THE EFFECTIVENESS OF USING SMARTPHONES IN DISTANCE LEARNING DURING THE COVID-19 PANDEMIC

Ilham
State Islamic University of North Sumatra Medan, Indonesia
ilham.skom24@gmail.com

Abstract

This article aims to describe and analyze the effectiveness of using smartphones in distance learning during the Covid-19 pandemic at MAS Al-Washliyah, Tanjung Tiram District, Batubara Regency. This study uses a qualitative approach with a descriptive study method. Data was collected through participatory observation techniques, in-depth interviews, and document review. The results of this study concluded that the use of smartphones in the learning process at MAS Al-Washliyah during the Covid-19 pandemic was very ineffective. This is indicated by (1) students do not understand the material taught by the teacher, due to network constraints (internet connection), (2) students do not take lessons seriously, with student behavior that seems bored, sleepy, and bored with online learning, (3) the character of students who are not fully controlled in the learning process, even opening other applications while learning, such as Facebook, Instagram, tik tok, chatting via WhatsApp, and playing online games. The implications of using smartphones in the online learning process are (1) positive impacts, including breaking the chain of Covid-19 spread, students are closer to their families, students view learning as not limited to school but at home or other places; (2) negative impacts, including learning is just a formality and students do not understand the teaching material.

Keywords: Covid-19, Learning Effectiveness, Smartphone.

Abstrak

Artikel ini bertujuan untuk mendeskripsikan dan menganalisa efektivitas penggunaan smartphone dalam pembelajaran jarak jauh masa pandemi Covid-19 di MAS Al-Washliyah Kecamatan Tanjung Tiram Kabupaten Batubara. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi deskriptif. Pemerolehan data dilakukan melalui teknik observasi partisipatif, wawancara mendalam, dan kajian dokumen. Hasil penelitian ini menyimpulkan bahwa penggunaan smartphone dalam proses pembelajaran di MAS Al-Washliyah pada masa pandemi Covid-19 sangat tidak efektif. Hal ini ditandai dengan (1) siswa kurang memahami materi yang diajarkan oleh guru, disebabkan kendala jaringan (koneksi internet), (2) siswa tidak serius mengikuti pelajaran, dengan perilaku siswa yang terkesan bosan, mengantuk, dan jenuh belajar online, (3) karakter siswa yang tidak terkontrol sepenuhnya dalam proses pembelajaran, bahkan membuka aplikasi lain saat pembelajaran, seperti facebook, instagram, tik tok, chatting-an via WhatsApp, dan bermain game online. Implikasi dari penggunaan smartphone dalam proses pembelajaran online, yaitu (1) dampak positif, meliputi pemutusan mata rantai penyebaran Covid-19, siswa lebih dekat dengan keluarga, siswa memandang belajar tidak terbatas di sekolah melainkan bisa di rumah atau tempat lainnya; (2) dampak negatif, meliputi pembelajaran sekadar formalitas dan siswa tidak memahami materi ajar.

Kata Kunci*: Covid-19, Efektivitas Pembelajaran, Smartphone.*

INTRODUCTION

Since the establishment of the Covid-19 pandemic in almost all countries in the world, many things have changed in society. Starting from the lockdown, PSBB, local quarantine to the implementation of the new normal. Given the very fast and massive pattern of spreading the Covid-19 virus, it has forced the government to take many policies with the consideration of citizens' safety above all else, from life-saving to economic saving. Almost all sectors are significantly affected and one of them is the education sector as the most important sector which is the responsibility of the state as mandated by the 1945 Constitution. Various steps have been taken by the government from the Ministry of Education and Culture at the Central level to the Regional Government to implement learning in the form of Distance Learning (PJJ). such as WhatsApp Group, Google Classroom, or via ZOOM.[1]

In practice, distance learning provides different challenges for teachers, students, institutions, and even the wider community such as parents. In practice, teachers must find and prepare various ways so that learning materials can be conveyed and received well by students. Likewise, learners require greater effort, both materially, energy, and psychological readiness. This is done so that learners can receive learning materials optimally. Minister of Education and Culture (Mendikbud) Nadiem Makarim seeks to build cooperation with various parties that focus on developing an online education system (on the network). The application of online learning requires readiness for both parties, be it from education service providers or from students themselves. However, online and distance learning requires the help of capable and easily accessible technology.

