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The Effect of Smartphone Addiction on Communication with Peers in Madrasah Tsanawiyah

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Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh *smartphone addiction* terhadap kemampuan komunikasi dengan teman sebaya di MTs Nurul Hikmah Aek Gerger Sidodadi. Adapun metode penelitian ini menggunakan pendekatan kuantitatif. Jumlah sampel dalam penelitian ini 52% dari total populasi 299 siswa, dengan kriteria lanjutan bahwa siswa yang memiliki *smartphone* berjumlah 155 siswa. Teknik pengambilan data menggunakan skala *smartphone addiction* dan skala komunikasi teman sebaya. Hasil dari penelitian ini menunjukkan terdapat hubungan yang signifikan negatif antara pengaruh *smartphone addiction* dengan kemampuan komunikasi teman sebaya, hal ini berdasarkan hasil analisa menggunakan teknik *product moment* yang diperoleh nilai $r_{hitung} = -0,7118 < r_{tabel} = 0,159$. Kesimpulannya, yaitu semakin tinggi penggunaan *smartphone*, maka semakin rendah kemampuan komunikasi dengan teman sebaya pada siswa, begitu juga sebaliknya semakin rendah penggunaan *smartphone*, maka semakin tinggi kemampuan komunikasi dengan teman sebaya pada siswa.

Kata Kunci: Kemampuan Komunikasi, Smartphone Addiction, Teman Sebaya.

Abstract

This study aims to determine the effect of smartphone addiction on communication skills with peers at MTs Nurul Hikmah Aek Gerger Sidodadi. The research method uses a quantitative approach. The number of samples in this study was 52% of the total population of 299 students, with further criteria that 155 students had smartphones. The data collection technique used a smartphone addiction scale and a peer communication scale. The results of this study indicate that there is a significant negative relationship between the influence of smartphone addiction and peer communication skills, this is based on the results of the analysis using the product-moment technique which obtained the value of $r_{count} = -0.7118 < r_{table} = 0.159$. In conclusion, the higher the use of smartphones, the lower the ability to communicate with peers among students, and vice versa the lower the use of smartphones, the higher the ability to communicate with peers among students.

Keywords: Communication Skills, Smartphone Addiction, Peers.

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INTRODUCTION

Technological sophistication in the digital era is the conversion of human needs for technology into something primary (Ngafifi, 2014; Putra, 2017: 1-10). Various human needs, ranging from the fields of economy, education, health, social, and even almost all sectors of human life are assisted by technological tools. Furthermore, this change accommodates the increasing individual need for technology. In this context, Ariani & Aulia (2021) put forward the term technological tool that acts as an immediacy in meeting the needs of interaction between individuals and groups.

The presence of technology greatly helps facilitate communication between individuals in the digital era. The exchange of information, which has been limited by distance, will take up a lot of time, or face-to-face direct communication is seen as an effective form of communication, now other alternatives have been found in the form of virtual communication via smartphones. This shows the urgency of technology in communication and information in the modern era (Herlambang, 2014: 26-34).

Smartphones as a sophisticated communication tool in the digital era are not foreign to the public. According to Manumpil, *et.al.* (2015), the distribution of smartphones does not only revolve around urban communities, because even rural communities have almost all of them own smartphones. In line with this, Aljomaa, *et.al.* (2016: 155-164) add that not only the quantity of smartphone owners has increased rapidly, but even the quality of the duration of smartphone use also exceeds the normal time, which is 4 hours a day. Of course, this kind of behavior triggers the rise of children and teenagers who are addicted to smartphones.

The National Information Society Agency of South Korea stated the prevalence of internet addiction behavior (Kwon, *et.al.*, 2013). Ironically, research related to smartphone addiction is mostly carried out in countries that are producers of smartphones, while for countries smartphone users are still quite minimal (Miura & Rukmini, 2016: 1-11). Along with the development of today's era, itself becomes the prima donna of every circle, from adults to children. The reasons they use smartphones are very diverse, some use them to add learning insight, to do assignments, play games, and just follow existing trends.

