Proceeding

SMARTPHONES AMONG PUBLIC MADRASAH ALIYAH STUDENTS; CHALLENGES AND OPPORTUNITIES FOR CHARACTER VALUES OF CILEGON STATE ALIYAH MADRASA STUDENTS

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Abstract

A smartphone is a cellular phone using various services such as memory, display, microprocessor and built-in modem so that the features in the smartphone are more complete than the features of other phones (Sawyer and Williams, 2011. In one device, a smartphone combines the functions of a telephone, camera, music player, video player, internet access, and stores various kinds of data. Technological advances with human life including students seem to be inseparable. Technological advances can bring about profound changes to human life in various fields and have a huge impact on the character values adopted by society including lifestyle and mindset. The use of smartphones among Madrasah Aliyah students in Indonesia, especially in Cilegon city, is both a challenge and an opportunity for Madrasah students' character values. This study is important to know in depth through a case study of students in Madrasah Aliyah in Cilegon city using a qualitative approach. Data collection techniques were conducted through interviews, observations, document studies, and Focus Group Discussions (FGDs). While quantitative data was obtained through distributing questionnaires as supporting data in this study.

Keywords: Smasrtphon, State Madrasah Aliyah Students, Character values

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Rationale

In this era of globalization, Indonesia is experiencing the impact of technological advances and rapid communication development. One of them is that Indonesia is the largest country of gadget users, especially smartphones in the world. In early 2024, there were 221,563,479 people connected to the internet out of Indonesia's total population of 278.6 million with an internet penetration rate of 79.5%. This number includes users among students including madrasah students in the city of Cilegon, Banten province (https://tekno.kompas.com/read /2024/02/01). Cilegon is the center of the largest steel manufacturing industry in Southeast Asia (https://regional.kompas.com/read/2023), bringing a positive impact on the trade and service sectors, as well as rapid population growth, so that it is nicknamed the "dollar city" (https://sultantv.co/cilegon-kota-.) The Cilegon City Government has since the early stages provided free internet access in several places (such as: Children's Park, Boulevard Park, City Park ex Pasar Baru Cilegon, and Great Mosque Park), then (2016) built open space prices (RTH) (faktabanten.co.id/parks). In 2022, Biznet is expanding its network to provide the best Wifi Internet service to support daily activities including educational activities, through online school from home and community businesses.

Cilegon as a modern city serves high-speed ICT that can be enjoyed by the Cilegon community through wifi corner (wico). 470 free internet facilities in 43 urban villages (https://suarabantennews.) and 32 locations in Banten province aimed at facilitating the needs of Cilegon and Banten residents, especially students and students to access various knowledge and information and communication through various digital platforms.

As the second largest city in smart phone ownership, Cilegon's internet usage is also ranked third in Banten province. Smart phone ownership from 5 years old to adult is 81.99% (after Tangsel city: 85.38), and internet usage is 53.53% after Tangsel (: 72.03%) and Tangerang city (: 63.32%). The opening of internet access in public places provides both opportunities and challenges for young people, including madrasah students, to access sites on social media easily and for free. In fact, many madrasa students are also facilitated with wifi networks by their parents at home. Even if they do not have wifi, students can buy quota facilitated by their parents, and or hitchhike at their friends who have wifi access. Various conveniences are obtained for daily life, creating many new nuances in interacting to form new symptoms and turmoil which sometimes not only have positive but also negative impacts.

The presence of smartphones and various other types of gadgets attracts a lot of attention and time, not just a means of communication, it has even become a trend or lifestyle. Smartphones with various applications can present a variety of social media, used in carrying

out daily life that sometimes students cannot live without. People from all walks of life and all ages including school children in Madrasah Aliyah, are preoccupied with activities involving smartphones such as opening websites, replying to conversations via messaging applications (WhatsApp), watching movies, playing games, being engrossed in social media. Technology has taken over human life, and there is no activity that cannot be separated from the use of technology (Rizaldi DR. et al. International Journal of Asian Education (2020).

Although the Madrasah limits the use of smartphones to certain learning and time, and its use is limited to the learning process as a medium and learning resource. Therefore, students are not allowed to bring smartphones to the madrasah, if anyone brings it must be deposited in the school locker. Outside of school hours, students are free to use smartphones at home or with their friends. The ease with which students can access the internet often leads them to play online games together or watch movies together, which in turn has implications for negative symptoms, one of which is phubbing (phone-snubbing) https://doktersehat.com. Robert Kaunt (in Sparks, 2013: 261) states that individuals who use their smartphones excessively will experience short attention span or distraction.

With easy access to the internet, students open up opportunities as well as challenges in using their smartphones. Opportunities easily to see, watch, read or play their smartphones freely anywhere and anytime except when studying at Madrasah / school. In communicating, students can easily communicate with friends, teachers and parents without being limited by time and place. Communicating both by using sending messages via WhatsApp, direct video calls, and via Istagram. Students can also access YouTube, WhatsApp, Instagram, Facebook, and Twitter. Through youtube, you can watch movies, both Korean movies, flog, pubg, and even watch pornographic movies (Sandra Pusparini. et al. 2018).

