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The Effect of Smartphone Addiction on Learning Motivation and Well-Being

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Abstrak

Smartphone merupakan alternatif komunikasi dan penyebaran informasi di era digital saat ini. Terdapat kelebihan dan kelemahan *smartphone* sebagai alat komunikasi, termasuk dampaknya yang menjadikan banyak kalangan candu (*addiction*). Penelitian ini bertujuan untuk mengetahui apakah motivasi belajar dan kesejahteraan berpengaruh terhadap kecanduan *smartphone* pada siswa. Metode penelitian ini menggunakan pendekatan kuantitatif. Subjek penelitian ini dilakukan pada siswa dengan jumlah sebanyak 228 siswa, menggunakan teknik pengambilan *cluster sampling*. Metode Pengumpulan data yang dilakukan menggunakan Skala Likert yang terdiri dari skala kesejahteraan, skala motivasi belajar, dan skala kecanduan *smartphone*. Hasil penelitian menunjukkan bahwa kesejahteraan dan motivasi belajar tidak berpengaruh secara signifikan dalam memunculkan kecanduan *smartphone* pada siswa.

Kata Kunci: Kecanduan Smartphone, Kesejahteraan, Motivasi Belajar.

Abstract

Smartphone is an alternative to communication and information dissemination in today's digital era. There are advantages and disadvantages of smartphones as a means of communication, including the impact that makes many people addicted. This study aims to determine whether learning motivation and well-being affect smartphone addiction in students. This research method uses a quantitative approach. The subject of this research was carried out on students with a total of 228 students, using a cluster sampling technique. Methods Data collection was carried out using a Likert Scale consisting of a well-being scale, a learning motivation scale, and a smartphone addiction scale. The results showed that well-being and learning motivation had no significant effect on causing smartphone addiction in students.

Keywords: Smartphone addiction, well-being, learning motivation.

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INTRODUCTION

Online learning systems require students to actively use smartphones in learning interactions (Salehudin, 2020: 229-241). Communication between teachers and students is also fully mediated by the application contained in the smartphone. Various conveniences are certainly the main reason for using smartphones as a learning tool, in addition to the smartphone function that can be used to connect between individuals or between groups from a distance apart in accordance with efforts to limit community social activities during the Covid-19 Pandemic (Wilson, 2020).

Before the Covid-19 pandemic, most parents strictly forbade their children to use smartphones on the grounds of minimizing children's interactions with cyberspace (Wulandari, *et.al.*, 2020: 164-168). The hope is that children can develop their potential through direct interaction with peers, parents, teachers, and also the surrounding community. However, since the Covid-19 Pandemic, this ban has turned 100% into a necessity. Where, parents try to socialize appropriate smartphones for children as a reference source and educational space in the digital era (Juniarti, 2021: 26-34; Zaini & Soenarto, 2019: 254-264).

Smartphones as a sophisticated communication tool, do not just bridge communication in the digital era, more than that, there are various variants of operational system advantages (Putra, *et.al.*, 2016). This is the education stakeholder who indirectly chooses a smartphone as a learning facility in the era of the Covid-19 pandemic and the digital era. One of the main users who cannot be avoided using smartphones is students (of various ages/levels of education). Smartphones were originally prohibited for fear of not being able to control and limit access to information for children, now they are "mandatory objects" for children to be able to participate in continuous learning (Husna, *et.al.*, 2021: 156-166).

The existence of a smartphone with various sophistication in it, of course also has a negative space if it is misused by students whose age category needs guidance from adults (Sholeh, *et.al.*, 2022: 69-77). Among the mistakes that often occur among students is excessive use of smartphones (duration and intensity), causing smartphone addiction. Ironically, addiction to smartphones among students can cause new problems in the process of student development and learning (Putra & Patmaningrum, 2018).

Disturbed learning concentration, hampered student learning motivation, and the emergence of academic procrastination among students caused by smartphone addiction are certainly dangerous things for students' success (Marinding, 2020: 17-25). Elementary education students at a "young" age need a balanced internal and external motivation to support learning success and achieve learning goals. Learning motivation is the initial measure of student success in obtaining well-being.

Relevant research conducted by Mulyaningsih (2014), concluded that learning motivation helps students to increase learning independence. In line with this, Hamdu & Agustina (2011) argue that learning motivation is the initial determinant of student achievement. Andriani & Rasto (2019) called it the determinant of student learning outcomes. Furthermore, Sobon & Mangundap (2019) explained that students who have high learning motivation are certainly able to control themselves to minimize the use of smartphones according to their learning needs.

