Contents lists available at ojs.aeducia.org
Indonesian Journal of Innovative Teaching and Learning
Volume 1, Issue 2 (2024), 10.64420/ijitl.v1i2
Journal homepage: https://ojs.aeducia.org/index.php/ijitl

IJITL
E-ISSN 3048-3816
P-ISSN 3062-9772

The Impact of Smartphone Restrictions on Elementary School Students' Interest in Learning

Tiara Nurani Suswandi[1]*, Siti Ripandi[2]

[1] Sekolah Dasar Islam Al Iman Batujajar, Kab. Bandung Barat, Indonesia
[2] Sekolah Dasar Pasir Panjang, Kab. Bandung Barat, Indonesia

ARTICLE HISTORY

Received: July 4, 2024
Revised: July 28, 2024
Accepted: September 25, 2024
Published: September 27, 2024

KEYWORDS

Learning interest;
Primary school level;
Smartphone restriction

ABSTRACT

Background: The widespread use of smartphones among elementary school students has raised concerns about its potential impact on their academic engagement and motivation. Excessive smartphone usage may lead to distractions that negatively affect students' interest in learning. **Objective:** This study aimed to examine the effect of limiting smartphone use on students' learning interest in primary school. **Method:** The research employed an ex post facto design conducted at SDI Daar Al Iman in 2021. A total of 31 students participated in the study. Data were collected using two scales: one measuring smartphone use restrictions and the other measuring learning interest. The data were analyzed using simple linear regression. **Result:** The t-test results indicated a significant effect, with a p-value of 0.000, which is less than 0.05 (0.000 < 0.05). This finding suggests a statistically significant influence of limiting smartphone usage on students' learning interest. **Conclusion:** The study concludes that restricting smartphone use has a positive effect on enhancing students' interest in learning at school. **Contribution:** The findings of this study provide theoretical and practical insights for teachers, readers, and future researchers, offering a novel perspective on managing technology use to support academic motivation in primary education.

1. INTRODUCTION

In this modern era, the impact of technological developments has led to the use and utilization of access to digital literacy (Utomo & Prayogi, 2021). One of them is a smartphone. Almost all humans have smartphones, not only adults but also many students who have smartphones, this is due to the increasing need for humans in the aspect of communication, so smartphone have become very important in human life. Today's smartphone is an object that cannot be separated from daily activities. Smartphone are always taken wherever they go, whatever is available can always be accessed with a smartphone (Naftali & Findlater, 2014).

One of the positive impacts of using smartphones is that students find it easy to find information about learning and makes it easier to communicate with friends (Fullwood et al., 2017). However, the negative impact caused by smartphones affects the psychological development of students, especially aspects of emotional growth and moral development. In emotional growth, students who use smartphones become irritable, like to be rebellious, imitate behavior on smartphone and talk to themselves on smartphone (Rahmawati, 2020). Meanwhile, the impact on moral development has an impact on discipline, students become lazy to do anything, leave their obligation to worship, and reduced study time due to too often playing games and watching YouTube.

* **Corresponding Author:** Tiara Nurani Suswandi, tiaranurani190619@gmail.com
Elementary Education Teacher at Sekolah Dasar Islam Al Iman Batujajar, Kab. Bandung Barat, Indonesia
Address: Regency, Ds. Public Housing Puspa, Bl. Desta No.17, Batujajar, Kab. West Bandung, West Java, Indonesia

How to Cite this Article:

Suswandi, T. N., & Ripandi, S. (2023). The Impact of Smartphone Restrictions on Elementary School Students' Interest in Learning. *Indonesian Journal of Innovative Teaching and Learning, 1*(2), 117-128. https://ojs.aeducia.org/index.php/ijitl/article/view/196

Recently, research results revealed that the influence of excessive smartphone use had an impact on students' learning interest is low. The higher the intensity of smartphone use, the lower the student's learning interest and vice versa (Nizar & Hajaroh, 2019). The intensity of smart-phone use is a factor that is quite strong in influencing student interest in teach (Nurhalipah et al., 2020). Many of the students use gadgets to play online games while hanging out with other friends. This is due to the lack of attention from parents and teachers which makes the child addicted to playing with gadgets (Darwin, 2023). Limiting the use of smartphones when learning takes place supports learning it will increase student learning interest (Rohmah & Mardiyah, 2017).

Nowadays students cannot be separated from using smartphones, it's just that there must be limits and not excessive in using smartphones. Because the use of smartphones that are too long and excessive can harm student learning outcomes, for example, student learning outcomes will decrease, and if you are addicted it will be difficult to let go because smartphones are already friends for him (Mustikawati, 2018). When students tend to influence use smartphones, they will think that smartphones are very important for themselves or as their main needs in everyday life, of course, they will be affected by addiction, for example, lazy to study, tend to be passive, and prefers to be alone and become a closed person, this will greatly impact on his education.

However, the phenomenon occurs is that the excessive use of smartphones has an influence on students' learning interest when participating in the learning process in class they will tend to be unenthusiastic, tend to be bored, and lazy, and if he doesn't like the lesson the student is even engrossed in playing with friends (Abdurrahmansya et al., 2022). Classmates to make noise in class, which also greatly impacts the motor and psychological behavior of students. The use of gadgets is very influential for students' interest in learning, if children make good use of gadgets by finding information about lessons, students' learning interest will increase or be good at learning because gadgets are equipped with various learning features (Bakar & Kaddas, 2021).

