawancara, observasi, dan kuesioner dokumentasi. Temuan penelitian ini berasal dari nilai r tabel korelasi. R_{xy} yang dihitung secara substansial lebih besar dari nilai r kritis pada tingkat signifikansi 5% ($0,2182 > 0,316$) dan pada tingkat signifikansi 1% ($0,2182 > 0,408$). Akibatnya, hipotesis alternatif (H_a) ditegakkan, dan hipotesis nol (H_o) ditolak. Hal ini menunjukkan adanya hubungan yang signifikan antara dampak penggunaan ponsel dengan konsentrasi belajar siswa.

Kata Kunci: handphone, konsentrasi belajar, mahasiswa PAI

Abstract

The prevalence of mobile phone users significantly influences various factors that may adversely affect the individual user. For instance, regarding academic performance, students' ability to concentrate can yield both beneficial and detrimental outcomes. Furthermore, it may impact the academic achievement scores attained by students, which raises concerns about academic dishonesty in the completion of assignments or during examinations. The objective of this research is to ascertain whether mobile phones exert an influence on study concentration and to identify the factors that affect the study concentration of students enrolled in the PAI Study Program in the sixth semester at STIT Kota Pagar Alam. This study employs a quantitative research methodology, characterized by the utilization of quantitative data, thereby facilitating a quantitative analysis (inference) through the application of mathematical-statistical formulas. The data collection techniques implemented include interviews, observations, and documentation questionnaires. The findings of the study were derived from the r value of the correlation table. The computed r_{xy} is substantially greater than the critical r value at a significance level of 5% ($0.2182 > 0.316$) and at a significance level of 1% ($0.2182 > 0.408$). Consequently, the alternative hypothesis (H_a) is upheld, and the null hypothesis (H_o) is dismissed. This indicates the existence of a significant relationship between the impact of mobile phone usage and students' study concentration.

Keywords: mobile phone, study concentration, PAI students

Introduction

Human beings are social creatures who always socialize every day to live a proper life [1]–[3]. The

development is increasingly advanced, and science and technology (Science and Technology) is increasingly sophisticated [4]. The word science and

technology is familiar to the community or students. With the development of science and technology, we are younger and need to add insight [5].

In today's daily life, humans can hardly be separated from technological tools such as mobile phones [6], [7]. A mobile phone (HP) constitutes an electronic telecommunication apparatus that possesses the fundamental functionalities akin to those of a traditional landline telephone [6]. Nevertheless, it possesses the capability of being transported to various locations (Portable/Mobile) and does not require a physical connection to the telephone network via a cable [8]. Particularly with the progressive advancement of mobile telecommunication devices, these devices now encompass a multitude of functionalities, serving not merely as instruments for communication but also as tools that facilitate various other purposes, including entertainment and business applications, among others [9]. In addition, mobile phones are one of the most advanced technologies today, and many people use them, including students. [10], [11]. It is not surprising that the use of this cellphone has an influence; some have a positive impact, and some have a negative effect [12]–[14].

The large number of mobile phone users affects several things that can have a harmful impact on the user. For example, in terms of study, concentration in students can have a positive and negative effect. It can also affect the achievement scores that will be obtained by students, which is a problem of cheating in doing assignments or cheating during exams [15]. If we are not good at managing the correct pattern of using a cell phone, then we will regret it because so many things will be missed if our attention is only focused on our cell phone.

Students become dependent on cell phones, which makes them too lazy to study, especially students of the STIT PAI STUDY PROGRAM semester VI at STIT Pagar Alam City. As a result, students' concentration on the teaching and learning process becomes less, so they do not understand the explanation of the material that the lecturer conveys in the learning process. According to Constitution No. 20 of 2003: "education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious, spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation, and state" [16].

In the sense of being well aware, the primary function of students is to struggle with science and provide better changes with the intellect they have

during their education [17]. This is the juncture at which moral accountability becomes imperative for each individual to navigate a life characterized by responsibility that aligns with societal ethical standards. Beyond the scope of personal accountability, students are also imbued with a societal obligation, signifying that their presence and deeds should not solely serve their own interests but must also yield advantages for the broader community.

