

SMARTPHONE ADDICTION AND SOCIAL INTERACTION OF STUDENTS OF MADRASAH ALIYAH NEGERI 1 CITY OF SOUTH TANGERANG

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Abstract

The increasing intensity of smartphone use by students will of course have a number of impacts. This paper examines the impact of smartphone use on student addiction and social interaction at Madrasah Aliyah Negeri 1 Tangerang Selatan City. This paper is the result of research conducted in 219 with qualitative methods supported by quantitative data. The results showed that 15.7% of students who use the internet for 7-9 hours a day, and 18.7% of students who use the internet more than 9 hours a day, have a tendency to become addicted to smartphones. In addition, the social interaction of students who are indicated to have smartphone addiction is still relatively good. This is indicated by their frequent activities using smartphones such as playing games and watching movies together. They also tend to be compact in sharing quotas and lending smartphones to friends who need them.

Keywords: addiction; smartphone; social interaction.

INTRODUCTION

Gadgets, sometimes known as gadgets, have grown increasingly significant and necessary in recent years. Some even argue that, like clothing, food, and shelter, electronics are a basic requirement. According to statistics, about three-quarters of the world's population, or 4.96 billion people, own cellphones as of April 2017. This result is matched by an increase in the number of internet users who access the internet via mobile devices, which has reached 3.4 billion (Fauzi, 2017).

Another study on smartphone usage was conducted in 2015 by Google in collaboration with TNS Australia in eight Asian countries: Indonesia, India, Japan, Australia, Taiwan, Hong Kong, Korea, and Singapore. As a result, with a rate of 43 percent, smartphone penetration in Indonesia is the second lowest among the eight countries. Singapore, on the other hand, had the highest percentage at 88 percent. Indonesia, on the other hand, has the top score, with % of smartphone owners utilizing it as their primary mode of communication (Auliani, 2015).

According to survey data from the Indonesian Internet Service Providers Association (APJII), internet user penetration in Indonesia reached 143.26 million people in 2017, or roughly 54.68 percent of the country's total population of 262 million people. In comparison to computers/laptops, the majority of these internet users (44.16 percent) access the internet using smartphones/tablets. The poll does not, however, distinguish between smartphones and tablets. Furthermore, according to the 2018 We Are Social in the Global Digital Report, around 60% of Indonesian internet users use smart phones (smartphones) to access the internet (Ramadhan, 2018).

These figures illustrate that people's desire for gadgets, which is directly related to their want for internet access, is growing at a rapid rate year after year. According to Emarketer, a digital marketing research institute, the number of active smartphone users in Indonesia will exceed 100 million in 2018, making Indonesia the world's fourth largest active smartphone user behind China, India, and the United States (Katadata, 2015).

The rapid advancement of technology and the internet will undoubtedly bring about many changes in people's lives. In the field of education, for example, gadgets provide for simple access to a variety of information sources, the conversion of learning media into digital format, and other functions that help to improve learning quality.

Several study results show that the increasing use of smartphones will reduce sleep quality (Susanto, 2018), have a risk of attention disorders and hyperactivity in pre-school age children (Setianingsih, et al., 2018), interfere with the development process of children aged 24-60 months (Setianingsih et al., 2018). Fajariyah, et al., (2018), is associated with a low level of empathy (Prasetyo, 2017). Another study related to empathy found things differently. Purnomo (2014) actually found that gadget addiction was not related to student empathy.

The impact of device addiction was extensively explored by the media. According to Kompas on July 23, 2018, the Indonesian Child Protection Agency has received at least 17 cases of youngsters hooked to electronics since 2013, while the National Commission for Child Protection has handled 42 cases since 2016. A lot of hospitals are also dealing with cases of device addiction. Since January 2018, the Koesnadi General Hospital in Bondowoso, East Java, has treated 11 middle and high school pupils. 18 students are being treated at the Cipto Mangunkusumo National Center General Hospital's Addiction Psychiatry Polyclinic for internet gaming addiction. In Magelang, Central Java, 28 children are being treated at the Marsudi Putra Social Institution (PSMP) Antasena. The symptoms are nearly identical, including harming yourself by slamming your skull against a wall and threatening your parents' lives when you are not allowed to use devices. They also use medications like methamphetamine and methamphetamine to stay up and conscious.

