

The Impact of Mobile Phone Use on Students Learning Independence in Elementary Schools

Nila Felasofia Salsabila¹, Eko Handoyo², Hamdan Tri Atmaja³

^{1,2,3}Department of Primary Education, Postgraduate School, Semarang State University, Semarang City, Central Java, Indonesia.

Corresponding Author: Nila Felasofia Salsabila

DOI: <https://doi.org/10.52403/ijrr.20241132>

ABSTRACT

The world is entering the era of the industrial revolution 4.0 where every aspect of daily life requires technology in activities. This has an impact on elementary school students increasingly using cellphones which if left alone without supervision, this will make students addicted to using cellphones to the point of forgetting their obligations as students, namely studying. The UN is proposing the fourth sustainable development program (SDG-4), which focuses on improving the quality of education by utilizing technology. One of the most valuable provisions in facing global competition is the character of student independence. The purpose of this study is to determine how the use of cellphones impacts the independence of learning of students in elementary schools, especially the case study of SD Hj. Isriati Baiturrahman 1 in Semarang.

This research is a type of qualitative research. Observation, documentation, and in-depth interviews are the data collection methods used. Data validity techniques use credibility, transferability, dependability, and confirmability tests, and data analysis techniques use condensation, presentation, and drawing conclusions.

The results of the study showed that mobile phones at school are used for studying and completing assignments. At home, mobile phones are used more for entertainment and playing games, but are still used for studying

and completing assignments, although the duration is shorter. Families are responsible for accompanying mobile phone use by controlling, providing guidance, and encouraging students to study. Schools are also responsible for supporting mobile phone use by acting as facilitators, motivators, companions, and controllers. The use of mobile phones helps students become more independent in learning. This allows students to be responsible for the tasks given, search for and select the information they need, and have a mobile phone that makes it easier for them to do their assignments.

The results of the study showed that the use of mobile phones helps students become more independent in learning. If students can use their mobile phones to help them learn, their learning independence will increase not only when doing assignments, but also by using their own mobile phones to increase their knowledge.

Keywords: Mobile Phone Usage, Student Learning Independence

INTRODUCTION

The world of education is the main foundation for students in the process and starting learning activities for the purpose of gaining knowledge and science (Wahab et al., 2022). Closely related to education, learning is an important thing in community life. Learning is an effort to achieve the goals learned by providing learning facilities to students (Karima & Ginanjar, 2021). The

formation of student character cannot be separated from the role of education. Education is an effort to form the character of its people which is carried out through a series of processes with designs, methods, and strategies that are adjusted to their environment. The idea of the importance of character education in Indonesia is being intensively implemented, this is one of the government's programs in an effort to improve the quality of Indonesian education. As stated by (Hasanah et al., 2022) in his article, explaining that based on the research conducted, students are the most important factor in determining the success or failure of an education.

Human relations today have experienced quite significant development, which is not limited to face-to-face conversations but can even be done virtually. The development of world technology has now entered the era of the industrial revolution 4.0 where every aspect requires the role of technology to facilitate activities in daily life. Industry 4.0 demands a change from a conventional learning system to a modern digital-based learning system (Hairunisa et al., 2023). Based on the results of research conducted by the Indonesian Internet Providers Association (APJII), the level of internet usage in Indonesia in 2019 was 73.7% (Suwanto et al., 2022). Research results from UNICEF also show that there are at least 30 million internet users in Indonesia from among children and adolescents who access the network via smartphones, gadgets, and tablets (Suwanto et al., 2022). This indicates that access to information and communication through digital media platforms in Indonesia is relatively high.

Education is a field that will always feel the impact of the development of the globalization era, this shows that education is closely related to the development of human resources which are also influenced by the surrounding environment (Aprilia & Anshor, 2021). One of the characteristics of the development of globalization is the increasing development of technology and communication. The dynamics of obtaining

unlimited information and communication is a momentum that must not be missed by education activists. Learning in the 21st century certainly needs to prepare a generation that is literate in information technology. In line with the goals of 21st century National Education to realize the ideals of a happy Indonesian nation and have an equal position with other nations in the global world through the empowerment of quality human resources (HR). Syahputra in (Anggita et al., 2023) argues that the challenge of the 21st century in the world of education is the mastery of ICT (Information and Technology) literacy skills for every relevant stakeholder; teachers, students, and parents.

