



The Role of Schools in Controlling the Utilization of Smartphones as Learning Resources for Elementary School Students

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ABSTRAK

Pentingnya pemanfaatan smartphone dalam pembelajaran di sekolah sering disalahgunakan oleh sebagian besar siswa. Salah satu fungsi smartphone dalam pembelajaran sebagai sumber belajar dalam menunjang proses pembelajaran. Tujuan penelitian ini untuk menganalisis peran sekolah dalam pengendalian pemanfaatan smartphone sebagai sumber belajar. Penelitian ini menggunakan pendekatan kualitatif dengan desain eksploratif. Teknik pengumpulan data yang digunakan meliputi wawancara dan observasi. Instrument pengumpulan data berupa kuesioner. Teknik analisis data yang digunakan ialah penyuntingan, coding, dan tabulasi. Hasil penelitian menunjukkan bahwa pemanfaatan smartphone yang dilakukan siswa sebagai sumber belajar ialah untuk mencari penyelesaian dari soal-soal yang jawabannya dirasa susah, untuk mempelajari materi dengan menonton video pembelajaran, dan memahami materi yang tidak dituliskan pada buku paket. Peran sekolah dalam upaya pengendalian pemanfaatan smartphone yang dilakukan siswa yakni membuat aturan dengan melarang siswa menggunakan smartphone saat pembelajaran, memfasilitasi pembelajaran yang berbasis teknologi dengan menyediakan ruang multimedia, memberikan sanksi berupa penyitaan smartphone siswa apabila ditemukan menggunakan smartphone untuk hal-hal yang negatif, dan melakukan sosialisasi kepada orang tua ketika diminta untuk mengambil smartphone yang disita tersebut harus orang tuanya masing-masing. Disimpulkan sebagian besar siswa memanfaatkan smartphone untuk menjawab soal yang tidak ada di buku dan sekolah mengendalikan penggunaan smartphone siswa dengan cara memberikan pengawasan penggunaan tersebut.

ABSTRACT

Most students often misuse the importance of using smartphones in learning at school. One of the functions of a smartphone in learning is as a learning resource in supporting the learning process. This study aimed to analyze the role of schools in controlling the use of smartphones as a learning resource. This study uses a qualitative approach with an experimental design. Data collection techniques used include interviews and observation. Data collection instrument in the form of a questionnaire. Data analysis techniques used are editing, coding, and tabulation. The results showed that using smartphones by students as a learning resource to find solutions to questions whose answers were considered onerous, study material by watching learning videos, and understand the material that needed to be written in textbooks. The role of schools in efforts to control the use of smartphones by students is to make rules by prohibiting students from using smartphones during learning, facilitating technology-based learning by providing multimedia space, and imposing sanctions in the form of confiscation of students' smartphones if found using smartphones for negative things, and carrying out socialization to parents when asked to pick up the confiscated smartphone should be each of the parents. It was concluded that most students use smartphones to answer questions that are not in the book, and the school controls the use of students' smartphones by providing oversight.

1. INTRODUCTION

The development of information and communication technology in the digital era is currently growing very rapidly. In this era of technological development, parents certainly play an active role in the lives of their children, one of which is by facilitating smartphones for children (Machmud, 2018; Syifa et al., 2019). The smartphone is a small electronic device like a computer that has a special function to download the latest information with a variety of the latest technologies and features so that humans become more practical in accessing data and comprehensive intelligence. Smartphones have been transformed so widely that they are no longer a tool for communication but part of a lifestyle (Ahmed et al., 2020; Syifa et al., 2019). Therefore, the involvement of parents and teachers in students is needed when using smartphones as

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learning support. The development of science and technology has an impact on the entire order of life globally and there has been a paradigm shift or way of thinking in dealing with various phenomena including mindsets related to education, humans in this era of technological globalization should be more active in utilizing technology by getting used to reading the latest things or news that are currently popular and looking for the references needed through current technological media (Isma et al., 2022; Sutopo et al., 2021).

