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## THE EFFECT OF SMARTPHONE USE ON STUDENT LEARNING INTEREST AND STUDENT PROCRASTINATION BEHAVIOR AT SMK X TANGERANG CITY

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#### ABSTRACT

*This research was conducted by researchers because it was motivated by several phenomena that occurred at SMK X Kota Tangerang, namely the use of smartphones which resulted in less interest in learning and increased student procrastination behavior. as a result of using a smartphone so that the test or test scores drop, submitting assignments not on time or not submitting assignments at all, looking for answers to exams or tests using a smartphone, when in the online learning process there are often students who disappear from online learning because they are preoccupied with activities on smartphones either whether playing games or other social media, when offline learning takes place there are students who are engrossed in playing smartphones so they don't listen to the teacher's explanation. The formulation of the problem in this study is how much is the use of smartphones for students at SMK X Tangerang City, how much is the interest in learning students at SMK X Tangerang City, how much is the procrastination behavior of students at SMK X Tangerang City, is there any effect of using smartphones on students' learning interest in SMK X Kota Tangerang, is there any effect of smartphone use on students' procrastination behavior at SMK X Kota Tangerang. The results of the research conducted are the use of smartphones by 81% of respondents including the medium category, student learning interest of 66% of respondents in the medium category, student procrastination behavior of 49% of respondents in the low category, there is a significant*

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*influence between the use of smartphones on student interest in learning and a significant value of  $0.040 < 0.050$  and  $t_{count}$  of 2.088 is greater than  $t_{table}$  (1.99), there is a significant effect between smartphone use on students' procrastination behavior at SMK X Kota Tangerang with a significant value of  $0.000 < 0.05$  and  $t_{count}$  of 3.776 bigger than  $t_{table}$  (1.99).*

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## INTRODUCTION

The rapid advancement of technology and information in this era is very influential in the field of communication and information. This is because there are many innovations found in terms of technology and information. At this time the world has become borderless after the presence of smartphones which have many benefits such as communicating with each other even though they are very far away. Technological developments that are increasingly developing and becoming more sophisticated today include developments in the field of communication. Communicating with friends and relatives who are far away is no longer a problem since the emergence of smartphones. Smartphones are the most dominant communication tool used and in demand by many people, ranging from urban communities to coastal or rural communities. Ranging from young children, adults, business people, academics, students, and students. With various reasons and interests in smartphone ownership. So that gave rise to the term cyber community (virtual society) where people are able to communicate without being limited by space and time through cyberspace and get all the information they want in just seconds.

According to a survey, the number of internet users in Indonesia continues to increase every year. Based on the results of a survey by the Indonesian Internet Service Providers Association (APJII), there were 210.03 million internet users in the country in the 2021-2022 period (Dimas Bayu, 2022). This indicates an increase in the number of internet users compared to last year's survey results, namely an increase of 6.78% compared to the previous period of 196.7 million people. This also makes the internet penetration rate in Indonesia to 77.02%. The survey data also revealed that the internet penetration rate was highest in the 13-18 year age group, namely 99.16%. The second position is taken by the 19-34 year age group with a penetration rate of 98.64%. the average internet access in Indonesia uses a handheld device, namely as many as 63.1 million people access the internet from a smartphone. A survey conducted by Rapid Value Solution in 2014 stated that Indonesia was ranked first in the list of the largest smartphone users in Southeast Asia with a total of 57.5 million users. In fact, 72% of teenagers or school children in Indonesia are smartphone users (Adisty, 2022).

The emergence of smartphones makes many teenagers more fun and busy with the features contained in these tools, they prefer interaction via social media networks, rather than face to face. The symptom of this behavior is that a person is far more sensitive to something that happens with the smartphone he carries than the surrounding environment, which then becomes a problem for the user.

According to a survey from Databoks, smartphone users are expected to reach 89% of the population by 2025, Pusparisa, Y. (2020). The use of smartphones is predicted to continue to increase because over time, smart phones are becoming more affordable, thereby increasing their use as well. More than half of the population in Indonesia or 56.2% used smartphones in 2018. A year later, 63.3% of people used smartphones. Until 2025, at least 89.2% of the population in Indonesia will use smartphones. In the six years since 2019, smartphone penetration in Indonesia has grown by 25.9%. There are 24 hours a day and the use of a smartphone to access the internet

can be done for approximately 7 hours, according to Tempo.co (2019) there are around 55.39% of the total respondents who access the internet for more than 6 hours every day, while the rest vary from 2 to 6 hours a day (Retalia et al., 2022).