Learning interest has a great influence on learning outcomes because if the lesson material being studied is not following interests, students are not students who are less interested in teach (Charli et al., 2019). A student's interest is not measured by how much he masters learning but student interest can also be seen by being active in learning, students who have an interest in something will be more likely to pay attention to lessons without paying attention or ignoring their surroundings, they will be more focused on learning (Putri & Widodo, 2018). Students who have a high learning interest greatly influence their learning achievement and the interest in student achievement also increases. However, many things or factors can influence student interest, one of which is a smartphone.

Another negative impact is that smartphones can reduce students' interest in learning, which affects learning outcomes or achievement to decrease (Wulandari et al., 2021). Problems that occur in students need preventive action, this means that the need for teachers collaborate with parents of students to limit the use of smartphones because excessive use of smartphones can harm students and become addicted to using smartphones, moreover, smartphones support many games and other features that are qualified and the content contains negative elements. So it will be difficult for students to be separated from their smartphones, so at Daar Al Iman Primary School, the rules aimed at students are imposed, namely limiting the use of smartphones.

Seen from the causal factors, the factors that cause the lack of supervision, assistance, and restrictions on the use of smart phones in primary school students include (1) teachers who do not master smartphone technology; (2) the teacher assumes that students understand their obligations and responsibilities in using smartphones; (3) much of the time that teachers have to supervise and assist students in using smartphones is spent working. This is what ultimately makes students who are more dominant in using smartphones, students use most of their time just playing on smartphones rather than doing learning activities (Maulida, 2013). It is clear that the role of teachers is very important in providing supervision, mentoring,

One of the efforts made by teachers to minimize the negative impact of using smartphones on primary school students is to provide a time limit for using smartphones. The time limits are as follows: Monday to Friday students can only use smartphones until nine in the evening however, on Saturdays and Sundays students can use smartphones as they wish (Novrialdy, 2019). Setting time limits for primary school students in using smartphones is useful so that children do not use smartphones continuously and forget about their other activities. Guidance is very important to avoid negative impacts on the use of smartphones for students,

Based on the explanation above, it can be interpreted that the use of smartphones causes students to harm students. With a negative influence on the use of smartphones, restrictions on the use of smartphones are enforced at SDI Daar Al Iman with the aim that students are not addicted to using smartphones which affects student learning interest. So the issue of regulations is important to study more deeply, so the authors conducted research with the title the effect of regulations limiting the use of smartphones on students' learning interest at SDI Daar Al Iman. The results of observations and interviews with school teachers found that the use of smartphones in students does not

al-ways have a negative impact, but also has a positive impact, such as increasing knowledge, intelligence, and easy communication with friends about learning, facilitating parental supervision of students, and making students more independent and active in absorbing lessons. This depends on us as adults, to be able to direct and regulate the use of smartphones in students so that the use of smartphones is not misused, setting the time to play smartphones must also be limited by parents, so as not to have a negative impact on students.

The purpose of this study was to find out whether there was an effect of limiting the use of mobile phones on students' learning interests in primary schools and how significant the influence of mobile phones was on students' learning interests. The focus of this research study discusses the role and influence of mobile phones on students' learning interests.

The contribution of the results of this study can be used as a novelty for teachers, readers, and further researchers, namely (1) theoretical contributions. The results of this study can add insight and knowledge as well as provide information to teachers, readers, academics, and subsequent researchers regarding the effect of restrictions on the use of mobile phones on students' learning interests at the school level; (2) practical contribution. The results of this study can be used as an information medium about steps to increase student learning interest and strategies for dealing with smartphone addiction by limiting smartphone using.

2. METHOD

2.1 Design

The research method uses ex post facto research, this study aims to find causes that allow changes in behavior, symptoms, or phenomena caused by an event, behavior, or things that cause changes in the independent variables that have occurred as a whole (Sukardi, 2013). This study seeks to reveal whether there is an effect of limiting the use of smartphones on students' learning interest and how signifycant the effect of the two variables on limiting smartphone use is in influencing the variable of interest in learning.

2.2 Place and Time of Research

The place of research is SDI Daar Al Iman in 2021. The selection of this location was carried out deliberately with the consideration that SDI Daar Al Iman is a school. The choice of location was based on the consideration that the school was one of the schools that imposed restrictions on the use of smartphones. The researcher chose the location in Cimahi on the basis of the recommendation of the guidance and counseling teacher where in the school there is a problem of students' reading ability is still in the weak category.

2.3 Participants

The research sample consisted of 31 fourth grade students. The sampling technique used in this study was proportionate stratified random sampling. Because this study was not homogeneous, proportional stratified random sampling was suitable for use in this study. The sampling technique used in this study used purposive sampling technique. Purposive sampling is a sampling technique with certain considerations, the reason for using this purposive sampling technique is because it is suitable for use in quantitative research, or studies that do not generalize.

2.4 Data Collection Techniques

Data collection is a systematic standardized procedure or procedure in the process of collecting research information (data) (Utomo et al., 2024). Data collection is an activity to find data in the field that will be used to answer research problems. The validity of data collection and the qualifications of data collectors are needed to obtain quality data. Collecting data using a questionnaire, namely the scale of restrictions on smartphone use and interest in learning. The questionnaire uses 4 alternative answers (Always, Often, Sometimes, and Never) each of which is given a score of 4,3,2,1 respectively for positive statements and 1,2,3,4 for negative statements.

