



Effect of Utilization Smartphone Regarding Learning Outcomes

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Abstract

Own Smartphone There are many benefits, especially in the world of education, but if it is not used properly, it will have a big impact on students, especially on their learning outcomes. In fact, this research is to find out the picture of utilization of Smartphones on student learning outcomes. This research design uses quantitative methods with a correlational approach, the population in this research is a total of seventy-six students, fifteen students were used as a trial, and the sample was sixty-one students. The data analysis technique used is using assumption tests, namely normality tests and homogeneity tests, as well as data analysis or hypothesis tests with the help of the SPSS application. Research results and discussion can be concluded that there is an influence on utilization of Smartphones on student learning outcomes in high school. It is known that the value of the determinant coefficient is large with a large R square amounting to 0.022×100 , which is 2.2%. This concludes that there is an influence between variable (X) and variable (Y) of 2.2%. This means that there is an influence on utilization of Smartphones on student learning outcomes.

INTRODUCTION

Talking about education, it cannot be separated from technological advances (Basit & Komalasari, 2023; Cholily, 2020; Francisca et al., 2022). Technological advances are currently developing very rapidly, which is marked by the emergence of various kinds of electronic devices, one of which is the Smartphone (Muttabiah et al., 2021; Purbajati, 2021; Saragih et al., 2023). Smartphone is a term that comes from English, which means a small electronic device that has a special function. One thing that differentiates Smartphones with other electronic devices is an element of "newness" (Andoyo & Hening, 2021; Hidayati, 2020; Novitasari, 2019).

Presence Smartphones can have positive and negative influences on students (Fitri et al., 2022; Jamun, 2018; Mahfuji & Latriani, 2023). Utilization Smartphone It will have a positive influence if students are able to put it to good use Smartphone such as finding out the latest information. Smartphones can be used to increase knowledge which will later be very useful in the learning process in the classroom and can help students in carrying out assignments given by the teacher. Smartphone It is also not just a communication tool, nowadays it has become a lifestyle (Abdullah

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& Suja'i, 2022; Retalia et al., 2022; Ula, 2019). Smartphones with various applications can provide various social media, so that it is often misused by students (Abidah, 2023; Diyono et al., 2022; Mau & Gabriela, 2021). Utilization Smartphone Excessive behavior in students sometimes often causes influences or problems for these students (Kurniawati, 2020; Saingo, 2022; Syifa et al., 2019).

The learning process will produce results which are called learning outcomes (Adawiyah, 2019; Yanti, 2019; Zhafira et al., 2020). Learning outcomes are the culmination of a series of learning processes which are then evaluated by the teacher (Karyawan, 2022; Piliati et al., 2022; Winarno, 2023). Learning outcomes are essentially changes in behavior after going through the teaching and learning process (Noor, 2020). Behavior as a result of learning in a broad sense covers the cognitive, affective and psychomotor fields (Islamoglu et al., 2022; Rangarirai et al., 2023). The learning outcomes discussed in this research are the learning outcomes of the Quran Hadith subject.

Impact Smartphone If it is not used properly it will divert students' attention from the learning process (Fatimah, 2022). During the learning process, we often see several students playing Smartphone, although it has often been warned not to use Smartphone during the learning process, but these violations still occur, they are secretive when committing them. It is impossible for us to continuously raid Smartphones there. They pay more attention to smartphones rather than all the explanations given by the teacher. Of course, if this condition occurs, there will be an impact on utilization of Smartphones on the achievements and learning outcomes they actually experience. The consequences of paying too much attention to a Smartphone, then the teacher's explanation is ignored until their learning results decline and decline. The current technological development which is quite modern can influence the world of education in Indonesia (Nudin, 2020). Using a Smartphone It's better not to do it during study time, because it will disturb your focus while studying and you won't understand the material being presented so that when you evaluate your learning results, they won't be good.

Existence of Smartphones is indeed very important for life in this global era (Ghofururrohman et al., 2023). But if it turns out Smartphones disrupt the learning process and reduce student achievement or learning outcomes, it is better for them not to be given them Smartphones. For this reason, the role of parents, teachers and the community really determines our success in minimizing the impact of utilization of Smartphones on learning outcomes (Munir & Rizqi, 2022).

Based on researchers' searches on Scopus data using several keywords that refer to research on utilization Smartphone Regarding learning outcomes, 54 documents were found. However, not a single document has been found that discusses this specifically utilization of Smartphones on learning outcomes Alquran Hadith as seen in figure 1 below.