In addition to the negative effects outlined above, gadgets can sometimes have a good impact, particularly on students. According to Alhady, et al. (2018), students that spend 7-11 hours per week or 1-1.5 hours per day on the internet have broader perspectives, have foreign language abilities, and are able to enhance their creativity. While using less than 7 hours per week and using more than 11 hours per week had no influence on cognitive progress, using more than 11 hours per week did.

Wardhani (2018) did a study on device addiction behavior and discovered that the symptoms of gadget addiction in students are similar, such as holding and playing gadgets more than 5 times per day, feeling confused, restless, and lonely while not holding a gadget. Another factor is parents' efforts to limit their children's usage of electronics while not preventing kids from using gadgets at home or at school.

Apart from the beneficial and negative consequences of gadgets, regulations limiting their use, particularly in the educational context, are required. A Joint Decree of the Ministers, namely the Minister of PPPA, the Minister of Communication and

Information, and the Minister of Education and Culture, will be issued regarding restrictions on the use of gadgets for children, both at home and in all educational units, according to the Minister of Women's Empowerment and Child Protection (Media Indonesia, 03 March 2018). Harfiyanto, et al. (2015) studied the social interaction patterns of students who use devices in a calm setting. The findings revealed that while devices can aid students in their learning, they can also limit social connection. Students, for example, prefer to communicate with other students from different classrooms using gadgets.

Aziz (2016) analyzes how mobile phones affect the behavior of junior high school students (13-15 years). It was discovered that there were negative consequences, such as a lack of want to socialize with friends and the surrounding surroundings, a lack of desire to study, and even a lack of desire to worship. There is a substantial association between the level of smartphone reliance and social interaction in teenagers at SMA Negeri 1 Kalasan Sleman Yogyakarta, according to Muflih, et al. (2017).

Madrasas use technology to aid learning as well. When it comes to the teaching and learning process, a handful of madrasas even allow pupils to utilize electronics. According to research conducted by the Jakarta Religious Research and Development Center in 2018 in MAN 1 Sukabumi Regency and MAN 1 Cirebon on the usage of information and communication technology. Students can also bring their devices into the classroom at MAN 1 South Tangerang City.

The frequency with which people use electronics, in this example cellphones, which can be claimed almost all of the time because they are allowed in classrooms, will undoubtedly have a variety of consequences. Especially if there are pupils who are susceptible to smartphone addiction. As a result, study into the use of smartphones and the addictive tendencies of students at MAN 1 Tangerang Selatan City is required (MAN 1 Tangsel). The foregoing scenario presents various concerns that will be addressed in this study, including: How intense is smartphone use among students at MAN 1 Tangsel City? What majority of students are affected by smartphone addiction? What role does smartphone addiction have in students' social interactions? What efforts are madrasas making to counter smartphone addiction?

THEORETICAL FRAMEWORK

Devices and their use

Gadgets or gadgets are terms from the Big Indonesian Dictionary (KBBI) that refer to electronic or mechanical equipment with practical applications. Smartphones, tablets, laptops, and PCs are examples of gadgets that are extensively used for information and communication that can be connected to the internet. The scope of this study is limited to smartphone usage.

According to the 2018 Global Digital Report by We Are Social, the number of internet users in Indonesia reached 132 million in 2018, with 60% of them using smart phones to access the internet (smartphones). Indonesia is rated fourth in the world for the amount of time spent on the internet, with an average of 8 hours 51 minutes each day

spent on various devices (Ramadhan, 2018). With an average of 8 hours 35 minutes of online time each day, Indonesia ranks third after the Philippines and Thailand, according to the Global Web Index.

In 2015, Google and TNS Australia conducted a study on smartphone usage in eight Asian countries, including Indonesia, India, Japan, Australia, Taiwan, Hong Kong, Korea, and Singapore. As a result, Indonesia has the second lowest smartphone penetration rate (43%) among the eight countries studied. Singapore, on the other hand, had the highest percentage at 88%. Indonesia, on the other hand, has the highest score, with 49% of smartphone users using it as their primary mode of communication. Indonesia is likewise part of the social driven category, with people first utilizing cellphones for social media activities, then conversing, and finally gugling for information on Google.