Learning motivation is one of the factors that help students achieve success in the learning process. There is an effort for every student to gain prosperity, as a form of optimizing student potential. Mustikawati (2013) explains that the well-being of a student can be seen from the extent to which students feel good in their emotions and feelings when they are in their school environment. In addition, it can be seen from the extent to which a student can function effectively in the school environment in which he is located, so it can be said that the well-being of a student is referred to as attitudes, emotions, health, resilience and student satisfaction in learning, themselves and their relationships. with others and their experiences at school.

Thus the importance of student well-being in influencing the quality of life has also been proven by various previous studies, including well-being being able to increase emotional intelligence (Putri, 2016),

positive self-adjustment (Wulandari, 2016), leading to life satisfaction (Wahyuni & Maulida, 2019), and minimize excessive use of smartphones (Koten, *et.al.*, 2021). The high activity of students on the internet raises the assumption that students spend more time doing activities alone with their monitors so that they do not develop quality relationships with other people. This assumption contradicts one aspect of psychological well-being, namely quality social relationships (Ryff & Keyes, 1995: 719). Even the high frequency of internet use is predicted to interfere with psychological well-being (Gross, *et.al.*, 2002).

Observing the description above, the researcher seeks to examine in depth the theme of the influence of learning motivation and well-being on smartphone addiction. This theme also has a gap analysis as an effort to sharpen the analysis of scientific distinctions and find new research on the internal factors of self-protection for each student against the development of sophisticated communication tools that have positive and negative impacts on student well-being in the future. The research themes are summarized in the title, "*The Influence of Learning Motivation and Well-Being on Smartphone Addiction*".

METHOD

This research was conducted using quantitative methods and using a Likert scale as a measuring tool. The scale used is the Well-being Scale, Learning Motivation Scale, and Smartphone Addiction Scale. The well-being scale is about aspects of student well-being including aspects of family ties, spiritual needs, personal achievement, and aspects of social relations, with a reliability value of 0.825. The learning motivation scale includes aspects of students' daily self-esteem, with a reliability value of 0.726. While the smartphone addiction scale, which is about the level of smartphone addiction during the students' learning process, with a reliability value of 0.810.

The subjects of this study were students of classes VII, VIII, and IX SMP Hikmatul Fadhila Medan. The sampling technique used to attract research subjects is the cluster sampling technique. The sampling technique in this study plays a very important role in collecting this data by using a psychological scale. Furthermore, the data analysis technique is the method used to analyze the data obtained from the research results. In this data analysis, the authors analyzed the questionnaires distributed to respondents (Assingkily, 2021). This data analysis technique uses the help of the SPSS 26 program.

RESULTS AND DISCUSSION

Research Respondent Results

Data collection research was conducted on the subject of this research as many as 228 students of SMP Hikmatul Fadhilla there are 11 class groups which can be further divided into 6 local each class. Consists of 6 local class VII, namely the Nationality, Integrity, Commitment, and Environment class groups. 6 local class VIII namely Sincere, Righteous, Persistent, Talented class, and 6 local class IX class namely Generosity, Trustworthy, and independence class. There are 20 people in each class. The data collection process was carried out through the google form media, where before distributing the scale, the researcher did not meet the subject directly but collected subject contacts, and contacted each subject to provide the scale via chat, SMS, and email. The procedure for distributing the scale carried out is to provide an introduction, informed consent, and instructions for working on the scale provided in the link <https://forms.gle48EkU7xNJFyTBtEX7>.

Based on the results of research on well-being with the number of samples used as many as 228 respondents. To find out the student well-being scores, a questionnaire in the form of a statement of 40 items was given to 228 students. With a score of five answer choices include strongly disagree, disagree, neutral, strongly agree, and agree. Based on the calculation of the subject's well-being score, there is a categorization of well-being data as follows:

Table 1
Results of Data Categorization of Well-being Variables

Value Range	Category	Frequency	Percentage
>160	Very high	111	48,7%
133-160	High	112	49,1%
107-132	Medium	5	5%
80-106	Low	-	-
<80	Very Low	-	-
Total		228	100,0%

Based on the results of the categorization in the table above, it is known that from 228 subjects of Hikmatul Fadhillah Middle School students in Medan, 111 subjects (48.7%) experienced well-being in the very high category, 112 subjects (49.1%) experienced well-being in the high category, and 5 subjects experienced well-being in the medium category (5%). These results can be concluded that most of the research subjects have well-being that can be categorized as high.

In the results of research on learning motivation, the number of research samples used was 228 respondents, and to determine the score of learning motivation, a questionnaire in the form of 27 questions was given to 228 students. With a score of four answer choices including strongly agree, agree, disagree, and strongly disagree. Based on the calculation of the subject's learning motivation score, there is a categorization of well-being data as follows:

Table 2
Results of Data Categorization of Learning Motivation Variables

Value Range	Category	Frequency	Percentage
>88	Very high	-	-
74-88	High	17	7,5%
61-73	Medium	172	75,4%
47-60	Low	37	16,2%
<47	Very Low	2	0,9%
Total		228	100,0%

Based on the results of the categorization scores in the table above, it can be seen that from the respondent subjects totaling 228 students consisting of 17 people (7.5%) in the high category, 172 people (75.4%) in the medium category, 37 people (16.2%) were in a low category, and 2 people (0.9%) were in the very low category. It can be concluded that these results are mostly subject to study motivation which can be categorized as medium.