There are different trends for students in using/utilizing smartphones based on female and male gender, thus determining internet data consumption (https://tirto.id/beda-perilaku-laki-laki-dan-perempuan-dalam-menggunakan-internet-cEWT). The tendency of Madrasah Aliyah students is more fond of social media services such as lifestyle/beauty/fashion, artist gossip news, romantic movie talents, Korean films and tutorials. While male students are more likely to favor music, movies, and online games such as mobile legends, FreeFire, linkin park R, and webtoon. They often play online games together or nobar (watch together), which is done 1-3 times a day.

Some of the impacts recognized by madrasa children by using smartphones, such as: disturbed sleep time, until late at night, being lazy, getting angry easily, not having a sense of empathy for others, less able to respect others, and lazy learning, this is reinforced as written

by Putri (et al., 2021). (Habibi, 2022). The habit of playing games continuously carried out by students both consciously and unconsciously has implications for negative symptoms, one of which arises phubbing (phone snubbing), and as a result of dependence on the use of smartphones which is quite high. The American Psychiatric Association defines smartphone addiction as "a complex condition, one in which excessive smartphone use can cause changes in attitudes towards school or work, which ultimately results in poor academic or work performance (Chung et al., 2018; smartphone addiction). In fact, in many situations it is often seen that young people even though they are together on an occasion, do not communicate with each other at all because they are busy with their respective smartphones. Meanwhile, there is no control from parents. Seeing this phenomenon, some people think that smartphones and the like have given birth to a generation of bowing, who on many occasions are always bowing because they are busy playing their smartphones. Such conditions actually trigger cyberloafing, which leads to smartphone addiction. (Hamrat et al., 2019)

In the use of smartphones for Madrasah Aliyah students in Cilegon, it is not as expected. The local government provides free wifi facilities, which are still widely misused by users as in the case of Madrasah students. If left unchecked, this will lead to social disintegration; where Madrasah students as the next generation of the nation do not have a balance between expectations and reality and between goals and reality.

The government's role in overcoming this is with a mental revolution program to improve the nation's character for the better, which must be smart, creative and productive in the internet. Character education is a strategy in the mental revolution that is implemented in family, school and community education. Character education is one of the elements that can determine the direction of his life both outwardly and inwardly. With strong character education, it can be a foundation for children in fortifying / filtering the flow of information that will damage the character of students due to the wrong use of smartphones. To find out more about the smartphone issues used by MAN Negri students, what are the challenges and opportunities faced by students in fostering character values with smartphones. To answer all these questions, an in-depth study will be conducted through research. The findings of the research are expected to be used as recommendations for policy formulation in related agencies.

Theoretical Framework

To facilitate researchers in conducting research, it is necessary to explain several things, namely:

Overview of Smartphones

According to Williams and Sawyer, the definition of a smartphone is a cellular phone that uses several services such as a screen, microprocessor, memory, and built-in modem. That way, smartphones have more complete features than ordinary cellphones. A smartphone can also be defined as a handheld telephone that works using operating system (OS) software that provides standard and basic links for application developers. There are also those who define a smartphone as a smart handheld telephone that has advanced features such as Email, Internet, ebook readers, and others. In short, a smartphone is a small computer that has the capabilities of a telephone. https://blog.cnt.id/smartphone.

Smartphones are more appropriate when referring to mobile devices that are equipped with all kinds of additional features that are absent on cell phones. These features include access to the internet, the ability to download various applications, and advanced camera features. The keyboard on smartphones also usually comes in the form of a virtual alias touch screen. Well, when feature phones evolved to be similar to computers, the term smartphone emerged. The term smartphone was coined to distinguish feature phones from phones that have computer-like capabilities. "Android phones and iPhones are examples of smartphones," https://tekno.kompas.com/.

A smartphone is a smart phone that can be relied upon to do many things, not just calling, texting, or social media; it can also do things related to our daily lives and work. Smartphones can help us calculate our heart rate while exercising, can be used to input homework given by teachers, can be used for market analysis, health analysis and many other things that can be done with smartphones. Unfortunately, not everyone including students can utilize smartphones maximally so that they are more wasteful (not used for their function in increasing work efficiency, it can even lead to disaster). https://aja.ac.id/pengertian-smartphone.

Communication technology has a strong influence on the development of education, economy, social culture, instilling character values, and communication media. Human activities cannot be separated from communication technology products and media due to the influence of technological development. Humans increasingly need to communicate with others using technological devices. Media is not only in the form of mass media and electronic media, but new media that is increasingly developing and popular is online social networking media in cyberspace.

The use of smartphones in the technological era can affect aspects of human life, as Marshall McLuhan (determinism theory) reveals that: we are faced with a view that emphasizes the central role of technology, especially the media, in shaping human social and cultural change. It is further revealed that technology is a determining agent that not only affects the way people think and act, but also shapes their identity (https://lsfdiscourse.org/determinisme). The unintelligent use of smartphones in family members has the potential to change the roles of the family and affect the overall family function for each family member.