One of the technological aids that can be used is a smartphone, a distance learning media that is considered to represent anxiety for educators, students and parents. The presence of smartphones today, in addition to providing convenience, also contributes to educating the level of ability which in the end has a positive effect, namely increasing welfare. In helping to increase knowledge, smartphone owners can access information from the internet, communicate via e-mail, chat, reminders, notes, Twitter, Facebook, and other social networks, wherever and whenever needed, accompanied by various facilities and applications designed to needs of smartphone users.[2]

The role of the smartphone for school-age children is different from that of a computer which can function as a medium for development, data processing, and then its output can be converted into technological developments. Excessive use of smartphones by school-age children and adolescents can shape their characters into lazy people. With the ease of accessing the internet, children and adolescents are spoiled with various less important activities which should be at their age when it is important to learn and gain knowledge. Browsing non-stop on the internet such as using Facebook, Twitter and online games is the impact of all that. This condition reflects the destruction of good character in the next generation of the nation. Seeing these conditions, a teacher is required to be able to use

---

[1] This is explained in Letter Number 2 of 2020 regarding the Prevention and Handling of Covid-19 within the Ministry of Education and Culture. Second, Circular Number 3 of 2020 concerning Prevention of Covid-19 in Education Units.

[2] Haerunnisa Nisa, *et.al.,* "Peranan Smartphone dalam Dunia Pendidikan di Masa Pandemi Covid-19," *TEMATIK: Jurnal Teknologi Informasi Komunikasi* 7*,* no. 2, 2020: 140-146. https://doi.org/10.38204/tematik.v7i2.460.

various methods or strategies in the learning process, so that students are not dependent on smartphones during the learning process, so as not to affect student academic achievement.

Of course, all media or technology has its positive and negative sides. The presence of smartphones provides convenience to the community, teachers, and students. Smartphone owners can access the internet, communicate by e-mail, chat, reminder, notes, Twitter, Facebook, and other social networks, wherever and whenever needed, accompanied by various facilities and applications designed for the needs of smartphone users. For school-age students, the positive side is that students always have more knowledge than students who are less touched in using smartphone media. Apart from that, students receive a lot of information that occurs in various parts of the world, which automatically forms a mindset, thus making them more active and creative in the self-actualization of their environment.[3]

Learning is a process of teaching and learning activities that also play a role in determining the success of student learning. From the learning process, there will be a reciprocal activity between the teacher and students to get to a better goal. Learning is a process carried out by individuals to acquire new knowledge and experiences which are manifested in the form of relatively permanent and permanent changes in behavior due to the interaction of individuals with their learning environment. The learning process cannot be totally observed because it involves psychological activity. However, there are several indicators in individuals who are said to have learned. Changes as a result of the learning process and are said to be academic achievements can be shown in various forms, such as changes in knowledge, understanding, attitudes, and behavior, skills, abilities and abilities, reaction power, acceptance power, and other aspects that exist in individuals.

According to S. Nasution, learning achievement is "*Perfection achieved by a person in thinking, feeling and doing, learning achievement is said to be perfect if it meets three aspects, namely: cognitive, affective, and psychomotor, on the other hand, it is said to be less than satisfactory if a person has not been able to meet the targets in the three criteria* ". Based on the above understanding, it can be explained that learning achievement is the level of humanity possessed by students in accepting, rejecting, and assessing the information obtained in the teaching and learning process. Student achievement can be known after an evaluation is held. The results of the evaluation can show high or low student achievement.[4] Learning achievement can also be said to be academic achievement because the two terms have the same essence. In this study, researchers used the term academic achievement.

Academic achievement cannot be separated from learning activities, because learning is a process, while academic achievement is the result of the learning process. For a child, learning is an obligation in his life. The success or failure of a child in education depends on the learning process experienced by the child. The intellectual ability of students greatly determines their success of students in obtaining achievements. To find out whether someone

---

[3] Idawati Pandia, "Penggunaan Smartphone dalam Mendukung Prestasi Belajar Siswa SMPN I Kubung Kabupaten Solok Sumatera Barat," *Jurnal Penelitian Komunikasi dan Pembangunan* 15, no. 2, 2018: 122-135. https://202.89.117.136/index.php/jpkp/article/view/1330.

[4] G. Hamdu. "Pengaruh Motivasi Belajar Siswa Terhadap Prestasi Belajar IPA di Sekolah Dasar," *Jurnal Penelitian Pendidikan* 12, no. 1, 2011. https://www.academia.edu/download/55509754/motivasi1.pdf.

is successful in learning, it is necessary to carry out an evaluation, the aim is to find out the achievements of students after the teaching and learning process takes place.

Distance learning (PJJ) or online assisted by smartphones is of course with the aim of providing learning and sending learning materials to students who do not meet physically as in traditional classroom learning. Based on this, distance learning is carried out without any direct physical interaction between teachers and students, the interaction is carried out on a virtual system with the help of technology that allows interaction and transfer of knowledge from educators to students.

