

The Intensity of Mobile Phone Usage and Religious Attitude in Teaching Human Rights Material to 11th Grade Students in Depok City

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Abstract

This research applies a quantitative method with correlational statistical techniques to examine the relationship between mobile phone usage intensity, religious attitudes, and student learning outcomes in five high schools in Depok City. Data were obtained from 250 students through questionnaires. The results indicate a very strong positive relationship between mobile phone usage intensity and student learning outcomes, as well as between religious attitudes and student learning outcomes. When both variables are analyzed together, they have a very strong positive impact on student learning achievement. These findings underline the importance of smart and balanced mobile phone usage, as well as the development of a strong religious attitude in improving student learning outcomes. The results of this study provide insights for educators and parents on how technology and religious values can contribute to enhancing the quality of student education. Taking these findings into account, they can collaborate in efforts to improve student learning.

Keywords: Human Rights, Mobile Phone Usage Impact, Religious Attitude.

1 INTRODUCTION

In this modern, interconnected, and fast-paced era, mobile phones have evolved into a tool that is not only useful but also a daily necessity for most individuals. The convenience offered by mobile phones is significant, allowing users to stay connected to the world at their fingertips. Furthermore, mobile phones facilitate various tasks, enabling users to access information, organize activities, and conduct business communication without geographic constraints (Barakati, 2013).

However, with all its benefits, we cannot ignore the fact that excessive mobile phone usage has led to various complaints over time. The negative impacts are primarily observed in health and psychological aspects, which ultimately affect the attitudes and behaviors of users. Physically, excessive mobile phone usage has been linked to serious health issues. One common problem is sleep disturbances, especially among teenagers, who often stay awake late at night to browse social media or play games. Improper use can also lead to posture problems that can have long-term effects on bone and muscle health (Asmurti, Unde, Rahamma, 2017).

Apart from the physical impacts, excessive mobile phone usage also has psychological consequences. Many individuals, especially the younger generation, are beginning to experience addiction to their mobile phones. This can create disruptive dependencies that affect daily life and lead to concentration disorders that may impact academic performance and productivity. Moreover, excessive mobile phone usage can result in high levels of stress, especially if individuals feel constantly connected and pressured by social media or instant messages (Aswadi & Lismayanti, 2019).

To address these negative impacts, it is essential for individuals and society in general to raise awareness about healthy and responsible mobile phone usage. Measures such as managing screen time, avoiding mobile phone usage before sleep, and recognizing signs

of addiction can be crucial initial steps. Furthermore, education about the health and psychological well-being impacts of excessive mobile phone usage needs to be enhanced, so individuals can make wiser decisions about how to use these devices in their daily lives.

On the other hand, religion has long been a significant part of Indonesian society's life, based on the principles of Pancasila. This religious view has shaped positive attitudes and behaviors in daily life. While these positive impacts have been noticed and acknowledged for decades, especially in shaping social norms and ethics, the positive influence of religion in the educational context is becoming more relevant (Hakim, 2012).

In the world of education, learning outcomes are a crucial parameter that measures students' understanding of a particular subject. One globally relevant issue is Human Rights (HR). This is a topic taught to 11th-grade students, and it has profound implications in a country's politics and economy. However, it is important to note that the concept of HR is not universal, and each country has its definitions and interpretations, including Indonesia. Currently, the understanding of HR tends to be dominated by Western perspectives and interests, which often differ from the perspectives and interests underlying Pancasila, widely adopted in Indonesia. Therefore, understanding HR in the context of Pancasila becomes significant, particularly for the young generation of Indonesia. The integration of religion and HR topics in education can help students comprehend fundamental human values and provide a strong moral foundation for positive actions and attitudes in their lives (Hardiyanto & Saryono, 2023).

This research aims to (1) identify the influence of mobile phone usage intensity on the learning outcomes of Human Rights and Obligations among 11th-grade students in Depok City, (2) evaluate the impact of religious attitudes on the learning outcomes of Human Rights and Obligations among 11th-grade students in Depok City, and (3) assess the combined influence of mobile phone usage intensity and religious attitudes on the learning outcomes of Human Rights and Obligations among 11th-grade students in Depok City.

Several previous studies, such as those conducted by Sinaga (2022), Mei (2021), Octavianus (2021), Aliharti (2016), have concluded that mobile phone usage impacts learning outcomes, although this influence has not been detailed. Meanwhile, research by Hasanah (2018) and others has shown that mobile phone usage can reduce students' learning interest and outcomes in high school. Other studies by Duddin (2021), Sulfemi (2018), and Hidayati (2017) indicate that there is a correlation between religiosity and learning outcomes, although the specifics of this correlation have not been further explained. Studies by Zuhri (2017) and Dewi (2017) found that religiosity has a positive influence on learning outcomes.

