A STUDY ON MOBILE PHONE USE IN CIVICS EDUCATION LEARNING AT SMP NEGERI 22 SAMARINDA

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ABSTRACT
This descriptive qualitative study examines the use of mobile phones in Pancasila and Civic Education (PPKn) at SMP Negeri 22 Samarinda. Data were collected through observation, semi-structured interviews with eight purposively selected informants (two PPKn teachers and six students), and document analysis. Results indicate that mobile phones support student motivation, independence, and digital literacy, facilitating information retrieval, collaborative tasks, and creative assignments. However, negative impacts such as off-task behavior, reduced concentration, unequal access, and technical constraints were also observed. Teachers employ direct supervision, time restrictions, and character-building strategies to manage device usage. We recommend formalizing device-use policies, conducting teacher training on digital classroom management, ans ensuring equitable access to learning resources.

INTRODUCTION

Mobile phones as electronic telecommunication devices have rapidly evolved from simple communication tools into multifunctional digital media that substantially influence the dynamics of learning in the modern era. This technological development allows mobile phones to be used not only as a means of communication but also as a device that supports access to various digital knowledge sources, such as the internet, learning applications, and multimedia platforms (Indri Kristiwati, Irfan, 2020). Globally, UNESCO reports that more than 70% of adolescent students use mobile phones as their primary medium for digital learning, while nationally, an APJII survey (2023) shows that 89% of indonesian students have personal mobile phones. This condition shows that mobile phones have great potential as a learning medium that is a adaptive to technological developments and the needs of 21 st-century students.

In the world of education, mobile phones have been proven to increase motivation, participation, and independence in learning because they allow access to various learning resources such as e-books, scientific journals,

educational videos, and learning applications (Fakhruddin & Nurhidayat, 2020). This technology-based learning also encourages a more interactive approach that is in line with the needs of students in the 21 st century (Nurvita et al., 2022). Research conducted (Fery Adrian S, 2022) shows that the use of mobile phones as a learning medium has a positive and significant impact on learning activities in Civics Education, contributing 43.3% to an increase in student activity. These findings reinforce that mobile phones not only help with access to information but can also improve cognitive performance and student engagement when used appropriately. However, another study conducted by (Amallia Noviani et al., 2022) shows that the use of mobile phones can also cause distractions and reduce learning focus if students are not given sufficient guidance or supervision from teachers, so the effectiveness of mobile phone use is highly dependent on classroom management and learning strategies used by teachers.

On the other hand, several studies show that uncontrolled mobile phone use can reduce focus and discipline and trigger negative behaviors such as cyberbullying (Prasetyo et al., 2021). In national education, the subject of Civics Education plays a strategic role in shaping the character of citizens who are ethical, responsible, and have integrity. Therefore, the use of mobile phones Civics Education learning is not only related to technological aspects but also to the application of digital ethics values. Observations at SMP Negeri 22 Samarinda show that the majority of students already have personal mobile phones, but their use in class still faces several challenges, such as a lack of storage lockers and the tendency for students to access non-academic applications during learning. This confirms that the use of mobile phones in Civics Education learning requires clear management strategies, clear directions, and consistent supervision.

Previous studies have concluded that mobile phones have the potential to positively increase student participation, motivation, and access to learning. However, several studies, such as (Isma & Yusuf, 2025) and (Fatihah et al., 2023), show that the level of mobile phone use is not always directly related to discipline or interest in learning, so the benefits of technology depend on how teachers manage it. On the other hand, research that specifically discusses the management of mobile phone use Civics Education teachers, its implementation in the learning process, and the results it produces is still very limited.

Base on this gap, this study aims to analyze how mobile phones are used in Civics Education learning at SMP Negeri 22 Samarinda, focusing on the management strategies applied by teachers, their implementation during learning, student behavior in using them, and the results in terms of material comprehension, digital literacy, and the formation of digital ethics among students.

