

School Policies on the Use of Android Devices in Students Learning Activities during the Covid-19 Pandemic Condition

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Abstrak

Penelitian ini bertujuan untuk menganalisis kebijakan sekolah terhadap penggunaan perangkat Android dalam kegiatan belajar siswa selama kondisi pandemi Covid-19. Metode penelitian yang digunakan adalah pendekatan kualitatif dengan jenis penelitian fenomenologi empiris. Subyek penelitian diambil sebanyak enam orang dengan teknik purposive sampling, yang terdiri dari guru dan orang tua siswa. Data diperoleh melalui aplikasi WhatsApp. Teknik analisis data menggunakan teknik analisis fenomenologi empiris. Hasil penelitian menunjukkan ada 3 aspek yang dianalisis yaitu kelebihan, kelemahan, dan harapan orang tua siswa terhadap pembelajaran berbasis perangkat Android bagi siswa. Penelitian ini menyimpulkan bahwa sekolah harus (1) memberikan kesempatan kepada siswa untuk memanfaatkan perangkat Android sebagai sarana pembelajaran, (2) memediasi pertemuan berkala antara guru dan orang tua siswa untuk mengevaluasi perilaku dan hasil belajar siswa, (3) memfasilitasi proses pembelajaran agar siswa dan guru mudah mengakses internet untuk melaksanakan pembelajaran, dan (4) membimbing guru meningkatkan kompetensi pedagogi digitalnya untuk menyajikan pembelajaran yang menarik di masa pandemi Covid-19.

Abstract

The present study aims at analyzing school policy toward the use of Android devices in the students learning activities during the Covid-19 pandemic condition. The research method used is a qualitative approach with the type of empirical phenomenology research. Six participants were taken using purposive sampling technique as research subjects, consisting of teachers and students' parents. Data obtained through WhatsApp application. Data was analyzed using empirical phenomenological analysis technique. The results showed that there were 3 aspects analyzed, namely advantages, weaknesses, and expectations of students' parents towards learning based on Android devices for students. This research concluded that schools should (1) provide opportunities for students to take advantage of Android devices as a learning tool, (2) mediate periodic meetings among teachers and students' parents to evaluate the behavior and learning outcomes of students, (3) facilitate the learning process so that students and teachers easily access the internet to carry out learning, and (4) guide teachers to improve their digital pedagogy competence to present interesting learning lessons during the Covid-19 pandemic.

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INTRODUCTION

Nowadays, technology is one of the needs that must be fulfilled for learners and teachers. According to Boersma and Weenink (1993), Bradin (1999), and Chapelle (2001) technology itself currently is an inseparable part in the life of modern society, no exception in the process of education. In the present digital era, especially during the Covid-19 pandemic condition, the use of android devices is not taboo anymore for all levels of students. On the other hand, this also needs a lot of concern regarding the large potential of students in the abuse of using Android devices, no exception for students' parents. Some students' parents think that the android devices can have a negative impact and also a positive impact simultaneously (Surahmat, Putro, & Nugraha, 2020).

Based on the initial observation and interpretation of the complaint of students' parents at SMP Dirgantara Makassar, the researchers found that there was an anxiety in students' parents for the use of Android devices for students in learning at schools. It can cause a possibility for students in accessing pornographic films, and cause mobile game addiction. That parental concerns are in line with the research result by Rosenfeld, Kardashov, and Zang (2018) which state that Android is basically like a "double-edged knife". That means it has a positive and negative impacts on student learning activities.

The parents' complaints also imply potential concerns justified that they need the assurance of the development of moral, behavior, and manner of their children when using the technology devices as a learning medium, without clear rules from the schools. Therefore, students' parents hope that the school has clear rules and information when instructing students to use Android devices in learning activities. Moreover, as cited by Qader and Omar (2015) and also Nashruddin, Alam, and Tanasy (2020) in their research paper, Smart phones for students are not only a learning and communication tool, more than that, students currently tend to interpret the Smart phone devices as a millennial lifestyle. Thus, the parents' complaint is understandable as the expectation for schools' clear policies regarding the use of Android devices in learning activities. Especially during the Covid-19 era currently, learning activities requires students to study online, which of course causes them to become more familiar with Smart phones or android (Mustofa, 2020).

