QUALITATIVE ANALYSIS OF MOBILE PHONE USE IN CLASSROOM ON HIGH SCHOOL STUDENTS' BEHAVIOR

Cheri Khadijah Yustiawan[1], M.Arifin Ilham[2], Rafif Mar'ie Muhammad[3], Ashila Fayyaza Sinaga[4], Arifin Wahyudi Hasibuan[5].

SMA Unggulan Al-Azhar Medan, Jl. Pintu Air IV Kuala Bekala No. 214, Siti Rejo I, Kec. Medan Johor, Kota Medan, Sumatera Utara 20142
Corresponding Author:cherikhadijahyustiawan@gmail.com

Abstract

The development of communication technology, especially mobile phones, has affected various aspects of life, including education. At the high school level, the use of mobile phones in class has become an issue that has positive and negative impacts. On the one hand, mobile phones facilitate access to information and support learning, but on the other hand, they cause distraction, reduce concentration, and affect student discipline. Several studies have shown that uncontrolled mobile phone use has a negative impact on students' academic achievement. However, when used wisely, mobile phones can be an effective learning tool. This study aims to explore the effect of mobile phone use on high school students' concentration and active participation in learning. The conclusion suggests that schools need to implement a balanced policy to control mobile phone use and maximize its benefits in education.

Keywords: mobile phones, student behavior, school policies.

1. INTRODUCTION

The development of communication technology, especially the use of mobile phones, has had a significant impact on various aspects of life, including in the world of education. In high schools (SMA), the use of mobile phones by students has become an inevitable phenomenon. As a multifunctional device, mobile phones provide convenience in accessing information, communicating, and supporting learning. However, on the other hand, the use of mobile phones in class also raises a number of problems related to student behavior. The use of mobile phones by students in schools is often controversial. Many students use mobile phones for various purposes, from accessing educational information to communicating with friends. However, this can also interfere with students' concentration in learning and increase the risk of addiction to social media and online games. Several studies have shown that the use of mobile phones in class can reduce academic achievement because it causes distraction.

Many schools implement policies to limit the use of mobile phones in schools, for example by prohibiting their use in the classroom or during class hours. This policy aims to minimize distractions and ensure that students focus on learning activities. Some schools even provide special storage places for mobile phones while students are at school. However, there are also schools that utilize mobile phone technology as a learning tool integrated with digital systems, for example to access educational applications or e-learning platforms. The use of mobile phones in the classroom is often associated with impaired concentration, decreased active participation in learning activities, and the potential for inappropriate behavior such as spreading irrelevant information or playing games during class hours. This phenomenon can affect the quality of learning and student interactions with teachers and classmates. Several studies have shown that the use of mobile phones in the classroom can have a negative impact on student academic achievement, while other studies have highlighted the potential for positive outcomes if

QUALITATIVE ANALYSIS OF MOBILE PHONE USE IN CLASSROOM ON HIGH SCHOOL STUDENTS' BEHAVIOR

The authors are:

used wisely as a learning aid. This introduction aims to explore the influence of mobile phone use in the classroom on the behavior of high school students, with a focus on how these devices can change the dynamics of learning, discipline, and student engagement in the academic process. This study is expected to provide insight for educators and school policy makers to design appropriate rules for mobile phone use, in order to maximize the benefits of technology in education without ignoring its potential negative impacts.

1.2. Problem Formulation

1. How does the use of mobile phones in class affect the concentration of high school students?
2. Does the use of mobile phones in class have an impact on students' active participation in learning activities?

1.3. Research Objectives

1. Analyzing the influence of mobile phone use in class on high school students' learning concentration.
2. To examine the impact of mobile phone use in class on students' active participation in learning activities.

2. LITERATURE REVIEW

The use of mobile phones among high school students is a topic that continues to develop along with technological advances. Mobile phones, as devices that are increasingly commonly used in everyday life, have influenced various aspects of student behavior, especially in the school environment. In this context, various school policies have begun to be formulated to address the impact of mobile phone use in the classroom.

1. Mobile Phone Usage Among High School Students

High school students, who are in the adolescent development stage, have a strong connection with the use of technology, including mobile phones. Research shows that mobile phones are used by students not only for communication purposes, but also to access social media and other entertainment. However, uncontrolled use in class can disrupt the learning process (Lee, 2021). This study highlights that students often feel distracted by incoming notifications, making it difficult to focus on the ongoing lesson.

