

Teachers' Strategies in Managing the Use of Mobile Phone in the Classroom

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Abstract

This research describes how teachers manage students' use of mobile phones in the classroom. They need a planned and structured strategies to minimise disruption and improve student learning outcomes. Teachers at SMA N 1 Kinali implemented various strategies, such as scheduled mobile phone use, involving parents or guardians, making clear rules, giving rewards, monitoring using monitoring apps, and confiscating mobile phones. The researcher found that involving parents and/or guardians, clear rules, providing rewards, monitoring using monitoring applications are important strategies in managing students' mobile phone use to maintain focus and learning effectiveness. It can be concluded that the implementation of effective management strategies not only reduces distractions, but also ensures technology is used optimally to support the learning process.

Keywords: *managing, mobile phone, teachers' strategies*

INTRODUCTION

Classroom management is crucial in classrooms because it supports the proper execution of curriculum development, developing best teaching practices, and putting them into action. Classroom management can be explained as the actions and directions that teachers use to create a successful learning environment; indeed, having a positive impact on students achieving given learning requirements and goals. In an effort to ensure all students receive the best education it would seem beneficial for educator programs to spend more time and effort in ensuring educators and instructors are well versed in classroom management. Moreover, classroom management is the process teachers use to ensure that classroom lessons run smoothly without disruptive behavior from students compromising the delivery of instruction. It includes the prevention of disruptive behavior preemptively, as well as effectively responding to it after it happens. Such disruptions may range from normal peer conflict to more severe disturbances of the social class dynamics, such as bullying among students, using mobile phone during class which make it impossible for the affected students to concentrate on their schoolwork and result in a significant deterioration of their school performance. Looking at classroom management practices solely as ways to respond to undesirable behavior ignores the potential of alternative strategies that can prevent such behavior

(Bluestein, 2014). This condition needs teachers' effort to overcome it.

Furthermore, the teacher's skill in managing their class depends on the quality of their relationship with the children. It is essential to start with a new class in the right way by building positive and respectful relationships from the outset. A teacher must build up trust and friendship with the children as this establishes the basis for behaviour management and change (Morgan, 2009). Teaching children and managing sometimes difficult behaviour is not an easy job and can become stressful even for the most accomplished teacher. Think and believe you are a winner and you will win at changing the children's behaviour – Ford in Morgan (2009) said "Whether you think you can, or think you can't – you're right." Positive attitudes are contagious and will affect and change the children's outlook within the class.

In the 21st century, various learning models have been developed to keep up with the changing social context and advances in science and technology (Sojayapan & Khlaisang, 2020). Technology is increasingly seen as a necessity of modern life. With the development of technology, the use of phones can be a means to change the learning environment. The use of educational apps and online resources allows students to actively engage and enhance their learning experience (Luna-Nevarez & McGovern, 2018). Students

who are interested in learning will try their best to achieve their learning goals. By incorporating technology such as the use of mobile phones, teachers can create a learning environment that is more interactive, responsive and suited to the needs of today's students. Through learning apps, online platforms and other digital tools, students can access materials flexibly, collaborate with classmates and receive prompt feedback. Technology also allows teachers to adapt teaching methods to different learning styles, as well as integrate various educational resources that can improve student engagement and understanding.

Moreover, the use of mobile phones in learning has positive impacts, but it needs to be recognized that there are also negative impacts. Mobile phones are seen as a potential distraction and as a technology that offers more disadvantages than benefits (Ramos-pardo, 2022). However, if it is used well and intentionally, mobile phones can be a very useful tool in education, providing easy access to a wide range of information sources and learning applications that can improve teaching effectiveness and facilitate learning that is more flexible and suited to the needs of today's students. With proper management, potential distractions can be minimized, and the benefits of this technology can be optimized to support educational goals. Extensive access to mobile phones can become a distraction if students do not manage their use well during class, disrupting the focus of learning.

Technology has become an integral part of modern education. From the use of tablet computers and mobile phones in the classroom, to the use of social media and online learning apps, technology has opened the door to a whole new world of possibilities in education. However, with these advancements also come new challenges, particularly when it comes to the ethical use of technology in the classroom. This article will discuss how the teachers manage the use of mobile. The main challenge in implementing technology etiquette in the classroom is ensuring that all students and teachers

understand and follow the rules. This can be difficult because technology is constantly evolving and changing, and what is considered ethical and responsible can change over time. Also, another challenge is ensuring that technology does not disrupt the teaching and learning process and is not used for unethical purposes.

