

**CELL PHONE-BASED TECHNOLOGY ASSISTED LEARNING IN
PRIMARY SCHOOLS: PARENTAL PERSPECTIVES TOWARDS
THE USE OF SMARTPHONES AS EDUCATIONAL DEVICES
FOR YOUNG LEARNERS POST COVID-19**

SKRIPSI

*Submitted in Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

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MEDAN

2023



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UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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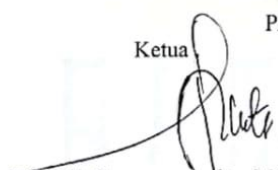
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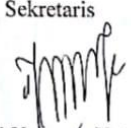
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PERNYATAAN KEASLIAN SKRIPSI

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Dengan ini menyatakan bahwa skripsi saya yang berjudul “Cell Phone-Based Technology Assisted Learning in Primary Schools: Parental Perspectives toward the Use of Smartphones as Educational Devices for Young Learners Post Covid-19”. Adalah benar bersifat asli (original), bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini, maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhamamdiah Sumatera Utara

Demikian pernyataan ini dengan sesungguhnya dan dengan sebenar-benarnya.

YANG MENYATAKAN,



IVA MUPIDAH

ABSTRACT

Iva Mupidah. 1902050037. “Cell Phone-Based Technology Assisted Learning in Primary School: Parental Perspectives towards the Use of Smartphone as Educational Devices for Young Learners Post Covid-19”. Skripsi. Faculty of Teacher Training and Education. Universities Muhammadiyah Sumatera Utara.

This research aims to determine parents' perceptions of the use of smartphones as educational devices for young students after Covid-19. This research uses a mixed method. This research was conducted in Bajaronggi Hamlet 7, Dolok Stillul District, Serdang Bedagai Regency. The sample in this study was 10 parents using a probability sampling technique called simple random sampling. The data collection methods used was interviews, questionnaires and documentation. The results of this research show that more parents give positive perceptions of the use of smartphones as educational devices for young students after Covid-19 and the factors that influence perceptions show 75.75% in the agree category with a score category of 60-89 which comes from 3 factors namely the individual concern (perceiver), the purpose of perspective and the situation.

ACKNOWLEDGEMENTS



Assalamu 'alaikum warahmatullahi wabarakatuh

First of all, thanks to Allah SWT and all praises just to him, the lord of the world and creator of the universe who gives us blessings and mercy therefore the researcher can complete her Research. Shalawat and Greetings are upon the greatest Prophet Muhammad SAW, companions and adherents. Alhamdulillah for all the help, grace, and love so that the author can complete the thesis entitled “Cell phone-Based Technology Assisted Learning in Primary School: Parental Perspectives towards the Use of Smartphone as Educational Devices for Young Learners Post Covid-19”. This thesis can be completed in order to fulfill one of the requirements for completing education in the Department of English Education, Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara.

The author realizes that the thesis is still far from perfect. Therefore, the authors hope to learn more in implementing the knowledge gained. This thesis certainly cannot be separated from guidance, input, and direction from various parties. Therefore, on this occasion I would like to thank profusely to:

1. Prof. Dr. Agussani, M.AP as Rector of the Universitas Muhammadiyah Sumatera Utara.
2. Dra. Hj. Syamsuyurnita, M.Pd as Dean of the Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara.

3. Dr. Hj. Dewi Kesuma Nasution, M. Hum as Deputy Dean I of the Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara.
4. Dr. Mandra Saragih, M. Hum Deputy Dean III of the Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara.
5. Pirman Ginting, S.pd., M.Hum as the Head of the English Education Study Program, Universitas Muhammadiyah Sumatera Utara.
6. Rita Harisma S.Pd., M.Hum as Secretary of the English Education Study Program, Universitas Muhammadiyah Sumatera Utara.
7. Adib Jasni Kharisma, S.Pd., M.Hum, As a supervisor who has taken the time, provides support, guidance and motivation in completing this thesis.
8. Rifai as the Head of Bajaronggi Village who has given permission regarding this research.
9. Beloved family, father, mother, sister, thank you for your support and prayers.
10. Her beloved bestfriends Friska Elmadini, Putri Hasibuan, Avira Syahara, Qory Winda Aulia Nst, Riana Annisa Fitri, Nurul Safira Aini who always gives encouragement.
11. Her classmates VIII-A Morning 2019/2023 academic year and parties not mentioned in this thesis, thank you for everything and the help. May Allah repay your kindness.

