

# Analysis of Smartphone Use Policy (Case study in SMA Negeri Subulussalam)

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## ABSTRACT

In Indonesia 80 percent of smartphone users have such behavior in all circles, especially in students who are puberty. They cannot stand for long to part with his smartphone. That way make a child will rarely behave socially to friends even with the surrounding community, such as rarely do direct interaction between individuals. But behind the negative impact arising from the smartphone itself, the smartphone also has a positive impact on adults or teenagers. One of them is that with smartphones we can easily communicate with many people out there who are located far from us. Smartphones with always connected capabilities make it easier for students to utilize this type of educational facility and make smartphones the perfect tool for distance learning. Smartphones both inside and outside the classroom make students and teachers collaborate.

**Keywords:** *smartphone, policy, society, classroom*

## 1. INTRODUCTION

Currently the use of smartphones among children, teenagers to adults, started from the price of two hundred thousand rupiahs to the price of tens of millions of rupiah. Basically, the smartphone itself is a tool of human creation to help humans and the smartphone itself is controlled by humans and to make it easier for humans to communicate with people who are far away. But now even most people who are unable to control themselves to use the smartphone itself and instead have an adverse impact on their lives.

One of them is now humans have become dependent on the smartphone itself, often feel lost when the smartphone they have is left behind or forget carried away, by continuously using their smartphones over time humans become less concerned with the surrounding environment, becoming more lazy in doing activities or activities, become less concentrated because it is only too focused with the smartphone in his hand. For students it also has a bad impact, which is being lazy to learn, it is difficult to divide time because it is

too focused with the smartphone they have. Moreover, today's teens are more up to date with their smartphones; more teenagers will automatically use smartphones. If a teenager has used his smartphone too often or is addicted to a smartphone, it will be very difficult for the teenager to get rid of his addiction. As a result, today's teens are cooler with their smartphones compared to their parents or friends.

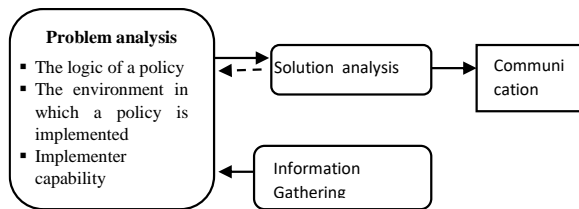
Based on the results of preliminary observations in November 2019 which took place in Subulussalam District, many students often did deviant behaviours such as, brawls between schools, shop in the school environment, skipping school, playing cell phones while studying, social media at the time of study hours, chatted at during study hours and so on. This information can be obtained from the writer in an environment where many children go to SMA Negeri 1 Subulussalam.

In Indonesia, law number 11 of 2019 concerning the National System and Knowledge and Technology has been arranged in such a way as to include the technology in which smartphones work to improve the

quality of an education. The trigger for the failure of [1] for schools was the absence of strict regulations imposed by schools. For example in Subulusalam Public High School, from the results of a survey conducted by the author that the school imposes a ban on carrying smartphones to students, but has never been acted upon if the prohibition is violated. Furthermore, if a student's smartphone is detained for a reason, the student's parents will be angry with the school. Thus, one of the objectives of the policy is to advance and improve the quality of education which is not achieved.

In general, the factors that influence implementation have been put forward by many policy experts, including those proposed by George C. Edwards III, Marilee S. Grindle, and Daniel A. Mazmanian and Paul A. Sabatier, Van Meter and Van Horn, and Cheema and Rondinelli, and David L. Weimer and Aidan R. Vining in [2].

From the problems above, the writer [3] wants to try to analyse the policy of smartphone use in schools by using Weimer and Vining theory because of several theories of developing policy implementation, the relevant policy theory as a policy analysis tool about smartphone use in schools is the theory put forward David L. Weimer and Aidan R. Vining for reasons in accordance with the 3 principles analysed; a) the logic of the policy; b) policy environment; c) the ability of the policy implement.