To effectively manage the use of mobile phones in the learning process, a well-thought-out and planned strategy is required. It is important to introduce preventive and problem-solving measures regarding mobile phone use in the classroom to create an effective learning environment. (Magnusson et al., 2023). Without clear rules, mobile phone use can be a source of distraction that disrupts student concentration and reduces learning effectiveness. Preventive measures, such as setting strict rules about mobile phone use and educating students about digital etiquette, can help prevent misuse. In addition, problem-solving strategies, such as proactively monitoring mobile phone activity and providing solutions when problems arise, can ensure that mobile phones are used as productive learning tools and not as distractions. In this way, teachers can create a classroom atmosphere that is conducive to learning, where technology supports educational goals rather than disrupting them. Here are some strategies from experts that can be used to prevent distractions from cell phone use in the classroom. (Roblyer & Doering, 2016) Reveal his theory of six strategies to manage the use of mobile phones in learning to achieve goals and this will be the researcher's indicator:

a. Usage Time Restriction

Time limits help prevent students from overusing technology, which can disrupt their concentration and reduce learning productivity. By setting clear time limits on device use, we can help students maintain a balance between study time and break time, and prevent potential addiction or distraction from non-educational activities such as social media or online gaming.

b. Involving parents or guardians

Involving parents or guardians in the educational process is essential to fostering a supportive and effective learning environment. By implementing strategies that facilitate regular communication, provide opportunities for involvement, and celebrate successes, schools can strengthen the home-school partnership. This collaboration benefits students academically, behaviorally, and emotionally, contributing to their overall success and well-being. Addressing potential challenges and meeting diverse needs ensures that parental involvement is meaningful and effective.

c. Clear rules

Establishing clear classroom rules and ensuring that students understand the reasons behind them is fundamental to creating a productive learning environment. With clear, consistent, and well-understood rules, students can avoid misbehavior, contribute to a positive classroom atmosphere, and develop important skills for their future. This approach not only improves the quality of learning, but also supports students' character development.

d. Disturbance Identification

Identifying distractions means recognizing different factors or conditions that may interfere with students' attention and concentration during the learning process. These distractions can come from a variety of sources, such as the use of cell phones for non-educational activities (e.g., social media or gaming), noise in the classroom, or even social interactions unrelated to the subject matter. This process helps ensure that the learning environment remains focused and productive, allowing students to make the most of their time and achieve optimal learning outcomes. Identifying distractions also enables continuous improvement of teaching methods and classroom management.

e. Rewarding

Rewards are a valuable tool for classroom management and student motivation. By carefully implementing a balanced reward system that includes both intrinsic and

extrinsic rewards, teachers can increase student engagement, promote positive behavior, and create a supportive learning environment. Balancing rewards with intrinsic motivation, ensuring fairness, and regularly reviewing the system are key to maximizing the benefits of rewards in education.

f. Confiscated mobile phones

Confiscating mobile phones in schools is a common practice designed to minimize distractions and maintain focus during class time. However, the process of managing confiscated mobile phones must be handled carefully to ensure that it supports the educational environment and respects students' rights. Here's an in-depth look at how to effectively manage confiscated cell phones, including policies, procedures, and best practices.

g. Monitoring using the monitoring application

Monitoring applications are powerful tools that, when used effectively, can significantly improve classroom management and student support. By leveraging these applications, educators can gain valuable insights into student behavior and performance, improve communication, and make data-driven decisions that contribute to a more effective and efficient learning environment. However, to realize the full benefits of these technologies, it is essential to address privacy concerns, provide appropriate training, and ensure proper implementation.

To create a productive and supportive learning environment, it is important to implement several interrelated strategies. The timing of technology use, parental involvement, and the implementation of clear rules are important steps in maintaining focus and improving the quality of learning. Identifying distractions and providing balanced rewards also play an important role in managing student motivation and attention. Managing confiscated mobile phones and the use of monitoring

METHODS

This research with a qualitative approach design is inductive, where the researchers let the problem emerge from the data or is left open to interpretation. A cross-sectional qualitative research design with a qualitative approach was introduced to describe the phenomenon as it is (Creswell, 2017). A cross-sectional qualitative research design with a qualitative approach is used to describe the phenomenon as it is at a certain point in time. In this design, data is collected simultaneously from multiple sources or participants to provide an in-depth description of the situation, behavior, or experience being studied at that time. This approach allows researchers to gain detailed and contextualized insights into the phenomenon, without the need to follow changes over time. The respondents of this study were all (four) English teachers at SMA Negeri 1 Kinali. The data got by interviewing all English Teachers. The researcher asked several questions related to what strategies are used to manage the use of mobile phones. Qualitative methods are a type of research that does not use calculations or statistical procedures. (Gerring, 2006). Data analysis in qualitative research is a process by which researchers systematically search for and organise data to improve their understanding of the data and enable them to present the findings to others. (Nielsen et al., 2014) "Data analysis is the process of organising data into patterns, categories and basic descriptive units". In this research, the indicators of analysis are (a) scheduled usage, (b) disturbance identification, (involving parents and guardians, clear rules, providing rewards, monitoring using monitoring applications).

