

Optimization of the use of smartphones in the implementation of implementers in teaching and learning

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Abstract

The use of smartphones in the teaching and learning process can be optimized by utilizing various features and applications available on the device. According to some studies, smartphones can be used as a source of learning materials, interactive learning media, and a tool to access e-books and online learning platforms. The use of smartphones can also make learning more fun and less boring. However, there are also some challenges in using smartphones for teaching and learning, such as the need for a stable internet connection and potential distractions. To optimize the use of smartphones in the teaching and learning process, it is important to establish clear guidelines and policies, provide training for teachers and students, and continuously evaluate the effectiveness of the approach. with Qualitative research method a research method based on positivist philosophy, used to consider the current state of the subject. The problem was studied with quantitative methods by interviewing teachers at Smk Pab 3 school, the researcher conveyed that all data submitted through interviews to teachers were only used for the purpose of this study, and examined how a teacher's implementation of smartphone optimization in the classroom to realize effective optimization. The identity of the overall teacher is kept confidential and matters relating to the teacher's response to the interview because the research data is confidential.

Keywords: optimization, smartphone, teaching and learning

Abstrak

Penggunaan smartphone dalam proses belajar mengajar dapat dioptimalkan dengan memanfaatkan berbagai fitur dan aplikasi yang tersedia pada perangkat tersebut. Menurut beberapa penelitian, smartphone dapat digunakan sebagai sumber materi pembelajaran, media pembelajaran interaktif, dan alat untuk mengakses e-book dan platform pembelajaran online. Penggunaan smartphone juga dapat membuat pembelajaran menjadi lebih menyenangkan dan tidak membosankan. Namun ada juga beberapa tantangan dalam penggunaan smartphone untuk belajar mengajar, seperti kebutuhan akan koneksi internet yang stabil dan potensi gangguan. Untuk mengoptimalkan penggunaan smartphone dalam proses belajar mengajar, penting untuk menetapkan pedoman dan kebijakan yang jelas, memberikan pelatihan bagi guru dan siswa, dan terus mengevaluasi efektivitas pendekatan tersebut. Masalah diteliti dengan metode kuantitatif dengan mewawancarai guru-guru di sekolah Smk Pab 3, peneliti menyampaikan bahwa semua data yang disampaikan melalui wawancara kepada guru hanya digunakan untuk kepentingan penelitian ini, dan *meneliti* bagaimana implementasi guru dalam optimalisasi smartphone di dalam kelas untuk mewujudkan optimalisasi yang efektif. Identitas guru secara keseluruhan dirahasiakan dan hal-hal yang berkaitan dengan respon guru terhadap wawancara karena data penelitian bersifat rahasia.

Kata Kunci: optimalisasi, smartphone, belajar mengajar

INTRODUCTION

In today's digital era, smartphone technology has crossed almost every corner of human life, changing the way we learn, smartphones that were originally only a communication tool, have now experienced development, namely multi-functional devices that support various educational activities (Stia Alazka 2023). With the rapid development of technology, smartphone technology must be owned by humans (Firdaus, 2021)

In the use of smartphones in the current generation, it is very high among the younger generation with 81% of the majority of adults owning mobile phones, and 43% of adolescents using smartphones, (Azmi, 2020). The development of technology at this time has had a significant impact on the use of smartphones, especially in the current generation according to Rogozin who gave a statement that the application of smartphones as a medium then, (1) . provide more in-depth learning opportunities (2). Students can develop learning through searching for information from the internet, (3).

Train their skills in carrying out practicum because of the principle of mobility possessed by smartphones. (4). It is further said that by using smartphones students are able to build their competencies in a dynamic way. (Son 2008).

Smartphone is a mobile phone that has the function of computerization, sending messages, accessing the internet and various applications to find information such as health, sports, money and various topics (Brusco, 2010). The widespread use of smartphones in the times certainly cannot be separated from the positive and negative impacts on its users, especially for students (Rofiannur Solecha, 2021). The arrival of smartphones can indeed provide various benefits and conveniences for users. Indeed, in its application, smartphones are useful and very useful in exploring new sources of knowledge and supporting various activities, but not necessarily everything that is managed in smartphones is good things (Daeng, Mewengkang, and Kalesaran 2017). In the website smknegeri2metro.sch.id (20220) smartphone learning offers a great opportunity to improve the education of young students by combining commonly used methods. This approach to learning can be very effective when the role of smartphones in the learning journey is well understood. However, the negative impact of smartphone use greatly affects students' interest in learning because students are only busy using mobile phones only for unnecessary things as using social media, creating tiktok content, playing games (Hapzia, Alyatul, & Yarni 2023).

Through optimizing the use of smartphones in the implementation of teaching and learning implementers, learning can become more interactive, interesting, and effective (Nurrita 2018). Optimizing smartphones is a factor in the progress of education, namely easy and broad access to knowledge by utilizing smartphones, students and teachers can access knowledge more easily and broadly. Technological advances that support education allow people to deepen their knowledge without limits. Easy access to electronic dictionaries and digital libraries Gadgets, including smartphones, provide easily accessible electronic dictionaries and digital libraries. This makes it easier for students and

teachers to find information and reference materials. The use of smartphones in learning can increase learning efficiency. Teachers can use smartphones to send e-books, teaching materials or assignments to students. Students can also take advantage of smartphones for independent study by using available learning applications (Kencana, 2015)(Edi Ismanto, Melly Novalia 2018). It is also important for teachers to optimize smartphones in the classroom, If not needed, devices should not be used in the classroom to ensure students do not rely too much on smartphones and focus on learning materials.(Azizah and Humaisi 2021)It is important for students to be directed and guided to always have self-awareness of their duties and obligations as learners. (Alifiyarti, Wuryandani, and Retnawati 2023)