METHOD

This study uses a descriptive qualitative approach to examine the use of mobile phones in Civics Education learning at SMP Negeri 22 Samarinda. Informants were selected through *purposive sampling* and numbered eight people, consisting of two Civics Education teachers and six students. The two teachers included one male teacher who served as the Deputy Principal for Public Relations (aged 55) and one female teacher without a structural position (aged 43). Meanwhile, the students interviewed represented three grade levels, each consisting of one male and one female student, namely two seventh-grade students (aged 12), two eighth-grade students (aged 13), and two ninth-grade students (aged 14). The criteria for selecting informants included teachers who taught Civics and used mobile phones in teaching, as well as students who took Civics clasess and had personal mobile phones.

To collect data, the researcher used three methods, namely semi-structured interviews, observation, and documentation. Interviews with teachers focused on strategies for using mobile phones in learning, how to supervise mobile phone use, the use of mobile phones in delivering Civics Education material, the application of digital ethics values, and obstacles that arise in learning. Meanwhile, interviews with students covered their experiences using mobile phones, their assesment of the role of teachers. Obsevations were conducted to observe the appropriateness of

mobile phone use, interactions between teachers and students, and digital discipline in the classroom. Documentation included photos of learning activities and notes that had been made.

Data analysis was conducted using a thematic analysis method consisting of six steps according to Braun & Clarke's guidelines, namely understanding the data, labeling, developing themes, reviewing themes, limiting themes, and compiling a final report. To ensure data reliability, the researcher conducted triangulation by comparing the results of interviews, observations, and documentation to ensure the suitability and accuracy of the research findings.

RESULTS AND DISCUSSION

Based on research conducted through interviews, observations, and documentation collection at SMP Negeri 22 Samarinda, there is a significant impact of mobile phone use in the learning process of Civics Education The findings show that Civics Education teachers have implemented targeted management strategies, functional use of mobile phones in teaching and learning, and efforts to guide students in developing digital ethics. However, the use of mobile phones in learning also faces several technical obstacles that affect the effectiveness of the learning process. Therefore, the results of this study are organized into three main themes, namely the management of mobile phone use by teachers in the classroom, the implementation of mobile phone use in the PPKn learning process, and the results of mobile phone use in the PPKn learning process.

Management of Mobile Phone Use by Teachers in the Classroom

The management of mobile phone use by civics teachers in the classroom is essentially aimed at ensuring that digital devices are used in a targeted manner and do not become a source of distraction. This is in line with (Rohmawati et al., 2023), who emphasize that schools and teachers need to implement clear rules, time restrictions, and control mechanisms such as cell phone storage or active checking to ensure that their use remains within the context of learning.

At SMP Negeri 22 Samarinda, the management of mobile phone use by civics teachers demonstrates the implementation of a structured and continuous digital classroom control method. Teachers apply two different ways of managing mobile phone use, namely by restricting access through device storage and conducting direct supervision when mobile phones are in use. Both methods aim to ensure that mobile phone use can contribute positively to the teaching and learning process, as well as prevent mobile phones from becoming a source of distraction for students.

The Civics teacher (G1) implemented a stricter policy by requiring students to store their mobile phones in lockers at the start of class. He explained in an interview:

"I ask students to store their mobile phones in their lockers at the start of class because if they leave them on their desks or in their bags, the potential for distraction is very high. Students are often distracted by social media notifications (WhatsApp, Instagram, and Tiktok) or the desire to play game. By storing them in lockers, the class becomes more conducive to learning and students can pay attention to the material. I only allow phones to be used if there is an assigment that requires internet access or information searches that support learning."

On the other hand, the Civic Education Teachers (G2) implements a direct supervision strategy. He allows students to bring their phones, but their use is strictly limited and monitored. He explains:

"I prefer students to bring their phones, but their use must follow my instructions. When phones are used, I always walk around checking each phone to ensure no one is opening apps other than learning materials. If I find someone opening social media or games, I immediately reprimand them. This approach, in my opinion, teachers students to be responsible and understand that phones are learning tools, not entertaiment during class."