Responding to various individual reasons for using smartphones, several schools have implemented policies for students against smartphone use. The policies are (1) allowing students to bring smartphones to school for study purposes, (2) granting permission to bring smartphones that can only be used during study hours, and (3) policies prohibiting students from bringing smartphones for fear of negative impacts that can damage morale. students' personal and social morals. Because, Dewi, *et.al.* (2019: 171-186) explain that the use of smartphones in schools is seen as not being accommodated by the supervision of teachers or education personnel, so it is feared that students are watching something that is forbidden to access.

Rahmadani, *et.al.* (2019) in a study entitled "The relationship between the intensity of smartphone use and peer social interaction in high school students", revealed that there was a significant negative relationship between the intensity of smartphone use and the intensity of smartphone use and peer social interaction in students. This is based on the results of the analysis using the product-moment technique which obtained the value of $r_{count} = -0.819 > r_{table} = 0.235$. The conclusion is that the higher the intensity of smartphone use, the lower the peer social interaction of students, and vice versa, namely the lower the intensity of smartphone use, the higher the peer social interaction of students.

According to Kwon, *et.al.* (2013) smartphone addiction has the meaning of attachment behavior or addiction to smartphones that poses a risk of social problems and difficulties in performing daily activities or activities or as a disturbance in controlling one's impulses. From this understanding, the researcher concludes that smartphone addiction binds a person to continue to use his smartphone without limits and without paying attention to the surrounding environment.

The current phenomenon, many people often encounter when they gather with friends, but do not pay attention to the interlocutor and only focus on their respective smartphones. There is no communication between

them. They are more active in the virtual world than in the real world to socialize, especially with their peers. Peers or peer groups are children or adolescents with approximately the same maturity level or age. One of the most important functions of peer groups is to provide a source of information and comparisons about the world outside the family (Meilan, *et.al.*, 2018). The use of smartphones does greatly affect a person's communication behavior. Currently, smartphones have become the main communication medium. Of course, this shows that the intensity of smartphone use affects changes in individual behavior.

Various studies relevant to this research theme have been studied from various aspects, including the research by Langangka (2021) which discusses the aspects of preventing and overcoming smartphone addiction with the aid of learning media. In line with this, Rismaniar (2018) also examines the efforts of BK teachers in minimizing smartphone addiction in students. In addition, Dilla (2020) investigated the impact of anxiety on students caused by excessive smartphone use (more than 4 hours a day).

In connection with the research above, Mulyati & Frieda (2019: 1307-1316) in their research provide an example to students about the negative phenomenon of smartphone addiction behavior. Hamrat, *et.al.* (2019: 13-19) examined specifically the impact of smartphone addiction in the form of academic stress. Other relevant research includes the theme of socializing the effectiveness of smartphone use for students (Mudaim, *et.al.*, 2020: 151-161; Hardini & Barmawi, 2022) and the relationship between smartphone addiction behavior on student achievement (Ula, 2021: 290-298; Gustilawati, *et.al.*, 2020: 109-115).

Observing the description above, it is understood that the difference between this research and previous research lies in the study of the implications of smartphone addiction on students' communication skills, especially their peers. Furthermore, the researcher seeks to deepen the theme of the study which is summarized in the theme, "*The Effect of Smartphone Addiction on Communication Skills with Peers at MTs Nurul Hikmah Aek Gerger Sidodadi*".

METHOD

This study uses a quantitative approach, namely the scientific method whose analysis is in the form of numbers or qualitative data that is numbered (Jaya, 2013). In this study, a quantitative approach was used, because the results obtained through research in the form of quantitative data were how much influence smartphone addiction had on communication skills with peers at MTs Nurul Hikmah Aek Gerger Sidodadi in the 2021/2022 academic year.

The population of this study was all students of MTs Nurul Hikmah Aek Gerger in the age range of 13-18 years. The sample selection was carried out using a purposive sampling method with the criteria of having a smartphone. The data in this study were collected using a survey method by distributing questionnaires. The number of samples in this study was 52% of the total population of 299 MTs Nurul Hikmah Aek Gerger, as many as 155 students.