Based on the description above, this article reviews how optimizing smartphone use in class is an in-depth exploration of how smartphones can be a very useful tool to support classroom learning. This article covers various aspects that reflect the positive potential of smartphone use in educational environments, and teachers should also contribute to students how teachers to optimize smartphone use in the classroom should also consider challenges and considerations to consider

METHOD

according to Priyono (2016: 1) The research method is a way of doing something by using the mind carefully to achieve goals. Sugiyono (2010: 15), explained that: Qualitative research method is a research method based on positivist philosophy, used to consider the current state of the subject. The problem was studied by quantitative methods by interviewing teachers at Smk Pab 3 schools, the researcher conveyed that all data submitted through interviews to teachers were only used for the purposes of this study, and examined how the implementation of a teacher in optimizing smartphones in the classroom to realize effective optimization.

RESULTS AND DISCUSSION

The use of smartphones in the implementation of teaching and learning can be optimized by utilizing various features and applications

available on the device. Based on research, the use of smartphones can help in teaching and learning activities in a modern and practical way.

No	Respond	Answer
1	Ahmad Jun Hrp, S.Pd	In using smartphone learning media, teachers have the task of educating, teaching, guiding, directing, assessing and evaluating their students. In the era of digital technology, teachers in the classroom act as facilitators, learning resources, managers, demonstrators, guides, motivators, and evaluators in ensuring the effectiveness of learning. Especially students at SMK PAB 3 are expected to be able to use and utilize information and communication technology in carrying out learning. For this role to be effective, teachers need to have adequate digital competence, be role models in the use of technology, and utilize technology as a communication tool,
2	Siti Rahmah, S.Pd	The use of smartphone technology devices can provide wider access to learning resources, especially in more interactive learning classes, and facilitate access to a

		variety of information, but some students do not use smartphones effectively. Teacher policies in monitoring smartphone use must be balanced with students
3	Anisa Nasution, S.Pd	Teachers who educate students at SMK PAB 3 Medan certainly have a big role in contributing to the use of technology in the classroom. For example, in supervising the use of technology, teachers need to ensure that the use of technology takes place in an orderly and controlled manner so that students can use technology wisely and not misuse it.
4	Suryaningsih S.Pd	Technology has a significant role in the world of education and has brought about major changes. One of the roles of smartphones is as access to information. Technology provides quick and easy access to a wide range of information resources and learning materials. The Internet and smartphone devices allow students to search and access information more efficiently. With smartphones, students

		do not need to dig up information from teachers but can access the internet or trusted websites, teachers at SMK PAB 3 Medan monitor students to use smartphones wisely in learning
5	Sri Wahyuni S.Pd	The use of smartphones in the teaching and learning process certainly makes it easier for teachers to teach, by using smartphones through ebooks or digital materials. The use of e-books and digital learning materials allows students to carry multiple books without the need to carry a heavy physical load. It also makes it easy to quickly find and update content.
6	Alfie Syahri Grace	Teachers who use smartphones in the classroom can be very significant in improving learning effectiveness, examples of activities include Managing Oversight of Technology Use, Facilitating Learning, Overcoming Access Inequalities, by combining technology as teaching and learning can create a learning environment that is more dynamic, responsive and in

		accordance with the needs of modern students. Not only that, the function of smartphones in teaching and learning, including access to information, increases student engagement, By integrating technology wisely, education can become more inclusive, interactive, and relevant to the demands of the modern world.
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Result

Based on the results of the research found, there are several discussions about optimizing the use of smartphones in learning. The use of smartphones in teaching and learning is a relevant topic in the context of modern education. Various studies and articles have highlighted the importance of smartphone use as an effective learning tool. The rapid use of smartphones by students is a challenge for teachers to facilitate students in using smartphones positively, especially in the learning process.

Several studies have shown that smartphone use, especially in the form of learning applications, can have a positive impact on cognitive, metacognitive, and affective dimensions. Teachers are also given training in designing mobile-based learning using extensive internet-based systems, so as to increase learning effectiveness. In addition, the use of smartphones as a learning medium is also a modern and practical alternative to teaching and learning, especially during a pandemic where distance learning is becoming more common.

In this context, it is important for teachers to understand the need and potential use of smartphones in learning, as well as develop appropriate policies and strategies to utilize this technology effectively. The discussion on optimizing the use of smartphones in learning is

an important step in preparing students to face changes and technological developments in the modern era.

CONCLUSION

Based on the results of observations, learning should be directed to improve student learning experience and teaching effectiveness. The importance of digital skills training for teachers and students cannot be ignored, nor can the need for proper selection and curation of educational applications.

Careful supervision of smartphone use, efficient time management, and technology-based collaboration are also key elements in creating a productive learning environment. Successful optimization also involves balancing the inclusion of all students and managing potential gaps in access to technology.

SUGGESTION

A suggestion to optimize the use of smartphones in learning is to integrate educational technology into the curriculum. Teachers can design activities that utilize smartphones to enrich students' learning experience. By directing and educating the use of smartphones used by students, especially to involve them in the learning process so that smartphone use looks more positive and meaningful, not only for entertainment or online games. Teachers can take advantage of various applications and features that can be used in the learning process. In addition, consistency is needed in character education, school collaboration, smartphone use in learning, and restrictions on smartphone use in the school environment. To overcome device abuse in the teaching and learning process, teachers can conduct group counseling with students.

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