Character Education

In the context of character education, the term character literally comes from the Latin "Bharacter, which among others means: character, character, psychological traits, character, personality or morals (Oxford / Sowan Amir, et al, 2011: 4). According to Simon Philips quoted by Masnur Muslich, character is a collection of values that lead to a system that underlies thinking, attitudes, and behavior displayed (Masnur Muslich, 2011: 70). According to Raharjo as quoted by Zubaedi, character education is a holistic educational process that connects the moral dimension with the social realm in the lives of students as a foundation for the formation of a quality generation that is able to live independently and has the principle of a truth that can be accounted for (2011: 16).

Dr. de Braine revealed that character refers to positive traits that are trained in a person so that it becomes a habit and everyone who does it can be an example (Roslyn de Braine; journal 2007: 2). Leckona defines that character education is a deliberate effort to direct students to know goodness, love goodness, and do goodness (Thomas Luckona; 2004: 5). It is actually that character education is carried out through three domains of education: cognitive; which is implemented through the provision of knowledge, affective which is implemented through efforts to foster feelings, and psychomotor which is implemented through actions towards goodness. The three educational processes are important to implement, so that students will have good character.

The government is promoting a mental revolution to improve the character of the nation for the better, by proclaiming the main character values in 5 dimensions, namely: (1) Religious, the value of religious character reflects faith in God Almighty which is manifested in the behavior of carrying out the teachings of the religion and beliefs that are embraced, respecting religious differences, upholding a tolerant attitude towards the implementation of worship of other religions and beliefs, living in harmony and peace with adherents of other religions. (2) Nationalist, namely nationalist character value is a way of thinking, behaving, and acting that

shows loyalty, care, and high appreciation for the nation's language, physical, social, cultural, economic, and political environment, placing the interests of the nation and state above the interests of self and group. (3) Independent, namely independent character value is an attitude and behavior that does not depend on others and uses all energy, thoughts, time to realize hopes, dreams and ideals. (4) Gotong Royong, the character value of gotong royong reflects the action of appreciating the spirit of cooperation and working together to solve common problems, establishing communication and friendship, providing assistance/help to people in need. The sub-values of mutual cooperation include respect, cooperation, inclusiveness, commitment to joint decisions, deliberation to reach consensus, helping, solidarity, empathy, anti-discrimination, anti-violence, and volunteerism. (5) Integrity, the character value of integrity is a value that underlies behavior based on efforts to make himself a person who can always be trusted in words, actions, and work, has a commitment and loyalty to human and moral values (moral integrity). If we conclude that the 5 character values are intended to be:

Values of human behavior related to God Almighty

Values of human behavior related to oneself

Values of human behavior related to fellow humans

Values of human behavior related to the environment

Values of human behavior related to nationality

Literature Study

The results of research conducted by Sandra Pusparini, et al. 2018 with the aim of knowing to assess the impact of internet use on children and adolescents in Cilegon City (1) Knowing the level / intensity of internet use in children in Cilegon city. (2) Knowing the accessibility of internet use in children in Cilegon City, with the number of respondents 200 students; from 20 elementary schools and 100 students (from the total number of elementary school students 48. 268 from 192 schools), and 20 junior high schools and 100 students (from 83 schools and 23469 students) using ramdom sampling in 4th, 5th, and 6th grade elementary school students and 7th, 8th, and 9th grade junior high school students.

The results of the study found that the accessibility of social media is known that most children access Youtube 73.70%, in general children access Facebook 81.48%, in general children access Whatsapp 79.63%, and almost half the sample of children access Instagram 46.67%. Furthermore, it is known that the accessibility of online games is known that a small proportion of children play mortal combat, and GTA with a value of 7.41%, and 15.19%. Most children play other games such as mobile legends 55.56%. Based on multiple linear regression

processing, the R square value of internet access and the importance of internet use on behavior is 0.047, to a positive impact of 0.242 and to a negative impact of 0.144. So it can be concluded that internet access and the importance of using the internet have a major effect on positive impacts (Sandra Pusparini., et al. 2018, The Impact of Internet Use on Children's Behavior in Cilegon City, Quality Control Research Team - Cilegon Regional City Development Planning Agency).

The American Psychiatric Association defines addiction as "a complex condition, although there are mixed opinions on whether persistent smartphone use can be defined as a type of addiction (Billieux, Maurage, Lopez-Fernandez, Kuss, & Griffiths, 2015; Yu & Susman, 2020), much of the literature points to functional impairment and distress resulting from persistent smartphone use and suggests the concept of smartphone addiction" (Busch & McCarthy, 2021). Psychopathological correlates of smartphone addiction include severity of depression, anxiety and stress (Elhai, Dvorak, Levine, & Hall, 2017). Collectively, evidence from previous studies clearly demonstrates the negative risk factors associated with excessive smartphone use. Therefore, drawing on Kardefelt-Winther et al.'s (2017) conceptualization, this study adopts the view that smartphone overuse may be an addictive behavioral disorder as it shares many similarities with other technology-addicted behaviors, such as internet gaming disorder (Panova & Carbonell, 2018).