The researcher hopes that this thesis was be useful for readers and can be used as a reference for development in a better direction. Truth comes from Allah and error comes from the author. May Allah SWT always shower us with His mercy and benefits.

Wassalammu'alaikum Warahmatullahi Wabarakatuh

Medan, 2 Oktober 2023

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CHAPTER I

INTRODUCTION

A. Background of the Study

In the current era of globalization, the rapid development of technology and information cannot be prevented; its impact on the world of education is unavoidable. Advances in information technology (IT) have resulted in the development of a variety of apps that assist students in better understanding of concepts, phenomena, and theories (Lim, 2008; Simsek, et al., 2011; Wu, 2011). Introducing of innovative and interactive technological applications has altered educational practices (Vivo et al., 2015). Technology is increasingly recognized as an important learning tool to help young children develop cognitive, social and learning skills (Chen et al., 2019). Technology improves learning better because it gives students a lot of ways to learn and guides them on their quests to learn (Shatri, 2020).

Cavus and Ibrahim (2008) described mobile learning as using portable electronic devices. The ongoing digital transformation that is taking place in the education sector has significantly altered how digital learners acquire knowledge. One of the educational technologies that are widely used during learning is a smartphone. Smartphones are the most sophisticated technological gadgets today and their multi-functional features have made them a very important part of everybody routine for almost everyone.

Smartphones with rapid development was certainly have both positive and negative impacts on the growth and development of children as smartphone users. One of the positive impacts of using smartphone is smartphone can be used to learn

Anything, anywhere, and anytime to encourage students to be involved in learning activities, For example learning to use the Quizizz application. Quizizz is a fun multiplayer classroom game that allows all students to practice together using their computer, smartphone, or iPad, according to (Nanda et al., 2018). Quizizz is an online assessment tool. Each student's screen in Quizizz was display multiple-choice questions with two, three, or four-point answers so they can complete the tasks at their own pace and examine their work at the conclusion. While, one of the negative impacts of using smartphones are Decreased academic performance. Improper use of smartphones can lead to decreased academic performance. One reason is that they cannot remember or capture the information given during the teaching and learning process because they are distracted by their smartphones.

So, mobile learning (m-learning) is the use of mobile technology for educational purposes, which includes learning that occurs in mobile applications and web browsers (Cristina et al., 2013). Using mobile devices for learning has a significantly impact on education (Poole, 2017). According to the research results in Turkey and some other countries, high usage of information technology affects the quality of education (Ateş, 2013).

Mobile devices, like as phones allow students to access critical information via the Internet. Smartphone abuse, on the other hand, can make addiction more problematic because most students, whether higher education students or lower level students, are more addicted to applications found on smartphones, so they download and run a lot of applications with a smartphone even when there is no internet

connection (Mgaya, 2015). Even if there is no internet connection, smartphone addiction can make youngsters sluggish to go to school and even drop out of school.

This problem stems from elementary school pupils bringing smartphones to school to use as learning media. This issue was discovered by two fifth-grade students named Taufiqqurahman and Syifa Adina. These smartphones are used to access the Quizizz program while learning. As is well known, the usage of smartphones in classrooms encourages youngsters to be lazy to think about anything at such a young age. They believe that by using a smartphone, they can find all of the information they require. As a result of which, children's cognitive skills are disrupted, and do not become students who are innovative and think critically.

However, many parents are concerned about the use of smartphones at school. Parents are concerned if their children do not focus on their studies and instead spend time playing online games or social media. Social media has developed as an essential source of information for readers (Kharisma, 2023). As a result, parental involvement in this area has been identified as one of the most important predictors of educational attainment (Shim, 2018; Goldberger et al., 2012; Zhou, 2012). "Parental involvement" refers to "parent behaviors related to the child's school or schooling that can be observed as manifestations of their commitment to their child's educational affairs." These behaviors can be observed as signs of a parent's dedication to the educational well-being of their child (Denessen, 2007).