In achieving the learning objectives be achieved must pay attention to the supporting factors. The fulfillment of supporting factors makes the process of implementing learning run as expected in the learning objectives. One of the supporting factors in learning is the availability of learning resources (Cha & Seo, 2018; Kurniawan et al., 2019). Learning resources are components of learning activities that enable individuals to acquire knowledge, abilities, attitudes, beliefs, emotions, and feelings (Lasari, 2018; Xie et al., 2018). The existence of learning resources can provide learning experiences and without learning resources, it is impossible to carry out the learning process properly. In short, learning resources can be formulated as something that can be used to support and facilitate the learning process (Kurniawan et al., 2019). There are a lot of learning support sources everywhere, not only in books or in magazines, even in the current era of advanced technology, we can easily get learning support sources through smartphones, which are used as learning supports and as a means to facilitate communication (Lee & Kim, 2021; Pentianasari et al., 2022). It's different with books that can only be found in libraries or bookstores, and even then there are still many students who complain because it's hard to find the book they want and the lack of facilities to make it easier to find the book they want, with a smartphone we can find books, journals, references, news, and so on very easily, quickly and efficiently without having to spend a long time (Gerosa et al., 2021; Prayitno et al., 2021).

As a learning resource material, smartphones must be used as optimally as possible to create the expected learning objectives. Because smartphones act as everything that can be used as a place for someone to study. Smartphones are very useful for humans, both adults, teenagers, and even children because smartphones can be used in a positive way, such as being used to access the internet so that they can gather information, school assignments, references, journals, and so on (Bae, 2017; Pentianasari et al., 2022). Therefore, humans cannot be far from smartphones because at this time they can be interpreted as a tool for daily needs. Almost all students at school carry smartphones and positively use them, namely looking for school assignments. Furthermore, the development of an increasingly sophisticated era has formed a virtual world that is now a place for people to interact anywhere and anytime. Therefore, the internet can be used as a means to carry out various activities or activities as we do in the real world where both have something in common so there must be ethics in real and virtual world life (Anshari et al., 2017; Prayitno et al., 2021). For example, a person will act as they please in cyberspace because according to him it is his world, this is different when behaving in the real world which must be by the norms and rules that apply in society. Thus, a wise attitude toward using smartphones must be formed and instilled from an early age starting from the elementary school level.

The advanced features contained in smartphone applications are of course very useful to facilitate life at this time, such as Google which is useful for obtaining information and knowledge by simply typing the information you want, then the information will immediately appear in seconds (Rurut et al., 2022; Xie et al., 2018). In addition, there are social media features such as YouTube, Instagram, Facebook, WhatsApp, games, and others. The application can be a medium for creating one's creativity (Astuti et al., 2022; Bulus, 2020). So it's no wonder that children, especially elementary school children, also want smartphones in their lives. Elementary school children are children who attend elementary schools whose ages range from 6-12 years and who have high curiosity (Takenouchi et al., 2020; Wiji, 2022). Of course, with the sophistication of smartphone features at this time, it does not only have a positive impact on children but also has a negative impact. The negative impact of using cell phones on children, especially elementary school children is that they are prone to crime, disrupting children's development and mentality (Anshari et al., 2017; Astuti et al., 2022). In fact, one of the Krapyak Elementary School teachers revealed that some of the children had been bought a smartphone by their parents and had their social media accounts such as Facebook and Instagram, then the following month they were found to start imitating contemporary attitudes and speech styles, such as starting to be disobedient, not confident when performing and use the language of today's children. Therefore, it requires the active role of various parties in controlling the use of smartphones as a source of student learning.