Observations and interviews revealed that both teachers consistently enforced the rules, with students following the storage or directed use guidelines set by each teachers. This strategy not only prevents distractions but also teachers digital ethics and discipline in technology use.

These field findings are in line with the results of the study (Riza et al., 2025), which explains that effective management of mobile phone use must include rules of use, time limits, and direct supervision by teachers. Without these three components, student tend to use mobile phones for activities unrelated to learning. Furthermore, the study (Iqbal & Bhatti, 2020) emphasizes that the successful use of mobile phones in the classroom is highly dependent on clear instructions and control mechanisms provided by teachers. This is clearly seen in the Civics Education teachers in this study, who not only gave instructions but also actively checked to ensure that students remained focused on the teaching material.

This findings is also supported by the study (Wali & Omaid, n.d.), which states that mobile phones can be effective learning tools if teachers implement clear usage guidelines and teach digital ethics to students. At SMP Negeri 22 Samarinda, both teachers have performed these roles well through habit formation, direct supervision, and emphasizing that mobile phones are learning tools, not entertaiment devices.

Thus, the management of mobile phone use by Civic Education teachers in this study shows that teachers play an important role in controlling classroom dynamics related to technology. Both the restriction approach (lockers) and the direct supervision approach have proven to be effective in ensuring that the learning process runs smoothly, is focused, and remains relevant to the educational goals of teaching values and shaping students' digital character.

Implementation of Mobile Phone Use in the Civic Education Learning Process

According to (Pratidina et al., 2024), the use of mobile phones in learning requires teachers to play an active role in ensuring that these devices are used for learning purposes. Civic education teachers not only deliver material, but also guide and supervise students to ensure they use their mobile phones appropriately, especially when searching for and processing digital information. In line with (Sulisworo, 2018), the implementation of mobile learning requires clear guidance and direct supervision, so that teachers apply strategies to habituate and control the use of mobile phones so that students remain disciplined and focused during learning.

The implementation of mobile phone use in Civic Education at SMP Negeri 22 Samarinda shows that mobile phones are used in a targeted manner as a medium to explore information, analyze citizenship issues, and deepen digital literacy. In several learning sessions, teachers provide an initial explanation of the material before asking students to use their mobile phones. Students are then directed to a access news, learning videos, or official government sources to support their understanding of citizenship concepts.

A ninth-grade student stated:

"usually, when there are analysis assignments or we are asked to find examples of norm violations, we are asked to search for the latest news using our mobile phones, so we can find examples more quickly."

Teachers utilize students' mobile phones for various tasks such as searching for current issues, analyzing digital content, and evaluating various sources of information. Learning is also supported by the use of media such as educational videos, infographics, and online quizzes through Google Forms. This was revealed by one of the eighth grade (S2) students:

"We are often asked to watch videos or take quizzes on our mobile phones, so the lessons are easier to understand and not boring."

From observations in the classroom, it was evident that teachers provided clear instructions regarding the links or sources that should be opened and emphasized the importance of information validity. This activity was not only aimed at strengthening conceptual understanding of Civic Education material, but also at training students' ability to assess the validity of information and understand their responsibilities as digital citizens.

The implementation of this learning is in line with the findings of (Pertiwi & Nurhayati, 2021) which show that mobile phone-based e-learning can strengthen *civic literacy*, especially students' ability to understand citizenship issues, access credible information, and analyze digital content. The use of mobile phones in PPKn learning in this school shows a similar pattern, namely the use of mobile phones to enrich case studies and expand learning resources relevant to students' lives.