The results of Ita Musfirowati Hanika's research on "The Phubbing Phenomenon in the Millennium Era (A Person's Dependence on Smartphones to His Environment)", in general explain that generation Y living in big cities such as Jakarta and Semarang also experience the phenomenon of phubbing caused by a high dependence on the use of smartphones. This dependence is due to the convenience provided by smartphones in every move of life to facilitate various activities, ranging from communicating, searching for information, selling, buying goods online to the need to self-actualize. Because of its convenience, consciously or unconsciously, humans eventually become apathetic towards others and the anti-social spirit increases. If people, especially generation Y, cannot be wise in using smartphones, it is not impossible to produce a domino effect. Social disturbances such as phubbing will certainly cause the interlocutor to feel disrespected so that the closeness of the relationship between the phubbing victim and the phubber will become tenuous, besides that the phubber will also be increasingly alienated by his social environment, and result in decreased sensitivity to the environment.

The results of the study conducted by Eri Satria Yudatama, Nurhadi and Atik Catur Budiati, Sociology Anthropology Education, Faculty of Teacher Training and Education,
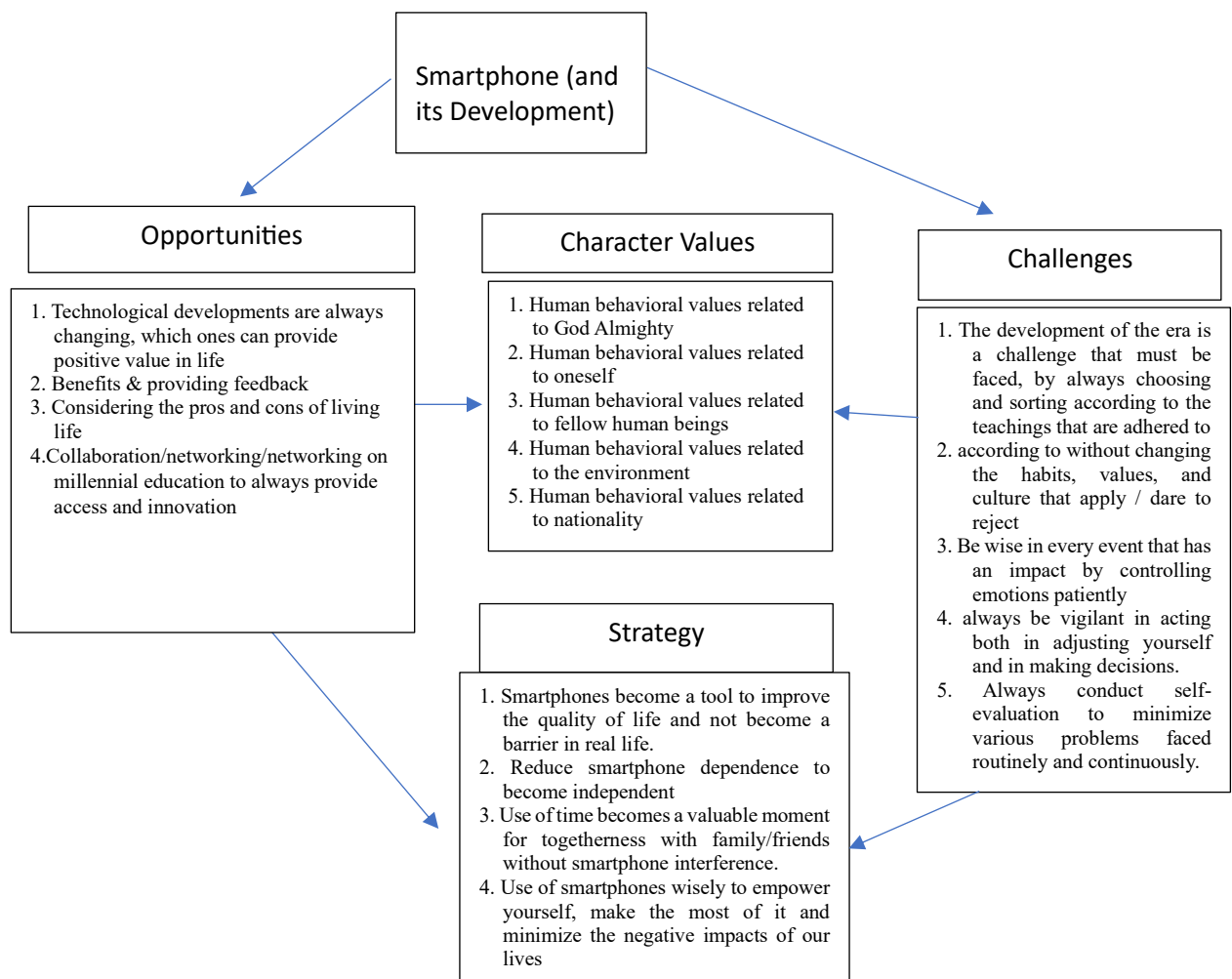
Sebelas Maret University, Surakarta (2017). Research title: Smartphones and Families (Deterritorialization of Smartphone User Families in Surakarta City. In the conclusion, it is explained that: (1). The behavior of family members that is manifested in using smartphones in the home is used to communicate, search for information, and access the internet. In the smartphones owned by family members, there are also several social media features that are often used in their daily lives when they are in the house, such as WhatsApp, Facebook, Instagram, and others. Smartphones in the family home are also used by family members when they are in the bedroom, living room, or living room with the times of use that are raised by the family members themselves. Although basically the use of smartphones in the family home is conditional and to fill the free time owned by family members. (2). Smartphones in the family also affect a relationship that occurs between family members when they are at home. The relationship between family members here sees the dynamics of socialization and interaction that occurs in the family home. Both are seen by the positioning of smartphones used by family members in the family home space. First, in family socialization, smartphones are able to provide something new in the form of a control function over the behavior patterns of family members and supervision for parents towards children. On the other hand, smartphones also provide a new source of knowledge for children and become a source for children to find new solutions when facing a problem. Second, related to the interactions that arise in today's families in urban Surakarta. It turns out that smartphones have a negative impact on the interaction of family members. With the presence of smartphones in the family home, family members are sometimes busy on their own or sometimes feel individualistic. This is because when communicating and there is a smartphone in the hands of family members, it will be disturbed. Where family members become unfocused in making face-to-face contact.