Teaching and learning is one of the main activities in school. The hope that never goes away from a teacher is that his students are successful in learning activities. This success is always accompanied by the efforts of both the teacher and the students themselves. A teacher seeks various methods in conveying knowledge. The purpose of having various kinds of learning methods used is so that students do not feel bored and have an interest in the learning process. In addition, the teacher also always provides various motivations to arouse students' enthusiasm for learning. Students will get maximum learning results if students are serious in learning. Learning activities carried out both at school and at home must be based on the desires that arise from within him. If a student has a desire from within to learn then, students will have a sense of interest in learning. The interest in question is interest. Students who have an interest in something, namely learning, students will try as much as possible to achieve the goals of their learning activities.

Interest is not only expressed through statements indicating that students prefer something over other things, but can also be implemented through active participation in other activities. Students who are interested in something tend to pay more attention to something they are interested in and often ignore something else. Student learning interest determines the learning activities carried out by students. High interest in learning will have an impact on high student learning achievement, many factors influence student interest in learning, including smartphones can reduce student learning mentality, students are less willing to take risks in exams so they find ways to cheat via smartphones. The high use of smartphones will be a factor affecting reduced student learning interest, if interest in learning decreases it will result in decreased student learning achievement. Interest in learning is an interest in a lesson which then encourages individuals to study and pursue the lesson (Aina Mulyana, 2020)

In accordance with the growing development of science and technology, it indirectly makes the world feel smaller. Likewise with the lives of children who cannot be separated from the needs of the media used, both electronic (TV, radio, tape, internet) and print (newspapers, magazines, books, leaflets). All the information contained in the media makes it seem as if the world is narrow, in other words, the presence of the media makes a person's knowledge even wider. However, from the media, especially TV, it is considered to have a bad impact, from watching TV, magazines, newspapers and so on, children can find out various kinds of news, such as violence, crime, theft, rape, fights and so on. Which of these, indirectly the child will imitate the crime that has been watched or read.

Procrastination can occur in every area of life, one of which is in the field of education. Procrastination carried out in the field of education is called academic procrastination and is mostly carried out by students or university students. These tasks are very important to do for students at school. Most high school students do homework every night, and parents and teachers believe that doing assignments or homework plays an important role in learning, achievement, and skills development. If students don't do the assignments, it will affect the grades they get or can even cause them not to go to class. However, procrastinating doing assignments is still being done by students. Avoiding assignments, promising to do it later, using various excuses to justify the delay and preventing oneself from being blamed by others are signs that someone is doing academic procrastination.

Someone does procrastination because they don't want to do it, the task given is too heavy, and the task is not in the priority that must be done. Task delays also occur because doing tasks requires a lot of effort and causes anxiety and even tasks are judged as unpleasant tasks. Several studies on students who procrastinate have found that procrastination causes stress, and even creates feelings of anxiety and guilt. A person who has procrastination is always looking for excuses to postpone their work or assignments. For example by doing things that don't even have

anything to do with their duties. Starting from playing gadgets, hanging out, calling friends, or watching movies (R. Adinda, 2021).

Based on temporary observations made at SMK X Kota Tangerang, there were several students who had problems including decreased student interest in learning due to smartphone use so that their test scores or tests dropped, submitting assignments not on time or not submitting assignments at all, looking for answers to exams or tests by using a smartphone, when in the online learning process there are often students who disappear from online learning because they are busy with activities on their smartphones, be it playing games or other social media, when offline learning takes place there are students who are busy playing smartphones so they don't listen to the teacher explaining. For students, smartphones are a major need to eliminate boredom and stress levels because of the piling up of assignments that have been given by the teacher.

## **METHODS**

The type of research used in this research is descriptive research, namely research that aims to describe or explain things as they are. This study wanted to know the relationship between factors or variables of smartphone use on students' learning interest and students' procrastination behavior at SMK X Tangerang City. The approach used in this study is quantitative, namely research that is more about the "accuracy" of the description of each variable in terms of the accuracy of the influence between one other variable and has a wide generalization area. The population taken is all 10th grade students at SMK Dharma Widya Tangerang City as many as 96 people. The sample used in this study was 77 respondents.

Data collection techniques in this study using the questionnaire method. Questionnaires or questionnaires are ways to collect data by sending or using a questionnaire that contains a number of questions (Syaharuddin, 2020). The questionnaire in this study was conducted using the Google form. The type of questionnaire used in collecting research data is a closed (structured) questionnaire consisting of statements with a certain number of answers as choices, the respondent only has to choose the answer that is most appropriate to his opinion.