2 RESEARCH METHODS

This research adopts a quantitative approach using a survey method and applies correlational statistical techniques. The data analysis was performed using IBM SPSS version 26 for Windows. The research respondents consist of 250 students from five different high schools (SMA) in Depok City. The objective of this research is to examine and analyze the relationship between two independent variables, namely mobile phone usage intensity (x_1) and religious attitudes (x_2), on the primary dependent variable, which is learning outcomes (y).

The research is conducted with the aim of understanding and accurately measuring the strength and direction of the relationship between mobile phone usage intensity and religious attitudes with students' learning outcomes in the high school educational environment in Depok City. By analyzing the correlation between these variables, the research aims to identify whether mobile phone usage intensity and religious attitudes have an impact on students' learning achievements. Data was collected through the distribution of questionnaires to 250 respondents from various high schools in the area.

3 RESULT AND DISCUSSION

After conducting a prerequisite test using IBM SPSS 26 for Windows, the research reveals that the learning outcomes variable (y), mobile phone usage intensity (x1), and religious attitudes (x2) meet the relevant statistical prerequisites. All variables were identified as homogenous, normally distributed, and had a significant linear relationship.

Table 1: Frequency Distribution of Student Learning Outcome Variable

Learning Outcome Scores	Frequency	Percentage (%)	Category
45—50	7	2,8	<i>Midle</i>
51—56	18	7,2	<i>Midle</i>
57—62	41	16,4	<i>Very High</i>
63—68	80	32,0	<i>High</i>
69—74	55	22,0	<i>Highi</i>
75—80	41	16,4	<i>High</i>
81—86	8	3,2	<i>Very High</i>
Total	250	100	

Description :

Lowes score: 45,00

Average Score: 67,03

Sample size: 250

Highes score: 85,00

Variance: 64,14

Table 2: Frequency Distribution Table of Mobile Phone Usage Intensity Variable

Intensity Score	Frequency	Percentage (%)	Category
82—95	9	3,6	<i>Low</i>
96—109	24	9,6	<i>Low to Moderate</i>
110—123	61	24,4	<i>Moderate</i>
124—137	70	28,0	<i>Moderate to High</i>
138—151	63	25,2	<i>High</i>
152—165	15	6,0	<i>High</i>
166—179	7	2,8	<i>High to Very High</i>
180—193	1	0,4	<i>Very High</i>
Total	250	100	

Description :

Lowes score: 82,00

Average Score: 128,98

Sample size: 250

Highes score: 192,00

Variance: 332,37

Table 3: Frequency Distribution Table of Religious Attitude Variable

Religious Attitude Score	Frequency	Percentage (%)	Category
118—128	3	1,2	<i>Moderately Religious</i>
129—139	6	2,4	<i>Moderately Religious to Religious</i>
140—150	11	4,4	<i>Religious</i>
151—161	34	13,6	<i>Religious</i>

162—172	80	32,0	<i>Religious —Very Religious</i>
173—183	69	27,6	<i>Very Religious</i>
184—194	35	14,0	<i>Very Religious</i>
195—205	12	4,8	<i>Very Religious</i>
Total	250	100	

Description :

Lowes score: 118,00

Average Score: 171,06

Sample size: 250

Highes score: 200,00

Variance: 226,23

Based on the results of the study that examined the relationship between mobile phone usage intensity, religious attitudes, and learning outcomes, several key conclusions can be drawn: Excessive Mobile Phone Usage: There is a very strong positive correlation between the intensity of mobile phone usage (x1) and learning outcomes (y). This means that the higher the intensity of mobile phone usage, the better the learning outcomes achieved by students. It indicates that excessive mobile phone usage doesn't always harm students' learning outcomes, and in some cases, mobile phone usage can support learning.

Influence of Religious Attitudes: Religious attitudes (x2) also have a very strong positive correlation with learning outcomes (y). This suggests that students with strong religious attitudes tend to achieve better learning outcomes. The presence of religious values in students' daily lives can influence their commitment to learning and, ultimately, their learning outcomes.

Combined Influence: When both variables, mobile phone usage intensity (x1) and religious attitudes (x2), are analyzed together, the results indicate that they both have a very strong positive combined influence on learning outcomes (y). This suggests that these factors interact and can mutually reinforce their impact on students' learning outcomes.

In conclusion, smart and balanced mobile phone usage, along with the development of strong religious attitudes, can help improve students' learning outcomes. In efforts to enhance the quality of education, it's essential for educators and parents to consider how the use of technology and religious values can support students' academic development.

3 CONCLUSION

In conclusion, it can be inferred that there is a significant relationship between mobile phone usage intensity (x1) and learning outcomes (y), with a very strong positive correlation. Students who use mobile phones more intensively tend to have better learning outcomes. Furthermore, there is a very strong correlation between religious attitudes (x2) and learning outcomes (y). Students with strong religious attitudes tend to achieve better learning outcomes. When both variables are analyzed together, they have a very strong positive impact on learning outcomes. Smart and balanced mobile phone usage, along with the development of strong religious attitudes, can contribute to improving students' learning outcomes. Therefore, educators and parents should consider the use of technology and religious values in their efforts to enhance the quality of students' education.

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