According to a 2017 survey conducted by the Indonesian Internet Service Providers Association (APJII) on the penetration and behavior of Indonesian internet users, internet user penetration in Indonesia reached 143.26 million people, or 54.68 percent of the country's total population of 262 million people. The Java region has the highest percentage of internet users, at 58.08 percent, however the Kalimantan region has the highest penetration, at 72.19 percent. The age range of 13-18 years has the greatest percentage of internet users in Indonesia, at 75.50 percent.

As compared to computers/laptops, the majority of internet users (44.16 percent) utilize smartphones/tablets to access the internet. There is no distinction made between smartphones and tablets in the poll. The percentage of people who own a smartphone or tablet device is 50.08 percent, whereas the percentage of people who own a laptop or computer is 25.72 percent. The percentage of people who use the internet for 1-3 hours every day is 43.89 percent, while the percentage who use it for more than 7 hours is 26.48 percent. Furthermore, when the length of time spent on the internet per week is calculated, the majority of internet users (65.98 percent) admit to using the internet every day of the week.

Addiction to Smartphones

Addiction is a pattern of behavior in which one becomes reliant on something that one enjoys (Cooper, 2000). If someone has the opportunity to do something they enjoy, they will usually take advantage of it. Individuals might be classified as addicted if they engage in a repetitive activity more than five times each day.

Addiction is a compulsive activity (Febriandari & Nauli, 2016) with reliance and loss of control (Adi Prasetyo, Amir, & Psi, 2017). (Adi Prasetyo, Amir, & Psi, 2017). Addictive behavior is defined as behavior that cannot be controlled and has a negative influence on the person involved (Ksetyaningsih, 2015).

Inability to control the desire to use a smartphone, anxiety and feeling lost when not using a smartphone, withdrawing and running away, which means that the smartphone is used as a means to divert oneself when experiencing loneliness or depression, problems, and lost productivity are all symptoms of smartphone addiction, according to Leung (2007, in Purnama, 2014). According to another study, a person might be

considered addicted to the internet if they use it for more than thirty minutes per day, or if they use it more than three times per day (Laili & Nuryono, 2015).

Agusta (2016) found that: 1) internal factors are the most at risk of causing addiction, consisting of low self-control, sensation seeking, high and low self-esteem, 2) situational factors are the second risk factor, consisting of aspects about the individual's psychological situation, and 3) external factors are factors when at risk, consisting of low self-control, sensation seeking, high and low self-esteem, and 3) external factors are factors when at risk, consisting of low self-control, situational factors, and The fourth risk factor is social factors, which include features of student social engagement.

Social interaction

According to Sarwono (2009), social interaction is a reciprocal relationship in which people influence other individuals, individuals impact groups, and groups influence other groups. (Soekanto, 2002): the feature of social contact, which is the occurrence of social ties between persons with one another; and the element of communication, which is the reciprocal transmission of information, ideas, conceptions, knowledge, and actions to others.

Several factors, according to Monks et al (2002), can influence social interaction, including: Gender is the first thing that comes to mind. Men are more likely than women to interact with their peers; b. Extroverted personality. Introverts are more conformist than extroverts; c. Large group. As the number of the group grows, the group's influence grows as well; d. The quest for status. The desire for status is what motivates a person to interact with his coworkers; the individual will find strength in defending himself in the struggle for position or status, particularly in the workplace; e. Interaction with parents. Individuals are motivated to socialize with their peers by an unpleasant home environment and parental pressure; f. Education. Higher education is one of the characteristics that encourages people to interact since highly educated people have a broad range of knowledge that helps them interact.

The following elements, according to Gerungan (2006), influence the occurrence of social interaction: a. In the interaction process, imitation plays a significant part. One of the advantages of imitation is that it might inspire someone to follow the norms and principles that are in place. However, imitation can have bad consequences, such as imitating activities that diverge and cut off one's creative power; b. Suggestion, which occurs when an individual expresses a personal viewpoint or attitude that is then adopted by the other party. Suggestion can affect a person who is experiencing emotional instability, impairing his ability to think rationally. People who make suggestions are usually authoritative or even authoritarian; c. Identification is more profound since it allows for the formation of individual personalities. Individuals require particular types of ideals in the course of their life, therefore this process might occur spontaneously or on purpose. d. Sympathy is a psychological phenomenon in which people are drawn to other people. Individual feelings play a vital role in this process, but the desire to cooperate is the fundamental motivator for sympathy.