2.5 Data Analysis Techniques

Analysis of research data consisted of three processes (1) testing of the instrument, this analysis included testing the validity of the instrument and the reliability of the instrument; (2) hypothesis prerequisite test, this analysis includes normality test, homogeneity test, and linearity test; (3) test the research hypothesis, this analysis uses a simple linear regression test.

2.6 Procedure

The stages of the steps for implementing this research include (1) problem identification; (2) formulate the problem; (3) research objectives and benefits; (4) lliterature study related to the research; (5) determine the research road map; (6) designing the research method; (7) collecting, organizing, and analyzing data; (8) conclusions and research report.

3. RESULTS AND DISCUSSION

3.1 Results

3.1.1 Instrument Validity and Reliability Test

The results of the validity test of the scale of restrictions on smartphone use showed that as many as 15 items were declared valid and the learning interest scale obtained the result that as many as 15 items were declared valid.

The results of the reliability test for the variable restricting smartphone use yielded a reliability test value for the variable restricting smartphone use resulting in a value with Cronbach's Alpha = 0.832 out of 15 variable items. The reliability value of 0.832 is moderate. So this questionnaire is said to be consistent (reliable). While the results of the reliability test on the variable student learning interest yielded a value with Cronbach's Alpha = 0.841 of 15 variable items. The reliability value of 0.841 is moderate. So this questionnaire is said to be consistent (reliable).

3.1.2 Hypothesis Prerequisites Test

1) Normality test

The normality test was carried out to determine whether the data obtained from the samples were normally or not normally distributed, using the one-sample KolmogorovSmirnov test. The normality test produces a significant value of 0.188 > 0.05, so it can be said that the data is normally distributed, this means that the data is normally distributed and can proceed to the homogeneity test.

2) Homogeneity Test

Homogeneity test was carried out to find out whether the data sample group taken from the population has the same variance. Homogeneity test during test of homogeneity of variances. Results homogeneity test produces a sign value of 0.026. The criteria in the homogeneity test are if the sign value is > 0.05 then the data is homogeneous, and if the sign value is <0.05 then the data is not homogeneous. From the results of the homogeneity test, the sign value is 0.026 which means > 0.05, so the data can be said to be homogeneous, so the researcher can continue the linearity test.

2) Linearity Test

The linearity test was carried out to find out whether the variables that have been determined have a linear relationship or not significantly. The results of the linearity test produce a Sig value. Deviation from Linearity of 0.590 > 0.05, means that there is a linear relationship between regulations restricting the use of smartphones and interest in learning.

After the data is homogeneous and linear, it is continued with hypothesis testing, hypothesis testing using simple linear regression to find out whether there is an effect of limiting the use of smartphones on students' learning interest at SDI Daar Al Iman. The results of the hypothesis test are explained in the table 1 below:

Table 1. Hypothesis Testing Results

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	std. Error	Betas		
1	(Constant)	15,695	6,768		2,319	,028
	Restrictions on Smartphone Use	,728	, 154	,660	4,728	,000

a. Dependent Variable: Learning Interest

Table 5 above produces a t-value of 4.728 with degrees of freedom (df) = N-2 = 31-2 = 29 from the t_{table} above, t_{table} of 1.699 is found. Then it can be concluded that $t_{count} > t_{table}$ (4.728 > 1.699). The results of testing the hypothesis

obtained were that H0 was rejected and Ha was accepted. This means that there is a significant influence between restrictions on smartphone use on learning interest. The results of the t-test know the sign value. 0.000 is smaller than 0.05 (0.000 <0.05) this means that there is an influence that limits the use of smartphones on students' interest in learning, meaning that the more students follow the regulations limiting the use of smartphones, the greater the learning interest that students have.

3.2 Discussion

The results of the study revealed that there was a significant influence between restrictions on smartphone use on learning interest. The results of the t-test show the sign value. 0.000 is smaller than 0.05 (0.000 <0.05) this means that there is a close influence between regulations restricting the use of smartphones on student learning interest, meaning that the greater the responsibility, involvement, and compliance of students in using smartphones, the greater the learning interest owned by students.

3.2.1 Restrictions on Smartphone Use

The results of the study reveal the findings that the effect of limiting the use of cell phones influences student learning interest, namely student learning interest becomes high. With restrictions on the use of smartphones, parents and teachers can pay more attention to controlling the use of smartphones for students and overcome teacher concerns about students who have less learning interest such as lack of concentration when paying attention to the teacher in class, the emergence of boredom when studying in class and lack of enthusiasm in following the learning in class. With the regulations limiting the use of smartphones,

Restrictions on smartphone use are a set of norms that con-tain orders and prohibitions in limiting students from using smartphones in everyday life. Restrictions on the use of smartphones, namely students are not given the freedom to use smartphones (Chusna, 2017). The time allowed for students to use smartphones at home is 2 hours a day, after that students are no longer allowed to use smartphones (Marpaung, 2018).

Smartphones themselves are in great demand by all groups, especially among students, smartphones are widely used because they are more practical and fun in the learning process. Smartphones are equipped with very sophisticated features. This can help to learn styles, for example, to be able to access a site to find articles or materials being explainned (Rachmawati et al., 2017). Indirectly, smartphone user students do not realize or even know that the smartphones they have directly have more negative influences on them (Warisyah, 2015). Smartphones are already endemic to teenagers, moreover, smartphones are easy to carry wherever they go. so no one knows what activities are being carried out, including parents. This means that teenagers can do whatever they want in privacy (Hasanah & Kumalasari, 2015).