One of the parties that play a role in controlling the use of smartphones for elementary school children is the school. A school is an educational institution that is designed and held according to its level in the process of teaching students under the supervision of a teacher. In using this smartphone, students are directed directly by the teacher to find topics or discourses that are directly related to the task they are looking for (Gerosa et al., 2021; Meilana & Lestari, 2022). In this case, the role of the teacher is very

necessary for students to achieve maximum learning achievement by using smartphones at school because through this support students can have broad insights to further explore the subject matter (Bae, 2017; Fathoni et al., 2019). Because learning is the main activity in the entire educational process in schools, this means that the success or failure of achieving educational goals depends on how the learning patterns experienced by students as students. The Ministry of Communication and Informatics stated that of the 82 million internet users, 80 percent of them were teenagers aged 9-17 years. Some data it shows that internet users in their teens in Indonesia are quite high. As many as 98 percent of children and adolescents claim to know about the internet and 79.5 percent of them are internet users

The role of schools in controlling the use of smartphones has a major impact on the learning process so that students can be wiser in using smartphones. In controlling the use of smartphones, several components must be carried out by schools. Therefore, each component needs to be analyzed to examine how it plays a role in the use of smartphones by students. A series of studies show the results that schools play an important role in student behavior in using smartphones at school (Fathoni et al., 2019; Limbong & Janner, 2020; Pratika et al., 2021; Sumarni et al., 2020; Widadi & Pramudita, 2018). Some of these studies do not examine the roles played by schools so that they can control students using smartphones as a learning resource. From this, the authors found a void regarding the form of the school's role in controlling students using smartphones as a learning resource. In addition, the form of utilization of smartphones by students as a learning resource has not yet been clarified. So that the authors consider this to be a novelty in the study that will be carried out regarding the role of schools in relying on the use of smartphones as a learning resource.

Based on the problems that have been described, the problem solving plan carried out in this study is that first an initial analysis must be carried out regarding the form of smartphone use by students as a learning resource that is used as a first step in analyzing the role of schools in controlling smartphone use. Through an initial analysis regarding the use of learning resources in the form of what students do, we can find out how the school controls the activity of using this smartphone. Second, an analysis can be carried out regarding the role of schools in controlling the use of smartphones as a source of student learning. The gap analysis in this research is that the analysis is carried out by first examining how the use of smartphones as a source of student learning is carried out, then an analysis is carried out regarding the role of schools in controlling this utilization. This analysis has not been carried out by previous researchers, so the novelty in this study lies in the analysis process carried out. After paying attention to several things, the purpose of this study is to analyze the role of schools in controlling the use of smartphones as a learning resource for elementary school students.

2. METHOD

This study is qualitative research, with an exploratory descriptive design, in which the author wishes to explore descriptive quantification phenomena such as the process of a work step, the formula of a recipe, the notions of a variety of concepts, and the characteristics of a product and service, pictures, styles, ordinances of culture, and so on. Descriptive research aims to describe the nature of something that was taking place when the research was conducted and to examine the causes of a particular phenomenon. In this study it is not intended to test certain hypotheses, it only describes what a variable, symptom or condition. The data sources in this study were students and teachers at SDN Krapyak, Wonogiri Regency. The students as a source of data to examine the form of utilization of smartphones which are used as learning resources. Meanwhile, the teacher is a source of data to analyze the role of the school in controlling the use of smartphones by students at school as a learning resource. The data collection technique used interviews, where the interview process was carried out with students to gather information about the forms of using smartphones as a learning resource, while interviews with teachers were to gather information about what the school's role was in controlling the use of smartphones as a learning resource for students. Interview guidelines as a research instrument are shown in Table 1, and Table 2.

Table 1. The Instrument of Interview Guideline for Students

No	Question
1	How long do you use your smartphone in a day?
2	Do you bring your smartphone to school every day?
3	Does the school have rules for using smartphones?
4	What are the rules in school?
5	In what ways do you use your smartphone as a learning resource at school?