On the smartphone addiction scale and the peer-to-peer communication scale, the scaling method used is the Likert scale. The Likert scale uses several questions to measure individual behavior by responding to 5 choice points on each question item, strongly agree, agree, disagree, disagree, and strongly disagree (Likert, 1932). On the smartphone addiction scale that will be used in this study (smartphone addiction scale- short version). This scale consists of 10 items and a 37-item peer communication scale based on 5 aspects, namely openness, empathy, support, positivity, and similarity.

Test The validity of the instrument is not automatically determined by the instrument itself. According to Sugiyono (2014), the factors that influence the validity and reliability of a measuring instrument (instrument) other than the instrument are the user of the measuring instrument who takes the measurement and the subject being measured. However, these factors can be overcome by testing the instrument with appropriate validity and reliability tests. Tests are carried out to maintain validity and reliability.

The normality test is a balance between a high value with a low value. A data that forms a normal distribution if the amount of data above and below the average is the same. As stated that the use of parametric statistics works with the assumption that the data for each research variable to be analyzed forms a normal distribution (Jaya, 2013).

From the results of the analysis using the MS. Excel formula and SPSS version 20, it is known that the r-count for the influence of smartphone addiction on communication skills with peers using product moment obtained $r\text{-count} = -0.711 < r\text{-table} = 0.159$ and $P = 0.000 < p = 0.05$. It is known that $r\text{-count} < r\text{-table}$, then H_0 is accepted, meaning that there is no influence between the X and Y variables. Therefore, the researcher concludes that H_0 is accepted and H_a is rejected, which means there is no effect between X and Y.

There is no significant effect because $r\text{-count} < r\text{-table}$ and $p < 0.05$, then H_0 is accepted and H_a is rejected. Based on these calculations, the hypothesis accepted in this study is that there is no significant effect of smartphone addiction on communication skills with peers at MTs Nurul Hikmah Aek Gerger Sidodadi.

RESULTS AND DISCUSSION

This research was conducted in the even semester of the 2021/2022 academic year at MTs Nurul Hikmah Aek Gerger Sidodadi. The study was conducted on all students of MTs Nurul Hikmah Aek Gerger Sidodadi who have smartphones with an age range of 13-18 years. Collecting data using smartphone addiction scale and peer communication scale.

Table 1
Research Population

No	Age	Total students
1	13 years old	26 students
2	14 years old	39 students
3	15 years old	39 students
4	16 years old	48 students
5	17 years old	3 students
Total		155 students

The results of the data regarding the effect of smartphone addiction on communication skills with peers at MTs Nurul Hikmah Aek Gerger Sidodadi were obtained from research instruments in the form of a smartphone addiction scale (short version of smartphone addiction scale) and 37 items of peer communication scale distributed to 155 students. These 155 students were selected through purposive sampling with the criteria of only having a smartphone.

Table 2
Correlations of Smartphone Addiction with Peer Communication Ability.
Correlations

		Smartphone Addiction	Kemampuan Komunikasi Teman sebaya
Smartphone Addiction	Pearson Correlation	1	-.699**
	Sig. (2-tailed)		.000
	N	155	155
Kemampuan Komunikasi Teman sebaya	Pearson Correlation	-.699**	1
	Sig. (2-tailed)	.000	
	N	155	155

** Correlation is significant at the 0.01 level (2-tailed).

Based on Table 2 shows the calculation of correlation using the Pearson correlation test with the SPSS program. From the correlation test table, the results obtained are that the X variable to the Y variable correlates,

with the degree of relationship, namely the correlation is strong and the form of the relationship is negative. The point is that the higher the influence of smartphone addiction, the lower the peer communication skills of MTs Nurul Hikmah Aek Gerger Sidodadi students.

Table 3
Descriptive Statics
 Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance	Skewness	Kurtosis			
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Statistic			
Smartphone Addiction	155	22	26	48	45.26	.201	2.502	6.258	-4.196	.195	26.560	.387
Kemampuan Komunikasi Teman sebaya	155	65	49	114	56.10	.679	8.448	71.374	3.582	.195	18.332	.387
Valid N (listwise)	155											

Table 3 above shows the number of data measurements (N), minimum value, maximum value, average value (mean), standard deviation, skewness, and kurtosis of each variable. The skewness value is a symmetrical measure of a histogram, while kurtosis is a measure of the flatness or sharpness of the histogram. As in the table above, it has a negative skewness and a positive kurtosis, meaning that the distribution is skewed to the left of the normal distribution and tapering.