Furthermore, the integration of mobile phones in Civic Education learning is closely related to the concept of *digital citizenship* as explained by (Iwan Fajri et al., 2022), that technology-based civic education must guide students towards the ability to behave ethically in the digital space, understand digital rights and obligations, and assess the impact of online behavior on society. In practice, Civic Education teachers at SMP Negeri 22 Samarinda emphasize digital ethics when students access social media, including the obligation to cite sources, not spread hoaxes, and maintain proper conduct while searching for information. Additionally, the implementation of mobile phones-based learning is supported by the study (Setyowati & Wijiono, 2023), which indicates that civic education teachers possess sufficient digital literacy to utilize technology as a learning medium. Civic education teachers at this school appear capable of guiding students in using mobile phones for academic activities, introducing digital learning resources, and intergrating technology as part of contextual learning.

Thus, the use of mobile phones in Civic Education learning is not only a technical aid but has become a strategic part of teachers' efforts to strengthen civic literacy, improve critical thinking skills, and shape students as responsible digital citizens. The pedagogically guided use of mobile phones has proven to help students understand Civic Education material in a more relevant, contextual, and connected way to social phenomena in the digital era.

Results of Mobile Phone Use in the Civic Education Learning Process

The results of using mobile phones in the PPKn learning process at SMP Negeri 22 Samarinda show that these digital devices have a positive impact on students' understanding of the material, improvement of digital literacy, strengthening of critical thinking skills, and development of social media ethics. Both teachers and students feel that they benefit directly from the use of mobile phones as a learning medium that facilitates learning that is more contextual and relevant to everyday life.

The Civic Education teacher (G1) stated that mobile phones make it easier for students to access real-life examples that support their understanding of Civic Education material. He explained:

"Mobile phones are very helpful because students can quickly search for actual case examples. When I ask them to find news related to violations of norms or legal issues, they can find real examples directly. This makes understanding concepts faster, and classroom discussions become more lively and contextual."

This statement shows that the use of mobile phones provides a strong connection between PPKn material and real events everyday life.

Meanwhile, PPKn teacher (G2) emphasized that the use of mobile phones provides opportunities for students to practice critical analysis skills, especially when comparing information from various digital sources. He revealed:

"I direct students to compare information from several sources when working on digital-based assigments. In this way, they learn to assess the accuracy of information more carefully. This is important so that they can think critically and not be easily trapped by hoaxes on the internet."

From this process, it is clear that mobile phones are not only used to obtain information, but also to strengthen digital literacy and information source evaluation skills.

From the students' perspective, the benefits of using mobile phones are also clear. A seventh-grade student said that mobile phones help improve their understanding through visualization:

"When I see pictures or videos on my mobile phone, I understand the material more quickly. For example, when learning about the values of Pancasila, there is a video that explains real examples, so I can immediately imagine them. If I only listen to the explanation, I am sometimes still confused."

Eighth grade students emphasize interactive experiences, stating:

"Learning Civics is more fun when using mbile phones. We often take online quizzes through Google Forms. It's fun like playing a game, but we can learn at the same time. So we don't get bored."

Meanwhile, nintht-grade students (S3) see the use of mobile phones as a medium for developing digital ethics:

"Since we started using mobile phones in Civic Education classes, I have become more careful before sharing any information. The teacher reminds us to make sure the information is correct. So I have become more cautious in reading news or sharing infromation."

These findings are supported by various studies. The study (Alrakhman, 2024) shows that *digital citizhenship* has a direct impact on the quality of Civic Education learning, especially through the development of responsibility, ethics in the use of technology, and students' critical thinking skills when interacting with various digital platforms. These findings are clearly seen in the context of Civic Education learning in schools, where teachers direct the use of mobile phones to shape digital behavior in a accordance with applicable norms.

Research (Zia & Sangkala, 2025) also confirms that the successful integration of *digital citizenship* in education requires the active participation of students in various technological activities, such as evaluating information sources, using media wisely, and collaborating in a digital environment. Student activities that involve searching for various sources, exploring current issues, and taking online quizzes show that the *digital citizenship* framework has been effectively implemented in learning.