**Figure1.** Public Policy Implementation according to David L. Weimer and Aidan R. Vining

Smartphone is the Indonesian term for a smartphone. Smartphones are another part of the gadget. Gadgets are technological objects such as devices or tools that have certain functions and are often considered new. Gadgets are interesting mechanical devices, because they are always new, giving rise to new pleasures for users. One of the gadgets that almost everyone has and is always brought to everyday life is a cell phone.

Mobile phone technology from year to year has developed very rapidly. In line with technological developments, mobile phones are currently equipped with various features, such as games, radio, Mp3, cameras, videos and internet services. The latest mobile phones are currently using a processor and OS (Operating System) so that its capabilities are like a computer. People can change the function of the hand phone into a mini computer.

The use of smartphones can be classified globally [4], namely:

- Smartphones can be used to announce lessons, progress, invitations and as a reminder tool and can provide effectiveness against time and economic difficulties.
- Give freedom to discuss messages at the time you want or reject messages that are not liked.
- Turning on the brotherhood between those who send messages and smartphones can help communication with others.
- Smartphones can have an impact on usage addiction.
- Smartphone can be used to surprise others, terrorize, insult others, make autism the user, wasting the user's time.

**2. METHODOLOGY**

In this study, the authors used field research with a quantitative approach. The researcher chose the participants of this study using purposive samples. The selected participants were classified into three categories: Teacher, Principal, and Student.

The number of students who participated to become respondents in this study amounted to 250 students who came from students from three high schools in Subulusalam City.

**3. RESULT AND DUSCUSSION**

**3.1. Result**

*3.1.1. Purpose of Using Smartphones*

**Table 1.** Data on the Intended use of Smartphone by respondents

Answer Choice	Answer	
Playing game	19.68%	49
Social media	50.20%	125
Internet Browsing	17.67%	44
Listening music	12.05%	30
Selfie	0.40%	1
	Answered	249
	Not answered	1

The data above shows that more than 50% of respondents answered that they use smartphones to access social media, and nearly 20% answered that they use it to play games. This data shows that the smartphones they use are mostly only for "personal pleasure" such as social media and playing games, and only 17.67% are used for browsing the internet, which

we assume they use for browsing subject matter, although most likely they also use it for browsing things that are not related to the lesson.

But if it is used in learning, we want to find out what applications they use most often. Their answers indicate that UC Browser is the most mentioned application by respondents, followed by Chrome, Dictionary, and Google Translate. In addition, they also mention a lot of Brainily, YouTube, and WA. But applications that are designed to be used through mobile technology such as equipper are the least mentioned by respondents.

**3.1.2. Smartphone Utilization Policy in Schools**

**Table 2.** Data Smartphone Usage Policies in School Environment

Answer Choice	Answer	
Always	17.67%	Always
Often	6.83%	Often
Sometimes	27.71%	Sometimes
Rarely	24.50%	Rarely
Never	23.29%	Never
	Answered	
	Not answered	

The data in Table 2 and the table above shows that the majorities of students / respondents (75.55%) have never, rarely, and if ever only occasionally are allowed to use smartphones in the school environment. Only 24.50% of the total number of respondents was often and always allowed to use a smartphone in school; these respondents came from one school that allowed their students to use smartphones in the school environment, and the rest were students who came from schools that restricted or even prohibited the use of smartphones in the school environment.

**3.1.3. Teachers and Principals' Perceptions of Smartphone Use Policy in the school environment**

Technology Utilization Policy in Learning. The policy of prohibiting the use of smartphones in schools is an effort to run the rules of the Provincial Education Office that launches school programs without ringing. However, if the use of smartphones is considered important, for example for certain subjects such as learning computers, then smartphones are allowed to be used.

The prohibition of using smartphones in schools is generally challenged by parents, because they have difficulty contacting their children, so to facilitate this in some schools allow students to bring smartphones in school but are not allowed to be used in the classroom during the learning process, conducted by teachers among them is by collecting and storing them by temporary teachers.