The current global competition makes technology and education a highly highlighted field. This can be seen from the fourth sustainable development program (SDG-4) currently being launched by the UN which focuses on developing quality education by utilizing technology to implement its policies (Naik et al., 2020). This means that if a country does not follow the flow of modernization, it will affect its education system which will make the country's progress lag behind other countries. Therefore, technology in fact has a major influence on the implementation of a quality education system (Nurmuhlisna, 2019).

Nowadays, mobile phones are not limited to just being a means of communication, more than that mobile phones can be used for other purposes such as browsing the internet, reading e-books, shopping, transferring, playing online games and other features that are used to facilitate human needs (Sobon et al., 2020). In the field of education, mobile phones that are connected to the internet have a positive impact in facilitating the search for information needed during learning. The majority of teachers in Turkey also said that the implementation of learning supported by technology can make student success more effective (Elmira et al., 2022). In addition, Irfai and Arsyad (2020) stated that parents who do not provide sufficient supervision to their children in using mobile phones can

lead to bad behavior in children due to the influence of the shows they watch (Ula, 2023). This is a consequence of the circumstances and habits of lack of supervision that make students feel that learning is not their main focus.

The positive and negative impacts of mobile phone use will never be missed as one of the consequences of mobile phone use, especially in the student environment. Education in essence does not only have a mission to train students' abilities, more than that education aims to change a person's character as an effort to form a dignified national character (Dahlia et al., 2017). One of the characters that needs to be formed during education is an independent character. An independent character is an attitude possessed by an individual who is characterized by an attitude of not being easily dependent on others (Kusumadewi et al., 2020). Independence in learning is a process where students are able to regulate their thoughts, feelings, and behavior in order to lead to success during the education process (Kusumadewi et al., 2020).

Previous articles related to this study have not specifically discussed the impact of mobile phone use on students' learning independence in elementary schools. In previous studies, most of them discussed learning motivation, learning outcomes, student activities, student academic activities, digital literacy and changes in student character in the social environment, while in this study the object of study focuses on students' learning independence. If previous studies discussed the use of mobile phones and learning independence closely related to online learning, this study is different from this study which was conducted during face-to-face learning. The research method used is also different from previous studies, while if the same type of qualitative research has not been studied using a case study research design, most use literature reviews. In addition, after the researcher conducted observations in the field at SD Hj. Isriati Baiturrahman 1 Semarang Where the learning has been

integrated with digital, the researcher is interested in conducting research related to "The Impact of Mobile Phone Use on Students' Learning Independence in Elementary Schools". This research will be conducted in class V SD Hj. Isriati Baiturrahman 1 Semarang.

LITERATURE REVIEW

Research conducted by Muthmainnah & Lestari (2021) examined how the use of gadgets during distance learning affects students' learning independence and the obstacles faced in its implementation during learning. Based on the research conducted, gadgets actually have a negative impact on students' learning independence. Meanwhile, the obstacles experienced during distance learning in utilizing gadgets as learning tools are poor signal, lack of gadgets because parents also use them for work, and increased expenses due to quota requirements. The next research is research conducted by Wahyuni et al., (2022) on how the application of digital literacy can affect the learning independence of elementary school students. From the research conducted, the results showed that digital literacy has a significant influence on students' learning independence. Aprilia & Anshor (2021) on how Android-based cellphones can affect learning activities in Elementary Schools. The results of this study state that the use of Android-based cellphones has a positive effect on students' learning activities. The next study is a study conducted by Gao et al., (2020) entitled "A Configurational Investigation of Smartphone Use Disorder Among Adolescents in Three Educational Levels" on the Investigation of Smartphone Use Disorder Configuration Among Adolescents in Three Educational Levels. The background of this study is that along with the rapid growth of smartphone use among adolescents, it raises anxiety among teachers and parents that this smartphone can cause addictive disorders (addiction) in students. The results of the study found that from the three levels of education studied, there were four differences and two

similarities in which smartphone use in adolescents was more susceptible to disorders. The study conducted by Ammunje et al., (2022) entitled "Smartphones and Academic Performance: Evidence from India" aimed to determine the impact of smartphone use on students' academic performance. By using quantitative research methods, the results of the study found that excessive smartphone use can cause a decline in student performance mediated by technology.

