



The Impact of Using Smartphones on Social Interaction and PJOK Learning Outcomes in Students of SMPN 2 Jombang

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ABSTRACT

The aim of this research is to determine the impact of smartphone use on social interaction and PJOK learning outcomes for students at SMPN 2 Jombang. The subjects of this study were class VII students of SMPN 2 Jombang, totaling 320 students. The research design uses a correlational descriptive method with a quantitative approach. Data on smartphone use and social interaction were obtained from a questionnaire consisting of 19 statements for smartphone use and 45 statements for social interaction using a Likert scale. Meanwhile, data on PJOK learning outcomes was obtained from the final grades of the even semester for the 2023–2024 academic year for PJOK subjects. The results of the study show that the impact of smartphone use on social interaction is 5.3%; with each smartphone usage value increasing by 1 point, the social interaction value will decrease by 0.337. Meanwhile, the impact of smartphone used on PJOK learning outcomes is 18.7%; with each smartphone use value (X) increasing by 1 point, the PJOK learning outcomes (Y2) will decrease by 0.433. From these results, it can be concluded that excessive smartphone use has a negative impact on social interaction and PJOK learning outcomes.

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INTRODUCTION

The development of technology and information has progressed very rapidly, marked by advances in the fields of information and technology. The Indonesian nation is one of the nations involved in the advancement of information and technology (Ameliola & Nugraha, 2015). Smartphones are sophisticated goods that are created with various applications that can present various news media, social networks, hobbies, and entertainment games. Even in this millennial era, smartphones are used more often, and even now they are considered



a basic need that cannot be separated. The fact is that smartphones are not only used by adults or the elderly (22 years and over) and teenagers (12–21 years), but also by children (7–11 years), and even more ironically, smartphones are used by children aged 3–6 years, which should not yet be feasible to use a smartphone (Manumpil dkk, 2015).

The results of a survey conducted by KOMINFO found that, according to the latest data, at least 30 million children and adolescents in Indonesia are internet users, and digital media is currently their main choice of communication channel. The results of the study found that 80% of respondents surveyed were internet users, with evidence of a strong digital divide between those living in urban and more affluent areas in Indonesia and those living in rural (and less affluent) areas. This study is the first among similar studies with unique data on groups of children and adolescents who have never used the internet.

Desmita (2019) of course, in this case, users who frequently use smartphones will definitely experience a negative impact on their lives. One of them is that humans are now dependent on smartphones, so they often feel lost when the smartphone they have is left behind or they forget not to carry it. By continuously using smartphones, a lack of concern for the surrounding environment will arise, leading to laziness in carrying out activities and a lack of concentration because they are only focused on smartphones.

According to Yordi (2015), the positive impacts of using smartphones, such as more practical communication, creativity, easier access, and innovation, outweigh the negative impacts, such as disturbed health, sleep disturbances, being alone, mental illness, aggressiveness, and addiction. From the opinion above, it can be concluded that the influence of smartphones has not only positive but also negative impacts on the environment if the more we use them, the worse it is for our health.

Adolescence is the future of their society, which will replace the ornaments of leadership in society. According to Krori (2011), important social changes in adolescence include increasing the influence of peers (peer groups), more mature patterns of social behaviour, the creation of new social groups, and the emergence of new values in choosing friends and leaders and values in social acceptance.

From the explanation of the theory above, it can be concluded that teenagers need high social activities because they can easily get along and form social interactions independently without anyone limiting them. Teenagers can easily change their behaviour based on how and with whom they establish social interactions, especially in the school environment with their peers.

By interacting with peers in the school environment, it is very necessary for people who are good at interacting to gain more knowledge. Now there are very few children who are addicted to smartphones to interact with other people. Teenagers often seem busy with smartphones, to the point of ignoring the people around them. The presence of smartphones means that users rarely socialise with the people around them. The ease of socialising with smartphones actually makes it seem anti-social in real life because smartphone addicts will find it difficult to interact or chat with friends because they are more interested and their attention is only on smartphones. A group of teenagers who are gathered together in one place, but their frequency of speaking is lower than using their respective smartphones.

Besides having an impact on personal and social activities, The more frequent use of smartphones also has an impact on the educational outcomes of students. Education is very important in efforts to educate the nation. Education also cannot be separated from the country's development, especially in physical education. Physical education cannot be separated from the world of general education because physical education helps children grow and develop according to the goals of national education, namely to become fully

human (Qommarullah, 2015). Meanwhile, according to Sukarno (2014), physical education is an important learning process in life because it can help develop human resources. From the description above, it can be concluded that physical education is very important for the development of the country because it also teaches the values of life such as cooperation, discipline, responsibility, and so on. Which will have a very big impact on the country and make our country honest and not demanding. It is also possible that it will make the country free from corruption. Besides that, it also instills mental and emotional development in students.

Based on the description of the background above, which discusses the impact of using smartphones, it is important for students to interact in order to grow their confidence in expressing questions or problems they face so as to create effective learning. From the factors above, the writer is interested in researching "The Impact of Smartphone Use on Social Interaction and PJOK Learning Outcomes in SMPN 2 Jombang Students".

MATERIALS AND METHODS

This study uses a correlational-descriptive method approach. According to Wihitney (1960) in Nazir (1983), the descriptive type is fact-finding with proper interpretation. Descriptive research studies problems in society as well as procedures that apply in society and certain situations regarding relationships, activities, attitudes, views, and processes that take place and the effects of a phenomenon. In this research, the independent variable is the use of a smartphone, and the dependent variable is social interaction and PJOK learning outcomes. The population in this study was 960 students from SMPN 2 Jombang class. The sample used in this study was cluster sampling. The decision to accept or reject the hypothesis at a significance level of 5% was used to analyse the data using statistics using the computer programme SPSS 16 for Windows Evaluation Version.

RESULTS AND DISCUSSION

Table 1. Simple Regression Test Results Smartphone Use Variable - Social Interaction

Variable	r_{xy1}	r^2_{xy1}	Regression coefficient	Constant	F count	Sig.
X – Y ₁	-0,231	0,053	-0,337	157,539	6,814	0,010

Based on the results of the analysis, it is known that the value of the correlation coefficient (r) of smartphone use (X) is -0.231. The value of -0.231 is a negative number, which means that smartphone use (X) has a negative relationship to social interaction (Y₁).

Table 2. Simple Regression Test Results Smartphone Use Variable – PJOK learning outcomes

Variable	r_{xy1}	r^2_{xy1}	Regression coefficient	Constant	F count	Sig.
X – Y ₂	-0,433	0,187	-0,541	91,279	27,846	0,000

Based on the results of the analysis it is known that the value of the correlation coefficient (r) of Smartphone use (X) is -0.433. The value of -0.433 is a negative number which means that the use of Smartphone (X) has a negative relationship to PJOK learning outcomes (Y₂).

CONCLUSION

Excessive smartphone use has a negative impact on social interaction and PJOK learning outcomes. The impact of smartphone use on social interaction is 5.3%; with each smartphone use value increasing by 1 point, the value of social interaction will decrease by 0.337. Meanwhile, the impact of smartphone use on PJOK learning outcomes is 18.7%; with each smartphone use value (X) increasing by 1 point, the PJOK learning outcomes (Y2) will decrease by 0.433, which is better. So it can be concluded that there is an influence of smartphone use on social interaction and PJOK learning outcomes for students of SMPN 2 Jombang.

CONFLICT OF INTEREST

All authors declare that there is no conflict of interest in this research.

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