The method used in this study is a quantitative research method because research is more about the "accuracy" of the description of each variable in terms of the accuracy of the influence between one other variable and has a wide generalization area.

Data analysis techniques in this study used quantitative data analysis, namely univariate analysis and bivariate analysis. This univariate analysis will discuss the results of the number of respondents using a frequency distribution table that contains the percentage of each variable. Univariate analysis is an analysis carried out on each variable from the research results. In this bivariate analysis, each independent and dependent variable will be examined. In the bivariate test that will be carried out in this study using regression and correlation tests.

## **RESULTS AND DISCUSSION**

Characteristics of respondents in this study regarding gender with a total of 77 respondents in the study. Characteristics of respondents according to gender. A total of 30 respondents (39%) were male and 47 respondents (61%) were female. The majority of respondents who filled out the research questionnaire were female.

Smartphone usage in the low category was 1 respondent (1%), medium was 62 respondents (81%) and high was 14 respondents (18%). After seeing the calculations in the table above, that students use smartphones at school is moderate. because when at school, students do not use smartphones when learning takes place, students' handphone are kept by their respective homeroom teachers, and it is permissible to use smartphones when there are assignments that require using smartphones. The mean value is 65.12, the median is 64, the standard deviation is 8.197, the minimum is 43 and the maximum is 90.

Student interest in the medium category is 51 respondents (66%) and high is 26 respondents (34%). After looking at the calculations in the table above, it is known that students' learning motivation at school is moderate. the mean value is 33.81, the median is 33, the standard deviation is 4.611, the minimum is 24 and the maximum is 44. In general, in the process of learning activities teaching, interest in learning is needed for determine student achievement. However perfect the method or way teaching methods used by educators, students' interest in learning is needed in students to be able to participate in these activities. Teaching and learning activities will not run according to the specified target if interest low student learning and ultimately achievement student learning is not achieved with that goal has been determined (Reski, 2021). Students who achieve learning outcomes that determined obtained from the results of the assessment educators towards students after doing learning activities, where learning outcomes. These students can be influenced by several factor, one factor that influencing it is student learning interest.

Procrastination behavior of students in the low category is 39 respondents (51%) and moderate is 28 respondents (49%). After looking at the calculations in the table above, it is known that students' procrastination behavior at school is low. the mean value is 16.72, the median is 16, the standard deviation is 2.873, the minimum is 10 and the maximum is 23. Because students collect assignments given by the teacher in accordance with the deadline and if they are late collecting they will be subject to points, the school uses a point system if students and girls do not comply with the rules in school and will be immediately reprimanded by the teacher.

Smartphone use has a significant value of 0.200, the student interest variable has a significant value of 0.200 and the procrastination behavior variable has a significant value of 0.052. Because these three variables each have a significant value greater than 0.05. So it can be concluded that the three variables are normally distributed.

The use of smartphones for students at SMK X Tangerang City as many as 62 respondents is in the moderate category. The majority of students at SMK X Tangerang City use smartphones. There is a Covid 19 pandemic which forces all activities to be done at home or what is known as WFH (Work From Home). With the Covid 19 pandemic, the use of smartphones has increased because it has become a necessity both at work and there is no other choice, schools, seminars and even work are forced to use smartphones.

There are 51 students' interest in learning at SMK X Tangerang City, in the moderate category. This means that students still have a moderate interest in learning such as answering questions posed by the teacher, paying attention to the teacher when explaining and asking the teacher when something is not understood. Because during recess at school, students are not allowed to leave the classroom except to go to the toilet, so students do activities in the classroom such as eating, studying, interacting with friends. This can increase interest in learning at school and reduce infection by the Covid 19 virus.

The procrastination behavior of students at SMK X Tangerang City, as many as 39 respondents, is in the low category. This means that students can do schoolwork after school and the teacher accompanies students when they are doing assignments at school, so students can immediately do assignments and collect them immediately, because when students do not submit their assignments students will get points at school. This is what makes students' procrastination behavior at school included in the low category.

There is the use of smartphones on students' interest in learning at SMK X Tangerang City has a significant value of  $0.040 < 0.05$  and tcount of 2.088 is greater than ttable. Regression analysis calculations obtained score data, namely a (constant value) of 25.176 and b (regression coefficient) of 0.133. The Y result is 25.309. In other words, 0.133 means that for each additional 1% of the smartphone usage variable, students' interest in learning will increase by 0.133. After doing the calculations in the table above it is known that the r value is 0.234 and the p value is 0.040.