Several studies related to the use of the information technology and internet in students' learning activities have been carried out. By applying a qualitative descriptive study, Oomen-Early

and Early (2015) argued that students in the junior high school level were exposed to pornographic content by accessing pornographic sites through their own devices. That research indicated that the use of the internet device had a negative effect on students learning activities. That study is introduction to social facts regarding the negative and positive impacts of using gadgets for junior high school students. However, not a few parents of students are worried about the use of technology devices in students learning activities at schools.

Furthermore, a research conducted by Hasanah and Kumalasari (2015) found that SMP Muhammadiyah Luwuk students freely used gadgets and it affected their behavior that was not in accordance with values and morals. That research is in line with a research conducted Shuib, Shamshirband, and Ismail (2015) that technology has become a part of human everyday usage including in education field. Students of senior high school level who frequently access pornographic sites through technological devices have experienced an increase of adolescent sexual behavior. The character deviation of senior school students was suspected because they used internet devices when studying. Those studies show the negative impact of using gadgets in learning activities.

Another research conducted by Adi, Yulianto, Irwan, and Endris (2016) found that school students who frequently use gadgets have an effect on their learning concentration, which in turn affects their achievement scores. Based on that research, there are 3 school policy efforts in overcoming students' delinquency in school: preventive effort, namely enforcement of rules and regulations, curative effort, namely the provision of educational sanctions, and coaching effort, namely the implementation of extracurricular activities.

Generally, the use of Android devices has a negative impact on student learning activities. However, on the other hand, it also has a positive impact. This is in line with the research conducted by Singh and Samah (2018) that the use of smart phones has a negative and positive impact on students. Besides that, teachers in schools and parents need to play active roles in preventing the misuse of Smartphone devices. According to Sarwar and Soomro (2013) in today's digital era, parents need to develop digital parenting attitudes in their care as an educational and preventive effort in overcoming the negative impact of Android devices. Those efforts are:

1. Parents need to increase and update their knowledge about the internet and gadgets, because they will not be able to control their children if they are technology illiterate.

2. If there is an internet network at home, the computer device should be positioned in the family room, or in any rooms where parents can see what the children are doing in accessing the internet.
3. Providing time limit for children in using gadgets and the internet.
4. Sharing mutual understanding and awareness of the negative impacts of the internet or a gadget.
5. Parents strictly and as soon as possible prohibit contents that are inappropriate to watch.
6. Interweaving open parents-children two way communication.

According to Clark and Mayer (2011), and supported by Heift and Schulze (2015), the presence of technology is basically a challenge for teachers, parents, and students. If they are able to use optimally the technology, then it can be a very effective means to improve the quality and the result of students' learning. This requires creativity and hard work for teachers and parents to take advantage of Android devices in order that students do not misuse them and to prevent negative impacts.

The results of those previous studies are useful as the supporting path map for the present research. The findings of this study are expected to compromise the use of Android devices in student learning activities to be more effective through school policies. Thus, the objective of the present study is to obtain descriptive-interpretive information about: (1) parents' expectations for school policies toward the use of Android devices in students learning activities, (2) the analysis of school policies on the use of Android devices in learning activities during the Covid-19 pandemic.

As the urgency of this research, the background of this research is to accommodate parents' expectation of the school policy which is a basic need for ensuring the fulfillment of their children's education in schools, especially moral education. Through this research, several policies that are deemed appropriate can be offered by researchers related to the use of Android devices in student learning activities at school, in which the data source is taken from the view of the research subject in the field.

RESEARCH

The research method used in this research is a qualitative approach with the empirical phenomenology research type. This research focuses on situations that are really and naturally

experienced by the research subjects. The reality investigated in the present study is the expectations and views of the subject related to the use of android devices by students in the learning process, and the policy analysis related to it, especially during the Covid-19 period.