There are many things that can hinder and interfere with the progress of learning, and there is often a failure. Many things or obstacles that cause it, but basically it can be classified into two factors, namely: 1). Indogin factors are factors that come from the students themselves or the students themselves. These factors include biological factors (physical factors) and psychological factors (spiritual factors). 2). Exogin factors are factors that come from outside the student or student. These factors include family environmental factors, school environment, community environment.[5] For example, distance learning (PJJ) conducted online during the pandemic has received many complaints from both students and parents. The reason is that there are still many people who still do not have a smartphone to support PJJ. In addition, many people are still unable to buy internet quota to study online, plus the internet network in every area is not all smooth. Due to a large number of complaints from the community, the school and the government were asked to immediately evaluate the teaching and learning process (KBM) that was carried out in relation to what they were facing with the teaching and learning pattern that was applied.

The teacher is one of the education personnel who is responsible for the success of the learning process and student academic achievement. Therefore, teachers must continue to accompany and direct their students to get used to using smartphone technology properly. Teachers are not enough to only be able to use the latest technology but also have to be able to build a sense of pleasure in learning which then raises the critical thinking power and creative spirit of their students.

MAS Al-Washliyah Tanjung Tiram Batubara is one of the schools that has implemented Distance Learning (PJJ) during the Covid-19 pandemic with Smartphone Media as a support for the learning process. By observing the literature review above, the researchers are interested in conducting a study entitled "Effectiveness of Smartphone Use in Learning During the Covid-19 Pandemic Period at MAS Al-Washliyah Tanjung Tiram Batubara".

METHOD

This study uses a qualitative approach, as an effort to provide answers to the problems that have been described because it uses descriptive analysis emphasis.[6] The focus of the discussion in this study is on the effectiveness of using smartphones in online (distance)

---

[5] Abu Ahmadi, *Psikologi Sosial* (Jakarta: PT. Rineka Cipta, 2007), 259.

[6] Cholid Narbuko, et. al, *Metodologi Penelitian* (Jakarta: PT. Bumi Aksara, 2003) Cet I, h. 46. See also Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan* (Bandung: PT. Remaja Rosdakarya, 2006), Cet I, h. 60. See also Muhammad Shaleh Assingkily, *Metode Penelitian Pendidikan: Panduan Lengkap Menulis Tugas Akhir dan Artikel Ilmiah,* (Yogyakarta: K-Media, 2021).

learning during the Covid-19 pandemic. The background of this research is MAS Al-Washliyah, Tanjung Tiram District, Batubara Regency. The informants of this research, namely the head of the madrasa, deputy head of the madrasa for student affairs, the teacher council, homeroom teachers, stakeholders, and students of MAS Al-Washliyah Tanjung Tiram. Data collection was carried out through in-depth interview techniques, participatory observation, and document review. Furthermore, the data were analyzed using data reduction techniques, data presentation, and drawing conclusions (verification).

RESULTS AND DISCUSSION
The Role of Smartphones in Education

Smartphones have various roles, including for the world of education as M-Learning (Mobile Learning). M-Learning is a paradigm that has recently emerged in the world of education. This learning model emerged to respond to the development of the world of information and communication technology, especially mobile information and communication technology, which is very fast lately. In addition, it is undeniable that at this time, mobile communication devices are one of the devices that are closely related to the daily lives of learning actors such as teachers and students.

M-learning is unique learning because learning can access learning materials, directions, and applications related to learning, anytime and anywhere.[7] This will increase attention to learning materials, make learning pervasive, and can encourage learning motivation for lifelong learning. In the context of implementing mobile learning, readiness to use smartphone and computer technology is very necessary, and this readiness can be understood as the willingness and ability to organize and participate in mobile learning.

Mobile learning has advantages and disadvantages, including 1) Can be used anywhere at any time 2) Most mobile devices have a relatively cheaper price than the price of a desktop PC 3) The device size is small and lighter than a desktop PC 4) It is estimated that it can involve more many learners because m-learning utilizes technology commonly used in everyday life. Although it has several advantages, m-learning will not completely replace traditional e-learning. This is because m-learning has limitations, especially in terms of learning devices/media. The limitations of mobile devices include the following. 1) Processor capability 2) Memory capacity 3) Display screen 4) Power stone 5) I/O devices More practically, M-learning can be accessed with a smartphone.[8]

With smartphones that can access computer work, students can easily find the information they need quickly. The existence of a smartphone makes an additional alternative for a teacher or student when there are limited teaching materials or teaching materials. The following is the use of smartphones as learning media:[9]

First, E-learning, fun learning. Without knowing space and time, students can learn even though they are outside the classroom. By exploring the e-learning website, learning will

---

[7] Agnes Kukulska-Hulme & John Traxler, (eds.), *Mobile Learning: A Handbook For Educators And Trainers*, (London & New York: Routledge Taylor & Francis Group, 2007).