METHODS OF RESEARCH

This study use qualitative methodologies in order to obtain more detailed information from the research topic. The study takes place in South Tangerang City, which had the greatest internet usage in West Java and Banten Provinces in 2018 (72.03 percent). The students of Madrasah Aliyah Negeri 1 in Tangerang City were the study's focus. This madrasa is the only Madrasah Aliyah in South Tangerang City with state status, and it has a policy of permitting students to bring smartphones to class.

Data is collected through interviews with a variety of students, Guidance and Counseling (BK) teachers, madrasa heads and vice principals, and students' parents. In addition to interviews, documentation and observation studies were carried out to see how students used their smartphones on a regular basis. To acquire data on smartphone use, questionnaires were delivered to all 544 students at MAN 1 Tangsel. Four student council administrators, five students who used their smartphones for more than 9 hours each day, and three students who were randomly selected as informants participated in this study.

RESULT OF RESEARCH AND DISCUSSION

Under the name MAN Serpong, MAN 1 Tangerang Selatan City was founded in 1997. Mr. H. Muhammad S.Ag, who is also a member of the West Java DPRD, formed MAN Serpong. On Jalan Raya Serpong in Kademangan Village, Setu District, Tangerang Selatan City, Banten, MAN Serpong is located. In the year 2000, MAN Serpong relocated to Jl. Raya Serpong, Kademangan Village, RT. 003/003 Setu District, South Tangerang City, Banten, and constructed a new structure. MAN Serpong was renamed MAN 1 Kota Tangerang Selatan in 2015. Drs. H. Ridwan Fahmi Lubis, the current head of MAN 1 South Tangerang City, has been in charge since 2015.

MAN 1 South Tangerang City has a long list of accomplishments, both academic and non-academic. MAN 1 has continued to work for the development of human resources that prioritize ratios while also pioneering the emergence of human resources who adhere to the Al-Quran and Hadith. MAN 1 Kota Tangerang Selatan is one of the Islamic educational institutions in the South Tangerang area that is able to produce an effective learning process in accordance with the Madrasa motto: MAN is great, MAN is dignified, thanks to its complete facilities and Islamic environment.

Madrasah vision: "Excellent in achievement, creative, healthy, and Islamic," with indicators including: 1) adaptive and proactive curriculum development; 2) an effective and efficient learning process; 3) smart and competitive graduates; 4) educational human resources with high ability and ability to work; 5) relevant and up-to-date facilities and infrastructure; and 6) the realization of relevant and up-to-date facilities and infrastructure.

Madrasah missions include: 1) bringing innovative approaches to world difficulties; 2) shifting mindsets from the old to the new paradigm; and 3) being able to overcome and deal with all conditions and situations. 4) Instill noble character in future generations. Meanwhile, the madrasah's goals are to: 1) increase the intelligence of MAN 1 South Tangerang City students through active and creative thinking patterns;

2) print students who excel in science, technology, and IMTAQ; 3) stimulate creativity by developing students' talents through academics and non-academics; and 3) stimulate creativity by developing students' talents through academics and non-academics. 4) instilling an Islamic personality and noble character through a pattern of discipline in worship and behavior in the life of society, nation, and the world through coaching and habituation; 5) instilling an Islamic personality and noble character through a pattern of discipline in worship and behavior in the life of society, nation, and the world through coaching and habituation.

Curriculum and learning activities

To ensure the achievement of national education goals, the MAN 1 South Tangerang City Curriculum was developed based on national education standards. Since the 2015/2016 academic year, MAN 1 Tangerang Selatan City has used the 2013 curriculum in all classes, which is aligned with the institution's vision, mission, and goals. Each subject takes 45 minutes to learn. Learning begins with a group dhuha prayer before the learning hours begin, which are from 06.45 to 07.15 a.m. every day. Monday is the third week of the apple, save for the first week when the flag ceremony falls on Monday. Monday is the fourth week of coaching, and each homeroom in each class has been assigned a coach. The effective learning time carried out at school is nine hours starting from 07.15 to 16.00 WIB including rest, prayer and eating hours.

MADRASAH POLICY REGARDING SMARTPHONE USE

Cell phones are permitted to be brought to MAN 1 Tangsel, even during class. This is due to the fact that many subjects use the internet as a learning tool. For example, when students are required to conduct an internet search (browse) on a topic connected to the lesson or complete homework that require the use of the internet. Furthermore, this policy was adopted since we are now living in an era of information and communication technology, and there is no reason to restrict it. "If they are limited, they will lie, not be honest," said the Deputy Head of Madrasah, "so what is important is to be given understanding."