Table 2. The Instrument of Interview Guideline for Teachers

No	Question
1	How do students use smartphones as learning resources?
2	What types of learning resources do students use?
3	What is the role of the school in controlling the use of smartphones by students?
4	Does the school have rules for using smartphones in class?
5	If the answer is yes, how is the regulation implemented?
6	If there are students who violate, how is the school's response?

Data analysis techniques start from data collection, editing, coding, and tabulation. Data collection was carried out by searching for data using interviews with teachers, and observations with students. Then, editing in data processing is carried out to check the completeness and examine the data that has been collected, especially from the completeness of answers, readability of writing, clarity of meaning, suitability and relevance to other data. Coding is done to clarify the answers given by respondents according to the type. In the tabulation stage, the data is arranged in tabular form to make it easier to analyze the data according to the research objectives. The data that has been analyzed is then tested for validity of the data using source triangulation, where source triangulation is used to check the credibility of the data through several sources.

3. RESULT AND DISCUSSION

Result

Based on findings in the field, the use of smartphones has started among parents and even among elementary school children. The findings regarding the form of smartphone utilization by students as a learning resource are presented in [Table 3](#).

Table 3. Results of Interviews with Krapyak Elementary School Students

No	Respondent	Result
1	ARbringing a smartphone to school is not just to find answers when there are assignments, but to contact my parents to pick me up, usually playing on smartphones for almost 2 or 4 hours a day sometimes more. As for learning resources, I sometimes open YouTube looking for ways to solve questions, google, or brainly...
2	MM	...I don't know how many hours I use a smartphone, but when I go to school I always take it with me because I'm used to carrying it around when there are difficult lessons, I look for answers in the teacher's room or Google. During breaks, I often use my smartphone to play online games, especially free fire with my friends, when it's safe from the teacher's supervision because they usually like to be taken....
3	ASP	...bringing a cell phone to school, apart from ordering motorcycle taxis when I go home, I also do school work because in books you have to read and read, if you have a cell phone, just open Google and type in the problem and then the answer appears or the teacher's room I usually study there. If the teacher finds out, they are usually reprimanded first for using a cell phone, but after the teacher knows that if you use it for studying, don't bring a cellphone because it is for learning...
4	FRthe mother's smartphone usage. When playing a smartphone, it's only time when you're studying, like opening Google, brainly, or YouTube to find the answer, because you've made time to play a smartphone for only 2 hours or when there's a difficult assignment. I don't have games or other applications, I only open WhatsApp to open class groups, if you don't play other applications, surely later if you download it, you will immediately delete it with your mother....
5	PAbring a smartphone to school because I like to play games with my friends during recess. If there is an assignment then it's hard to do it, for learning resources I usually use a smartphone to go to Google, YouTube, and maybe a calculator, ma'am. If the teacher found out, I would be immediately scolded and taken from my cell phone because I was playing a game. I often brought my smartphone with me, then I was told by my mother to bring the smartphone again....

Based on the results of several informants' narratives regarding the use of smartphones as a source of student learning, the authors obtained several findings which are summarized in [Table 4](#).

Table 4. Forms of Smartphone Utilization by Krapyak Elementary School Students

No	Respondent	Smartphone Ownership	Utilization of Learning Resources
1	AR	One's own	Looking for material that is not found in books by opening Google, and looking for ways to solve problems by watching tutorials on YouTube or Brainly.com
2	MM	One's own	Understand the material by opening the teacher's room, and Google to find solutions to problems
3	ASP	One's own	Doing tasks by opening google
4	FR	Belongs to Parents	Doing assignments, understanding the material by watching learning videos on YouTube and seeing the completion on Brainly.com
5	PA	One's own	Doing assignments by opening Google or problem-solving videos on YouTube, and for calculating tools by opening a calculator

From the table above, it can be understood that the form of using smartphones carried out by students at SDN Krapyak, Wonogiri Regency, is that the majority of students besides looking for answers also understand the material by watching learning videos on YouTube. as a learning resource shown in [Figure 1](#).