Restrictions on the use of smartphones also apply at school. The Ministry of Women's Empowerment and Student Protection will limit the use of smartphones while studying, both in primary, junior high, and senior high schools or equivalent. This regulation was prepared with the consideration that the use of smartphones during the learning process greatly disrupts the learning and teaching process, and also harms students when using smartphones excessively. This regulation is still being discussed by the relevant ministries to equalize perceptions of the substance in question. In addition, this regulation is made so as not to conflict with students' rights to obtain and seek information.

Smartphones are widely misused by students, research results reveal that there are social changes in students who use mobile phones in terms of how to communicate socially, mindsets and changes in attitudes toward the information they access (Istiyanto, 2016). Smartphones have a negative impact that can damage themselves and their future (Nobisa, 2020). Smartphones are used more for chatting, playing games, listening to music, watching audio-visual shows, and Facebook than looking for learning material (Subarkah, 2019). The use of students' smartphones is used to play games for hours or view negative content which ultimately results in a decrease in learning achieve-ment (Putra & Wahyuni, 2021).

The existence of restrictions on the use of smartphones is expected to provide increased effectiveness, creativity, and independence in the learning process of students at school as well as to guide students and parents against excessive use of smartphones. Smartphone use has a detrimental effect on students' interpersonal skills if used too often. The effect of smartphones on other students' learning achievement is that students rely more on smartphones than to study (Saroinsong, 2016)

In this regard, school teachers have the same responsibility as parents at home in terms of protecting students from the negative impacts that gadgets can cause at any time (Jannah, 2012). Teachers must actively and continuously provide understanding regarding the safety of using gadget media when it is in the hands of students and youth in

general (Lestari & Sulian, 2020). The role of education in the school environment contributes to strengthening the defenses of the nation's generation to deal with the influence of gadget content that we sometimes don't expect (Mizani, 2017). The use of smartphones that are too long and excessive can have a negative effect on student learning outcomes, for example, student learning outcomes will decrease, if they are addicted it will be difficult to escape, because smartphones are friends for them.

Restrictions on the use of smartphones are effective and have an influence on students' learning interest. the findings show that the use of smartphones affects students' learning interest when participating in the learning process in the classroom they will tend to be lackluster, tend to be bored, lazy and if they don't like the lesson the child is instead engrossed in playing with his friend to make noise in the classroom this is also very impactful on students' motor and psychological behavior. For this reason, teachers are required to cultivate mental attitudes, behaviors, and personalities that can foster and provide examples for their students, on how to act, behave and behave in everyday life (Hidayat, 2018).

The use of smartphones that are not supervised by parents or teachers can have an impact on students' learning interest to be low because students often look at smartphones rather than playing with peers such as playing football or playing physical activities. The researcher once tried to talk to one of the students who was engrossed in playing games on a smartphone, but the answers that came out of the student's mouth were very long, and seemed reluctant to answer. When the students asked by the teacher also did the same thing and did not make eye contact with the other person. So, the impact generated by smartphones and smartphones can damage the character of students who should be good into bad characters.

Restricting the use of smartphones for school students is considered quite helpful, according to the current situation, one of which is at SDI Daar Al Iman. As was the case with the researcher during the observation, some students in grades four to six were free to use their smartphones after they finished studying while waiting for their parents to pick them up. Students who use smartphones are usually used to watching videos from YouTube or playing rumble to fill the time while waiting for students' parents to pick up or online motorcycle taxi orders to arrive.

3.2.2 Student Learning Interest Increases

The results showed that there was an effect of limiting the use of smartphones on students' learning interests. The positive impact that arises is that student's learning interest becomes high and students focus more on learning behavior. Interest is the tendency to pay attention and feel happy doing certain activities. Activities that students are interested in, pay attention to continuously accompanied by a sense of fun. The emergence of interest in students can also be caused by changes in the environment or social institutions, such as families, playgroups, schools, and so on. The role of interest participates in encouraging motivation for learning and determining the success of student learning, so teachers certainly need to understand student interests as well as possible, develop teaching programs that suit these interests.

Learning interest is a preference and a sense of interest in paying attention and being fully involved or participating in obtaining changes in the form of mastery of knowledge and skills (Pratiwi, 2017). Learning interest has a role in achieving learning success. Because with interest students pay attention and reduce student boredom in learning, increase concentration in learning, and students remember the subject matter in the long term so that they show higher academic achievement or learning achievement (Yunitasari & Hanifah, 2020). Interest facilitates the creation of concentration in students' minds. Immediate attention that is obtained naturally and without the use of the student's willpower will facilitate the development of concentration, namely the concentration of the mind on a lesson.

Students' learning interest differs from one another, many factors influence this interest in learning, including the use of gadgets (Musariffah, 2018; Rumengan & Talakua, 2020). Learning interest is an important role in determining children's learning achievement. Students who have an learning interest will focus their attention on learning. In learning activities, interest has a big influence on learning activities (Arwansyah & Wahyuni, 2020). If students do not have great interest and attention to the subjects studied, it is difficult for these students to be diligent and get good learning achievements in these subjects. Conversely, if students study with great interest and attention to the subjects studied,

In this finding, learning interest influences learning outcomes, because if the lesson material being studied is not following students' interests, students will not learn as well as they can, because there is no attraction for them (Rozikin et al., 2018). Students become lazy to study and do not get satisfaction from the lesson. Learning materials that interest students are easier to learn and store because interest adds to learning activities (Simbolon, 2014).