Wi-Fi access is available throughout the madrasahs and is password-protected. Some pupils, on the other hand, may be able to open the password and subsequently pass it on to their classmates. The password was changed several times, but the pupils always figured it out, until the Wi-Fi was ultimately turned on. Cell phone raids have not been implemented by madrasahs so far because they believe they are unnecessary. MAN 1 Tangsel kids are still in the positive category, in the sense that no students have been identified as engaging in poor behavior as a result of cellphone use. The Head and Deputy Head, as well as several MAN 1 Tangsel teachers, all agreed on this.

Although there are no systematic mobile phone raids, when students use cellphones during teaching and learning activities or other activities, every teacher will take action by confiscating cellphones. This is in accordance with the school's rules. During the 2018-2019 school year, roughly 34 students had their telephones confiscated.

There are also no teachers tasked with monitoring pupils' social media accounts or checking their telephones. When a group of students gets caught looking at pornography, for example, it is obvious to the teacher that something is wrong when they notice some kids in groups with suspicious expressions. For example, by sheepishly smiling while gazing about in various directions with apprehension. When a teacher notices it, he or she will admonish the pupil and investigate what they are seeing. The teacher discovered kids watching films with obscene content on several occasions. Kissing scenes, which can be found in many foreign films, are included in the pornography. The teacher will quickly give the children advice but will not reprimand them.

INTENSITY OF SMARTPHONE USE IN STUDENTS OF MAN 1 TANGSEL CITY

A questionnaire was utilized to collect data on the use of devices at MAN 1 Tangsel, and it was disseminated online to all MAN 1 Tangsel students. From a total of 544 students who filled out the questionnaire, we got 86 percent, or 471 pupils. The following sections will go over how to use gadgets in the MAN 1 Tangsel environment in great detail.

It is first detected as being related to smartphone ownership before being asked how to use a smartphone. According to the results of the survey, the majority of students (89.6%) had at least one smartphone. Around 8.9% of the population owns two smartphones. Surprisingly, only roughly 1.5 percent of pupils do not have access to a smartphone. Even in places closest to the nation's capital, such as South Tangerang, not all teenagers have smartphones, despite the fact that it's a small number. It's unclear whether the student who doesn't have a smartphone is doing so because of financial constraints or for other reasons.



Student's are busy with smartphones at MAN 1 South Tangerang. Doc. Nur Alia, 2019

The respondents were also asked how long they had had a smartphone. 40.6 percent of students have had a smartphone for less than two years, 28.2 percent for three to four years, and 31.2 percent for more than four years. Following that, they were asked how often they were connected to the internet. 47.3 percent of students said they were connected to the internet at some time. The next question concerns the amount of

time spent on the internet in a single day. As many as 34.4 percent of students use the internet for 4-6 hours each day, 15.7 percent for 7-9 hours, and 18.7 percent for more than 9 hours per day.

Furthermore, when asked about their interest in playing games, 24.2 percent of students said they play them frequently, both online and offline. Although the percentage is minor, it is consistent with other data on the services that students access the most frequently when using the internet. After social media and search engines, games are the third most popular source of information for students (32.1 percent). Because online contact for MAN 1 Tangsel students is done through whatsapp groups, WhatsApp is the most accessible social media for students (89.4%).

Still on the subject of games, PUBG and Mobile Legend are the current favorites of students (male), according to the results of interviews with a number of students. Students like PUBG because they can play with their pals in a team and always be together. A lot of students stated, "It's fun because we play together." Students, on the other hand, are more interested in offline games, which are typically simpler than internet games.

Two students from class XI stated that they and their classmates spent their leisure time playing on their iPhones. Students commonly play video games while watching movies together. When there are no free hours in a day, their gaming mates will take advantage of the time to get home from school.

Another intriguing aspect is the monthly price that students experience while purchasing internet capacity. A total of 47.1 percent of students spend between 50 and 100 thousand rupiah on average. While as many as 11% of students spend more than 100,000 rupiah. When asked what they would do if they ran out of internet quota, the majority of students (56.1 percent) said they would "purchase internet quota," 19.3 percent said they would "ask for internet sharing from their friends," and 19.3 percent said they would "simply shut up." This indicates that 19.3 percent of students believe that internet access is not a priority.