From the results of the initial observation that I observed that students of the PAI study program in rooms IV and V semester VI of STIT Kota Pagar Alam, many students were busy using mobile phones when the lecturer was explaining the material during learning hours, only a few students concentrated on listening to the material presented and using mobile phones to support lectures such as searching on google to find lecture material related to the course at hand. Explained to the lecturer that some students are not busy using cell phones for their interests and have deviated from the discussion of the material presented by the lecturer, namely opening SOSMED (Social Media) such as WA, Instagram, Youtube, Games, and so on which are not at all related to the material presented. As a result, students who do not understand the proper placement of mobile phones or are used to deviating from the material delivered by the lecturer seem to understand or do not understand the learning material that has been delivered, and when asked again about the material they cannot respond or answer the questions that have been given, in contrast to students who use mobile phones to search for material that lecturers are delivering. They were able to respond and answer questions from lecturers about the lecture material.

Method

This methodology employs quantitative research, characterized by the utilization of numerical data, thereby facilitating analysis through quantitative techniques (inference) or the application of mathematical-statistical formulas. The methods for data collection encompass interviews, observations, and the utilization of documented questionnaires.

Result and Discussion

Result

From the results of the initial observation, I observed that students of the PAI study program in rooms IV and V, semester VI of STIT Kota Pagar Alam, many students were busy using mobile phones

when the lecturer was explaining the material during learning hours. Only a few students concentrate on listening to the material presented and use mobile phones to support lectures, such as searching on Google to find lecture materials related to the course that the lecturer is explaining. Some students are not busy using mobile phones for their interests, which deviates from the discussion of the material that has been delivered by the lecturer, namely opening SOSMED (Social Media) such as WA, Instagram, Youtube, Games, and so on that are not at all related to the material presented.

As a result, students who do not understand the proper placement of mobile phones or are used to deviating from the material delivered by the lecturer seem to understand or do not understand the learning material that has been delivered. When asked again about the material, they cannot respond or answer the questions that have been asked. In contrast to students who use mobile phones to search for material that the lecturer is delivering, they are able to respond and answer questions from lecturers about the lecture material.

After the data was tested, it was obtained with a calculation of 0.2182, with 39 respondents. The next rarity is the proof of the hypothesis by consulting on the table with r table product moment with $N = 39$ and significant levels of $5\% = 0.316$ and $1\% = 0.408$. The provision is that if r is calculated smaller than the table, then H_0 is accepted, and H_a is rejected. However, if the r calculation is greater than the r table, then H_a is accepted, and H_0 is rejected. It has been proven that the result of the r calculation is more significant than that of the r table. It can be said that this study is essential in the sense of hypothesis (H_a), which states that mobile phone use influences the concentration of the PAI study program at STIT Kota Pagar Alam.

In other words, the more students use mobile phones, the more negative the impact on the PAI study program at STIT Kota Pagar Alam. Thus, the hypothesis proposed by the author can be accepted as valid.

Discussion of research results

Based on the results of the observations that the researcher has made, students of the PAI study program in rooms IV and V, semester VI of STIT Kota Pagar Alam, many students are busy Using mobile phones when the lecturer is explaining the material during learning hours, only a few students are concentrating on listening to the material presented and using mobile phones to support lectures Such as searching on Google to find lecture

material related to the course that the lecturer is explaining. Some students are not busy using their cellphones for their interests, which has deviated from the discussion of the material presented by the lecturer, namely opening SOSMED (Social Media) such as WA, Instagram, Youtube, Games, and so on which are not at all related to the material presented.

As a result, students who do not understand the proper placement of mobile phones or are used to deviating from the material delivered by the lecturer seem to understand or do not understand the learning material that has been delivered, and when asked again about the material they cannot respond or answer the questions that have been given, in contrast to students who use mobile phones to search for material that lecturers are delivering, They were able to respond and answer questions from lecturers about the lecture material.