But on the other side, Smartphones also have a positive impact by facilitating interaction between family members when they are far apart and can communicate quickly and more efficiently. (3). The dynamics that are manifested in families who use smartphones today actually show that families in Surakarta City have now experienced "deterritorialization" so that family members are able to leave the territory in the form of a family room when they are in the house. With the presence of smartphones in family homes, families in urban Surakarta now have a new space, namely an electronic media room that can fill family members' time when at home. Smartphones as a new space for electronic media in the family realize the existence of a "virtual space" which is a space where each family member is able to access various social media, features in smartphones, interact and communicate with other people who are far away without meeting face to face when they are in the social media group they have.

In addition, smartphones have brought family members to have a new space in the form of a "consumption space" namely the consumption of smartphones as "toys" and the consumption of internet quotas.

The results of a study conducted by Yanti Rosdiana1, Wahidyanti Rahayu Hastutiningtyas on: "The Relationship between Phubbing Behavior and Social Interaction in Generation Z Nursing Students at Tribhuwanatunggadewi University, Malang"; from 100 respondents, it was explained that 81.5% used smartphone time for 1-13 hours, while the remaining 18.5% used smartphone time for 13-24 hours / day used by students. (Habibi, N. M. (2022: 30-35). Hamrat, N., Hidayat, D. R., & Sumantri, M. S. (2019).

From several literature studies, obtained, none have discussed about: Smartphones among State Islamic Senior High School Students: Challenges and Opportunities for Character Values of Cilegon State Islamic Senior High School Students. For that reason, the research flow is as follows:

Smartphone (and its Development)

Opportunities
1. Technological developments are always changing, which ones can provide positive value in life
2. Benefits & providing feedback
3. Considering the pros and cons of living life
4. Collaboration/networking/networking on millennial education to always provide access and innovation

Character Values
1. Human behavioral values related to God Almighty
2. Human behavioral values related to oneself
3. Human behavioral values related to fellow human beings
4. Human behavioral values related to the environment
5. Human behavioral values related to nationality

Challenges
1. The development of the era is a challenge that must be faced, by always choosing and sorting according to the teachings that are adhered to
2. according to without changing the habits, values, and culture that apply / dare to reject
3. Be wise in every event that has an impact by controlling emotions patiently
4. always be vigilant in acting both in adjusting yourself and in making decisions.
5. Always conduct self-evaluation to minimize various problems faced routinely and continuously.

Strategy
1. Smartphones become a tool to improve the quality of life and not become a barrier in real life.
2. Reduce smartphone dependence to become independent
3. Use of time becomes a valuable moment for togetherness with family/friends without smartphone interference.
4. Use of smartphones wisely to empower yourself, make the most of it and minimize the negative impacts of our lives

Research Method

The research on "Smartphones Among Students of State Islamic Senior High Schools: Challenges and Opportunities in the Implementation of Character Education in State Islamic Senior High Schools in Cilegon" is a case study (AS Horby, Oxford Advanced Learner's Dictionary, Ninth Edition. (Oxford: Oxford University Press, 1995), p. 172). with a qualitative approach. While quantitative data will be taken as supporting data in this study.

Data collection techniques using interview techniques, observation and document studies, and focus group discussions (FGD), and distributing questionnaires. Interviews were conducted with Key Informants both in the madrasah environment, the Ministry of Religion of Banten Province, and guardians of students who had problems. This interview was conducted to dig up data on Madrasah policies that regulate smartphone usage policies for students in Madrasahs, problems faced by students because of using smartphones, and if any, how to solve these problems. With several parents of students to dig up information that tends to be inseparable from smartphones/addicted to smartphone users. Digging up information about smartphone usage, duration, and intensity of smartphone usage. Observations were conducted by visiting the homes of students who were considered problematic (16 cases) to see directly up close; how smartphones are used by students in the family environment and interactions with families. Observations at school to find out about the madrasah, Guidance and Counseling activities related to student problems.