[8] Mostafa Al-Emran, "Mobile Learning During Covid-19 Era," *Revista Virtual* 61, no. 1, 2020. https://rrevistavirtual.ucn.edu.co/index.php/RevistaUCN/article/view/1195.

[9] Dhany Efita Sari, "Quizlet: Aplikasi Pembelajaran Berbasis Smartphone Era Generasi Milenial," *Jurnal Pendidikan Ilmu Sosial* 29, no. 1, 2019. https://doi.org/10.23917/jpis.v29i1.8150.

be more fun because it is accompanied by videos about the subject matter. *Second,* E-books, students can read books easily using smartphones, without physical books. Reading books will be more fun because it can be done anywhere and anytime.

Third, Search site. Search engines on the internet are very helpful for students in finding information or material about learning. Insight knowledge of students will be more developed by using smartphones properly. *Fourth,* Social media for learning. There are so many social media that are used by teachers and students. For example, Edmodo, this application is designed like a method in a class. Here the teacher will be more active in communicating with students. Edmodo is a social media platform that is often described as Facebook for schools and can do a lot more as needed. With Edmodo, it will be easier for teachers to interact with students or with parents. Learning interactions with students through Edmodo include the provision of teaching materials, assignments, quizzes, polls, and assessments.

Positive and Negative Impacts of Smartphone Use

The use of smartphones has positive and negative impacts on students in the learning process. The positive impacts of using a smartphone are, first, a smartphone can help the development of a child's adaptive function. The adaptive function is a person's ability to be able to adapt to the surrounding environment and the times. If the development of today's smartphone appears, then even children must know how to use it.

Second, smartphones can increase knowledge. By using smartphones that are technologically advanced, children can easily and quickly get information about their assignments at school. Smartphones can also expand friendship networks. Smartphones can expand friendship networks because they can easily and quickly join social media. Especially now that social media has mushroomed, such as Twitter, Facebook, Path, Instagram, Ask.fm, Tumblr, and others.

Third, facilitate communication. A smartphone is a tool that has sophisticated technology. So everyone can easily communicate with other people from all corners of the world. *Fourth,* build children's creativity. Children can be creative by making works using the applications on the smartphone.

In addition to the positive impacts, the following describes the negative impacts of using Smartphones, namely *first,* disturbing health. Smartphones can interfere with human health because of the radiation effect of the smartphone. Especially in children under the age of 4 because at this age, a child's nerve neurons are developing and the radiation function in smartphones can slightly inhibit the growth of these neurons.

Second, children can experience decreased concentration. Smartphones have sophisticated features such as cameras, videos, games and others. These features can interfere with the learning process at school. For example, when the teacher explains the lesson in front, the students play with their smartphones in the back.

Third, influencing children's behavior. With the sophistication provided by smartphones. So children can easily download videos that they are not watching. This is where the role of parents is needed to monitor the behavior of children in using smartphones. Along with the development of smartphones, it turns out that the psychological situation of

teenagers also experiences various reactions. There are those who use smartphones to add value, there are also those who actually make students lazy and often waste time in front of smartphone screens. There are some students who prefer to play smartphones rather than following the learning process. Not focused and not concentrated in the learning process. Sometimes they prefer to play their smartphone when the teacher is explaining the lecture material. Because they are engrossed in smartphones, students forget their obligations as students. The penchant for playing smartphones can take up students' time to study and do assignments.

Fourth, the phenomenon of smartphone use often makes students neglect the learning process, both at home and at school. His attention is drawn to the attractive features of the smartphone, to the statuses and comments from social media. This diversion of attention of course interferes with the process of absorbing the information provided by the teacher to students. This smartphone can be a capital for teachers in developing their creativity in teaching. The most appropriate teaching pattern for students in this digital era is to invite them to learn in their world, namely the digital world. For this reason, smartphones are easy to use in learning.

Learning Effectiveness

Learning is a learning process for students to be able to learn something that is relevant and meaningful to them. In addition, it is also to develop a learning experience where students can actively create what they already know with the experience gained.[10] Thus, learning is an effort to teach students to learn. Therefore, a learning strategy is a plan that contains a series of activities designed to achieve certain educational goals.

Learning is essentially an effort to teach students and learning design is an arrangement of these efforts so that learning behavior emerges. In an organized condition, there are clear learning objectives and content, optimal learning strategies, there will be a lot of opportunities to facilitate learning. On the other hand, the role of the educator is becoming increasingly complex, he is not only a source of learning but also must present himself as an expert in managing other learning resources and integrating them into his appearance. Educators must be able to present themselves as an integrated component of all learning resources. The success of the learning process will be seen from the results of students' academic achievements.