Table 4
Summary of Product Moment Results

Variable	r _{count}	r _{table}	ρ
Smartphone adiiction (X) Peer Communication Ability (Y)	-0,71185	0,159	0.000

Based on table 4, it shows $r\text{-count} < r\text{-table} < 0.05$. It is known that $r\text{-count} < r\text{-table}$, then H_0 is accepted, meaning that there is no influence between the variables X and Y. For this reason, the researcher concludes that H_0 is accepted and H_a is rejected, which means there is no effect between X and Y. From table 4, it has also been shown that it is known that the value of rcount based on the results of the Product Moment test using SPSS version 20 is -0.7118 which has 155 students as respondents. To interpret the strength of the relationship between two variables can be done by looking at the number of correlation coefficients.

Based on the research, it was found that there was a significant negative effect between smartphone addiction on communication skills with peers at MTs Nurul Hikmah Aek Gerger Sidodadi. It is shown from the analysis of product-moment correlation data that the correlation between smartphone addiction (X) and communication skills with peers (Y) is -0.7118.

There is a significant negative effect, it means that if the use of smartphone addiction is high, then the level of communication skills with peers is low and vice versa. This means that the use of smartphone addiction affects the level of communication skills of peers. There is a negative influence of smartphone addiction on communication skills with peers. This is proven by r-count (-0.7118) < r-table (0.159) at a significant level of 5%. This means explaining that the parameters obtained from the population reflect the state of the population.

The results of this study are in line with the results of research conducted by Rahmadani, *et.al.* (2019) which found the results of $t\text{count} < t\text{table}$, namely $15.64 > 1.668$, then H_a was accepted and H_0 was rejected. So it can be concluded that the X variable has a significant influence on the Y variable. From the test results, it has been proven that "There is a significant negative relationship between the intensity of smartphone use and peers' social interaction in class X SMA Negeri 14 Bandar Lampung". Thus, it is found that the relationship that occurs is also valid for the population. This study also shows students who have a high intensity of smartphone use, namely students who can control smartphone use, have a lot of busyness or activities in the school environment and the community, can prioritize activities that are important or not, able to control behavior, able to respect opponents, talk or other people, and interact directly well.

Similar research is also described in a study conducted by Lioni, *et.al.* (2014), about the effect of using gadgets on students on social interaction. Where his research revealed that there was a negative influence on the effect of using gadgets on social interaction among students at SMP Negeri 29 Bandar Lampung. So, the higher the use of smartphones, the lower the social interaction of students at SMP Negeri 29 Bandar Lampung, and vice versa the lower the use of smartphones, the higher the interaction at SMP Negeri 29 Bandar Lampung. According to research by Williams & Sawyer, 2011 in Jocom (2013), it is stated that smartphones are more dominant in society, especially among today's teenagers, because in terms of the features that are presented, they can meet the interests of the wearer in every activity and many can be done in one hand. One of them is to notify the closest person or communicate indirectly.

Based on the research results of MTs students Nurul Hikmah Aek Gerger Sidodadi have the results that most smartphone users are in the highest category which causes the social interaction of their peers to be low. With the high influence of smartphone addiction, students are lazy to communicate directly (face to face) and prefer to pay attention to their gadgets such as playing online games, communicating through social media, existing in cyberspace, streaming YouTube, and so on. For now, smartphones have become very important compared to people around them, so they are more interested in their smartphones and tend to be insensitive to their surroundings.

CONCLUSION

Based on the presentation of the results and findings above, it is known that there is a significant negative relationship between the influence of smartphone addiction and peer communication skills, this is based on the results of the analysis using the product-moment technique which obtained the value of $r_{count} = -0.7118 < r_{table} = 0.159$. In conclusion, the higher the use of smartphones, the lower the ability to communicate with peers students, and vice versa the lower the use of smartphones, the higher the ability to communicate with peers students.

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