Documentation studies are intended to obtain data in the form of documents related to the policies and provisions of the Madrasah Institution related to the use of smartphones. Documents related to student problems and their handling by Guidance and Counseling teachers due to smartphone use.

FGD was conducted to ask groups about smartphone usage, the practice of watching together "nobar" online games with 10 students.

Distributing questionnaires. In distributing the questionnaires, it was given to students of both MANs with a total of 431 students who could represent class X and class XI, while class XII was preparing for UAMBK and UNBK.

All data collected in the form of documents, observation results and interview results are inventoried, identified, categorized, classified and analyzed through descriptive analysis. While quantitative data will be analyzed in the form of descriptive statistics with percentages.

The target of the study was focused on State Islamic Senior High Schools in Cilegon City, Banten Province. The city of Cilegon was chosen because: (1) For the city of Cilegon, there are 67,000 mobile phone users or ranked 36th out of all cities/regencies in Indonesia. (2)

Based on statistics from the Central Statistics Agency of Banten Province in 2018, internet user penetration in the city of Cilegon was ranked 3rd, namely 79.23%. (3) Meanwhile, State Islamic Senior High Schools are Madrasah Working Groups from private madrasahs in the surrounding area which can be examples and references for the madrasahs they supervise (3) The selection of State Islamic Senior High School students, psychologically, is in adolescence which is a transitional condition from childhood to adulthood (adolescence). During this period, psychosocially there is an imbalance in the formation of self-identity from cognitive, emotional, and physical aspects towards adulthood, which is often haunted by feelings of doubt/anxiety.

Research Findings

Challenges and Opportunities in Smartphone Use

Smartphones provide opportunities that make it easy for MAN students to communicate both short and long distances easily and quickly, both with and without an internet connection. In addition to finding out the latest information by surfing, students can also watch movies, WhatsApp, Instagram, save data, increase their knowledge, obtain the latest and current information, fashion, tik-tokan, play social media, etc. In the learning process, smartphones can also be used as a learning medium as well as a source of learning to obtain information, about formulas, religious knowledge information, and others that can inspire and make everything easier for its users. This will be used by its users for a long time until they don't realize they have spent time with their smartphones. Electronic devices that are often used include: HP 98.84% (426), TABLET 1.16% (5), LAPTOP 12.53% (54) and, COMPUTER 2.78%. The electronic devices are owned by themselves 91.18% (393), and owned since 2 years 52.44%, 4 years 25.52% and more than 4 years 19.26%, some have even owned them since elementary school grade 2 (to divert going to the internet cafe).

Students more often use smartphones to access YouTube/Vidmate, line, WhatsApp: chat and see status, Google, Instagram, Facebook. Generally they access YouTube/Vidmate; games, TikTok, watch movies, and online games, Shopee, and knowledge to complete lessons if there is an assignment from the teacher, but only occasionally. The most frequent time to use smartphones is especially after school and at night, a special place to use smartphones after school, such as in the Pulo Merak area, at the Indosat gallery so as not to be disturbed by their parents, at a friend's house; either a friend from elementary school or a friend at MAN, or at home when parents are resting/sleeping. A friend's place, usually facilitated by wifi, but also buy your own package. If you buy your own package, if only to use Chatting, you can buy a

package for IDR 5,000, but to use online games it ranges from IDR 30,000 - IDR 50,000 / child. Students can access the internet generally at home using their own quota or the availability of wifi at home (8.19%/15 people). However, if there is an opportunity to stay at a friend's house, either at a friend's house while in junior high school, at M.Ts or friends at MAN (25.52%), at a neighbor's house (19.49%), in public places (19.03%) and at school (18.56%).

Duration and Intensity of Smartphone Usage / Durasi dan Intensitas Penggunaan smartphone

Students of State Islamic Senior High Schools in Cilegon, the duration of internet access is always 22.51% (97), as needed 48.26% (208), as needed 25.75% (111), and only once a week 2%. While the duration of internet access is 1-3 hours 46.87%, 4-6 hours 46.86%, 7-9 hours 8.12%, and >9 hours 3.25%.

If students use smartphones offline, the students are only to view photos/videos 41.30%, watch movies/music 40.37 and for telephone 28.77%, for games 19.95%, SMS 28.77% and only 11.14% smartphones are not used.

Duration of playing online games in 1 day: less than 1 hour: 26.91%, 1-3 hours: 13.92%, and 4-6 hours: 2.78%, the rest did not do it. While the duration of playing online games in each game is 30 minutes as much as 31.32%, 2 hours as much as 9.28%, and 4 hours 1.86%, the rest never. The results of home visits to 16 students, they usually play online games (MAN2 students: mobile legends and MAN1 students: free fire, linkin park R) after school, and after Maghrib (17.30) until 11 pm, there are even students who play games until 4 am. Online games are played together, if done together, they have a work game team consisting of 5 people. If the TEAM from this game often defeating his opponent, will be appointed as a "mentor" to teach strategy against enemies in games. If students run out of quota, they generally buy 51.97%, ask friends 18.3%, look for wifi 6.96%, and stay silent 28.31%. According to students, if they have to choose which is more important between buying snacks, saving money in their wallets and using the internet, then students prefer/are more important smartphones and the internet (56.38%) than saving their money/wallets (19.03) and buying snacks (16.94%) or others (11.14%).