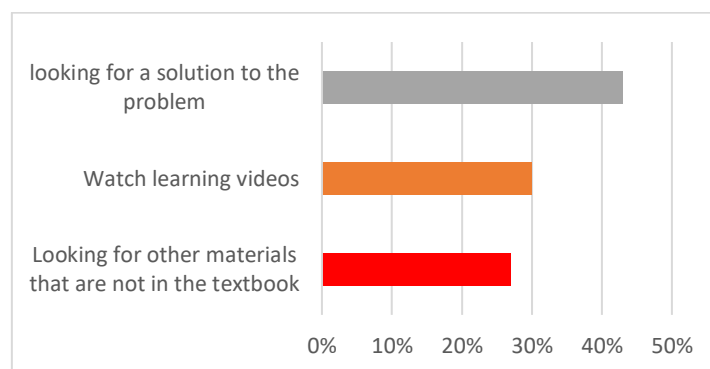


Figure 1. Diagram of the Utilization of Smartphones as Learning Resources by Students

From [Figure 1](#). above, it can be seen that 43% of students used smartphones as a source of learning to find solutions to problems, while 30% watched learning videos, while the rest used to look for other material that was not in the textbook as much as 27%. From this, collaboration between parents and schools is needed to control students' use of smartphones in more positive activities. Along with the rapid development of information technology, schools no longer only act as information providers but also become facilitators, motivators, and mentors in learning so that they can provide more opportunities for students to find and process information related to education themselves. One of the facilities offered by information technology in the world of education is the establishment of a communication network between educational institutions to increase the efficiency and effectiveness of education. The results of interviews with the school regarding school control in using smartphones at SDN 1 Krapyak, Wonogiri Regency, are presented in the [Table 5](#).

Table 5. Interview Results with the School

No	Informant	Description of Interview Answer Results
1	KS	...the use of smartphones in the school environment is still very risky for us to encounter, for the use of smartphones because the regulations cannot be used in class during learning. But in reality smartphones in the world of education are indeed quite helpful, especially with current technological advances that encourage humans, especially students, to be literate in technology...

No	Informant	Description of Interview Answer Results
2	KRS	...the use of smartphones at school is allowed but there are limitations such as during school hours. The use of smartphones is allowed for learning when it is really needed...
3	KRS	...because the security is very strict there are almost no violations committed by students such as being used to play games, however, when violations are found, there will be punitive sanctions such as the smartphone being confiscated and returned to the next semester, or when the smartphone class increases just returned...
4	DN	...because the security is very strict there are almost no violations committed by students such as being used to play games, however when violations are found, there will be punitive sanctions such as the smartphone being confiscated and returned to the next semester, or when the smartphone class increases just returned...
5	TS	... for violations committed, there will be separate sanctions such as the cellphone being confiscated and returned if it is taken by the parents...
6	TSa picket was made to guard over the use of cellphones in schools specifically for teachers...

Based on [Table 5](#), it can be understood that the school strictly prohibits Krapyak 1 Elementary School students from using smartphones during learning, but the school realizes the importance of smartphones in learning, therefore the school conducts outreach regarding the use of smartphones. With the existence of rules and regulations in schools, of course there are no violations committed by students. Therefore, in addition to establishing a code of conduct, the school also makes a policy regarding punitive sanctions that are carried out in the event of a violation. If this rule is violated, the sanction is that the smartphone will be confiscated by the school and will be returned when the students receive their final report cards. Apart from being a source of learning, the use of smartphones at SDN Krapyak, Wonogiri Regency, is intended as a medium for communication between students and parents in terms of students returning home. The smartphone functions to contact parents if they have not been picked up. But along with its development, smartphones also function as learning media or learning facilities at SDN Krapyak itself.