Academic achievement according to Bloom is revealing one's success in learning. There are two factors that influence a person's academic achievement, namely internal factors and external factors. Internal factors include, among others, physical factors and psychological factors. Physical factors relate to general physical conditions such as vision and hearing. Psychological factors involve non-physical factors, such as interests, motivation, talents, intelligence, attitudes and mental health. External factors include physical factors and social factors. Physical factors involve the condition of the study area, learning facilities and equipment, subject matter and learning environment conditions. Social factors involve social support and cultural influences.[11]

---

[10] Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan* (Jakarta: Kencana, 2007), 127.
[11] S. Azwar, *Pengantar Psikologi Intelegensi* (Yogyakarta: Pustaka Pelajar, 2004), 23.

Another definition states that academic achievement is the result obtained in the form of impressions that result in changes in the individual as the end result of learning activities.[12] Or in other words, evidence of improvement or achievement obtained by a student as a statement of whether there is progress or success in an educational program. Academic achievement can also be said as the last learning result achieved by students within a certain period of time, which in schools students' academic achievements are usually expressed in the form of certain numbers or symbols. Then with these numbers or symbols, other people or students themselves will be able to find out how far the academic achievement has been. Thus, academic achievement at school is another form of mastery of the subject matter that has been achieved by students, and report cards can be used as the final learning result of mastery of these lessons.

Factors that affect academic achievement include (1) Internal factors (physical factors, psychological factors, physical and psychological maturity factors, and spiritual environmental factors); and (2) external factors (social factors, cultural factors, and physical environmental factors). Based on this description, this study will examine the learning process for students at MAS Al-Washliyah, Tanjung Tiram District, Batubara Regency. Understanding the learning process can be operationalized in the form of indicators in the form of planning, implementation, and evaluation.

Learning effectiveness is a measure of the success of a process of interaction between students and between students and teachers in educational situations to achieve learning objectives.[13] Deassy & Endang stated that learning effectiveness is learning that is useful and purposeful for students that allows students to learn specific skills, knowledge and attitudes with ease, fun, and the learning objectives can be completed as expected.[14] The effectiveness of learning is said to be successful if the learning process reaches the desired target, both in terms of learning objectives and maximum student achievement. Barkan, et.al., put forward the statement that "*Learning effectiveness is a constructive activity handled by a teacher who encourages students through special approaches and strategies to achieve learning objectives well*".[15]

Learning can be said to be effective if it is able to provide new experiences and can shape student competencies and help achieve goals optimally.[16] Bambang stated that the effectiveness of learning is often measured by the achievement of learning objectives, or it can also be interpreted as accuracy in managing the situation.[17] However, it is different from the opinion of Satori & Irawan that the effectiveness of learning is not only assessing student learning outcomes, but all efforts that cause children to learn.[18] Based on these concepts, it

---

[12] S. B. Djamarah, *Psikologi Belajar* (Jakarta: PT Rineka Cipta, 2002), 32.

[13] Afifatu Rohmawati, "Efektivitas Pembelajaran", *Jurnal Pendidikan Usia Dini* 9, no. 1, 2015: 17. http://journal.unj.ac.id/unj/index.php/jpud/article/view/3491.

[14] Deassy May Andini & Endang Supardi, "Kompetensi Pedagogik Guru Terhadap Efektivitas Pembelajaran dengan Variabel Kontrol Latar Belakang Pendidikan Guru", *Jurnal Pendidikan Manajemen Perkantoran* 1, no. 2, 2018: 1-7. https://ejournal.upi.edu/index.php/jpmanper/article/view/9450.

[15] A. Barkan, *et.al.*, "The CRM Domain: An RNA Binding Module Derived from An Ancient Ribosome-Associated Protein," *RNA* 13, no. 1, 2007: 55-64. http://www.ncbi.nlm.nih.gov/pubmed/17105995.

[16] Rusman, *Model-model Pembelajaran,* (Jakarta: Rajawali Press, 2011), 23.

[17] Warsita Bambang, *Teknologi Pembelajaran: Landasan & Aplikasinya,* (Jakarta: PT. Rineka Cipta, 2008), 287.

[18] Djam'am Satori & Asep Irawan, "Pengaruh Regulasi, Pembiayaan dan Partisipasi Masyarakat Terhadap Efektivitas Manajemen Sarana Prasarana Sekolah, dan Dampaknya Terhadap Efektivitas Pembelajaran pada Sekolah Menengah Pertama se-Kota Sukabumi", *Jurnal Administrasi Pendidikan* 17, no. 1, 2013: 29. https://ejournal.upi.edu/index.php/JAPSPs/article/view/6430.

can be synthesized that learning effectiveness is effective teaching behavior shown by educators who are able to provide new experiences through special approaches and strategies to achieve learning objectives.