METHODS

This study uses a qualitative research approach. This type of research requires an intensive, detailed and in-depth approach related to the things being studied. The purpose of this study is to obtain a descriptive description and in-depth understanding of the phenomena that occur (Setyosari, 2016). This research will be carried out through several stages of research procedures including in-depth interviews, direct observation and documentation. The research was conducted at SD Hj. Isriati Baiturrahman 1 Semarang which is located at Jl. Pandanaran No.126, Pekunden, Semarang Tengah District, Semarang City. The focus of the research studied in this study is closely related to the topic raised, namely "The Impact of Mobile Phone Use on Student Learning Independence in Elementary Schools". Data validity techniques in qualitative research consist of four methods including credibility tests, transferability tests, dependability tests and confirmability tests. The researcher chose to use a nonprobability sampling technique involving 2 grade V teachers, 5 students from each class and the parents of the students concerned. The data analysis technique used in this study uses the Miles, Huberman, and Saldana data analysis technique which consists of data condensation, data display, and conclusion drawing/verification.

RESULT

The use of mobile phones for learning in schools, especially in SD Hj. Isriati

Baiturrahman 1 Semarang, has started when students are in grade 2. The use of mobile phones in this school does not mean that the school makes policies without consulting with parents, but rather is the result of joint discussions between the school and parents. Learning using mobile phones is a form of implementation of The Global Islamic Digital Elementary School which is applied by SD Hj. Isriati Baiturrahman 1 Semarang as a digital-based school. When students move up to grade 2, the use of mobile phones for learning depends on the policies of each homeroom teacher.

Class VA and VC at SD Hj. Isriati Baiturrahman 1 Semarang are classes where most of the learning utilizes mobile phones for learning and for assessments. In both classes VA and VC, students are allowed to bring mobile phones every day because they need to communicate with their parents regarding pick-ups after school, but the use of mobile phones in class during learning, teachers already have their own timelines according to the lesson schedule and learning needs. So when students are not scheduled to bring mobile phones to study that day, their mobile phones are stored in their lockers or stored in their respective bags.

Applications that are often used by teachers to support learning are Google Form, Kahoot, Geogbra, Quizziz and simple video maker applications. Direct observation conducted by researchers in class VA on January 15, 2024 during mathematics learning with rotation material, the teacher used the Geogbra application to explain the rotation material then as an evaluation the teacher used the Kahoot application. Then observed in the second meeting on January 16 with the subject of Science, the teacher used Google Earth to provide examples of the location of Indonesia. Unlike the previous meeting, at this meeting the teacher used the Quizziz application to conduct an evaluation. The quizzes using the Kahoot and Quizziz applications attract more students' attention because they are in the form of challenges and each student's point score can be seen on the class LCD, this certainly adds

to the competitive spirit of students to be superior to other friends.

Not much different from the VC class, when the researcher conducted direct observation on January 17 and January 25 with the same subjects, namely Science and Mathematics, the teacher in explaining the material utilized the Google Form and Power Point applications, then for evaluation used the Kahoot and Quizziz applications. The use of mobile phones for learning is not only to facilitate assessment during the assessment, but also to better maintain data security and large memory capacity. To access the material, a link is usually provided that is sent in the class group, so students can reread the material given by the teacher via the link in the WA group. In addition, there is also a reading corner in the class where there is a barcode containing materials that have been taught previously.

The duration of mobile phone use at school is adjusted to the learning needs and schedules determined by the class teacher. The results of the research observations found that the use of mobile phones in grade V lasted for approximately 50 minutes, where the first 10 minutes were used by the teacher to prepare students and review previously taught materials. After preparing students and reviewing the materials, students studied with the teacher for 30-40 minutes, then the last 10 minutes were used to work on quizzes. Based on the information given by Mr. Falik, at the beginning of a new school year, teachers usually form a time table which serves as a guideline regarding what subjects are taught, how long it takes, and whether the learning requires the use of mobile phones or not.