Students who have an learning interest will focus their attention on learning so they can concentrate well (Khairani, 2014). The indicator of learning interest is a reference for measuring students' interest in learning. There

are several indicators of student learning interest in the learning process both at school and at home. Indicators of student learning interest are as follows:

Love and interest in what is learned. If students have feelings of pleasure or liking for certain subjects, there is no sense of being forced to learn. For example: happy to follow the lesson, there is no feeling of boredom and presence during the lesson.

Students desire to learn. The student's interest in the object causes the person to be happy and interested in doing or working on the activities of the object. Example: active in discussions, active in asking questions, and actively answering questions from the teacher (Slavich & Zimbardo, 2012).

Attention to learning. Interest and attention are two things that are considered the same in everyday use, student attention is the student's concentration on observation and understanding to the exclusion of the other (Carlone et al., 2014). If students have an interest in certain objects then they will pay attention to these objects. Example: listening to the teacher's explanation and taking notes on the material.

Enthusiasm and participation and activeness in learning. Related to students' impetus for an interest in an object, person, or activity or it can be an affective experience stimulated by the activity itself (Di Domenico & Ryan, 2017). For example enthusiasm in following the lesson, and not delaying assignments from the teacher.

The impact of smartphones on students' learning interest has affected students' learning interest because students are more focused on playing with their smartphones than learning where learning is a mental or psychological activity that takes pla-ce in active interaction in an environment that produces changes in knowledge, understanding, skills and attitude values. Smartphones are very attached to students' daily lives, but smartpho-nes do not fully have a positive impact such as making it easier to find information, make it easier to communicate, and help find assignments (Martin, 2021). However, smartphones also harm students becoming addicted to using smartphones without regard to their obligations as students.

Another phenomenon that can be revealed is that more students use smartphones as a medium for playing only, learning only occasionally because they are more focused on playing (Hudaya, 2018), because of the fun of playing every day they forget study time because of the fun of seeing information such as people's posts. Who are out there and chatting with their friends (Kristiwati et al., 2019). What's more, when during daily tests or semester tests only a few students were honest, some of them cheated with friends, some looked for answers on Google, and so on, all of which were influenced by social media so they were lazy to study (Tahir et al., 2022). It is often found that students spend more time opening features on smartphones than studying.

Based on the discussion above, the findings show that the impact of the tendency to use smartphones causes students' interest in learning to decrease. For this reason, in efforts to reduce the negative impact of using smartphones parents and teachers play an important role in supervising students, by setting a time limit for using smartphones. Restricting the use of smartphones is an effective strategy that can be done to foster students' interest in learning. Therefore, teachers are expected to be able to monitor every student's behavior in school.

4. IMPLICATIONS AND CONTRIBUTIONS

The results of this study are expected to provide information and contributions as a basis for consideration, support, and thoughtful contributions to teachers to control restrictions on smartphone use and their effect on student interest in learning. It is hoped that the results of this research can contribute to the following parties:

For teachers, the results of this study can provide theoretical and practical knowledge about the effect of smartphones on students' learning interests. As well teachers can find out the strategies and steps taken to control the use of smartphones in students and efforts to foster student interest in learning, as well as the influence of smartphone use on student learning interest.

For further researchers, the results of this study can be used as material for information (knowledge) and research novelty (novelty) about the effect of limiting the use of smartphones on students' learning interests.

5. LIMITATIONS AND RECOMMENDATIONS

The study used an ex post facto design, based on the method of implementation, several limitations were found in this study. The limitations of this study are described below:

1) This research cannot establish cause and effect, this is because based on the events studied, this research cannot establish a cause-and-effect relationship between variables.
2) Researchers find it difficult to control other variables not examined in this study, this study only relies on data that has been collected, and researchers find it difficult to control variables that might affect the results.

3) Researchers have difficulty in obtaining accurate data because it is only based on instruments (variables) so the data available for analysis is incomplete or unreliable;
4) Researchers have difficulty in generalizing the results, this is because the data is based on a sample of participants so it is difficult to generalize the results to a larger population.
5) Data interpretation is only based on research assumptions and analysis results.

The author realizes that there are still many shortcomings and limitations in both research material, methods, and knowledge in compiling this thesis. However, the researcher has tried as much as possible in completing this research with the ability the direction and guidance of the supervisor.

6. CONCLUSION

The impact of tendency to use smartphones causes students' learning interest to decrease. Restricting the use of smartphones is an effective strategy that can be done to foster students' interest in learning. Therefore, teachers are expected to be able to monitor every student's behavior in school. The results of the study concluded that there was an influence of restrictions on the use of smartphones on students' learning interest at SDI Daar Aliman, meaning that the more students followed the regulations limiting the use of smartphones, the greater the learning interest possessed by students. The effect of limiting the use of smartphones influences student learning interest, namely student learning interest becomes high. There are restrictions on the use of smartphones,

Suggestions and research recommendations (1) the results of this study can be used as material for consideration and knowledge for teachers in primary schools regarding restrictions on the use of smartphones and their influence on student interest in lear-ning; (2) teachers and further researchers can pay attention to the limitations of this research; (3) the findings can be used as a novelty for readers and further research.

Acknowledgments

We would like to thank the fourth-grade students for their willingness to be research samples, and thank to SDI Daar Al iman for facilitating the author during the research process until completion.