Furthermore, in the results of research on smartphone addiction, the number of research samples used were 228 respondents, and to determine the smartphone addiction score, a questionnaire in the form of 10 questions was given to 228 students. With a score of six answer choices including strongly disagree, disagree, undecided, disagree, agree, and strongly agree. Based on the calculation of the subject's Smartphone addiction score, there is a categorization of Smartphone addiction data as follows:

Table 3
Results of Data Categorization of Smartphone Addiction Variables

Value Range	Category	Frequency	Percentage
>47	Very high	9	3,9%
39-47	High	55	24,1%
31-38	Medium	74	32,5%
23-30	Low	57	25,0%
<23	Very Low	33	14,5%
Total		228	100,0%

Based on the results of the categorization scores in the table above, it can be seen that from the respondent subjects, which amounted to 228 students, 9 people (3.9%) were in the very high category, 55 people (24.1%) were in the high category, 74 people (32.5%) were in the medium category, 57 people (25.0%) were in a low category, and 33 people (14.5%) were in the very low category. Thus, it can be concluded that most of the research subjects have smartphone addiction in the medium category.

Assumption Test Results

1. Distribution Normality Test

Kolmogorov Smirnov normalization data test to determine whether a data distribution is normal or not. To test it using SPSS 26.

Table 4
Normalization Test Results
 One-Sample Kolmogorov-Smirnov

		Unstandardized Residual
N		228
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	8,92468137
Most Extreme Differences	Absolute	,038
	Positive	,022
	Negative	-,038
Test Statistic		,038
Asymp. Sig. (2-tailed)		,200 ^{c,d}

Based on the results of the normality test table data above, it is known that the significant value is 0.200 > 0.05, so it can be concluded that the data values are normally distributed. Then the linearity test was carried out on the three variables and the following results were obtained:

2. Relationship Linearity Test

The results of the linearity test of the relationship between learning motivation and learning independence showed $F = 665,726$, $p = 0.000$ ($p < 0.05$), which means that the relationship between the two variables is quadratic.

Table 5
Test for Linearity of Relationships

Model	Sum of Squares	df	Mean Square	F	Sig
Regrssion	27761,758	1	27761,758	665,726	0,000
Residual	190999,275	458	41,701		
Total	46861,033	459			

Table 6
Linearity Test Results
TABLE ANOVA^a

Model	Sum of Squares	df	Mean Square	F	sig
Regression	1224,881	2	612,440	7.621	,001 ^b
Residual	18080,536	225	80,358		
Total	19305,417	227			

Description: a. Dependent Variable: smartphone addiction

b. Predictors: (Constant), motivation to learn, well-being

Based on the results of the linearity test table data above, it can be obtained that the value of $F = 7.621$ and a significant value of $0.001 < 0.05$, it can be concluded that there is an influence between well-being and motivation on smartphone addiction together.

Hypothesis Test Results

Furthermore, the results of the research hypotheses were tested using simple linear regression analysis to determine whether there was an effect of well-being and learning motivation on smartphone addiction. The following are the results of the hypothesis testing of the three variables:

Table 7
Hypothesis Test Results

Model	Coefficient		Beta	T	Sig
	Unstandardized Coefficient	Standardized Coefficient			
(Constant)	69,150	9,957	-	6,945	,000
Well-Being	-,074	,045	-,106	-1,635	,103
Motivation	-,372	,107	-,224	-3,472	,001

Description: a. Dependent Variable: SMARTPHONE

Based on the data from the hypothesis test above to test the significant effect of well-being and learning motivation on smartphone addiction, it can be seen from its significant value. Where the significant value is 0.001 which is found in (1) H1 = the influence of well-being on smartphone addiction, so the value of $t = -1.635$ and $p = 0.103 > 0.05$, there is no partial effect between well-being on smartphone addiction; (2) H2 = the influence of motivation on smartphone addiction, so the value of $t = -3.472$ and $p = 0.001 < 0.05$, there is a partial negative influence between motivation on smartphone addiction; (3) H3 = influence of well-being and motivation on smartphone addiction, with F value = 7.621 and significant 0.001 < 0.05 .

To find out how much smartphone addiction has an influence on well-being and learning motivation in this study, it can be seen from the R Square value in the Model Summary table.