Departing from this, the functions of smartphones or the application of their use at SDN Krapyak vary. Sometimes the smartphone itself is used for facilities in supporting learning and sometimes also as a means of communication between students and their parents. So its use is flexible, as long as students do not violate the rules when using it. Apart from allowing its use, SDN 1 Krapyak also imposes sanctions if there are students who violate the rules for using smartphones that have been implemented. The sanction set is in the form of a smartphone that will be confiscated and will only be returned at the time of receiving the class increase report card. The function of having such regulations is for students to comply with the rules and use smartphones wisely and not misuse them. If a smartphone is used frequently and there are no rules, it will disrupt the learning process, and even then it will also interfere with student learning concentration. Therefore, even though Krapyak Elementary School allows students to use smartphones at school, this school also provides restrictions so that these students don't only talk about smartphones, and this school also equips them with predetermined sanctions. This school is in the process of supervising it by implementing a picket that functions to control its students using smartphones at school.

Given the negative impact caused by smartphones, when connected to the internet it will be easy to use to access all the applications on the smartphone, especially in accessing YouTube or Google, even though these two are applications that offer a lot of positive things as well as negative things, depending on the wise users in choosing things that are good or negative. Therefore, monitoring the use of smartphones at SDN Krapyak, Wonogiri Regency, is one of the things that the author thinks is very good. Indeed, it must be supervised if not supervised maybe the student will go too far in using it. If you go too far, this can affect the behavior and level of intelligence of students. From a series of interviews conducted, the authors obtained findings related to the form of control exercised by schools in the use of smartphones by students at SDN Krapyak Wonogiri, these findings are summarized in [Table 6](#).

Table 6. The Role of Schools in Controlling the Utilization of Smartphones by Students

No	The Role of Schools
1	Limit the use of smartphones at school time only
2	Facilitate technology-based learning by providing multimedia space

No	The Role of Schools
3	Supervise by controlling students who use smartphones against bad things to confiscate their smartphones
4	Conduct outreach to parents to be wise in using smartphones by summoning parents if their child's smartphone is confiscated by the school

Discussion

Based on the data collected from the results of research on school control in the use of smartphones at SDN Krapyak, Wonogiri Regency, it shows that the regulations at the school have emphasized that it is not permissible to use smartphones at the school, whether it is information obtained from the principal or class teacher, apart from Meanwhile, the majority of elementary school students already have smartphones given by their parents to support the learning process, and as a medium of communication after school. The following will discuss the findings regarding the role of schools in controlling the use of smartphones by students as a learning resource.

Regulations regarding the prohibition of using smartphones at school, actually refer to government regulations regarding the prohibition of students bringing smartphones, schools also think that the use of smartphones at school has more negative impacts than positive impacts, students who are still in a developmental period will find it easier to have a sense of curiosity know high and make many students blame the smartphone itself, so from this the school makes a rule that students are not allowed to use smartphones during learning at school but students are allowed to bring smartphones to school to be able to contact parents when school hours are over. The schools have rules not allowing their students to bring smartphones to school because there is a fear that there will be misuse by elementary school-age students (Hidayat et al., 2021; Wiji, 2022). However, the positive impact of smartphones is that student are able to access information easily. The education smartphone can to access to the internet for referencing, ability to snap a picture of the day's homework assignment (Laili, 2019; Nath & Mukherjee, 2015). After all, they cannot choose which one is for their age and which one is for their age adults. In addition, that schools allow their students to bring mobile phones that can only be used to call and send messages, which aims to allow students to inform their parents, for example asking to be picked up when school hours are over (Astuti et al., 2022; Liando et al., 2022). Thus, basically schools do not allow students to bring smartphones to class, but over time this has been adapted to the needs of each student.