RESULTS AND DISCUSSION

In order to understand how teachers manage the use of mobile phones in learning to achieve the desired goals, we need to look at the different strategies and approaches implemented, these strategies are in line with the theory (Roblyer & Doering, 2016). Effective management of mobile phone use in the classroom involves a variety of strategiesto

ensure that the technology is used productively and in line with learning objectives. Here is an explanation of how teachers manage the use of mobile phones to achieve their learning objectives:

a. Scheduled Usage

Based on interviews conducted by the researchers with teachers regarding their perceptions of the strategies used by teachers to prevent violations of the rules for using mobile phones during learning at SMA N 1 Kinali, the researchers found that involving parents and guardians, clear rules, providing rewards, monitoring are important strategies in managing students' mobile phone use to maintain focus and learning effectiveness.

The following are findings from interviews with teachers regarding the involvement of parents and guardians. The teacher explained how the role of parents in overcoming repeated violations by students, the following is the explanation of the interview results.

Datum 1:

"Ponsel harus berada dalam mode senyap dan hanya digunakan untuk aktivitas yang berhubungan dengan pelajaran. Siswa harus meminta izin untuk penggunaan tambahan." (Source 3, Participant 1)

"Mobile phones must be on silent mode and used only for lesson-related activities. Students must request permission for additional use." (Source 3, Participant 1)

Datum 2:

"Siswa boleh menggunakan ponsel hanya untuk keperluan akademik dan harus menyimpannya di meja jika tidak digunakan. Saya juga mengatur waktu khusus untuk penggunaan ponsel." (Source 3, Participant 2)

"Students should only use cell phones for academic purposes and should keep them on their desks when not in use. I also set specific times for cell phone use" (Source 3, Participant 2)

Datum 3:

"Siswa diberi tahu tentang tujuan spesifik penggunaan ponsel di awal kelas. Saya juga membuat aturan bahwa ponsel harus

berada dalam mode tidak mengganggu kecuali saat digunakan untuk aktivitas yang telah ditentukan.” (Source 3, Participant 3)
 “Students are informed about the specific purpose of cell phone use at the beginning of class. I also make it a rule that the cell phone must be in non-distracting mode except when it is being used for a designated activity.” (Source 3, Participant 3)

Datum 4:

“Siswa harus mengikuti jadwal penggunaan yang sudah ditentukan, dan ponsel hanya boleh digunakan untuk aplikasi yang telah disetujui.” (Source 3, Participant 4)

“Students must follow a set usage schedule, and cell phones should only be used for approved applications.” (Source 3, Participant 4)

Interviews with teachers at SMA N 1 Kinali showed that scheduled use of mobile phones during class is an effective strategy to improve student learning outcomes. According to (Roblyer & Doering, 2016) theory on 'Time Management and Technology Use', well-scheduled technology use can influence learning focus and effectiveness. Interview results show that structured and regular use of cell phones in the classroom can improve student focus and learning effectiveness. By setting appropriate mobile phone modes, regulating usage times, and limiting use to approved applications, schools can minimize distractions and maximize the benefits of technology for academic purposes. This approach ensures that mobile phones are used in a way that supports learning and helps maintain discipline and efficiency in the classroom.

b. Disturbance identification

Based on interviews conducted by the researchers with teachers regarding their perceptions of the strategies used by teachers to prevent violations of the rules for the use of mobile phones during learning at SMA N 1 Kinali, the researchers found that involving parents and guardians, clear rules, providing rewards, monitoring using

monitoring applications are important strategies in managing students' mobile phone use to maintain focus and learning effectiveness.

c. Involving parents or guardians

The following are the results of interviews with teachers regarding the involvement of parents and guardians. The teacher explained how the role of parents in overcoming repeated violations committed by students, the following is the explanation of the interview results.

Datum 1:

“Saya menghubungi orang tua atau wali jika pelanggaran berulang terjadi. Saya menjelaskan situasi dan bekerja sama dengan mereka untuk mencari solusi agar siswa dapat mematuhi aturan di sekolah” (Source 6, Participant 1)

“I contact parents or guardians if repeated offenses occur. I explain the situation and work with them to find solutions so that the student can comply with the rules at school.” (Source 6, Participant 1).