Furthermore, the researcher also obtained data from the results of the questionnaire distribution in which the researcher disseminated written statements to the predetermined samples, namely students of room IV and room V semester VI who had been randomly selected (random sampling) about the effect of mobile phone use on the study concentration of PAI study program students in semester VI at STIT Kota Pagar Alam Academic Year 2019/2020 by covering the following aspects: 1. Use of Mobile Phones 2. Study Concentration. From the explanation above, according to the researcher, in order for students' concentration to study higher, students must be able to use mobile phones for the sake of learning and to support lecture materials delivered by lecturers so that students are able to respond or answer questions from lecturers concerned with lecture materials and not use mobile phones for other purposes such as opening Social Media (SOSMED), namely WA, Instagram, Youtube, Games and so on that are not at all related to the material presented. Most of the use of mobile phones among students influences student concentration. The indicators of students who have a concentration on learning can be found in the following:

1. Five senses

- a. Students whose concentration is focused on the material being studied, their eyes are not directed in other directions.
- b. Students whose concentration is always focused on the learning process.

- c. Students who concentrate will listen carefully to the learning material, both from lecturers and teaching media, and not listen to other things.
- d. Students who concentrate always listen in the learning process.

2. Concentration of the Mind

- a. Students whose concentration is focused on the material being studied.
- b. Students whose minds are focused on the learning process, their minds do not think about and remember other problems.

From the aforementioned elucidation, the researcher deduces that a mobile phone serves as a communication apparatus utilized for both verbal and written exchanges, facilitating the effective and efficient transmission of information or messages between parties, due to the device's portability and usability in various locations. This conclusion is drawn from the findings of the research conducted by the author, entitled *The Effect of Mobile Phone Use on the Learning Concentration of PAI Study Program Students in the Sixth Semester at STIT Kota Pagar Alam*. Ultimately, the author infers that a significant positive correlation exists between mobile phone usage and the learning concentration of students. This assertion is substantiated by the empirical data acquired, which employed the product moment correlation formula yielding a correlation index of 0.2182. This figure indicates a substantial correlation between variable X and variable Y, characterizing a strong or high relationship. Furthermore, upon analyzing the product moment "r" value table at a significance level of 5%, an "r" table value of 0.316 was determined. Subsequently, at a significance level of 1%, an "r" table value of 0.408 was ascertained. When comparing the computed r value with the table r values, it is evident that the rxy value surpasses the r table value at both the 5% significance level ($0.2182 > 0.316$) and the 1% significance level ($0.2182 > 0.408$). Consequently, the alternative hypothesis (H_a) is refuted, and the null hypothesis (H_o) is also rejected, affirming the existence of a significant relationship between mobile phone usage and the concentration levels of students during their studies.

Most of the results of the questionnaire distributed by the researcher to students stated that several factors affect student learning concentration, namely as follows: 1) 74% stated that students use mobile phones during lecture hours; 2) 70% of students stated that students would concentrate on studying when there was a lecture assignment; 3) 31% of students stated that the way of delivering the material explained by the lecturer was too hidden so that it made students bored and lacked concentration;

4) 54% of students stated that the atmosphere of the learning environment was not conducive which affected the concentration of student learning; 6) 64% of students stated that the condition of validity was not good which affected the concentration of study; and 7) 54% of students stated that mobile phones were also a factor that affected student study concentration. The obstacle to student concentration activities is not entirely caused by the use of mobile phones, which is indeed one of the factors that can affect student concentration, both on campus and at home.

Conclusion

There exists a noteworthy positive correlation between the impact of mobile phone usage and the concentration of students during their study sessions. This assertion is substantiated by the results acquired, which indicate that utilizing the product moment correlation formula yields a correlation coefficient of 0.2182. Such a finding implies a significant association between variable X and variable Y, characterized by a strong or high correlation. Subsequently, upon analyzing the "r" value table for the product moment at a significance threshold of 5%, an r table value of 0.316 was derived, and at a significance level of 1%, a value of 0.408 was determined. A comparison of the r table values reveals that the calculated rxy is considerably greater than the r table values, at a significance level of 5% ($0.2182 > 0.316$) and at a significance level of 1% ($0.2182 > 0.408$). Hence, the alternative hypothesis (H_a) is corroborated, while the null hypothesis (H_o) is refuted, due to the presence of a significant correlation between the influence of mobile phone usage and the concentration of students during their studies. However, it is essential to note that the challenges faced by students in maintaining concentration are not solely attributable to mobile phone usage, although it is indeed one of the factors that can influence student concentration, both within academic settings and at home.

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