Learning System during the Covid-19 Pandemic

Since the establishment of the COVID-19 pandemic in almost all countries in the world, many things have changed in society. starting from the lockdown, PSBB, local quarantine to the implementation of the new normal. Given the very fast and massive pattern of spreading the Covid-19 virus, it has forced the government to take many policies with the consideration of citizens' safety above all else, from life-saving to economic saving.

Almost all sectors are significantly affected and one of them is the education sector as the most important sector which is the responsibility of the state as mandated by the Constitution. Various steps have been taken by the government from the Ministry of Education and Culture at the Central level to the Regional Government in the form of Distance Learning (PJJ) such as face-to-face, Group WA, classroom, or via zoom.[19]

The Ministry of Education and Culture as the formulator of government policies in the field of education has studied all phenomena and dynamics in society during the pandemic and has carried out various studies with experts and practitioners to surveys local governments and most importantly discussed with all relevant stakeholders which culminated in the birth of 4 Ministerial Decrees (Mendikbud, Menag). , Minister of Health and Minister of Home Affairs) on 19 June 2020 where face-to-face learning may only be carried out in stages in green zone areas, based on the recommendations of the Task Force. Apart from that, face-to-face meetings are not allowed and the local government is given the authority to determine the PJJ method to be used in accordance with the conditions and capabilities of each region. It could be online learning groups or other online PJJs or offline PJJs. while the Ministry of Education and Culture as the regulator will periodically evaluate each system implemented by the local government through the LPMP.[20]

Minister of Education and Culture (Mendikbud), Nadiem Makarim issued a circular letter for the prevention of the coronavirus (Covid-19) in education units on March 9, 2020. The letter was addressed to the Head of the Provincial Education Office, Head of District/City Education Office, Head of Higher Education Service Institutions, Leaders of Higher Education, and Principals throughout Indonesia. He invited various parties in the world of education to work together to deal with the coronavirus which has been officially designated by WHO as a global pandemic to take steps to prevent the development of the spread of Covid-19 in the education unit environment.[21]

---

[19] Qomaruzzaman Azam Zami and Bagong Suyanto, "Digital Divide for Teacher During Pandemic Covid-19," *Al-Mada: Jurnal Agama, Sosial, Dan Budaya* 4, no. 2 (July 30, 2021): 213–24, https://doi.org/10.31538/almada.v4i2.1235.

[20] This is explained in Letter Number 2 of 2020 regarding the Prevention and Handling of Covid-19 within the Ministry of Education and Culture. Second, Circular Number 3 of 2020 concerning Prevention of Covid-19 in Education Units.

[21] This article has been published on Kompas.com with the title "Distance Learning Flashback due to the Covid-19 Pandemic March 9, 2020.

Distance learning has its own challenges that must be faced. So that the creativity of the teachers is needed in its implementation so that they have to get out of the conventional style. They are also required to be more innovative in preparing learning materials and mechanisms. Including utilizing all the potential of existing technology to assist the implementation of learning. Unfortunately, complaints were dominated by the students themselves regarding various teacher assignments which were considered heavy and drained of energy and internet quota.[22] In addition, not all regions can be forced to implement distance learning because they do not have supporting tools such as smartphones.

However, the Government is trying to solve this problem and is reviewing the provision of credit subsidies for teaching staff and students in order to support the distance learning process in the midst of the Covid-19 pandemic. The Minister of Communication and Information (Menkominfo) Johnny G Plate said the credit subsidy for teaching staff and students will begin to be rolled out in September 2020.[23] Regarding technical assistance, the terms and conditions for those receiving the quota subsidy are still in the process of being finalized.

The implementation of education during the Covid-19 pandemic should be momentum for educational transformation. For teachers, the current situation should be an opportunity to transform education through new habits in education that have never been done before. Educational transformation must be elaborated by the Ministry of Education and Culture and local governments on two things, namely education governance and transformation in learning.[24]

The learning process during this pandemic does require mental readiness from teachers, students, and parents. Many challenges were faced during the pandemic, but every human being who was gifted with the ability to adapt precisely to this condition was led to make new learnings. Education does not just have to be in schools, but everywhere. Formal, informal, and non-formal education lines complement and replace each other, so there is no need for confusion at this time.[25]

There are several requirements that must be met in the face of new teachings during the Covid-19 (New Normal) pandemic, namely: *First*, for early childhood education (PAUD), basic education, and secondary education in the 2020/2021 academic year, it will still start in the month of July 2020. However, for areas in the yellow, orange, and red zones, face-to-face learning is prohibited in education units. Education units in these zones continue to study from home. Nadiem emphasized that the decision-making process for the start of face-to-face learning for educational units in districts/cities in the green zone was carried out very strictly with layered requirements. The existence of educational units in the green zone is the first and

---

[22] The researchers summarized this from various sources in the community of Tanjung Tiram District, Batubara Regency.

