Mataram City Student Perceptions in Recognizing and Using Smartphones

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ABSTRACT

This research was conducted with the aim of knowing the perceptions of Mataram City students in recognizing and using smartphones to support their needs, especially those related to education. The type of research used is descriptive qualitative with a population of all high school students or the equivalent scattered in the city of Mataram. The sample used is 50 students from five schools. Research data in the form of survey results obtained through the process of distributing question forms using the help of links on Google Drive. The data obtained were then analyzed descriptively and supported by various relevant sources. Based on the research that has been done, it is found that the level of participation of Mataram City students in recognizing and using Smartphones is included in the high category with a percentage level of 100%. This indicates that Smartphones have become the most important part and are difficult to separate for students, especially in today's conditions.

Keyword: Student Perception; Smartphone; Learning Process Policy

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1.   INTRODUCTION

Technology is one of the substances that describe the characteristics of the conditions of the 21st century. This condition emphasizes that humans will be very dependent on the development of various technologies (Nurhayati, et al., 2020a). This is illustrated by the technology that has begun to be known and used even from an early age. This situation is often referred to as the millennial era. Humans who can adapt well and maximally will certainly be able to take advantage of the various advances that occur, especially by utilizing technology (Widodo, 2020). Technology is an important key for humans to be able to compete not only on a national scale but also globally or internationally.

Technology, especially in the field of communication, is even able to facilitate so that it is still possible for communication to occur in various conditions of time and place. In addition to allowing communication to continue, technology is also effective and efficient (Daulay, et al., 2020). One technology that has a role and is very often used by humans is a smartphone. With the development of the times, smartphones will also be easily obtained even for children who are still at an early age. It is not difficult in today's era to find children who are proficient and skilled in using smartphones (Ikbal, 2022; Kustiyani, 2021; Zainuddin & Agustang, 2019). Even this condition can be inversely proportional to parents who may not be able to use smartphones, especially those based on Android. This condition is certainly very dangerous, especially in the supervision process as long as children use smartphones in the home environment.

The pattern of children's personality development certainly cannot be separated from various factors, one of which is related to how children use various facilities provided by their parents. The freer children are to use the facilities provided, especially smartphones, the more likely it is for them to obtain

various information freely via the internet. Each condition will certainly have a positive and negative impact on its users. The use of smartphones is no exception.

Based on the description of the problems above, the purpose of this research is to find out the responses and descriptions of teenagers, especially students in Mataram city regarding their perspective on smartphone use. From this research, of course, it can be used as a reference for both teachers and parents in monitoring children's use of smartphones so that they are in accordance with the expected goals of the development of digital technology.

2. RESEARCH METHOD

The type of research used is qualitative research. This type of research produces data in the form of numbers, pictures, and other forms that are written descriptively to provide a comprehensive picture of the topic being observed. In general, qualitative descriptive research is carried out by the author through the process of recording, analyzing, and interpreting the conditions of the research topics in the field. The topic that the author examines is the perspective of smartphone use among students in the city of Mataram.

This study uses several schools as a place to collect data by distributing question questionnaires via google form. The schools targeted were MA Plus Nurul Islam Sekarbela, MAN 2 Mataram, SMAN 5 Mataram, SMAN 1 Mataram, SMAN 9 Mataram. The number of samples used as many as 50 students spread across the research partner schools.

Research data obtained in the form of primary and secondary data. Primary data is obtained directly from the results of student answers related to the questionnaire sheet distributed via the google drive link. The use of this link is to maximize data privacy from sources so that they will be more open in providing answers. While the secondary data used from various sources of written references obtained through scientific journals.

Fig. 1 Research Form Using Google Drive

All data obtained were analyzed descriptively with the support of various relevant studies. The use of citations, especially supporting research, will increase the reader's confidence in reviewing the results of the research conducted. After the data is supported by various relevant sources, then a process is carried out to conclude the research results.