2. The Influence of Mobile Phone Use on Student Behavior

The use of mobile phones in the classroom can affect student behavior, especially in terms of concentration and academic engagement. According to research by Baker (2021), students who frequently use mobile phones in class tend to experience a decline in academic performance. This is due to distractions caused by non-academic activities, such as playing games or accessing social media. Mobile phone use is also associated with increased undisciplined behavior, such as refusing teacher instructions or ignoring class assignments.

In addition, excessive use of mobile phones can affect social interactions among students. Students who interact more via mobile phones often show a decline in face-to-face communication skills (Santoso, 2021). This leads to social alienation and a reduced sense of solidarity within the study group.

3. School Policy on the Use of Mobile Phones in Class

Schools have begun implementing various policies to regulate the use of mobile phones in the classroom, with the aim of minimizing their negative impact on student behavior. According to a survey conducted by Hasanah (2021), most schools implement rules that prohibit the use of mobile phones during class hours, except in learning contexts that require such technology. Such policies are based on research showing that limiting mobile phone use can improve students' focus and academic achievement.

However, some schools choose a more flexible approach by integrating mobile phone use into learning. Teachers use online learning applications or platforms that utilize mobile phone technology to increase student engagement (Rahman, 2021). This approach is based on the understanding that mobile phones can be a useful tool if used appropriately and within appropriate limits.

4. Qualitative Approach in Mobile Phone Usage Analysis

Qualitative approaches allow researchers to gain deeper insights into how mobile phone use affects student behavior in the classroom. Interview and direct observation methods are often used to collect data on student, teacher, and parent perceptions of the impact of mobile phones in the classroom (Widodo, 2021). The results of this approach show differences in views between students who feel that mobile phones are an important tool for learning, and teachers who see them as potential distractions if not managed properly.

3. RESEARCH METHODS

In this study we used a qualitative research method. Qualitative research methods are research methods based on philosophy, which are used to research in scientific conditions (experiments) where the researcher is an instrument, data collection techniques and qualitative analysis emphasize more on meaning (Sugiyono, 2018).

4. DISCUSSION
1. The Influence of Mobile Phone Use on Student Concentration

Mobile phone use during teaching and learning activities is often associated with reduced student concentration. Multifunctional mobile phones, which can be used to communicate, access social media, play games, or watch videos, are often a significant distraction in the classroom. Research by Lepp et al. (2015) found that students who frequently use mobile phones in class tend to have lower levels of concentration than students who do not use them. They tend to divert attention more often from the subject matter to activities that are not relevant to learning, such as playing social media or responding to personal messages (Lepp, Barkley, & Karpinski, 2015).

2. Impact on Discipline and Learning Ethics in Class

In addition to affecting concentration, the use of mobile phones in class also has an impact on students' discipline and learning ethics. Teachers often face challenges in maintaining class discipline because students tend to use mobile phones secretly during lessons. This not only disrupts the learning process of the individual students concerned, but can also disrupt the overall classroom atmosphere. Students who are busy with their mobile phones may ignore the teacher's instructions, creating disharmony in class dynamics (Beland & Murphy, 2016). According to Beland and Murphy (2016), banning the use of mobile phones in schools can improve academic achievement, especially for low-achieving students. Their research shows that banning mobile phones can increase test scores by up to 6.41% in schools that enforce the rule. This shows that discipline implemented through controlling mobile phone use can have a positive impact on student achievement (Beland & Murphy, 2016).

3. Recommendations for Strategies for Controlling Cell Phone Use in Class

Based on the findings above, there are several recommendations that schools can implement to address the problem of mobile phone use in the classroom. First, schools can introduce strict mobile phone use policies during class hours, for example by asking students to put their mobile phones in a special place before class starts. Second, schools can provide students with an understanding of the negative impacts of inappropriate mobile phone use through regular socialization or special training

QUALITATIVE ANALYSIS OF MOBILE PHONE USE IN CLASSROOM ON HIGH SCHOOL STUDENTS' BEHAVIOR

The authors are:

(Chen & Yan, 2016). Third, teachers need to be trained to utilize mobile phone technology as a tool to support targeted learning, such as using educational applications or online learning platforms. Finally, parental participation in monitoring mobile phone use outside of school hours is also very important to ensure that students are not addicted or distracted from their schoolwork (Chen & Yan, 2016). Various studies have shown that policies related to mobile phone use in schools must address both positive and negative impacts. Mobile phone use is often considered to disrupt student concentration, reduce academic achievement, and worsen social interactions and increase the risk of cyberbullying. However, when used wisely, mobile phones can support learning by providing quick access to information and enhancing student collaboration in technology-based projects (Gath et al., 2024; Böttger & Zierer, 2024). Therefore, effective policies are those that regulate mobile phone use only in contexts relevant to learning, such as for online research or group work, while restrictions apply outside of these contexts to reduce distractions (O'Bannon & Thomas, 2015; Olufadi, 2015).