The research subjects were obtained through purposive sampling technique, namely 6 people. This research was conducted at SMP Dirgantara in Makassar city. The data were obtained through unstructured interviews, which were conducted casually and interspersed with a few jokes. However, due to social restriction and physical distancing policy during this Covid-19 pandemic, researchers collected data from participants using WhatsApp.

Data were analyzed using the empirical phenomenology technique which consisted of three stages, namely phenomenological abstraction, data reduction, and transcendental reflection. For data validity, researchers used triangulation technique, inter subjectivity validation, and peer review process.

RESULTS

Based on the results of data analysis, the researcher found three basic aspects, namely benefits, weaknesses, and policies toward the use of Android devices in students learning activities. These findings are described systematically as follows.

Benefits or Advantages of the Android Devices Use in Learning Process

From the results of data analysis on research subjects in the field, the researcher found several essences regarding to the benefits of using Android devices in the learning process for students and teachers.

1. As a means for teachers and students to apply online learning in this pandemic condition.
2. Providing faster access to information for students and teachers.
3. As a flexible learning alternative because it is not bound by time and space
4. Providing broad opportunities for teachers to innovate in utilizing technology for learning
5. Providing opportunities for students to expand their knowledge
6. Can be used as an entertainment medium
7. Facilitating teachers to send assignments for students, and facilitating students to submit their report
8. For teachers, android devices help to

smoothly delivery the subject materials, and assist students in finding lesson material.

Functionally, the benefits of Android devices are not only felt by students, but also by teachers. In line with Churiyah, Sholikhan, Filianti, and Sakdiyyah (2020) in the Covid-19 outbreak, Smartphone, Android, and internet devices are very useful for teachers and students to maintain health or to avoid disease transmission, so the presence of technology really helps the learning process. It is because of the Android devices can function as learning support facilities without teacher-students' face-to-face. Various benefits are gives by Android devices, include searching media for learning materials, accessing educational information, development of online-based learning designs, giving assignments learning, and submitting learning assignments. In addition, according to Bano, Cisheng, Khan, and Khan (2019), they can be used as social media and entertainment to get rid of learning fatigue.

For students, the use of Android devices in the learning process is necessary, especially during the Covid-19 outbreak which requires students to learn online to avoid physical contact. This situation forces students to study online at their homes. This condition is often referred to as social distancing (Post, 2020).

Besides that, the Android device is quite easy for students to access the material learning and educational information as well as completing the learning assignments given by teachers. This convenience only requires the proficiency of the students' fingers to open learning applications provided in the Android device. Related to it, Rahimah, Juriah, Karimah, Hilmatunnisa, and Sandra (2020) and also Ningrum, Apriyani, and Zikriah (2020) through their Research and Development model succeeded in developing an Android-based learning media application that can help students to easily know *Asmaul Husna*. Nevertheless, this convenience and comfort will still not help students' learning success, but must be accompanied by the willingness and interest of students to learn.

For teachers, the use of Android devices in learning is a challenge in their efforts to develop their pedagogical competences. This can be reached by doing a series of training. Through a community service activity, Sari, Suryani, Rochsantiningasih, and Suharno (2019) has successfully improved the teachers' ability in designing learning media based on Android devices. By utilizing information technology, teachers can innovate and be more creative in finding

teaching materials, composing the materials, and designing online-based learning models. In addition, the Android device is also very helpful for teachers in providing learning materials and assignments to students without having to face to face.

In line with that, Kurniawan and Kuswanto (2019) through his research proves that the teacher strongly approves of the use of Android devices as a medium for information technology that facilitates to find learning resources and provide learning sets that are more interesting, varied, and interactive. Nowadays, teachers are required to always be creative and innovative in the midst of limitations. For example, in the condition of the Covid-19 outbreak, teachers should be able to explore the benefits of information technology to carry out learning activities.

Weaknesses of the Android Devices Use in Learning Process

From the results of data analysis on the research subjects, the researcher found several key points regarding with the weaknesses of the Android devices use in the learning process.