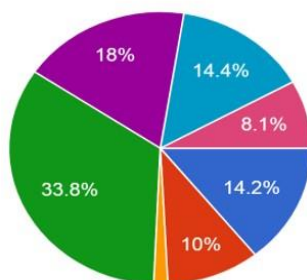
In keeping with the foregoing, a number of students interviewed stated that if a friend ran out of internet quota and couldn't acquire internet connection via school wi-fi, the friend with a lot of internet quota would use his cellphone's hotspot feature. This function allows many cellphones to connect to the internet. Things like this apply to practically all students, thus it's safe to say that when it comes to internet quotas, students prefer to share and be compact.

Not only that, but when school Wi-Fi is password-protected, students become more cohesive. Pupils who already have a password will share it with their peers until the school's Wi-Fi is available to all students. In fact, when a teacher confiscates a student's smartphone, students who have more than one cellphone will lend it to the student.

Respondents were also questioned about their use of smartphones while they were not connected to the internet. According to several studies, the rapid adoption of smartphones is directly related to the growing demand for internet access. As a result,

it can be claimed that when someone uses a smartphone, the internet plays a significant role. Smartphone functions are severely reduced when not connected to the internet.

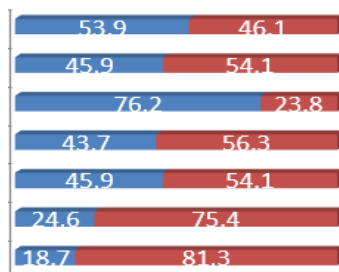
For what purpose do you use your smartphone when you are not connected to the internet?



As many as 33.8% of students use their cellphones to watch movies or music when they are not connected to the internet. They intentionally download the film or music when they are connected to the internet, so they can be viewed again even when there is no internet. As many as 18% of students choose to view photos and videos stored on smartphones. Some other students (14.2%) chose to play games, and some chose not to use it (14.4%).

SMARTPHONE ADDITIONAL TRENDS IN MAN 1 STUDENTS IN SOUTH TANGERANG CITY

To see the tendency of smartphone addiction, respondents were given a scale related to smartphone addiction. This scale was developed by Soetjipto which refers to 6 criteria according to Beard and Wolf (2001) which can be classified as internet addiction. The results are as follows:



blue colour is agree and brown colour is disagree.

- I find it difficult to reduce my online time
- there is a need or not I will be online
- I find it fun to be online

- because of my online preoccupation I'm lazy to do other activities
- I always find time to use my smartphone
- while studying in class, I am using a smartphone for social media and others
- I will try in various ways to stay online

Based on these data, it is known that the number of items approved by the majority of respondents (more than 50%) is only 2 items. Meanwhile, the criteria for internet addiction when using this scale are that there are at least six criteria that must be met. Thus, when referring to these criteria, it can be interpreted that the majority of students at MAN 1 Tangsel City are not indicated to have internet addiction.

In addition to this scale, a number of questions were asked to determine the extent to which students rely on smartphones and the internet. When asked if they checked their cellphones when they woke up, 29.9% of students said yes. In order to avoid losing their cellphone, 45.7 percent of students choose to leave their wallet behind. One of the students said that even if he forgot his wallet, he could still use his cellphone to meet his basic necessities such as food, transportation, and communication. Not so if he lost his phone; he'd have a hard time communicating with anyone, let alone buying transportation online.

The question "how do you feel if you don't use a smartphone for one day?" was used to test students' inclination to be unable to be separated from their smartphones. 23.8 percent of pupils said they felt "uncomfortable," while the majority (74.7 percent) said they were "normal." This suggests that the proportion of pupils who are not smartphone dependent is still quite high.

SOCIAL INTERACTION OF STUDENTS OF MAN 1 TANGSEL CITY

The research findings in this part are focused on how social interactions occur among MAN 1 Tangsel students both within and outside the classroom. When there is no teacher present, children frequently use their iPhones to play games and watch movies, according to conversations with a number of students. Cellphone activities, such as playing games and watching movies, are frequently done in groups because it feels better to be with others than to be alone.

A number of students indicated that their fondness for playing games or viewing movies with others stemmed from their shared enjoyment of the same game, vlog, or film. Take, for example, journalrisa, a vlog that practically every female student in a class subscribes to. Meanwhile, PUBG is the game that practically all male students are now playing.