Author Contribution Statement

This article can be accounted for by the author and the data that the author describes is in accordance with the original data in the field, the author can share the task of compiling this article.

Declaration of Generative AI (GenAI) Usage in Scientific Writing

The authors declare that Generative Artificial Intelligence (QuillBot) was used to improve grammar, correct spelling, enhance sentence structure, and refine the writing style to meet academic standards. Following the AI-assisted editing process, the authors thoroughly reviewed and revised the manuscript. The authors take full responsibility for the accuracy, originality, and integrity of the final text. All instances of Generative AI usage in this article were conducted by the authors in accordance with the IJITL GenAI Tool Usage Policy, with the authors assuming full responsibility for the originality, accuracy, and integrity of the work.

Conflict of Interest Statement

The authors declared that they have no competing interests with respect to the research, authorship, and/or publication that might have influenced the performance or presentation of the work described in this article.

Funding Statement

The authors declare that there is no funding associated with the research and findings presented in this manuscript.

REFERENCES

Abdurrahmansyah, A., Sugilar, H., Ismail, I., & Warna, D. (2022). Online learning phenomenon: From the perspective of learning facilities, curriculum, and character of elementary school students. *Education Sciences*, *12*(8), 508. https://doi.org/10.3390/educsci12080508

Arwansyah, A., & Wahyuni, S. (2020). The Effect of Smartphone Use and Learning Interest on Student Learning Achievement in the Entrepreneurship Subject at SMKAl-Wasliyah Pasar Senenmedan 2018/2019 Academic Year. *Ekodik Journal: Educational Economics, 7*(1), 31–44.https://jurnal.unimed.ac.id/2012/index.php/ekodik/article/view/16446

Aviva, L., Muhammad, D. H., & Halili, HR (2022). The Efforts of PAI Teachers in Overcoming the Negative Impacts of Gadget Addiction on Hikmatul Hasanah Islamic Middle School Students, Tegalsiwalan District. *Journal of Education and Counseling (JPDK), 4*(1), 478-489.https://doi.org/10.31004/jpdk.v4i1.3762

Bakar, I. P. S., & Kaddas, B. (2021). The Effect of Using Gadgets on Learning Interests of Class V MIN 1 Students in Makassar City. *Dirasat Islamiah: Journal of Islamic Studies, 2*(1), 57-66.https://doi.org/10.5281/zenodo.5166469

Carlone, H. B., Scott, C. M., & Lowder, C. (2014). Becoming (less) scientific: A longitudinal study of students' identity work from elementary to middle school science. *Journal of Research in Science Teaching*, *51*(7), 836-869. https://doi.org/10.1002/tea.21150

Charli, L., Ariani, T., & Asmara, L. (2019). The Relationship of Learning Interest to Physics Study Achievement. *SPEJ (Science and Physical Education Journal), 2*(2), 52-60.https://doi.org/https://doi.org/10.31539/spej.v2i2.727

Chusna, P. A. (2017). The Influence of Gadget Media on Children's Character Development. *Research Dynamics: Religious Social Communication Media, 17*(2), 315–330. https://doi.org/10.21274/Dinamika/2017.17.2.315-330

Darwin, D. (2023). The Impact of Using Gadgets on Learning Interests of Class V Students at SDN 12 Muntei Academic Year 2022/2023. *Journal of Education and Counseling (JPDK), 5*(2), 13–16. https://doi.org/10.31004/jpdk.v5i2.12515

Di Domenico, S. I., & Ryan, R. M. (2017). The emerging neuroscience of intrinsic motivation: A new frontier in self-determination research. *Frontiers in human neuroscience*, *11*, 145. https://doi.org/10.3389/fnhum.2017.00145

Fullwood, C., Quinn, S., Kaye, L. K., & Redding, C. (2017). My virtual friend: A qualitative analysis of the attitudes and experiences of Smartphone users: Implications for Smartphone attachment. *Computers in Human Behavior*, *75*, 347-355. https://doi.org/10.1016/j.chb.2017.05.029

Hasanah, M. (2019). Case Study of the Impact of Disproportionate Smartphone Use on Tanturm Behavior in Children Aged 2-12 Years in the Impact of Kramat District, Tegal Regency (Doctoral dissertation, Pancasakti University of Tegal).

Hasanah, N., & Kumalasari, D. (2015). Smartphone use and friend relations on social behavior of Muhammadiyah Luwuk Middle School students, Central Sulawesi. *Social Harmony: Journal of Social Studies Education, 2*(1), 55-70.https://doi.org/10.21831/hsjpi.v2i1.4613

Hidayat, R. (2018). The Role of Islamic Religious Education Teachers and Character in Shaping the Personality of Students of SMA Al-Bana Cilebut Bogor. *Proceedings of Al Hidayah Islamic Religious Education*, 146–157.https://jurnal.staialhidayahbogor.ac.id/index.php/ppai/article/view/331

Hudaya, A. (2018). The influence of gadgets on discipline attitudes and students' interest in learning. *Research and Development Journal of Education, 4*(2).http://dx.doi.org/10.30998/rdje.v4i2.3380

Istiyanto, S. (2016). Mobile Phones and Social Change Case Study of Negative Impacts of Communication and Information Media for Children in Bobosan Village, Purwokerto, Banyumas Regency. *Communication Journal of Indonesian Communication Scholars Association, 1*(1), 58-63.https://doi.org/10.25008/jkiski.v1i1.36

Jannah, H. (2012). The form of parenting style in instilling moral behavior in young children in the Ampek Angkek sub-district. *The Scientific Journal of Pesona PAUD, 1*(2).