In another case, almost all students who were visited often played online games such as Free Fire/FF, Mobile Legends/ML, Linkin Park R, webtoon, and even 1 student often watched motorbike racing.

The 15 students played games either in groups or alone or with their younger siblings at home. Of the 15 students, it is also known that they have been accustomed to playing games

(Free Fire/FF, Mobile Legends/ML) since junior high school and even since elementary school. It is also known that 1 of the students (according to his parents' confession) often played games at an internet cafe before having a smartphone. If he did not have money to go to an internet cafe, he would often take money from his uncle and his parents, especially from his parents. With conditions like that, the student's parents were forced to buy a smartphone to reduce their child's habit of going to internet cafes.

The tendency of students towards dependency, students agree because there is no planned work so they use smartphones, 32.5%. Having difficulty concentrating in class, when doing assignments, or when working to help parents because of smartphone use 29.9%, because in his mind he has a smartphone even though he doesn't use it 35.3%. Will never give up using a smartphone even when daily life has been greatly influenced by it 36.9%, and life will be empty without a smartphone 31.3%. Feeling that relationships with smartphone friends are more intimate, than relationships with friends in real life 31.3%. Even feeling that friends in cyberspace understand me better than friends in real life 37.1%. So not being able to use a smartphone, will be as painful as losing a friend 37.1%. Prefer to talk to cyberspace friends to hang out, rather than with friends in real life 34.3%, likewise prefer to talk to cyberspace friends to hang out, rather than with my family members 36.2%.

The first habit of students when they wake up is to check messages on their smartphones 31.1%, strongly agree to use smartphones only to play online games 49.7%, play online games repeatedly until bored 49.4%. Strongly agree that the number of points increases with frequent online game play 49%, and to get points in online games it takes 4-6 hours in 1 game 55%. Online game play takes 4-6 hours until game over 56.8%. The case of MAN students, they can't be far from their smartphones, even their mother once took them because she was annoyed with her son's behavior, but the child, feeling annoyed, got angry and threw the equipment in his house.

Frequently Accessed Social Media/ Media Sosial yang Sering Diakses
Social media that is often accessed by MAN students is almost all that is on social media sites, but it depends on their will and their ease. The results of data processing, in the last six months that MAN students often see / hear content from social media are:
Almost all MAN students access applications, the types of applications that most often access WhatsApp (95.82%), Instagram (45.94%), Youtube (42.23%), and Facebook (37.59%). The content that is often viewed is: pornography 94%, Scholarships 51.1%, games 41.8%, lifestyle / Beauty / Fashion 46.2%, news / gossip artists 42% (sometimes, 32.9%), and politics 40.6%

(sometimes35.3%). Meanwhile, the content that is rarely viewed is Film/video streaming 42.7% (sometimes 28.1%), music 45.7% (never 34.1%), technology 33.9% (sometimes 33.4%), science 50.3% (Never 34.1%), and sports/sports 35% (sometimes 31.1%). Content/material from social media that is never viewed/heard/read is Learning Islamic Religion 52.4% (rarely 41.3), and completing school assignments 56.1% (rarely 39%). This is as stated by the Deputy Curriculum, the learning process has never been carried out using smartphones, but there are several teachers who give students assignments. This was emphasized by the BK officer that every teacher can use students' smartphones but must confirm with the BK officer to provide an explanation of the rules for using smartphones.

Discussion (Analysis Study)/ Pembahasan (Studi Analisis)

Smartphones provide an opportunity for humans to connect with all human life and needs, in cyberspace, which in turn can also be used as material that can be implemented in the real world. With smartphones, you can easily communicate; communication in conversation/telephone, virtual face-to-face via video, short messages through words, easily to anyone around the world without being hindered by distance and time effectively. Through smartphones, it also provides easy access to various information on science and knowledge as well as the latest technology, both regarding current news, past, and future news, can be accessed easily. Sharing experiences, sources of information and references without colliding, just opening the Google search engine, all are available easily and quickly. Source of information about human life such as health, financial management, educational information, family, marriage, society, socio-social and others. Smartphones are also a source of unlimited entertainment, regarding music, films, games can be accessed anywhere and anytime easily through this smartphone. These are some opportunities that can be used by humans easily, quickly, unhindered by time and place can be accessed by humans in cyberspace.

In addition to having positive values contained in smartphone features, it will also bring disaster to users if they cannot control smartphones with dependence and even addiction. Negative impacts on humans, smartphones become a social problem that can disturb social interactions in the real world.

Excessive use of smartphones can cause various health problems, sleep disorders, vision disorders, physical disorders and even mental health problems; such as depression, anxiety, and even make relationships between family members fall apart. This is all caused by an imbalance between virtual life and real life, therefore smartphone use must be managed

wisely by balancing the benefits with the risks offered by the devices in the smartphone, so that it is responsible and smart.