1. Students can see negative content when accessing the internet.
2. Online learning is not as effective as direct learning or offline learning.
3. Users are burdened with fees for internet balance.
4. The network sometimes has problems when the learning process is taking place.
5. Bad internet network reduces students' interest in learning.
6. The use intensity and the radiation of Android devices affect students' eye health.
7. Entertainment features or applications on the Android device can make students addicted and neglect to learn.
8. The intensity of using Android devices implies the lack of students' willingness to socialize, or students tend to be introverted.
9. Negative views on Android devices are prone to influence bad behavior in students.
10. Many students tend to less understand with the subject materials when the learning is based on Android devices.

An Android device is like a double-edged knife, has a number of advantages and disadvantages in its use. The results of this study indicate that several aspects must be considered, such as cost, health, learning interest, level of understanding at material, the effectiveness of learning, as

well as the character and morals of students.

This shows that the Android device has 3 main elements that can be considered in its use. Firstly, every Android device has radiation in its use, which has implications for eye health. In line with Wirjawan, Pratama, Pratidhina, Wijaya, and Untung (2020) that the duration of Android device use has implications for the eye health, so it is expected that students limit and regulate the duration of its use no more than 3 hours in a day. Secondly, fees are very necessary. Without internet quota, students cannot follow the online learning process by using an Android device. This is evidenced by the result of the research conducted by Tinungki and Nurwahyu (2020), that one of the obstacles in the distance learning process is that students are not economically ready. Thirdly, every Android device provides various internet access features that are prone to causing addiction in students. The addiction to the use of Android devices generally has negative implications for the students' academic achievement. This research indicates that psychologically, features such as online games, social media, and pornographic content have direct implications for the character and moral development of students. Hence, that addiction of Android devices use has a negative effect on students' behavior, such as introvert person, asocial, and destructive.

In the implementation, the use of Android devices seems less effective for students in the learning process. This is identified from the tendency of students who are less interested in participating in learning due to frequent network disruptions. In addition, the level of students' understanding on the lesson by using gadgets Android is not as good as in offline learning. Favale, Soro, Trevisan, Drago, and Mellia (2020) also found that these things cause students to feel bored in the online learning process. This is even more so if the assignment given is too much. This is also an indication of obstacles in the educational process, if Android devices are used freely without good control and evaluation from schools, teachers, and students' parents.

Expectations toward School Policy

Researchers found several insights regarding expectations of school policies on the use of Android devices in the learning process.

1. Schools are expected to make standard rules for the use of Android devices in student learning process.
2. Teachers and students' parents must play a role in presenting the rules of Android devices use in the students learning process.
3. Schools are expected to limit the use of Android devices for students, namely Android devices can only be used during the class hours.
4. Schools should urge students' parents to always check the Android devices their children use in learning.
5. Teachers are expected to reduce the assignment on students in learning based Android device to prevent the radiation exposure and learning burnout.
6. Teachers are expected to be able to present material in the form of as interesting as possible learning videos.
7. Schools are expected to build a discussion forum between teachers and parents in the context of supervision, control, and development of learning based on Android devices for students.
8. Schools are expected to monitor the role of teachers and parents on Android devices usage by students in the learning process.
9. Schools are expected to formulate layered rules against violations committed by students in using Android devices in schools, starting from warnings and advice, to confiscation by the school.

The results show that generally there are 2 expectations of students' parents. The first is that the school is expected to formulate clear and proportional rules. The second is that teachers are expected to present interesting learning material related to the use of Android devices in the learning process of students.

Regarding the schools rule, parents expect that schools can create a good control system for students in online-based learning activities. The system starts with limiting the use of Android devices for students, namely only during class hours. The second is to create a discussion forum between teachers and parents to monitor students' use of Android in learning activities. The next step is to create layered rules for violations committed by students in using Android devices in the learning process. In tune with that, Fansury, Januarty, and Ali Wira Rahman (2020) have investigated and found that the pattern of interaction between teachers and students' parents was manifested in the creation of Whatsapp groups as a discussion forum to control the development of students' attitude in online learning process during the Covid-19 pandemic.