3. RESULTS AND DISCUSSION
A. The Position of Smartphones in the Millennial Generation

The millennial generation that emerged around the end of the 1990s and continues to this day is a generation that is highly influenced and dependent on technology, especially communication technology (Rofiq & Nursikin, 2022). This has resulted in this generation being known as digital natives. The term "digital native" refers to the generation born after 1980 who grew up with digital technology and the internet is considered a normal aspect of everyday life (Prayitno, et al., 2021). This condition will certainly make us accustomed to living side by side with technology to carry out daily life.

The emergence of digital communication technology and its widespread use has produced many impacts in everyday life. On the one hand, the growth of digital media has a positive impact, such as providing easy access to information, facilitating communication without the need for extra time and effort, and contributing to the advancement of education (Dewi, et al., 2021; Pangondian, et al., 2019;

Rizaldi , et al., 2021a). In contrast to traditional mass media such as television, radio, and print media, digital media increases people's opportunities to participate in society, either as consumers or content producers, or commonly referred to as consumers.

Based on the 2019 Digital Yearbook Report data, it illustrates that the number of active social media users in Indonesia continues to increase until it reaches an average of 15% per year (News.unair.ac.id., 2020). From this percentage of data, almost 150 of the 268.3 million Indonesians are active social media users. The results of the study involving 314 respondents in Surabaya, consisting of adolescents aged 15-18 years, showed that the high intensity of smartphone use had a correlation or relationship with the level of social media addiction, fear of being left behind (News.unair.ac.id., 2020). This data indicates that most people are familiar with and use technology as an alternative to support their daily life.

B. *Smartphone Use for Students in Mataram City*

Adolescence is a condition where individuals begin to look for identity and are very easy to be influenced by the environment. The increasingly rapid development of the times is also one of the factors that shape the personality of teenagers in interacting with the surrounding environment (Octavia, 2020). The use of gadgets, one of which is a smartphone, is an interesting thing to observe in the lives of today's teenagers. It is undeniable that adolescence is a condition where individuals are classified as still in the junior and senior high school groups.

Based on a survey conducted on 50 students at the high school (SMA) and Madrasah Aliyah (MA) levels in the city of Mataram, it was found that all students were familiar with the use of smartphones in supporting their daily lives. This condition confirms that the current tendency of teenagers, especially at the student level, cannot be separated from smartphones (Irnawaty & Agustang, 2019). This is certainly in accordance with the predictions of various technology observers who say that teenagers who live in current conditions are included in the digital native group. When referring to the age or individual level of students in the city of Mataram in recognizing the use of smartphones, the distribution can be seen as shown in the following graph.
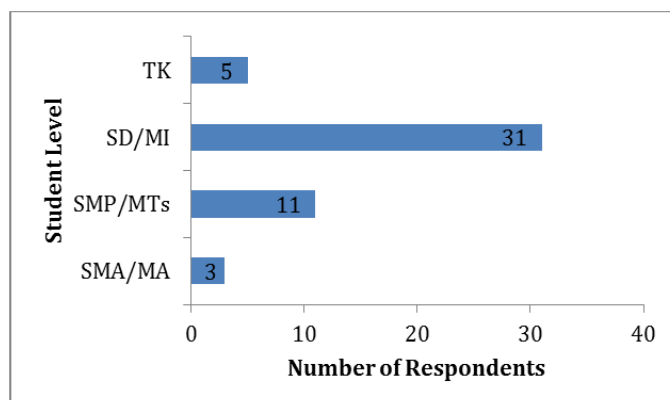

Fig. 2 Level of Students Getting to Know Smartphones

Based on Figure 2, it can be seen that the highest percentage of students in the city of Mataram in recognizing and using smartphones is at the elementary school level or equivalent with a total of 31 respondents. This condition is in accordance with research data that has been carried out by Zaini & Soenarto (2019) which states that active smartphone users throughout Indonesia have so far reached 47 million people with almost 79.5% of them coming from the age category of children to teenagers. This of course needs to be a very important concern for all groups, especially parents and guardians in responding to children's conditions related to smartphone use.