[23] Kompas.com, Thursday (13/8/2020).

[24] Siti Maryam Munjiat, "Implementation of Islamic Religious Education Learning in Higher Education on The Pandemic Period," *Nazhruna: Jurnal Pendidikan Islam* 3, no. 2 (August 5, 2020): 285–95, https://doi.org/10.31538/nzh.v3i2.757.

[25] Putu Agus Windu Yasa Bukian and I. Wayan Sujana, "Yoga Asanas as an Effort to Reduce Anxiety on Online Learning During Pandemic in Stikes Buleleng Students," *Al-Mada: Jurnal Agama, Sosial, Dan Budaya* 5, no. 1 (January 31, 2022): 56–62, https://doi.org/10.31538/almada.v5i1.1870

main requirement that must be met for educational units that will conduct face-to-face learning.

Second, if the local government or Regional Office/Office of the Ministry of Religion gives permission. *Third*, if the education unit has fulfilled all the checklists and is ready to do face-to-face learning. *Fourth*, if the student's parents/guardians agree that their son/daughter will conduct face-to-face learning in the education unit. If one of the four conditions is not met, students continue to study from home in full.

Learning System in Higher Education Regarding learning patterns in the higher education environment in the 2020/2021 Academic Year, the 2020/2021 Academic Year of Higher Education continues to start in August 2020 and 2020/2021 Higher Education Academic Year begins in September 2020. Learning methods for all mandatory zones are conducted online for theory courses. Meanwhile, practical courses are also conducted online wherever possible. However, if it cannot be carried out online, the course is directed to be carried out at the end of the semester. In addition, university leaders in all zones can only allow student activities on campus if they meet the health protocols and policies that will be issued by the relevant director-general. These policies include activities that cannot be replaced by online learning, such as research in laboratories for theses, theses, and dissertations as well as laboratory assignments, practicums, studios, workshops, and similar academic/vocational activities.[26]

The Ministry of Education and Culture (Kemendikbud) through the Minister of Education and Culture Circular Letter Number 4 of 2020 contains directions regarding learning from home through distance learning. The following are a number of points of direction, *first*, to provide a meaningful learning experience for students, without being burdened with the demands of completing all the achievements of the promotion and graduation curriculum.[27]

Second, focusing on life skills education, including the Covid-19 pandemic. *Third*, providing a variety of learning activities and assignments for learning from home among students, according to their respective interests and conditions, including considering the gap in access/facilities for learning from home. *Fourth*, provide feedback on evidence or products of learning activities from home that are qualitative and useful for teachers, without being required to give qualitative scores/values.

CONCLUSION

The results of this study indicate that the use of smartphones in the learning process displays the following issues, *first*, students do not understand the material taught by the teacher, due to network constraints (internet connection); *second*, students do not take lessons seriously, with student behavior that seems bored, sleepy, and bored with online learning; *third*, the character of students who are not fully controlled in the learning process, even

---

[26] News source: antvklik.com accessed September 1, 2020.

[27] Abdul Azis, Reem Abou-Samra, and Andika Aprilianto, "Online Assessment of Islamic Religious Education Learning," *Tafkir: Interdisciplinary Journal of Islamic Education* 3, no. 1 (January 29, 2022): 60–76, https://doi.org/10.31538/tijie.v3i1.114.

opening other applications while learning, such as Facebook, Instagram, tik tok, chatting via WhatsApp, and playing online games. Thus, it can be concluded that the use of smartphones in the learning process at MAS Al-Washliyah during the Covid-19 pandemic was very ineffective.

REFERENCES

Ahmadi, Abu. Psikologi Sosial, Jakarta: PT. Rineka Cipta, 2007.

Al-Emran, M. "Mobile Learning During Covid-19 Era," Revista Virtual 61, no. 1, 2020. https://revistavirtual.ucn.edu.co/index.php/RevistaUCN/article/view/1195.

Andini, D.M. & Supardi, E. "Kompetensi Pedagogik Guru Terhadap Efektivitas Pembelajaran dengan Variabel Kontrol Latar Belakang Pendidikan Guru", Jurnal Pendidikan Manajemen Perkantoran 1, no. 2, 2018: 1-7. https://ejournal.upi.edu/index.php/jpmanper/article/view/9450.

Azis, Abdul, Reem Abou-Samra, and Andika Aprilianto. "Online Assessment of Islamic Religious Education Learning." *Tafkir: Interdisciplinary Journal of Islamic Education* 3, no. 1 (January 29, 2022): 60–76. https://doi.org/10.31538/tijie.v3i1.114.