Madrasah Policy Regarding Smartphone Use/ Kebijakan Madrasah Terkait Penggunaan smartphone

Madrasah policy on smartphone use is carried out specifically, but is included in the madrasah's rules and regulations. Both MANs regulate the prohibition of bringing smartphones into the classroom, even occasionally conducting raids in the madrasah environment. Smartphones may be brought into the classroom if needed by the teacher for the purpose of learning media in the classroom, but this is very rarely done.

In both MANs in Cilegon city, the way of giving sanctions to students who are caught in smartphone raids is slightly different. In MAN 1 Cilegon, if a smartphone is found to be confiscated immediately, then it can be taken by the student's guardian until the end of the semester. However, in MAN 2, if a confiscated smartphone is found, it will be destroyed by the school. The decision to give sanctions to students, especially those related to confiscated smartphone raids, received very harsh criticism from parents, even though the rules had been socialized in advance at the beginning of the year. However, in the implementation of the sanctions, there were still parents who did not accept it (angry, and considered the school inhumane). In another case, namely a student who posted pornographic content, so that her smartphone was confiscated by the school and the BK teacher called the student's parents. However, when the purpose of calling the parents was explained, some parents did not accept their smartphones being confiscated, and even tended to protect them, but the school/MAN still enforced discipline.

For students who often play games until late at night on school days, usually these students often oversleep and/or fall asleep in class during learning. In such conditions, these students become the focus of attention of the subject teacher and are called by the BK officer either to be given direction or to receive disciplinary punishment (get points). And if they have often violated the disciplinary rules or received more than 25 points (for violation 1, and so on multiples of 25 points), the student fills out a sanction sheet and then their parents are called to meet the BK officer.

Conclusion/ kesimpulan

The use of smartphones among students is not in harmony/gap between expectations and reality. With smartphones, it is expected that they can be used according to their function,

but only a small number of students use smartphones to develop knowledge. Smartphones in class can be used as a learning medium, exploring knowledge related to the subject matter, thus adding enrichment to the development of knowledge in learning.

Students of State Islamic Senior High Schools, almost all students have gadgets in the form of smartphones, laptops, and computers. However, the most frequently used is a smartphone, 98.4%, owned by themselves. For internet access, 91.88 buy quota; under Rp. 50,000 as much as 74.01%, Rp. 50,000- Rp. 100,000 by 24.36% and above Rp. 100,000 by 1.62%. Places used to access the internet are generally at home, but also done at friends' houses (25.52%), at neighbors' houses/panglong 19.49%, in public places 19.3% and at school 18.58%. Wifi facilities in public facilities; such as in Telkom stalls (Pulo Merak), places of economic activity (Samsat, alun-alun, moll, panglong) which are facilitated by the Regional Government or owners of economic places.

Social media that is often used is WhatsApp, Instagram, YouTube, Facebook, Line, Twitter, online games, movies, flogs, and others. To find information, communication , learning, entertainmen, pornography, Scholarships, games, lifestyle/Beauty/Fashion, celebrity news/gossip, and politics.

The habit of students in accessing one type of program on social media continuously and continuously is games. Online game games such as Free Fire / FF, Mobile Legends / ML, Linkin Park R, webtoon. There is 1 student who often watches motorcycle racing, and or watches pornography. The intensity of 2-4 times in 1 day of doing online game activities is carried out continuously, even if there is a break, it is done once every day. Generally done after school, after Isha / 19.30 until 23.00 and even until 2 in the morning. Even more extreme, if Saturday and Sunday nights are done all night long, done by several MAN students. The duration of playing games is between 2-9 hours in 1 day. Usually done with friends at one of the friends' houses, or at a friend's house, or at his house after his parents have rested. Lack of parental control and guidance and no rules in the family, if there are any, they are very loose. Sometimes for parents, as long as the child is at home, permission to hang out with friends, it is considered safe, even though playing games for a long time, it is not a problem. There is a case of 1 student, who has been playing games since he was in elementary school (who had not been bought a cellphone), often took money from his family/relatives to pay for playing games at the internet cafe. In relation to online game content, 1 student wanted to be a soldier, wanted to feel what it was like to hold a gun and then be able to kill enemies/opponents

While the content that is rarely viewed is Streaming movies/videos, music, technology, science, and sports. Content/material from social media that is never viewed/heard/read is Learning Islam never, and sometimes completing school assignments.

Recommendations

The development of technology and information cannot be stopped, but it needs to be faced wisely and judiciously. For that, steps should be taken:

There is a Government Policy in this case the Ministry of Information in collaboration with the Ministry of Religion which regulates the use of social media which is limited to educational purposes, especially for school children. If necessary, social media services, especially games; .mobile legends, free fire, linkin park R, webtoon, pubg that lead to violence, pornography should be censored first.

Parents of students should be equipped/better aware of the good and bad of several sites and social media services that are good for their sons and daughters, if necessary accompanied in accessing these services. If possible, provide additional activities that are more positive for their sons and daughters.

Schools make maximum use of smartphones as part of the learning media.

To the Ministry that produces teaching staff, it should provide provisions to teachers about media, materials, teaching materials, both for the learning process, and educational evaluation by utilizing the use of smartphones in schools.

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