Khairani, M. (2014). *Learning Psychology*. Yogyakarta: Aswaja Pressindo

Kristiwati, I., Irfan, I., & Arifuddin, A. (2019). The Impact of Android Smartphones on Learning Interests of Class XI IPS Students at SMAN 3 Kota Bima. *Edu Sociata: Journal of Sociology Education, 2*(2), 43-52.https://doi.org/10.33627/es.v3i1.299

Lestari, R., & Sulian, I. (2020). Factors that cause students to become addicted to smartphones in a descriptive study of students at SMP Negeri 13 Bengkulu City. *Consilia: Scientific Journal of Guidance and Counseling, 3*(1), 23-37.https://orcid.org/0000-0002-3379-5431

Marpaung, J. (2018). Effects of Using Gadgets in Life. *Kopasta: Journal of the Counseling Guidance Study Program, 5*(2), 55–64.Https://Doi.Org/10.33373/Kop.V5i2.1521

Martin, D. R. (2021). M-learning and the EFL classroom: Using mobiles as tools to engage teenagers in speaking activities. *BELT-Brazilian English Language Teaching Journal*, *12*(1), e39752-e39752. https://doi.org/10.15448/2178-3640.2021.1.39752

Maulida, H. (2013). Examining the effect of using gadget applications on the psychological development of early childhood. *Scientific Journal of Educational Technology, 2*(1), 1-11.

Mizani, Z. M. (2017). Communication between Parents and Children in Islam (Pedagogical Review of Prophet Ibrahim's Communication with Prophet Isma'il in the Qur'an). *Ibriez: Journal of Science-Based Islamic Basic Education, 2*(1), 95–106.https://doi.org/10.21154/ibriez.v2i1.28

Musarifah, N. A. (2018). The Relationship between Smartphone Use and Student Learning Interests at SMA Negeri 1 Gedangan, Sidoarjo. *Journal of Economic Education (JUPE), 6*(3).https://doi.org/10.26740/jupe.v6n3.p%25p

Mustikawati, I. (2018). Restrictions on the Use of Gadgets for Elementary Education Children/Students (9 Years Education). *Pelita Ilmu Scientific Magazine, 1*(2).https://doi.org/10.37849/mipi.v1i2.99

Naftali, M., & Findlater, L. (2014). Accessibility in context: understanding the truly mobile experience of smartphone users with motor impairments. In *Proceedings of the 16th international ACM SIGACCESS conference on Computers & accessibility* (pp. 209-216). https://doi.org/10.1145/2661334.2661372

Nikmawati, N., Bintoro, H. S., & Santoso, S. (2021). The Impact of Using Gadgets on Learning Outcomes and Learning Interests of Elementary School Students. *Undiksha Edutech Journal, 9*(2), 254–259.https://doi.org/10.23887/jeu.v9i2.38975

Nisa, A. (2017). The effect of parental attention and student learning interest on social science learning achievement. *Factor: Educational Scientific Journal, 2*(1), 1-9.http://dx.doi.org/10.30998/fjik.v2i1.370

Nizar, A., & Hajaroh, S. (2019). The Influence of Intensity Use of Game Gadgets on Student Learning Interests. *El Midad, 11*(2), 169–192.https://doi.org/10.20414/elmidad.v11i2.1901

Nobisa, J. (2020). The Influence of Parents in Overcoming the Negative Impact of Smartphones on Students of State Islamic Senior High Schools in Kupang City. *Journal of Educational Sciences (JIP), 5*(2), 50-62.https://e-journal.unmuhkupang.ac.id/index.php/jipend/article/view/288

Novrialdy, E. (2019). Online game addiction in adolescents: Impact and prevention. *Psychology Bulletin, 27*(2), 148-158. DOIs:10.22146/bulletinpsychology.47402

Nurhalipah, R., Yustiana, M., Saeni, S., & Muslih, M. (2020). The Effect of Gadgets on Interest in Learning in Children. In *Informatics National Seminar (SEMNASIF)* (Vol. 1, No. 1, pp. 172-177).http://www.jurnal.upnyk.ac.id/index.php/semnasif/article/view/4098

Nurhasanah, S., & Sobandi, A. (2016). Interest in learning as a determinant of student learning outcomes. *Journal of Office Management Education (JPManper), 1*(1), 128-135.https://doi.org/10.17509/jpm.v1i1.3264

Pratiwi, N. K. (2017). The influence of educational level, parental attention, and student learning interest on Indonesian language learning achievement of health vocational students in Tangerang city. *Pujangga: Journal of Language and Literature, 1*(2), 31.http://dx.doi.org/10.47313/pujangga.v1i2.320

Putra, A. A., & Wahyuni, IW (2021). The Effect of Smartphone Use on Elementary School Students. *Al-Hikmah: Journal of Religion and Science, 18*(1), 79-89.https://doi.org/10.25299/al-hikmah:jaip.2021.vol18(1).6531

Putri, I. D. C.K., & Widodo, SA (2018). The relationship between interest in learning mathematics, student learning activeness, and students' perceptions of student achievement in learning mathematics.https://jurnal.ustjogja.ac.id/index.php/etnomatnesia/article/view/2408