Arini, N.K.S. "Pengaruh Tingkat Intelegensi dan Motivasi Belajar Terhadap Prestasi Akademik Siswa Kelas II SMA Negeri 99 Jakarta", Jurnal Pendidikan 1, no. 3, 2016: 521-525.

Assingkily, Muhammad Shaleh. Metode Penelitian Pendidikan: Panduan Lengkap Menulis Tugas Akhir dan Artikel Ilmiah, Yogyakarta: K-Media, 2021.

Azwar, S. Pengantar Psikologi Intelegensi, Yogyakarta: Pustaka Pelajar, 2004.

Bambang, W., Teknologi Pembelajaran: Landasan & Aplikasinya, Jakarta: PT. Rineka Cipta, 2008.

Barkan, A., et.al., "The CRM Domain: An RNA Binding Module Derived from An Ancient Ribosome-Associated Protein," RNA 13, no. 1, 2007: 55-64. http://www.ncbi.nlm.nih.gov/pubmed/17105995.

Bukian, Putu Agus Windu Yasa, and I. Wayan Sujana. "Yoga Asanas as an Effort to Reduce Anxiety on Online Learning During Pandemic in Stikes Buleleng Students." *Al-Mada: Jurnal Agama, Sosial, Dan Budaya* 5, no. 1 (January 31, 2022): 56–62. https://doi.org/10.31538/almada.v5i1.1870.

Djamarah, S.B. Psikologi Belajar, Jakarta: PT Rineka Cipta, 2002.

Hamdu, G. "Pengaruh Motivasi Belajar Siswa Terhadap Prestasi Belajar IPA di Sekolah Dasar," Jurnal Penelitian Pendidikan 12, no. 1, 2011. https://www.academia.edu/download/55509754/motivasi1.pdf.

Hulme, A.K. & Traxler, J. (eds.). Mobile Learning: A Handbook For Educators And Trainers, London & New York: Routledge Taylor & Francis Group, 2007.

Martha, Z.D., et.al. "E-Book Berbasis Mobile Learning," Jurnal Kajian Teknologi Pendidikan 1, no. 2, 2018. http://journal2.um.ac.id/index.php/jktp/article/view/3705.

Munjiat, Siti Maryam. "Implementation of Islamic Religious Education Learning in Higher Education on The Pandemic Period." *Nazhruna: Jurnal Pendidikan Islam* 3, no. 2 (August 5, 2020): 285–95. https://doi.org/10.31538/nzh.v3i2.757.

Narbuko, C., et.al. Metodologi Penelitian, Jakarta: PT. Bumi Aksara, 2003.

Nisa, H., et.al. "Peranan Smartphone dalam Dunia Pendidikan di Masa Pandemi Covid-19," TEMATIK: Jurnal Teknologi Informasi Komunikasi 7, no. 2, 2020: 140-146. https://doi.org/10.38204/tematik.v7i2.460.

Pandia, I. "Penggunaan Smartphone dalam Mendukung Prestasi Belajar Siswa SMPN I Kubung Kabupaten Solok Sumatera Barat," Jurnal Penelitian Komunikasi dan Pembangunan 15, no. 2, 2018: 122-135. https://202.89.117.136/index.php/jpkp/article/view/1330.

Rohmawati, A. "Efektivitas Pembelajaran", Jurnal Pendidikan Usia Dini 9, no. 1, 2015. http://journal.unj.ac.id/unj/index.php/jpud/article/view/3491.

Rusman, Model-model Pembelajaran, Jakarta: Rajawali Press, 2011.

Sanjaya, W. Strategi Pembelajaran Berorientasi Standar Proses Pendidikan, Jakarta: Kencana, 2007.

Sari, D.E. "Quizlet: Aplikasi Pembelajaran Berbasis Smartphone Era Generasi Milenial," Jurnal Pendidikan Ilmu Sosial 29, no. 1, 2019. https://doi.org/10.23917/jpis.v29i1.8150.

Satori, D. & Irawan, A. "Pengaruh Regulasi, Pembiayaan dan Partisipasi Masyarakat Terhadap Efektivitas Manajemen Sarana Prasarana Sekolah, dan Dampaknya Terhadap Efektivitas Pembelajaran pada Sekolah Menengah Pertama se-Kota Sukabumi", Jurnal Administrasi Pendidikan 17, no. 1, 2013. https://ejournal.upi.edu/index.php/JAPSPs/article/view/6430.

Sukmadinata, N.S. Metode Penelitian Pendidikan, Bandung: PT. Remaja Rosdakarya, 2006.

Zami, Qomaruzzaman Azam, and Bagong Suyanto. "Digital Divide for Teacher During Pandemic Covid-19." *Al-Mada: Jurnal Agama, Sosial, Dan Budaya* 4, no. 2 (July 30, 2021): 213–24. https://doi.org/10.31538/almada.v4i2.1235.