The results of these interviews confirm the importance of parental involvement in dealing with repeated discipline infractions, especially those related to cell phone use. By explaining the situation to parents and working together to find solutions, teachers seek to ensure student compliance with school rules and create an environment that is more conducive to learning and good behavior.

d. Clear rules

The following are the results of interviews with teachers regarding clear rules. The teacher explained how the rules used by the teacher in overcoming offenses committed by students following the presentation of the interview results.

Datum 1:

“Saya menetapkan aturan yang jelas dan menjelaskan konsekuensi sejak awal. Saya juga melakukan sesi orientasi tentang penggunaan ponsel dan memantau penggunaan mereka secara aktif.” (Source 6, Participant 1)

“I set clear rules and explain consequences from the start. I also conducted orientation

sessions on cell phone use and actively monitored their use.” (Source 6, Participant 1)

Datum 2:

“Saya memulai setiap kelas dengan mengingatkan siswa tentang aturan dan mengapa mereka penting. Saya juga menyediakan alternatif untuk siswa yang mungkin tergoda untuk melanggar aturan, seperti memberikan tugas atau kegiatan menarik.” (Source 6, Participant 2)

"I begin each class by reminding students of the rules and why they are important. I also provide alternatives for students who might be tempted to break the rules, such as interesting assignments or activities." (Source 6, Participant 2)

Datum3:

“Saya memfasilitasi diskusi kelas mengenai etika dan tanggung jawab penggunaan ponsel. Selain itu, saya menggunakan pengaturan kelas yang mendukung penggunaan ponsel secara positif dan produktif.” (Source 6, Participant 3)

“I facilitate class discussions on the ethics and responsibilities of cell phone use. In addition, I use classroom settings that support positive and productive cell phone use.” (Source 6, Participant 3)

Datum 4:

“Untuk mencegah pelanggaran, saya menetapkan rutinitas yang melibatkan pemeriksaan penggunaan ponsel secara berkala dan memberikan penguatan positif kepada siswa yang mematuhi aturan. Saya juga menyusun aturan dengan partisipasi siswa untuk meningkatkan kepatuhan.” (Source 6, Participant 4)

"To prevent infractions, I established a routine that included regular checks on cell phone use and positive reinforcement for students who followed the rules. I also developed rules with student input to increase compliance." (Source 6, Participant 4)

The above interview shows that several strategies are used to ensure effective and appropriate use of cell phones in the classroom. First, clear rules about cell phone use and its consequences are

explained at the beginning to ensure that students understand the expectations and limitations. Orientation sessions are also conducted to educate students on how to use cell phones effectively and in accordance with school policies, and active monitoring is conducted during class to ensure compliance and to quickly address potential problems.

Each class begins with a reminder of the rules and their importance, as well as the provision of alternatives such as additional assignments or interesting activities to prevent violations and keep students engaged in the learning process. In addition, class discussions about the ethics and responsibilities of mobile phone use are held to raise students' awareness of how to use these devices wisely. Classroom environments are also designed to support the positive and productive use of mobile phones so that devices are used in ways that enhance the learning experience and minimize distractions. To prevent infractions, a regular routine of checking cell phone use is established, and positive reinforcement is given to students who follow the rules. The rules are also developed with student input so that students better understand and feel accountable for the rules, which ultimately increases compliance.

e. Rewarding

The following are the results of interviews with teachers regarding the provision of rewards to students who obey the rules given by the teacher.

Datum 1:

“Memberikan penghargaan atau pujian kepada siswa yang mematuhi aturan penggunaan ponsel untuk memotivasi kepatuhan yang konsisten.” (Source 7, Participant 1)

"Reward or praise students who follow the cell phone policy to motivate consistent compliance." (Source 7, Participant 1)

The above interviews indicate that the use of rewards or praise is an effective approach to encouraging compliance with cell phone use rules at school. By giving positive

recognition to students who follow the rules, teachers are trying to motivate consistent compliance and create a more organized and productive learning environment.

f. Monitoring using the monitoring application

The following are the results of interviews with teachers about using the monitoring application. Teachers explain how they use the monitoring application to monitor student behavior and performance, and how rules are applied to deal with violations.