The use of mobile phones by students at home certainly varies. To find out how students use mobile phones at home, researchers conducted interviews with students and their parents. Based on the results of interviews with students and their parents, students' use of mobile phones at home is very diverse. Most students use mobile phones at home for entertainment, communication between friends, doing

schoolwork and studying. The duration of mobile phone use by students of SD Hj. Isriati Baiturrahman 1 while at home ranges from 1 hour to 3 hours of use. Using mobile phones to communicate with friends and for entertainment has a longer duration than for studying or doing assignments.

Family is the closest people who are most likely to provide assistance to students in using mobile phones, especially when they are outside of school. Each family in the smallest scope, namely both parents, must have their own way of providing assistance. Several points that are used as research materials that are carried out on the role of the family in carrying out assistance in using mobile phones at home includes the role of the family as a controller, the role of the family as a mentor, and the role of the family as a motivator. Based on the results of the research conducted, after conducting interviews with students and their parents, each student has been given a personal mobile phone by their parents.

Facilitating children with mobile phones is not only for learning needs, but also to facilitate communication between children and parents. Parents can still control their children's activities even though they are busy through the use of the mobile phone. After conducting further research, the results showed that there are various ways for parents to control their children's mobile phone use, such as children's mobile phones connected to their parents', checking their mobile phone usage history, and regulating the duration of mobile phone use at home. Parents of fifth grade students control their children's mobile phones by setting time limits, children's mobile phones connected to their parents' mobile phones, and parents checking their mobile phone usage history. However, because many parents also have quite busy work activities, most parents do not accompany intensively how their children use their mobile phones while at home. This is also one way for children not to feel too restricted and ultimately more open to their parents.

Although students are accustomed to using mobile phones for learning purposes and doing assignments, it turns out that students still find some difficulties in using them. The difficulties that are often found are that students have difficulty logging in when they want to open a link given by the teacher because the email or Gmail on the student's mobile phone is a parent's Gmail. So most of them do not know the password for the Gmail on their mobile phone. In addition to the difficulty in logging in, sometimes students also find it difficult to understand the meaning of the questions. However, related to the use of mobile phones in general, this is due to technical errors, not from the students themselves.

Difficulties experienced by students or children at home certainly require the role of the family in providing guidance on the use of mobile phones at home, especially those related to learning interests. Guidance is needed as an effort to help provide solutions if students experience difficulties while using mobile phones for learning or doing assignments at home. From the explanations above, the researcher found that parents of fifth grade students of SD Hj. Isriati Baiturrahman 1 Semarang provide guidance to their sons and daughters only to direct them if there are difficulties while studying or doing assignments via mobile phones.

The role of the family that is no less important in providing assistance in the use of student mobile phones at home is as a Motivator. Motivator in this case is how the role of the family in raising the child's enthusiasm so that they are encouraged to achieve their goals, which to achieve the goals requires diligent study. From several interviews conducted with parents of fifth grade students, it was found that there are several ways that parents do in providing motivation to children. Only a small number of parents provide motivation by utilizing the shows on the mobile phone, there are also parents who actually use mobile phone playing time as one way to motivate them. However, most parents of students provide motivation by providing study assistance,

giving rewards and disciplining children's study time.

The use of mobile phones by students, especially elementary school age, of course requires guidance from various aspects, when mobile phones are used at home, of course, guidance and guidance from the family is needed. This is not much different when the use of mobile phones is carried out in the school environment, of course, it requires guidance from the school and the most important thing is guidance from the class teacher who teaches. Schools certainly have various aspects that are needed in providing guidance for students' use of mobile phones while at school. The aspects that need to be considered are the school's role as a facilitator, the role of the school as a motivator, the role of the school as a companion, and the role of the school as a controller of the use of mobile phones in schools. In carrying out their role as facilitators, teachers do several things such as creating a conducive classroom atmosphere, arousing students' interest in learning, giving praise, conducting assessments and teaching in a variety of ways so that it is not monotonous and boring. Teachers carry out their role as student motivators by showing an open attitude to students' questions and opinions, instilling activeness in students even though learning is integrated with digital and creating harmony between teachers and students. The role of teachers as companions is implemented through the application of discipline, providing learning guidance, helping to solve problems and training students' skills in operating certain applications. Finally, as a controller, teachers are active in monitoring students' cellphone usage during study hours, outside of study hours, managing cellphone usage time and providing punishment to students who do not obey the rules that have been agreed upon together.