When viewed from the student's process of recognizing and using smartphones, it is more influenced by family factors. Basically, most families do not directly teach children about the use of smartphones, it's just that through the routines of parents in using smartphones to support daily activities, this is what gives children a picture of smartphones. The second highest factor involved in the process of introducing and using smartphones is the play environment, especially peers. The distribution of data related to the condition of these factors can be seen in the following figure.
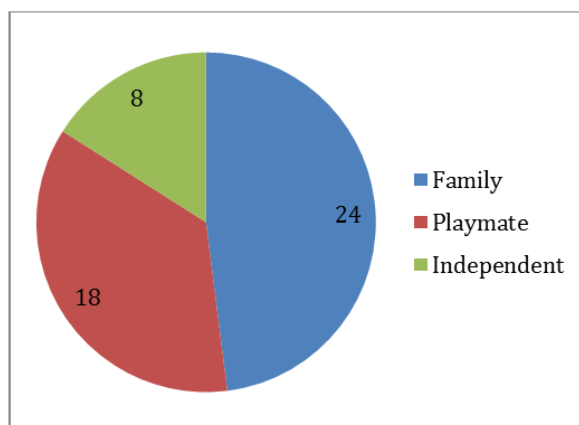
Fig. 3 Supporting Factors for Smartphones

The family, especially parents, is the first and earliest environment that children know in their lives. Various attitudes and behaviors of children are generally a form of adjustment to the condition of their parents (Andriyani, 2016). Positive or negative perceptions of children in recognizing and using smartphones basically depend on the procedures and patterns of parents. According to Aulina (2018), most parents hope that by introducing their children to the use of smartphones from an early age, they can increase motivation in learning. When the child's motivation is high, the ability to absorb various information will be maximized (Rizaldi, et al., 2021b). Supervision of parents or guardians of students' habits at home in using smartphones is an important key for the development of their lives (Rizaldi, et al., 2021c). Communication in a family should be built properly between family members. This good communication condition can be seen from the intensity of the frequency of communication, the openness in good discussions between one family member and another, and parents do not try to impose their will on their children (Prabandari & Rahmiaji, 2019).

Apart from the family as shown in Figure 3, it can be seen that peers or the student's play environment are the next supporting factor that plays a role in the process of introducing smartphone use. Through the playmate environment, children in general will learn or follow the behavior patterns used in adjusting to their social environment (Hanifa & Lestari, 2021; Purwaningsih & Syamsudin, 2022). This is because if children can adjust well, they will usually be more easily accepted to be able to join their play environment (Rizaldi, et al., 2020). Unlike the case with children who are not able to adapt or who have bad adjustments, they will indirectly feel like they are not accepted by their environment.

Based on a survey conducted by almost 90 percent of students in the city of Mataram using smartphones more than the recommended maximum limit, which is above 4 hours a day. This condition certainly needs to be considered by all parties, especially parents or guardians in allowing the use of smartphones. The distribution of the time duration can be seen in more detail in the image below.
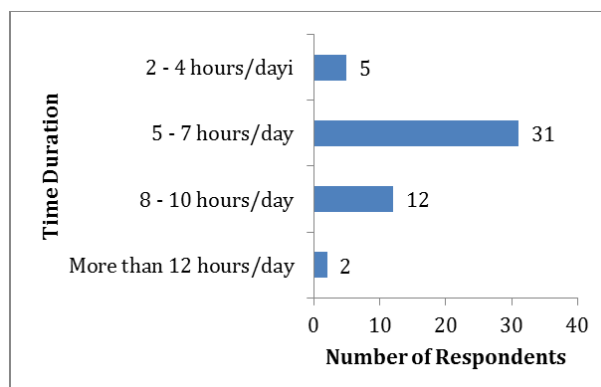

Fig. 4 Duration of Smartphone Use Among Mataram City Students

Referring to Figure 4, it can be seen that the highest group related to the duration of smartphone use among students in the city of Mataram is in the range of 5-7 hours a day or around 62 percent. The use time is quite long due to the fact that smartphones are not only used by students for learning but are

mainly used in interacting on social media and playing games (Hanika, 2015; Supratman, 2018). Most of the current use of smartphones cannot be said to be optimal in accordance with its objectives in supporting the learning process. Supervision in this use will be difficult to control if students are outside the school environment. This is the concern of the need for good cooperation between teachers and parents or guardians of students at home.