In carrying out these regulations it is expected that students can obey them, but if they violate the rules, students will be given sanctions, namely, the student's smartphone is confiscated until the parents of the student take it to the teacher themselves. This also aims to socialize directly with parents of students regarding school policies on the use of smartphones in elementary schools. The form of raid activities carried out by schools by taking students' smartphones should be done at least once a week, this is done to prevent negative student behavior as a result of using these smartphones (Astuti et al., 2022; Umri et al., 2020). Strict supervision carried out by schools regarding the delinquency of students who play on smartphones during learning or recess must be maximized because students often play games on their smartphones which results in a decrease in student intelligence and student absorption (Hidayah et al., 2021). Thus, one form of the school's role in controlling the use of smartphones by students by conducting supervision, and those who violate them will have their smartphones taken.

To keep up with the times, where technology-based learning is applied, the school has prepared a multimedia room which can be used by students to be able to find information about learning under the guidance of the teacher who teaches at that hour, this is so that there is no reason for students to bring a smartphone to the school. A school institution certainly has a policy that functions as a means of regulation that makes the school continue to exist among institutions and is recognized and trusted by the community to be able to make its students more productive (Heni & Mujahid, 2018; Kurniawan et al., 2019). Both in terms of intellectual both in terms of cognitive, affective, and in terms of psychomotor. Schools must create a pleasant environment for students by completing facilities that support student creativity so that students fill their time with positive and creative activities (Rini et al., 2021; Syifa et al., 2019). Thus, apart from providing school policies, it also provides facilities that support students to obtain adequate learning resources, one of which is by providing multimedia rooms.

In the application of multimedia room facilities carried out by the school, it is also strongly supported by all class teachers because the class teacher thinks that if children are allowed to use smartphones in class, it will have a negative impact on students, moreover there are too many features in the smartphone. Smartphones are the development of cellular phones which are then added features and other facilities so that they become smart phones, this will certainly facilitate the performance of humans by presenting features or applications that can support the performance of the user's work, if these features are not utilized properly then these features will have a negative impact on students (Kurniawan et al.,

2019; Prasetyo et al., 2022). Therefore, in order to minimize the negative impacts arising from the use of smartphones on children, schools facilitate children by providing multimedia rooms as media to be used in learning.

The school policy regarding the use of smartphones is indeed very clear and socialized to students and parents or guardians, but the authors conducted interviews and the results were that most students answered that they had or often brought smartphones to school. When asked about the ownership of the smartphone, various answers from students, namely starting with the smartphone itself, or even parents. When asked about what students did with their smartphone, most answered, bringing smartphones to school is a tool to contact parents when school hours are over, besides that they also use smartphones as a medium to do tasks in finding answers, or when the time comes empty, the student opens YouTube or even plays games with his friends. Based on this description, a collaborative role is needed between schools and parents in supervising and controlling the use of smartphones by students.

Based on the research process that has been carried out, there are several limitations that come close, so that it becomes a factor that must be considered again for further prospective researchers for the sake of the perfection of the research to be carried out, because the implementation of this research certainly has limitations that must be addressed. The limitations that were felt in this study were the adjustment of the schedule to the process of observing the implementation of learning, where there were students who were not in school resulting in the research schedule being moved to another day when all students were at school and in the process of making interview guidelines for students questions were made whose answers were in the form of yes or no, considering that there are still many elementary school students who find it difficult to express their opinions when the questions are open-ended, so the answers given are in the form of descriptions of these answers which result in not having explored in depth the information provided by these students.

4. CONCLUSION

The use of smartphones as a learning resource by Krapyak Elementary School students is used to find solutions to problems that are not in the textbook to complete assignments, besides that as a medium for understanding material by watching learning videos, and used to find material that is not written in textbooks, and besides that, there is also to play games and open applications that have nothing to do with learning, so that collaborative efforts are needed between schools and parents in controlling the use of smartphones by students. School policies regarding the use of smartphones in schools prohibit their use during learning and provide sanctions if these rules are violated by students. In addition, the school's role in controlling the use of smartphones is carried out by students by working together between the teacher and parents to supervise and implement the rules. that well. But there are still students who violate these rules by bringing smartphones to school, even though many students use smartphones for positive things such as technology-based learning, not a few students use smartphones to play games and other negative things.

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