Datum 1:

"Saya melakukan pemeriksaan acak terhadap layar ponsel, menggunakan alat monitoring perangkat, atau menetapkan waktu khusus di mana siswa harus menunjukkan penggunaan ponsel mereka." (Source 7, Participant 2)

"I randomly check mobile phone screens, use device monitoring tools, or set specific times when students must report mobile phone use." (Source 7, Participant 2)

Datum 2:

"Saya memastikan bahwa siswa tahu kapan dan bagaimana ponsel boleh digunakan melalui instruksi yang jelas di awal kelas. Saya juga memantau penggunaan mereka dan melakukan pengecekan acak." (Source 2, Participant 4)

"I make sure students know when and how to use mobile phones by giving clear instructions at the beginning of class. I also monitor their use and do random checks." (Source 2, Participant 4)

The interview results show that a variety of supervisory measures are used to ensure compliance with the rules on cell phone use. Teacher 2 gives clear instructions at the beginning of each class on when and how cell phones can be used so that students understand the policy. In addition, Teacher 4 conducts random checks of cell phone screens, device monitoring tools are used to monitor cell phone activity, and specific times are set when students must report their cell phone use. These measures are designed to ensure that cell phones are used in accordance with established policies, to

prevent potential misuse or distraction, and to prevent cell phone use from interfering with learning.

g. Confiscated mobile phones

The following are the results of interviews with teachers regarding confiscated mobile phones. The teachers explained that if they violate the rules set by the teachers, then they must accept the consequences, the following are the results of the interviews with the teachers

Datum 1:

"Jika pelanggaran berlanjut, saya akan meminta siswa untuk menyerahkan ponsel mereka selama sisa jam pelajaran dan mencatat pelanggaran tersebut untuk tindakan lebih lanjut jika diperlukan." (Source 6, Participant 2)

"If the violation continues, I will ask the student to surrender their cell phone for the rest of the lesson and record the violation for further action if needed." (Source 6, Participant 2)

Datum 2:

"Saya menangani pelanggaran dengan memberikan konsekuensi yang sesuai seperti mengumpulkan ponsel siswa selama kelas atau memberikan tugas tambahan sebagai bentuk sanksi. Saya juga mengadakan sesi refleksi dengan siswa untuk membahas bagaimana mereka bisa memperbaiki perilaku mereka." (Source 6, Participant 4)

"I address infractions with appropriate consequences, such as confiscating students' mobile phones during class or assigning extra work as a form of sanction. I also hold reflection sessions with students to discuss how they can improve their behavior." (Source 6, Participant 4)

The interview results show that teachers use a combination of direct consequences and corrective approaches to deal with infractions related to mobile phone use. Actions such as taking away mobile phones and recording infractions are strict consequences, while assigning extra work and reflection sessions are aimed at supporting students to improve their behavior. This approach ensures that

infractions are taken seriously while providing students with the opportunity to correct and understand their mistakes.

To ensure that the use of cell phones at SMA N 1 Kinali is effective and beneficial to learning. The use of mobile phones is scheduled so that students know when and how they are allowed to use these devices (West, 2013). In addition, involving parents or guardians in the process helps monitor mobile phone use outside of school hours and ensures consistent support at home. Clear rules are established to ensure that mobile phone use remains aligned with learning objectives and does not disrupt the learning process (Debreli & Ishanova, 2019). For example, mobile phones should remain in silent mode during class and should only be used for educational purposes approved by the teacher, such as accessing learning materials or apps that support learning. Teachers also actively solicit feedback from students to assess the effectiveness of the strategies used and make adjustments where necessary. Rewards are given to students who demonstrate good and productive use of the phones, while monitoring applications are used to ensure that the phones are being used appropriately. If necessary, cell phones can be confiscated to address misuse, with the goal of ensuring that all students get the maximum benefit from this strategy. (Roblyer & Doering, 2016) theory on technology, teaching, and learning across the curriculum is highly relevant in the context of this study. This theory emphasizes that technology should be integrated in a way that supports learning and minimizes disruption. The planned and structured use of mobile phones as implemented by the teachers at SMA N 1 Kinali is in line with these principles.

CONCLUSION

The researcher found that involving parents and/or guardians, setting clear rules, rewarding, and using monitoring applications were important strategies for managing students' mobile phone use to maintain

concentration and learning effectiveness. It can be concluded that implementing effective management strategies not only reduces distractions, but also ensures that technology is used to best effect to support the learning process.

SUGGESTION

To improve the effectiveness of mobile phone use in the classroom, it is recommended that schools develop more comprehensive mobile phone use policies. This includes training teachers in technology management and engaging students in discussions about the responsibilities of mobile phone use to minimise distractions and maximise learning benefits.

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