Many previous studies have discussed the impact of mobile phone use on student character, student learning motivation, and the influence of distance learning on student learning independence, but in this study, the

researcher specifically discussed the impact of mobile phone use on student learning independence in direct learning in class and learning at home. After conducting The theoretical framework analysis shows that what needs to be studied in the impact of mobile phone use on students' learning independence includes 3 things, namely having a sense of responsibility for the tasks given, being able to find information according to what is needed in learning, and helping to make assignments easier.

The results of the study conducted in class V of SD Hj. Isriati Baiturrahman 1 Semarang found that the use of mobile phones in learning has an impact on students' learning independence. From the results of observations in the field, interviews with class teachers, students and parents of students concerned and documentation obtained results that in completing assignments students already have the responsibility to complete assignments independently, have the responsibility to complete them on time and complete assignments according to existing instructions. Students are also able to find the information needed in learning where they are able to find sources and choose appropriate learning sources. This can be seen from the results of students' assignments and during assessments in class through quizzes given by teachers where they can answer the questions correctly. This proves that they are able to learn with the right sources. The use of mobile phones also has an impact in helping to facilitate the creation of assignments. With the presence of mobile phones, the sources of information needed are more, easier to access anywhere and anytime, thus increasing the efficiency of time in completing them.

DISCUSSION

The discussion on the use of mobile phones by elementary school students at school and at home in this study was studied using Edmund Husserl's (1857-1938) phenomenological theory which based on Husserl's perspective states that

phenomenology is the result of experiences felt by the individual himself which arises from awareness after going through various experiences (what is seen) (Wita & Mursal, 2022). The factors causing the emergence of awareness in individuals are because they are influenced by culture and the surrounding environment which ultimately results in creativity. The purpose of this phenomenology is to find the essence of what has been obtained through empirical experience to then be reduced through analysis using the theory of empiricism (Makur et al., 2023).

Seeing the phenomenological theory developed by Husserl when analyzed in this study refers to the phenomenon of mobile phones that are increasingly widely used to elementary school students. The development of electronic devices such as mobile phones that cannot be avoided has finally given rise to the idea of utilizing technology for teaching and learning facilities. In this case, SD Hj. Isriati Baiturrahman 1 Semarang tries to innovate by utilizing the development of this technology by allowing students to bring mobile phones to school in addition to for school pick-up and drop-off needs as well as for learning. The use of mobile phones in schools is still rarely done in schools, especially those with state status.

Mobile phones that have been used as a means of communication and entertainment by most people, are acknowledged by students as a means of entertainment. This is proven based on the results of a study conducted on 10 fifth grade students of SD Hj. Isriati Baiturrahman 1 Semarang, almost all of whom use mobile phones for entertainment such as watching, social media, and some students use them to play games. With the many activities carried out by students with their mobile phones, even both teachers and parents of the students concerned assume that students are considered to be proficient in using mobile phones. Not infrequently, students can even spend hours using mobile phones to find entertainment which if not controlled can

cause neglect of obligations as a child or a student.

The phenomenon that occurred was then utilized by the school, especially teachers, by combining digital learning which of course requires electronic devices, one of which is a cellphone. After conducting research in class V of SD Hj. Isriati Baiturrahman 1 Semarang, the teacher took advantage of students' enjoyment of games by combining quizzes as daily evaluations with game-based applications such as Kahoot and Quizziz. In addition, students' fondness for social media such as TikTok gave rise to the idea for teachers to make introductory videos through simple video-making applications. Researchers found that using cellphones to learn while playing made students happy and more enthusiastic about learning. The assessments carried out by the school were also made digitally by utilizing the Google Form application which made it easier for teachers to give grades and was more cost-effective.

The discussion on the role of families in assisting students in using mobile phones at home is examined using Pierre Bordieau's habituation theory. The habituation theory popularized by Bordieau states that habitus is formed from social and educational experiences, so that it can be changed through new experiences, education, or training. This then forms habits that are not yet realized and are partly realized (Pierre, 2017). Habits based on habituation theory can be formed with several components, namely agents, capital, and arenas.