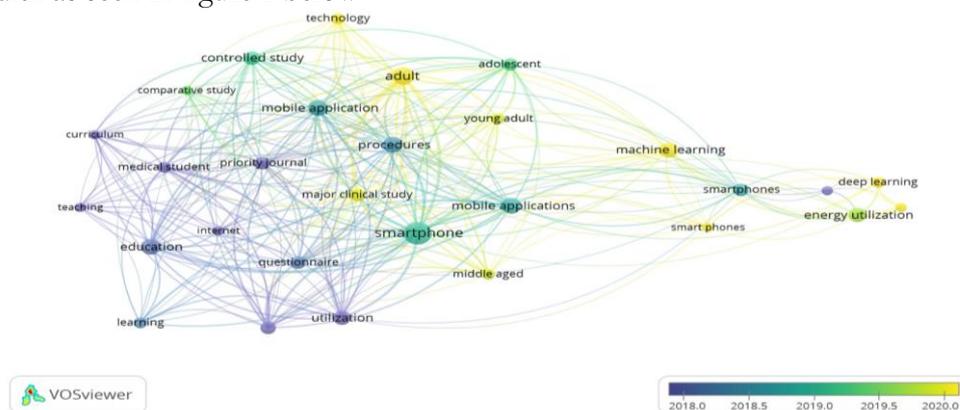


Fig 1. Several Keyword which Refers to Utilization Smartphone on Learning Outcomes by World Researchers (Scopus Database)

Based on the exposure and search of the Scopus data above, it can be clearly seen that there is not a single specific document that discusses utilization of Smartphones on learning outcomes. The author sees that at the high school level in Indonesia many problems are raised, such as the problem of using electronic devices, namely Smartphones. So it can be concluded that there is a utilization problem Smartphone will have a negative impact on student learning outcomes. Smartphones can influence student learning outcomes, where the learning outcomes are a final assessment to determine the extent to which students understand the material they have studied, especially in the Quran Hadith subject. Quran Hadith is part of the Islamic Religious Education subject which is given to understand and practice the Al-Quran so that they are able to read fluently, translate, summarize the contents, copy and memorize selected verses as well as understand and practice selected hadiths as a deepening and expansion of study. from the Quran Hadith lesson (Nurhidayati, 2023).

METHODS

This research design uses quantitative methods with a correlational approach (Creswell, 2023; Novebri & Dewi, 2020). The population in this study was a total of seventy-six students, fifteen students were used as trials, and the sample was sixty-one students. This sample uses saturated sampling because all members of the population are used as samples (Apuke, 2017; Hazriyanti et al., 2020). To collect data, the author carried out this by distributing questionnaires containing a list of questions which were then filled in by students (Munawaroh et al., 2022; Saputri et al., 2021). The data analysis technique used is using assumption tests, namely normality tests and homogeneity tests, as well as data analysis or hypothesis tests with the help of the SPSS application (Sabrina et al., 2024; Syafril et al., 2021).

RESULT AND DISCUSSION

For greater clarity, in this section the researcher will describe the results of the analysis in general based on the research objective to determine the effect of utilization of Smartphone on student learning outcomes in Senior High Schools are described as follows.

Utilization Smartphone

Utilization Smartphone The questionnaire consists of 20 items, where the lowest score is 43 and the highest score is 80. Statistical analysis shows the average score is 56.61, the mode is 51, the median is 55 and the standard deviation is 7.4. distribution of utilization frequency Smartphone can be seen in table 1.

Table 1. Frequency Distribution and Percentage of utilization of Smartphone Variabel (X)

No.	Interval Class	F	% Absolute Frequency	% Relative Frequency
1	71-80	5	8,2%	24,6%
2	61-70	10	16,4%	
3	51-60	39	63,93%	63,93%
4	43-50	7	11,47%	11,47%
Total		61	100%	100%

In table 1 it can be seen that 63.93% of the utilization value of Smartphones are in the interval class average of 63.93%, 24.6% are above the average value and 11.47% are below the average value. These findings are illustrated in figure 1.

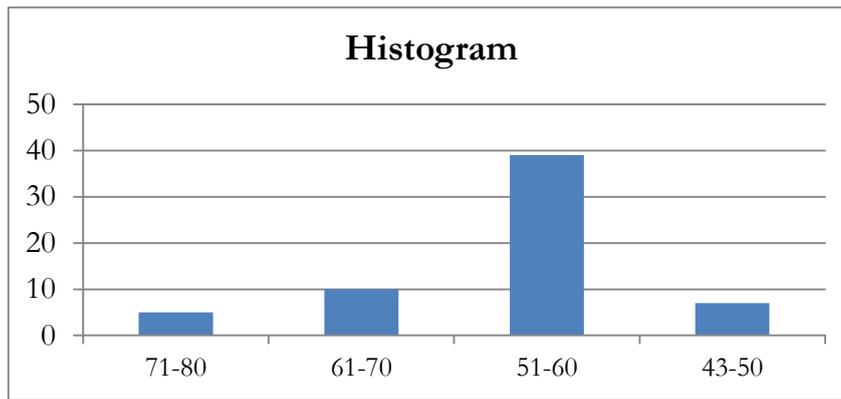


Fig 2. Utilization Score Smartphone (X)

Figure 2 shows that the difference in mean, median and mode scores does not exceed the standard deviation. This means usage frequency data for smartphones normally distributed. Next, the level of achievement of respondents on each utilization indicator Smartphone presented in table 2.