Factors Cause Prohibition of Using Smartphones in Schools.

**3.1.4. Interview Results of the Principal**

Smartphone utilization policy at school is left entirely to the teacher, because there is indeed no clear regulation regarding the policy of smartphone utilization at school. Therefore, the results of the research written in this book are intended to design a model of integration policy for the use of smartphones in schools, especially in learning English as a foreign language.

**3.1.5. Policy Analysis of Smartphone Usage in the school environment based on the theories of David L. Weimer and Aidan R. Vining**

Weimer and Vining there are three groups of large variables that can influence the successful implementation of a program, namely: (a) the logic of the policy (b) the environment in which the policy is operated; and (c) the ability of the policy implementer [5].

From the logic of the policy got the results of data analysis obtained from student questionnaires and the results of interviews with teachers and principals who were participants in this study:

- Almost all students have smartphones
- Most students every day have Internet access
- Students use the smartphone most for social media
- The most widely used application for learning English is for browsers and for translation purposes
- There are many benefits obtained by students using a smartphone in the classroom, such as looking for lesson material directly which of course is guided directly by the subject teacher concerned
- Using a smartphone should be integrated in the teaching and learning process.

The environment in which the policy is operated

- Following are the results of data analysis obtained from student questionnaires and the results of interviews with teachers and principals who were participants in this study:
- Not all schools allow the use of smartphones in schools
- Use of smartphones is allowed only when requested by the teacher to support the learning process.
- Intensive control is provided when using a smartphone

The ability of the policy implementer. Following are the results of data analysis obtained from student questionnaires and the results of interviews with

teachers and principals who were participants in this study:

- Less than 1% of violations committed by students. Of the twelve schools that were part of this research unit, there were less than 1% of violations committed by students due to the use of smartphones, even though they only occurred in one school.
- Sanctions given include reporting to parents and holding a smartphone at school
- Using a smartphone can motivate students to learn independently
- Teachers and school principals state that there needs to be a clear integration model for the use of smartphones before allowing the use of smartphones in the learning process.

### 3.2. Discussion

Based on the results of data analysis from the student questionnaire and the results of interviews of teachers and principals, the initial draft of the smartphone utilization policy design model in our school was arranged as follows:

- Smartphones are allowed in the classroom, but not fully released.
- Based on the results of student surveys and teachers interview, showed that the use of smartphones is very useful in the learning process. But its use must be arranged in such a way as not to be abused by students. The smartphone must remain idle before it is instructed by the teacher to use it.
- Making contracts with students and parents and/or other forms of socialization.
- Teachers should make contracts with students and parents or do socialization about the use of smartphones in schools, including sanctions that will be given if students violate contracts that have been agreed by students, parents, and teachers
- Discuss sanctions with students.
- The teacher should discuss with students what sanctions they will get if they violate the agreement agreed on the contract. Because they determine the sanctions, it is expected that they will be held accountable for the contracts they have made.
- Post a poster prohibiting using a smartphone if it is not needed.
- This poster is placed in front of the class as propaganda so that they feel embarrassed to use a smartphone in the classroom [6].

## 4. CONCLUSION

Findings of the results of research under the implementation of smartphone use policies in high schools in Subulussalam City so far: a), of the 250 respondents only 17 did not have smartphones, b) from 12 sample schools, only one school allowed the use of smartphones in the school environment, c) smartphone usage is allowed only if asked by the teacher to support the learning process, d) smartphone usage can motivate students to learn themselves and e) so far there is no clear integration model for smartphone usage. While the implementation of smartphone use policies using David L. Weimer and Aidan R. Vining's policy theory is: a) the logic factor of a smartphone usage policy in an environment created is based on the need to support the learning process, b) the environmental factors where implementation is adjusted to the eye the lesson, time, and place used, and c) the factor of the ability of the policy implementer is quite good, because the users are the average age over 16 years but have not been able to refrain from implementing the existing rules correctly.

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