The role of the family in providing assistance in the use of students' cellphones at home when analyzed using habituation theory, in this study the family occupies the position of agent, the economy as capital and the house as an arena. The habituation theory states that habits are formed from social and educational experiences where in this study the habit of using cellphones in students is based on the need for communication between family members and the need to support education, namely school assignments and online materials. This habit makes students' cellphones, which were initially only intended for games and social media, now more widely used for learning and making it easier to do assignments. The existence of this cellphone also raises awareness in students to study and do assignments without needing to be reminded by parents because information is usually given by teachers via their respective class WA groups. This makes the role of parents even more extra in providing supervision/control, becoming mentors and providing encouragement/motivation to students at home.

The provision of personal mobile phone facilities to students by their parents is also inseparable from the capital they have. When researchers conducted direct observations during classroom learning, all students already had their own personal mobile phones which made it easier for students to learn and do their assignments. The analysis of habituation theory on the role of the family in assisting students in using mobile phones at home is presented in the following table 1:

Table 1. Analysis of habituation theory on the role of the family in assisting students in using cellphones at home.

Habitus	A	M	Information
Communication between family members and the need to support online education	S & F	E	Students' cell phones, which were initially intended for games and social media, are now used for studying and making it easier to complete assignments.
Information provided by teachers via class WA group	S & F	E	Raise awareness in students to study and do assignments without needing to be reminded by parents The role of parents is more extra in providing supervision, being a guide and providing motivation to students at home.
All students already have personal cell phones	S & F	E	Facilitate student learning and assignments

Information: A = Agent; M = Capital; S = Student; F = Family; E = Economy.

Bourdieu stated that habitus is closely related to capital, because some habitus functions as a multiplier of various types of capital, such as economic, social, cultural, and symbolic capital (Mustikasari et al., 2023). The role of teachers in assisting students in using their cellphones at school includes several capitals consisting of social capital and cultural

capital. This social capital is related to the interaction between teachers and students and cultural capital is related to how to socialize, self-disposition. The analysis of habituation theory on the role of schools in assisting students in using their cellphones at school is presented in the following table 2:

Table 2 Analysis of habituation theory on the role of schools in providing assistance to students in using cell phones at school.

Habitus	A	M	Information
Learning using mobile phones has started since grade IV	E & S	E	Teachers are better prepared with equipment, materials and assessments using digital systems.
Checking the condition of the class to see if it is clean and complete and students have prepared their cellphones for studying.	E & S	S	Students become accustomed to coming to class on time, cleaning the classroom before class starts and being orderly in using their cell phones.
- Using less familiar applications such as Geogbra and Google Earth. - Game-based assessment system adapts to students' preferences for play and lots of color.	E & S	S	Varied learning and the use of game-based applications make students who previously paid less attention during learning become more focused and enthusiastic.
When the time is up, use the cellphone and then store it in its original place.	E & S	C	Students are more disciplined in using cell phones at school
Monitoring during teaching and learning activities is carried out directly by teachers and monitoring outside teaching and learning activities is carried out via the task force and school CCTV.	E & S	C	Students who initially still liked to play with their cellphones secretly at times when they were not allowed have started to decrease.

Information: A = Agent; M = Capital; S = Student; T = Teacher; E = Economy; S = Social; C = Culture

The impact of mobile phone use on students' learning independence in this study will be discussed based on the theory of empiricism popularized by John Lock (1632-1704). According to this theory, a child who is born is like a blank white paper with different patterns and writings depending on the environment in which he is raised (Musdalifah, 2019). Schools, families and communities based on the theory of empiricism are factors that shape a person's experience and personality which in this case will shape a student in developing. The presence of mobile phones in the community can now be a boomerang if it is only used for entertainment without being used for educational purposes and guidance from parents and teachers. As previously

explained, the use of mobile phones in learning actually has a positive impact on students, especially in the formation of independent character in learning. The learning independence formed in students is the result of experiences formed during their development. This positive impact can be achieved because of the good synergy between schools, students and parents of students concerned in realizing digital learning.