The utilization of breaks for meals demonstrates student cohesion. When break time arrives, all kids will finish their meals. When kids get home from school, they can then play games. If there were students playing cellphones while they were chatting, their

other buddies would object. The pupils then stated that they appeared to be very familiar when playing games (PUBG), because they were interspersed with discussion while they were playing.

Even though their classmates enjoy playing video games, a number of kids admitted that they still get out with their other pals. Many of them are actually members of the juvenile community, such as motorcycle gangs. However, a kid who was labeled as a friend refused to hang out since he preferred to play video games. The student stated throughout the interview that he was a quiet person who didn't get along well with his peers. He even plays games with his sibling who lives outside of town. He also stated that because he hadn't been a student at this school for a long time, he didn't have many friends.

Students gathered at various spots and performed games, according to observations made by researchers during recess. While the students were speaking, some grouped around playing smartphones, while others gathered around chatting without cellphones in their hands.

STUDENT IMPACT OF SMARTPHONE USE

In general, the impact of smartphone use can be identified as follows, based on the findings of interviews with a number of teachers and students:

First, the positive impact of the ease with which learning resources can be accessed. Many students enroll in Ruangguru's online instruction, especially when a discount is offered. Some students, on the other hand, stated that they prefer to study with the teacher rather than using the app since they would be able to ask questions directly to the teacher if there is something they don't understand. Although there is a feature to ask inquiries, unlike Ruangguru, it cannot be addressed directly. *Second*, pupils who play games frequently have a stronger command of the English language. This is due to the fact that most game features and communication are in English. *Third*, students' proclivity for playing games, which some students admit has an impact on student learning results, demonstrates the negative impact. Because they are too lazy to study and prefer to play video games, their values plummet. Fourth, in terms of cheating, students have a tendency to easily distribute information about exam questions to their acquaintances via smartphone media. They also occasionally cheat by utilizing their cellphones during exams.

According to the IDN Times (2019) poll, the majority of millennials (45 percent) are heavy internet users, spending 4-6 hours per day on the internet. According to the research findings, 34.4 percent of MAN 1 Tangsel students use the internet for 4-6 hours each day, indicating that they are significant internet users. IDN Times also classifies internet users who use the internet for more than 7 hours every day as addicted. If you refer to that category, you'll see that 34.4 percent of MAN 1 Tangsel students suffer from smartphone addiction. The internet addiction scale, which has been discussed above, also indicates the trajectory of smartphone addiction.

At school, student engagement is still fairly good. This can be seen from the cohesiveness of students sharing quotas, lending cellphones to friends whose

cellphones are being confiscated, playing games together, liking and even being followers of the same youtuber and celebrity. All of these are signs of conformity, which is a social adjustment made in response to the expectations of that group (Baron & Byrne, 2010).

This phenomena can also be explained by imitation (Gerungan, 2006), which is a social interaction process that encourages people to follow the rules and values that are in place. In terms of madrasa control over cellphone use, despite the fact that students who use cellphones while KBM is in conformity with school rules have been punished, this has not proven effective. The comparatively high number of cell phone confiscations in a single school year demonstrates this. This suggests that the intended deterrent effect of punishment has had little impact on students. This is because, in certain situations, students who have had their smartphones confiscated might continue to use them by borrowing them from friends. Even parents who give additional telephones to their children whose phones have been confiscated contribute to the ineffectiveness of punishment.

CONCLUSION

Based on the previously reported research findings, it can be inferred that: *First*, the intensity of smartphone use by students at MAN 1 Tangsel City, as measured by internet activity, reveals that 47.3 percent of students are always connected to the internet. *Second*, 15.7 percent of students who use the internet for 7-9 hours per day and 18.7 percent of students who use the internet for more than 9 hours per day have a tendency to become addicted to their smartphones. *Third*, students with smartphone addiction have reasonably strong social connection, as evidenced by the fact that they frequently engage in activities such as playing games and watching movies together. They are also known for sharing quotas and giving handsets to pals in need. *Fourth*, madrasas follow the notion of unrestricted cellphone use. This means that cellphones are permitted at madrasas but only in specified circumstances, such as during teaching and learning activities (KBM) and other continuous school activities. If pupils break this regulation, their cellphones will be confiscated.

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