4. CONCLUSION

The use of mobile phones in the classroom has a complex impact on the behavior of high school students. On the one hand, mobile phones can be a significant source of distraction, causing a decrease in students' concentration, discipline, and academic achievement. Uncontrolled use has the potential to disrupt the learning atmosphere in the classroom, causing students to engage in non-academic activities during class hours. On the other hand, if used wisely and directed properly, mobile phones can be an effective learning aid, allowing quick access to information, independent learning, and more interactive collaboration. Therefore, it is important for schools to implement a balanced policy regarding the use of mobile phones in the classroom. This approach should include controlling the use of mobile phones that can interfere with the learning process, while also utilizing the positive potential of this technology as a learning tool. In addition, the role of teachers and parents is very important in providing students with an understanding of the responsibilities and ethics of using technology. Thus, the negative impacts of mobile phone use can be minimized, while its benefits to support education can be optimized.

REFERENCES

Al-Qur'an, *Surah Al-Baqarah, ayat 185. Surah Al-Ankabut, ayat 69*.

Baker, A. (2021). The effects of mobile phone usage on high school students' academic performance. Educational Review, 73(4), 458-472.

Beland, L. P., & Murphy, R. (2016). Ill *Communication: Technology, Distraction & Student Performance. CEP Discussion Paper No 1350.* Centre for Economic Performance, London School of Economics and Political Science.

Böttger, T., & Zierer, K. (2024). To Ban or Not to Ban? A Rapid Review on the Impact of Smartphone Bans in Schools on Social Well-Being and Academic Performance. Education Sciences, 14(8), 906. https://doi.org/10.3390/educsci14080906.

Chen, Q., & Yan, Z. (2016). Does multitasking with mobile phones affect learning? A review. Computers in Human Behavior, 54, 34–42.

Gath, M. E., Monk, L., Scott, A., & Gillon, G. T. (2024). Smartphones at School: A Mixed-Methods Analysis of Educators' and Students' Perspectives on Mobile Phone Use at School. Education Sciences, 14(4), 351. https://doi.org/10.3390/educsci14040351.

Gikas, J., & Grant, M. M. (2013). Mobile computing devices in higher education: Student perspectives on learning with cellphones, smartphones & social media. The Internet and Higher Education, 19,

18–26. Kuznekoff, J. H., & Titsworth, S. (2013). The impact of mobile phone usage on student learning. Communication Education, 62(3), 233–252.

Hasanah, D. (2021). School policies and mobile phone usage: Reducing distractions in class. Journal of Educational Management, 19(2), 103-115.

Ibnu Majah, *Kitab Sunan Ibnu Majah*, hadits no. 224.

Lee, J. (2021). The impact of mobile phones on student attention and learning outcomes in high schools. Journal of Learning Technology, 15(1), 35-48.

Lepp, A., Barkley, J. E., & Karpinski, A. C. (2015). The relationship between cell phone use, academic performance, anxiety, and Satisfaction with Life in college students. Computers in Human Behavior, 31, 343–350.

Rahman, F. (2021). Integrating mobile technology into the classroom: A case study of high school teachers and students. Education and Technology, 8(3), 221-233.

Santoso, A. (2021). Social effects of mobile phone usage among teenagers: A qualitative study. Journal of Youth Studies, 10(2), 98-113.

Tindell, D. R., & Bohlander, R. W. (2014). The use and abuse of cell phones and text messaging in the classroom: A survey of college students. College Teaching, 60(1), 1–9

O'Bannon, B. W., & Thomas, K. M. (2015). Mobile Phones in the Classroom: Preservice Teachers Answer the Call. Computers & Education, 85, 110-122. https://doi.org/10.1016/j.compedu.2015.02.010.

Olufadi, Y. (2015). Gravitating Towards Mobile Phone (GoToMP) During Lectures: A Theoretical Model Involving the Factors of Distraction, Use Habit, Use Intensity, and Focused Attention. Computers & Education, 87, 423-436. https://doi.org/10.1016/j.compedu.2015.08.014

Widodo, P. (2021). Qualitative analysis of mobile phone usage in classroom settings. Journal of Educational Research, 34(1), 12-25.