CONCLUSION

Based on the research results and discussion, the following conclusions can be drawn:

1. The use of mobile phones at school is to support learning and is also intended for daily assessments and assessments each

semester. The duration of mobile phone use at school is carried out twice a week with a time allocation of 50 minutes each. If the use of applications. When at home, mobile phone use is not only used for studying and doing assignments, but also for entertainment, but only half of the students play games.

2. The family has carried out its role as a companion in the use of mobile phones at home optimally by acting as a controller, companion, and motivator.
3. The role of schools in assisting students in using mobile phones at school includes several things, namely acting as facilitators, motivators, companions and controllers.
4. The use of mobile phones has a positive impact on students' learning independence at school and at home where students already have a sense of responsibility for the tasks given. Students are also able to search for and are able to choose information according to what is needed in learning without the help of teachers or parents. The use of mobile phones also makes it easier to make assignments where the information needed is available on the mobile phone.

Declaration by Authors

Acknowledgement: None

Source of Funding: None

Conflict of Interest: The authors declare no conflict of interest.

REFERENCES

1. Ammunje, R. N., Mahesh Prabhu, H., & Barkur, G. (2022). Smartphones and Academic Performance: Evidence from India. *Interactive Technology and Smart Education*, 20(2), 161–176. <https://doi.org/10.1108/ITSE-11-2021-0204>
2. Anggita, A. P., Subali, B., & Ellianawati, E. (2023). Android-based CERMAT (Cerdas Mengenal Pubertas) Media Development in Enhancing Students Understanding of Puberty as a Part of Sex Education for Elementary School Students. *Journal of Primary Education*, 12(1), 24–39.
3. Aprilia, E. N., & Anshor, A. S. (2021). Pengaruh Penggunaan Handphone Berbasis Android Terhadap Aktivitas Belajar Siswa di SD Negeri 107826 Pematang Sijonam. *Jurnal Pendidikan Dan Pembelajaran Terpadu (JPPT)*, 03(02), 107–119. <https://jurnal-lp2m.umnaw.ac.id/index.php/JPPT/article/view/1035>
4. Dahlia, T., Safiah, I., & Soedirman. (2017). Pengaruh Penggunaan Handphone Terhadap Perkembangan Karakter Anak Pada Usia Sekolah Dasar di SDN 20 Kota Banda Aceh. *Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, 2, 143–149.
5. Elmira, U., Duisengalievna, E. A., Akgul, Z., Zhorabekovna, B. B., Yntyk, B., & Meiramkul, K. (2022). Primary School Teachers' Acceptance Levels of Educational Technologies. *Cypriot Journal of Educational Sciences*, 17(6), 2187–2198. <https://doi.org/10.18844/cjes.v17i6.7557>
6. Gao, Q., Jia, G., Fu, E., Olufadi, Y., & Huang, Y. (2020). A Configurational Investigation of Smartphone Use Disorder Among Adolescents in Three Educational Levels. *Addictive Behaviors*, 103. <https://doi.org/10.1016/j.addbeh.2019.106231>
7. Hairunisa, H., Haryono, H., & Waluyo, E. (2023). Implementation of Digital-Based Learning in The Independent Curriculum at Elementary School in Bima City. *Journal of Primary Education*, 12(1), 1–10. <https://journal.unnes.ac.id/sju/index.php/jpe/article/view/76101>
8. Hasanah, E., Desstya, A., Kusumawati, I., Limba, A., & Kusdianto. (2022). The Mediating Role of Student Independence on Graduate Quality in Distributed Learning. *International Journal of Instruction*, 15(2), 61–82. <https://doi.org/10.29333/iji.2022.1524a>
9. Karima, E. R., & Ginanjar, A. (2021). Implementasi Literasi Digital Melalui Film Dokumenter dalam Pelaksanaan Pembelajaran IPS (Kelas VII di SMP Negeri 2 Grogol Kabupaten Sukoharjo). *Sosiolum: Jurnal Pembelajaran IPS*, 3(2), 118–124. <https://doi.org/10.15294/sosiolum.v3i2.47860>
10. Kusumadewi, R. F., Yustiana, S., & Nasihah, K. (2020). Menumbuhkan Kemandirian Siswa Selama Pembelajaran Daring Sebagai Dampak Covid-19 di SD. *Jurnal Riset Pendidikan Dasar (JRPD)*, 1(1), 7–13.