Excessive use of smartphones certainly has a negative impact on children's health because of direct exposure to smartphone screens. Not many parents rule out these dangers just because their children do not play outside the home environment. Every thing if done normally will not cause much danger and vice versa. According to research conducted by Adrew from the University of Oxford that a good duration of time in doing online activities or using a smartphone is around 257 minutes or 4 hours 17 minutes a day (Rahmadani, et al., 2019; Wahyuliarmy & Sari, 2021). This time range is considered sufficient for individuals to divide their time with other daily activities, especially in terms of socializing in the environment. If you use a smartphone for more than this duration, it is feared that it can interfere with the performance of the brain and other health conditions (Sobri, 2017; Adib, 2021).

What is expected from the use of smartphones among students of course is to improve literacy skills, especially in terms of reading. It is not the time that learning materials can only be accessed by students through learning books or print-based ones (Hasbiyati & Laila, 2017; Martha, et al., 2018; Rizaldi & Fatimah, 2020). According to Kamah (2001) states that literacy, especially reading is a condition of activities that can increase or broaden insight and knowledge that can indirectly shape the character and attitude of a subject.

Gadgets, especially smartphones, can be a medium to get information and knowledge to replace print-based learning books in schools (Ethanta & Irhandayaningsih, 2017). This is of course supported by various features that make it easier for students to be able to obtain learning materials in various conditions and times. If students can understand and use smartphones as a whole, it is certain that the expected learning objectives can be easily achieved so as to provide better results when compared to only receiving learning materials delivered at school.

C. Follow-up on Smartphone Use Policy in Schools

The use of smartphones, especially in the school environment, is still something that is not fully allowed for students to do. Most of the schools or madrasas scattered in the city of Mataram think that carrying and using smartphones in the school environment will interfere with the learning process. This condition will certainly have a direct impact on the concentration level of students, especially in the classroom (Kurniawan, et al., 2019). This is in line with research conducted by Andesta & Fernandes (2020) stating that bringing and using smartphones into the school environment can have several negative impacts such as playing games during the learning process, students are busy in their respective groups containing friends related to unrelated talks with learning, can access porn videos, and various other actions.

This condition will certainly make it difficult to achieve learning that has good digital literacy skills in accordance with the demands of 21st century skills. This skill is very important for students to have because almost most of the environment that shapes personality today comes from digital. When referring to the process of supervising children when using smartphones in the home environment, it is very unlikely that children, especially those of high school age, can be restricted in their use. Therefore, the most appropriate time to be able to familiarize and teach students to use and utilize smartphones is when they are in the learning process.

The use of smartphones as learning media is supported by the many limitations of schools in facilitating supporting media for students to be able to access digital-based information (Fatimah, et al., 2020). However, it is possible that there are several schools scattered in the city of Mataram that facilitate students to get used to the digital world, such as providing computers in laboratories or wifi corners. So if there are students who want to carry out learning activities and need additional sources of material other than through textbooks, they can take advantage of these facilities which are of course under the guidance and supervision of subject teachers.

One of the efforts of schools or madrasas to introduce students to the current use of smartphones is the implementation of the end-of-semester assessment process through their respective gadgets. This policy will certainly force students to better understand the context and principles of digital-based modern learning. Every policy certainly requires a continuous process of socialization and supervision in order to obtain maximum results. In addition, getting used to doing digital literacy, especially looking for additional learning resources, will create a multi-directional and multi-reference learning process (Nurhayati, et al., 2020b). There is no longer a learning process that only comes from

teachers and textbooks. Differences in material information obtained by students will lead to critical and creative learning for both teachers and students.

4. CONCLUSION

Based on the data from the research and discussion, it is known that students who are scattered in the city of Mataram are very familiar with and familiar with the use of smartphones in everyday life. It's just that almost most of the use of smartphones can not be maximized by students in supporting the learning process both at home or at school. To change the perception of students in using smartphones, it is necessary to have a policy from parents or the school in introducing, guiding and supervising to suit the demands of the 21st century, namely having good digital literacy skills.

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