Table 8
Test Value of the Coefficient of Determination
MODEL SUMMARY^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,252a	,063	0,55	8,96426

Description: a. Predictors: (Constant), MOTIVATION, WELL-BEING

b. Dependent Variable: SMARTPHONE

R square or the coefficient of determination is used to determine the percentage effect of well-being variables and learning motivation on smartphone addiction. The coefficient test results show that the R square value is 0.063. This value indicates that there is an influence between well-being and motivation on smartphone addiction of 6.3% and the remaining 93.75% is influenced by other variables.

Discussion

Research results From the results of the categorization of research data for the well-being variable, it can be seen that the well-being scores on the subjects totaling 228 people were found to be 48.7% in the very high category, 49.1% in the high category, 5% in the medium category. It can be seen that Hikmatul Fadhilla's students have a very high level of well-being. According to Shinta (2015), well-being is a condition in which human needs are met fairly, steadily, or continuously in a concrete manner, which means the availability of goods and services for the necessities of life not only to enable life but also to make it easier so that people can live properly as human beings, develop themselves and achieve physical and spiritual well-being. Thus, the person can be said to be prosperous if he has a job that is in accordance with his abilities and the results of the work can meet the needs of life. To achieve learning prosperity, it takes effort to acquire new things in behavior (knowledge, skills, skills, and values) with one's mental activity.

From the results of the categorization of research data for learning motivation variables, it can be seen that the score of learning motivation on the subject of 228 people was found to be 7.5% in the high category,

75.4% in the medium category, 16.2% in the low category, 0.9% is in the very low category. It can be seen that Hikmatul Fadhillah's students experience a medium level of learning motivation. Medium level student motivation is something that needs to be prevented because learning motivation is very important for students to have in order to achieve maximum learning outcomes. Badaruddin (2016) states that learning motivation is a desire that arises in students to achieve a goal in learning in a better direction, which is outlined in a certain form of behavior. In addition, Ansyari (2021) states that the nature of learning motivation is a reciprocal encouragement from within and outside of students who are influenced by factors related to goals to change one's behavior to be able to achieve learning goals.

From the results of the categorization of research data for the smartphone addiction variable, it can be seen that the smartphone addiction score on the subject of 228 people was found to be 3.9% in the very high category, 24.1% in the high category, 32.5% in the high category. medium, 25.0% are in a low category, and 14.5% are in the very low category. This can indicate that Hikmatul Fadhillah's students have a medium level of smartphone addiction. But the medium level of smartphone addiction in children is something that needs to be prevented because Smartphone addiction is a form of attachment or addiction to smartphones that allows social problems such as withdrawal and difficulties in performing daily activities. Individuals who experience Smartphone addiction show behaviors such as always carrying a smartphone charger with them everywhere, having difficulty stopping using their Smartphone, and being easily irritated when disturbed when using their Smartphone, they also find it difficult to concentrate on completing assignments at school or work because of a great desire to continue to use Smartphones and they find it difficult to stop using Smartphones. Meanwhile, in the teaching and learning process, learning motivation has a very big influence on the success of students at school. Students who have a strong motivation will have a desire to carry out teaching and learning activities so students who have high intelligence may fail because of smartphone addiction that they lack the motivation to learn because learning outcomes will be when there is the right motivation.

Furthermore, the results of the research data obtained and processed by analyzing these variables, there is no significant effect between well-being and learning motivation on smartphone addiction in Hikmatul Fadhillah Middle School students by testing the hypothesis. The results of data analysis and hypothesis testing obtained data that there is a negative influence on learning motivation on smartphone addiction partially. However, with an estimated 270 students who will participate and the data obtained from as many as 228 people, this is very satisfying for researchers.

CONCLUSION

Based on the results of research on the effect of well-being and learning motivation on smartphone addiction in Hikmatul Fadhillah Middle School students, it was found that the linearity value was $F = 7.621$ and there was a significance value of $0.001 < 0.05$ so there was an influence between well-being and learning motivation on smartphone addiction together. Then it can be shown that well-being and learning motivation have a joint effect on smartphone addiction.

Based on the results of research on the effect of well-being and learning motivation on smartphone addiction in Hikmatul Fadhillah Middle School students, it was found that the results of hypothesis testing with a significance of 0.001 so that the value of $t = -3.472$ and $p = 0.001 < 0.05$, then there is a negative influence between learning motivation on smartphone addiction. Meanwhile, the effect of well-being and learning motivation on smartphone addiction is a 6.3% contribution. So it can be interpreted that there is an influence between well-being and motivation on smartphone addiction for Hikmatul Fadhillah Middle School students. While the remaining 93.75% can be influenced by other variables such as the influence of well-being on smartphone addiction, the influence of motivation on smartphone addiction, and the influence of well-being and motivation on smartphone addiction.

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