- <https://doi.org/10.30595/v1i1.7927>
11. Makur, Jamil, A., & Sholihan. (2023). Memahami Filsafat Fenomenologi Edmund Husserl dan Implikasinya dalam Metode Penelitian. *Jurnal Falsafah*, 9(2), 50–57.
 12. Musdalifah, M. (2019). Peserta Didik Dalam Pandangan Nativisme, Empirisme, Dan Konvergensi. *Idaarah: Jurnal Manajemen Pendidikan*, 2(2), 243. <https://doi.org/10.24252/idaarah.v2i2.7014>
 13. Mustikasari, M., Arlin, A., & Kamaruddin, S. A. (2023). Pemikiran Pierre Bourdieu dalam Memahami Realitas Sosial. *Kaganga: Jurnal Pendidikan Sejarah Dan Riset Sosial Humaniora*, 6(1), 9–14. <https://doi.org/10.31539/kaganga.v6i1.5089>
 14. Naik, G., Chitre, C., Bhalla, M., & Rajan, J. (2020). Impact of Use of Technology on Student Learning Outcomes: Evidence from A Large-scale Experiment in India. *World Development*, 127, 104736. <https://doi.org/10.1016/j.worlddev.2019.104736>
 15. Nurmuhlisna, A. (2019). Modernisasi dan Teknologi : Penggunaan Teknologi Untuk Media Pembelajaran di Generasi Millennial dalam Pendidikan Modern. *Prosiding Seminar Nasional Pendidikan FKIP*, 2(1), 567–576.
 16. Pierre, B. (2017). Habitus: Sebuah Perasaan Atas Tempat. *Jurnal Kajian Ruang Sosial-Budaya*, 1(2), 153–159. <https://doi.org/10.21776/ub.sosiologi.jkrbsb.2018.001.2.03>
 17. Sobon, K., Mangundap, J. M., & Walewangko, S. (2020). Pengaruh Penggunaan Smartphone Terhadap Motivasi Belajar Siswa Sekolah Dasar Di Kecamatan Mapanget Kota Manado. *Autentik : Jurnal Pengembangan Pendidikan Dasar*, 3(2), 97–106. <https://doi.org/10.36379/autentik.v3i2.38>
 18. Suwanto, D. H., Setiawan, B., & Machmiyah, S. (2022). Developing Digital Literacy Practices in Yogyakarta Elementary Schools. *Electronic Journal of E-Learning*, 20(2), 101–111. <https://doi.org/10.34190/ejel.20.2.2602>
 19. Ula, W. R. R. (2023). Analisis Minat Belajar Siswa dilihat dari Dampak Penggunaan Game Online. *Dawuh Guru: Jurnal Pendidikan MI/SD*, 3(1), 89–100. <https://doi.org/10.35878/guru.v3i1.669>
 20. Wahab, A., Sari, A. R., Zuana, M. M. M., Luturmas, Y., & Kuncoro, B. (2022). Penguatan Pendidikan Karakter Melalui Literasi Digital Sebagai Strategi Dalam Menuju Pembelajaran Imersif Era 4.0. *Jurnal Pendidikan Dan Konseling*, 4, 1707–1715.
 21. Wahyuni, A., Sari, N. K., & Sutrisno, T. (2022). Pengaruh Literasi Digital Terhadap Kemandirian Belajar Siswa Sekolah Dasar Negeri 02 Ngadiluwih Kecamatan Matesih Kabupaten Karangayar Tahun Pelajaran 2020/2021. *EduStream: Jurnal Pendidikan Dasar*, 5(2), 118–124. <https://doi.org/10.26740/eds.v5n2.p118-124>
 22. Wita, G., & Mursal, I. F. (2022). Fenomenologi dalam Kajian Sosial Sebuah Studi Tentang Konstruksi Makna. *Titian: Jurnal Ilmu Humaniora*, 6(2), 325–338. <https://doi.org/10.22437/titian.v6i2.21211>

How to cite this article: Nila Felasofia Salsabila, Eko Handoyo, Hamdan Tri Atmaja. The impact of mobile phone use on students learning independence in elementary schools. *International Journal of Research and Review*. 2024; 11(11): 354-364. DOI: <https://doi.org/10.52403/ijrr.20241132>