Rachmawati, P., Rede, A., & Jamhari, M. (2017). The Effect of Using Gadgets on Learning Outcomes of Biology Education Students Class of 2013 Fkip Untad in Learning Media Design Course. *E-Jip Biol, 5*(1), 35–40.http://jurnal.untad.ac.id/jurnal/index.php/EBiol/article/view/9350

Rahmawati, Z. D. (2020). The use of gadget media in learning activities and their influence on children's behavior. *TA'LIM: Journal of Islamic Education Studies, 3*(1), 97-113.http://www.e-jurnal.unisda.ac.id/index.php/talim/article/view/1910

Riwahyudin, A. (2015). The influence of students' attitudes and students' learning interest on science learning outcomes of fifth grade elementary school students in Lamandau District. *Journal of elementary education, 6*(1), 11-23.https://journal.unj.ac.id/unj/index.php/jpd/article/view/427

Rohmah, C.O., & Mardiyah, S. U. K. (2017). The Effect of Using Gadgets and Learning Environment on Learning Interests of Class X Students of Office Administration Skills Competency at SMK Muhammadiyah 2 Yogyakarta. *Journal of Office Administration Education-S1, 6*(1), 109-119.https://journal.student.uny.ac.id/index.php/adp-s1/article/view/8742

Rozikin, S., Amir, H., & Rohiat, S. (2018). The Relationship between Student Learning Interest and Student Achievement in Chemistry Subjects at SMA Negeri 1 Tebat Karai and SMA Negeri 1 Kepahiang Regency. Allotrope, 2(1).https://doi.org/10.33369/atp.v2i1.4740

Rumengan, Y., & Talakua, C. (2020). The Effect of Using Smartphone-Based Mobile Learning Media on Learning Interests of Students of SMA Negeri 1 North West Seram. *BIOEDUIN Journal: Biology Education Study Program, 10*(2), 33-40.https://doi.org/10.15575/bioeduin.v10i2.12087

Saroinsong, W. P. (2016). Gadget Usage Inhibited Interpersonal Intelligence of Children On Ages 6-8 Years Old. Publications, Scientific Technology, Educational, 775–781.

Simbolon, N. (2014). Factors that influence students' interest in learning. *Elementary School Journal Pgsd Fip Unimed, 1*(2).https://doi.org/10.24114/esjpgsd.v1i2.1323

Slavich, G. M., & Zimbardo, P. G. (2012). Transformational teaching: Theoretical underpinnings, basic principles, and core methods. *Educational psychology review*, *24*, 569-608. https://doi.org/10.1007/s10648-012-9199-6

Subarkah, M. A. (2019). The Effect of Gadgets on Child Development. *Rausyan Fikr: Journal of Thought and Enlightenment, 15*(1), 1689–1695.https://doi.org/10.31000/rf.v15i1.1374

Sukardi, S. (2013). *Educational Research Methodology: Competence and Practice*. Jakarta: PT. Bumi Aksara

Syifa, L., Setianingsih, E. S., & Sulianto, J. (2019). Impact of Using Gadgets on Psychological Development in Elementary School Children. *Journal of Elementary School Science, 3*(4), 527–533.https://doi.org/10.23887/jisd.v3i4.22310

Tahir, N., Efendy, R., & Herawaty, H. (2022). The Effect of Smartphone Use on Students' Interest in Learning Mathematics at Uptd SMP Negeri 1 Barru. *Edumath, 13*(2), 7-15.https://doi.org/10.32682/edumath.v13i2.2384

Utomo, P. & Prayogi, F. (2021). Literasi Digital: Perilaku dan Interaksi Sosial Masyarakat Bengkulu Terhadap Penanaman Nilai-nilai Kebhinekaan Melalui Diseminasi Media Sosial. Indonesian Journal of Social Science Education (IJSSE), 3(1), 65-76. http://dx.doi.org/10.29300/ijsse.v3i1.4306

Utomo, P., Asvio, N., & Prayogi, F. (2024). Metode Penelitian Tindakan Kelas (PTK): Panduan Praktis untuk *Guru dan Mahasiswa di Institusi Pendidikan. Pubmedia* Jurnal Penelitian Tindakan Kelas Indonesia, 1(4), 19. https://edu.pubmedia.id/index.php/ptk/article/view/821

Warishah, Y. (2015). Proceedings of the National Education Seminar on the Importance of "Dialogical Assistance" for Parents in the Use of Gadgets in Early Childhood. *Proceedings of the National Seminar on Education*, 2016(November 2015), 130–138.Http://Seminar.Umpo.Ac.Id/Index.Php/Semnasdik2015/Article/Download/212/213

Wulandari, S. P., Umayaroh, S. ., & Mahanani, P. (2021). Analysis of the Negative Impact of Smartphone Use on Online Learning in View of the Behavior of Class V Elementary School Children. Journal of Learning, Guidance, and Education Management, 1(6), 456–464.https://doi.org/10.17977/um065v1i62021p456-464

Yunitasari, R., & Hanifah, U. (2020). The effect of online learning on students' interest in learning during the covid 19 period. *Educative: Journal of Education, 2*(3), 232-243.https://doi.org/10.31004/edukatif.v2i3.142

Zulfitria, Z. (2018). Parenting Patterns of Smartphone Use in Elementary School Children. *Holistic Journal, 1*(2). Fromhttps://jurnal.umj.ac.id/index.php/holistika/article/view/2502

Article Information

Article info:
https://ojs.aeducia.org/index.php/ijitl/article/view/196

Word Count: 7433