Furthermore, (Study et al., 2022) in a study on mobile learning "Be One" showed that the use of mobile phones can improve students' understanding of civics education material through various interactive digital media and diverse learning resources. This research also reflects similar conditions at SMP Negeri 22 Samarinda, where students feel that learning has become more interesting, dynamic, and less boring due to the use of mobile phones in the learning process. In addition, the study (Anggraheni, 2025) emphasizes that augmented reality-based mobile learning can strengthen students' digital ethics, which is also relevant to the findings in the field, because Civic Education teachers not only focus on understanding the material but also on shaping students' digital character. This is particulary evident in efforts to prevent the spread of hoaxes and ensure the responsible use of technology.

Thus, the results of using mobile phones in Civic Education learning show that these digital devices can strengthen conceptual understanding, increase learning motivation, build digital literacy, and instill digital ethics values. Mobile phones do not only function as technical support media but also become an integral part of the Civic Education learning strategy that is relevant to the needs of students in the digital era.

Figure 1. Data Display (Histogram)
Use of Mobile Phones in Civic Education Learning at SMP Negeri 22 Samarinda
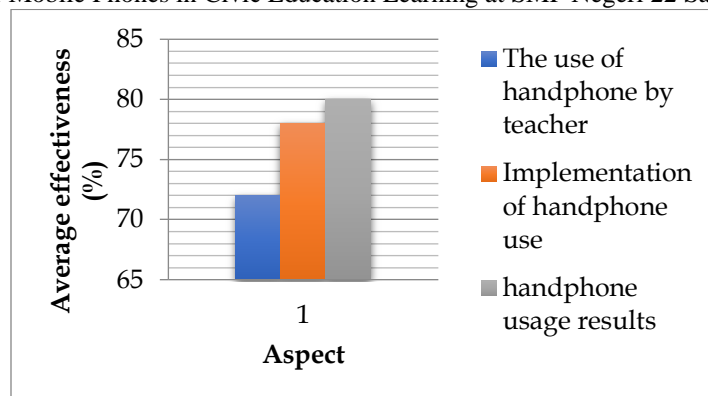
Source: Compiled from observation and interview results.

The histogram of the research results shows that the aspect of managing mobile phones use by teachers accounts for 72%, reflecting the dominance of informants' statements regarding rules of use, direct supervision, and mechanisms for storing mobile phones in classroom lockers. The aspect of the implementation of mobile phone use in Civic Education learning was in second place with a percentage of 78%, marked by the frequent use of mobile

phones by students to search for digital resources, take online quizzes, analyze citizenship issues, and access supporting materials. Meanwhile, the aspect of the results of mobile phone use in learning obtained a percentage of 80%, indicating that mobile phones contribute positively to material comprehension, increased digital literacy, and the development of social media ethics, although there are still obstacles such as distractions from non-academic applications and differences in students' abilities to evaluate information. Overall, the histogram illustrates that the three aspects are interrelated, where the effectiveness of mobile phone use is greatly influenced by the quality of management and implementation by teachers during the learning process.

CONCLUSION

Based on the results of research conducted at SMP Negeri 22 Samarinda, it can be concluded that the use of mobile phones in civic education lessons at SMP Negeri 22 Samarinda can increase student motivation, understanding of lesson material, and digital literacy skills, especially when accompanied by clear instructions and continuous supervision. The results of this study provide evidence that mobile phones can be an effective learning tool as well as a means of shaping digital ethics. In terms of policy, schools need to establish written guidelines so that the use of mobile phones is consistent among teachers. The recommendations include the development of SOPs for mobile phone use, teacher training on digital classroom management and application-based assessment, and the provision of equitable access to technology for students. In the long term, schools are encouraged to strengthen their digital capacity, integrate digital ethics into civic education, and encourage further large-scale research to examine the long-term impact of mobile phone use in learning.

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