Table 2. Description of Average Score and Percentage for Each Utilization Indicator Smartphone (X)

No.	Indicators	Scores				%	Category
		Ideal	Mean	Max	Min		
1	Know the functions and types of Smartphone applications	24	16,56	24	10	69%	Low
2	Able to operate a Smartphone	16	12,13	16	8	75,81%	Average
3	Utilize Smartphone functions	24	17,20	24	11	71,67%	Average
4	Frequency of Smartphone use	16	10,72	16	7	67%	Low
Total		80	56,61	80	36	70,77%	Average

Based on table 2 above, it shows that the indicators whose percentage is in the good category of 75.81% are indicators of being able to operate Smartphones, while the low percentage of 67% is an indicator of frequency of use of Smartphones. These findings indicate that Smartphone utilization still needs to be improved because it is seen from the overall utilization indicators Smartphone amounting to 70.77% is included in the average category.

Learning Outcomes

The learning outcomes of 61 students where the lowest score was 32 and the highest score was 100. Statistical analysis showed that the average score was 78, the mode was 92, the median was 81 and the standard deviation was 16.30. The frequency distribution of student learning outcomes can be seen in the table 3.

Table 3. Frequency Distribution and Percentage of learning outcomes Variabel (Y)

No.	Interval Class	F	% Absolute Frequency	% Relative Frequency
1	83-100	28	45,9%	45,9%
2	65-82	23	37,704%	54,1%
3	47-64	6	9,836%	
4	32-46	4	6,56%	11,47%
Total		61	100%	100%

In table 3 above, it can be seen that 45.9% of the learning outcome scores are at the interval class average of 45.9%, 54.1% are below the average score. The average score of these findings is illustrated in figure 3 below.

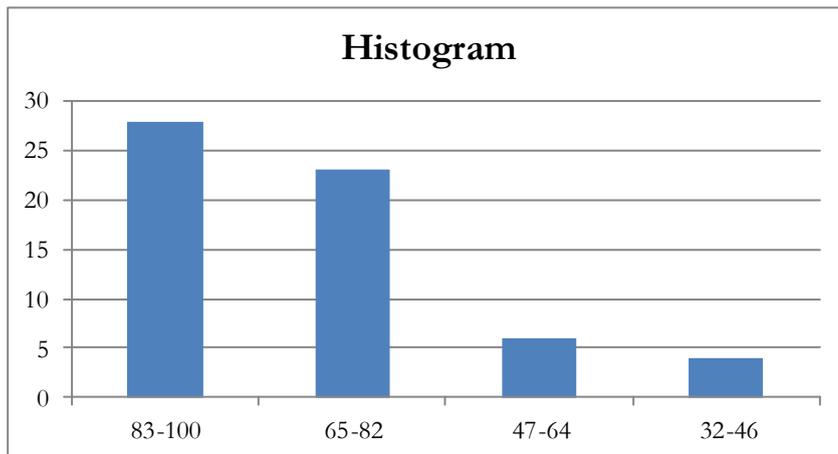


Fig 3. Learning Outcome Score (Y)

Then, to look for normality using the SPSS 25.0 program for windows with N=61 One-Sample Kolmogorov-Smirnov test provided that the sig value obtained is greater than alpha 0.05, then the data obtained is normal, and conversely if the sig value is smaller than alpha 0.05 it means the data obtained is not normal.

Hypothesis Testing

The hypothesis was carried out using a simple linear regression formula with the help of SPSS 25.0 For Windows to determine whether or not there is an influence from Utilization Smartphone on student learning outcomes in Al-Quran hadith subjects. The results of the simple linear regression analysis will then be used as a hypothesis test. The hypotheses in this research are:

Hypothesis (Ha) there is an influence on utilization smartphone on student learning outcomes

Hypothesis (H0) there is no influence on utilization smartphone on student learning outcomes

To see the impact value of Utilization Smartphone on student learning outcomes in the Quran hadith subject, analysis was carried out using a simple linear regression formula. To see how big the influence is, look at the table summary with a big R square amounting to 0.022 x 100, which is 2.2%. For more details on the data above can be seen in table 4.

Table 4. Model Summary
Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.147 ^a	.022	.005	16.26516

a. Predictors: (Constant), Smartphone

b. Dependent Variable: hasil

Based on data analysis, it can be seen that there is R square 0.022 x 100, which is 2.2%. This states that there is an influence between variable (X) and variable (Y) of 2.2%. This states that there is a contribution between the variables (X) Smartphone on the variable (Y) Learning Outcomes.

So, the results of the hypothesis test state that the hypothesis alternative (Ha) "accepted" means there is an influence of utilization Smartphone on student learning outcomes in the Quran Hadith subject, while the null hypothesis (H0) is "rejected" namely that there is no significant influence on the use of Smartphone on student learning outcomes in Quran hadith subjects.

CONCLUSION

This research has succeeded in revealing that there is an influence on utilization of Smartphones on student learning outcomes in Quran Hadith subjects. It is known that the value of the determinant coefficient is large with a large R square amounting to 0.022×100 , which is 2.2%. With this it is concluded that there is an influence between variable (X) and variable (Y) of 2.2%, therefore H_a is accepted and H_o is rejected. In fact, that is the importance of utilization of Smartphones well in the teaching and learning process optimally as well as the contribution of educators and parents in monitoring usage of Smartphones used by students. At least this research can be used as a basis and reference for future researchers to research this problem in different contexts and issues.

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