There is a conclusion that the influence of smartphone use on students' interest in learning at school shows a low effect. After doing the calculations in the table above it is known

that the R Square value is 0.055 or 5.5%. This means that the smartphone use variable (X) has a contributing influence on student learning interest (Y1) of 5.5%. While the remaining 94.5% (100% - 5.5%) is influenced by other variables outside of smartphone use. Based on the research that has been done (Fitri et al., 2022). it can be concluded that there is a relationship between smartphone use and student learning interest. Most of the use of smartphones among students has a positive influence on student interest in learning, this can be seen from the results of the respondent's achievement level of 71.2% in the good category. WhatsApp and Instagram applications are used as online learning media and as a medium for collecting assignments such as sending assignments via videos that have been posted on Instagram, delivering material by teachers via chat or via video calls on the WhatsApp application.

With the smartphone, student learning outcomes have increased by more than 80% in the very good category, it is felt that the higher the learning outcomes obtained by students, the learning process is said to be successful. Based on the results of the research and discussion that has been conducted about the effect of smartphone use on student learning interest through online media during the Covid-19 pandemic (Susatyo Herlambang, 2021). the researcher can draw the following conclusions: R Square test results (coefficient of determination) in this study this is 0.392 or 39.2% (R Square X 100%). This means that the influence of the variable smartphone use on student learning interest through online media during the Covid-19 pandemic was 39.2%, while the remaining 60.8% (100% -39.2%) had to be explained by other causal factors. come from outside this regression method. Other variables in question can be the time of study implementation, learning support facilities, environmental situations, geographical study locations, internet networks, and others.

There is the use of smartphones on student procrastination behavior at SMK X Tangerang City with a significant value of 0.000 <0.05 and a tcount of 3.776 greater than ttable. The calculation of the regression analysis obtained a score of a (constant) of 7.357 and b (regression coefficient) of 0.143. Yield Y is 7.5. In other words, 0.143 means that for each additional 1% of the smartphone usage variable, students' procrastination behavior will increase by 0.143. After doing the calculations in the table above it is known that the r value is 0.400 and the p value is 0.000. There is a conclusion that the influence of smartphone use on students' procrastination behavior at school shows a moderate effect. After doing the calculations in the table above it is known that the R Square value is 0.160 or 16%. This means that the smartphone use variable (X) has a contributing influence on student procrastination behavior (Y2) of 16%. While the remaining 84% (100% - 16%) is influenced by other variables outside of smartphone use.

Based on the results of the research and discussion that has been carried out in this study, the results of a correlation test were obtained which explained that there was a significant relationship between Smartphone Addiction and Academic Procrastination in regular Psychology Faculty 1 Students at Mercu Buana University, West Jakarta (Sitorus & Buana, 2022). In carrying out the Pearson Correlation test technique the researcher used the help of the SPSS version 22 program. In the correlational test conducted it showed that the significance value was 0.00 <0.05 so it can be concluded that there is a relationship between Smartphone Addiction and Academic Procrastination in regular 1st University Psychology Faculty Students Mercu buana West Jakarta with significance in the medium category so that in this study it was concluded that Ha was accepted and Ho was rejected. In addition, this finding also shows that the majority of Smartphone Addiction behavior is in the moderate category, namely as many as 155 people or equivalent to 70.5%, and the majority of students' academic procrastination behavior at the regular Faculty of Psychology 1 Mercu Buana University, West Jakarta is at the moderate category level or as many as 159 people or equivalent to 72.3% have Academic Procrastination in the moderate category, so that it can be said that the behavior of these two variables is in the moderate category and can still be controlled, this does not describe the results of interviews and pre-research observations conducted on several students who said that they tend to use Smartphones excessively and tend to do Academic Procrastination, this is due to the

fact that only a few people were interviewed and observed so that they do not describe the existing population. In the relationship these two variables have a positive relationship because the results of the Pearson Correlation of the two variables are 0.418 and are positive in the same direction, so that if the value of one of the variables increases, the other variables will also increase and vice versa.

## CONCLUSION

Based on the research results, the conclusions that can be drawn are: (1) The use of smartphones for students at SMK X Tangerang City is in the moderate category. (2) Students' interest in learning at SMK X Tangerang City is in the moderate category. (3) Student procrastination behavior at SMK X Tangerang City is in the low category. (4) There is an influence of smartphone use on student learning interest at SMK X Tangerang City with a correlation of 0.234 in the low category. (5) There is an influence of smartphone use on student procrastination behavior at SMK X Tangerang City with a correlation of 0.400 in the moderate category.

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