Regarding the teachers' role, they are expected to be able to present interesting models and learning strategies. This attractive model includes

the preparation of creative online-based learning methods, presenting the material in a simple, concise, and clear manner; creation of innovative media, making interesting learning videos, using learning applications that are easy to operate. Teachers are also expected to limit the assignment to students to prevent the saturation and the effects of radiation from Android devices. In this regard, Purnomo, Mansir, Tumin, and Suliswiyadi (2020) and Abdelrahim (2021) state that the teacher's duties in the education process include character education, that is, students are still directed to values, norms, and morals, even though in the midst of the Covid-19 outbreak which requires a distance learning system (Nugroho, 2020).

School Policy on the Use of Android Devices in Student Learning Activities

School policy is the application of rules to a condition obtained from the results of various considerations. The school policy towards using Android devices for students in the learning process is one of its forms. In the current study, conceptually, school policies considered appropriate and adequate can be analyzed through the views of several teachers and students' parents regarding the use of Android devices. The results of the analysis can be described in the following figure.

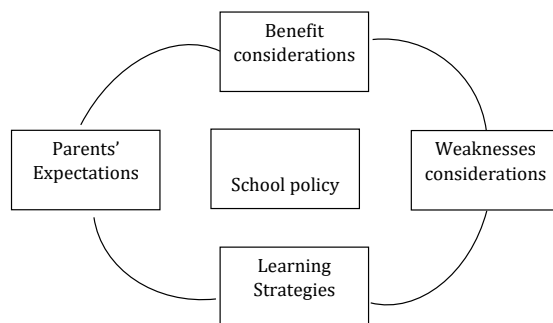


Figure 1. Circle of School Policy Direction Analysis on Device Android Use in the Learning Process

Firstly, school policies should provide opportunities for students to utilize Android devices as a means of learning, by accessing the widest possible educational information, studying learning materials, doing assignments from teachers, and utilizing social media applications and educational games as a means of entertainment to eliminate learning fatigue. However, this needs to be accompanied by clear and proportional rules from the school regarding the use of Android devices for students in the learning process.

Secondly, school policies should always

provide education and require meetings among teachers and students' parents to evaluate the behavior and learning outcomes of students. To support these efforts, teachers and parents of students need to be strengthened with understanding and mastery of IT, so it seems clear that they are not technologically illiterate. This is so that they can understand any aspects that require supervision of the use of Android devices for students in the learning process.

Thirdly, the school should facilitate the online learning activities by preparing free Wifi so that students and teachers can access the internet properly. Online learning using an Android device requires an internet network. Therefore, providing Wifi in schools will help the learning process run smoothly. In addition, with the availability of Wifi in schools, there is no longer any reason for the constraints of internet costs for teachers and students.

Fourthly, schools should guide teachers to continuously improve their digital pedagogy competence. This includes developing skills in making engaging instructional videos, creating learning media, and making digital school books. This is very important because during this pandemic, teachers and students are required to carry out teaching and learning activities online, or offline in classroom but with strict application of the health protocol.

CONCLUSION

The conclusion obtained from the findings of this study leads to 3 main aspects of observation. Those aspects are benefit consideration, weakness consideration, and the parents' expectations toward school policy on the use of android devices in student learning activities. Departing from these three aspects, the researchers formulated the direction of school policy considered appropriate and proportional to the use of Android devices in student learning activities. Schools should provide opportunities for students to take advantage of Android devices as a learning tool. Furthermore, schools should mediate periodic meetings among teachers and students' parents to evaluate the behavior and learning outcomes of students. In addition, schools need to facilitate the learning process, for example by providing Wifi in schools so that students and teachers do not encounter obstacles in accessing the internet to carry out learning. The last, schools should guide teachers to improve their digital pedagogy competence in order to be able to present interesting blended learning lessons during the Covid-19 pandemic.

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