In accordance with what has been said, parents are concerned about their children using smartphones in elementary school. The aims to learn about parents' perspectives on learning in primary schools utilizing smartphone technology. The point

of the study is to understand better of the research question: What are parents' thoughts on using smartphones for learning in primary schools?

B. Identification of Problem

Based on the background described above, the identification of the problem in this study is as follows:

1. Parents' perception of their children's use of smartphones at school may cause them not to focus on learning.
2. Parents' opinions toward smartphone -based learning are influenced by several circumstances, which might lead to perceptions.

C. The Scope and Limitation

Based on the background described above, the scope of this study was focus on parental perspectives and the limitation is the use of smartphones as educational devices for young learners post covid-19.

D. The Formulation of the Problem

Based on the background described above, the formulation of this research problem is as follows:

1. What are parental perspectives towards the use of smartphones as educational devices for young learners post Covid-19?
2. What factors influence parental perspective towards the use of smartphones as educational devices for young learners post Covid-19?

E. The Objective of the Study

Based on the background described above, the objective of this study is:

1. To learn about parents perspectives on the usage of smartphone as learning technology in primary school.
2. To find out the emergence of parental perspective factors regarding the usage of cell phones as learning technology in elementary schools.

F. The Significant of the Study

This research is expected to be able to provide benefits, both in terms of theoretical as well as practical.

1. Theoretically

This study is expected to provide scientific insights that was allow students or other researchers to undertake further in-depth studies on parents' opinions of learning in primary schools utilizing smartphone technology.

2. Practically

- a. For readers, to show the various types of positive and negative perceptions that parents have about learning in primary schools utilizing smartphone technology.
- b. For Parents, should pay more attention to their children's learning so that they are more focused on learning and avoid damaging their children's cognitive skills.
- c. For Researcher, Hopefully this research can be useful for anyone who becomes a reference for increasing researchers' knowledge of parents' perceptions of elementary school level smartphone use after covid-19.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Cell Phone Based Technology

Today's technology is rapidly evolving particularly cell phone technology. Individuals' cell phone use is not a secondary requirement but a core necessity. Cell phone technology is becoming increasingly prevalent. Wearable cell phones and other mobile technologies can help promote academic learning. Even cell phone technology is employed by numerous professionals, including teachers in primary schools. As a result, some teachers have integrated or used mobile phones into the educational system, and the academic learning environment has grown in recent years following Covid-19. The usage of cell phone applications (apps), which has expanded in the world of technology, is related to with the rising use of smartphones (Annapoorneshwari Shetty & Bhat, 2022).

According to (Marwan et al., 2013) Cell phones, laptops or netbooks, tablet PC, or smartphones can all be used for this anywhere. Therefore, the advent of cell phones technology, anyone may now quickly access the internet and its associated knowledge source. Mobile media devices, such as cell phones, have permeated our lives and are increasingly capable of complementing or even replacing certain mental functions. According to (Marwan et al., 2013) cell phone use expands access to education and promotes changes in teaching and learning approaches that various learning processes.

Cell phones are quickly becoming people's primary computer and communication tool. Cell phones are becoming App Phones, capable of downloading a wide range of programs in seconds thanks to application distribution channels such as the Apple App Store. Modern cell phones can be programmed and include an increasing number of low-cost, high-performance embedded sensors, such as an accelerometer, digital compass, gyroscope, GPS, microphone, and camera. It is significant because it promotes individual, collective, and community development.

Cell phones can help with various educational procedures in everyday life. This feature enables pupils to apply what they've learned in one setting to a new one. Thus, they can apply their knowledge to assess and solve an issue. Mobile phones enable student-centered learning by allowing students to change information access and transfer to increase their' knowledge and abilities and satisfy their educational goals (Sharples et al., 2007). Thus, using mobile phones in M-Learning was make students more active and masterminds in the learning process rather than merely being fed knowledge by teachers. Compared to traditional ways of learning, M-learning encourages students to actively interact to make learning a constructive process rather than an instruction process (Melinda Dela, 2007).

In the educational environment, different technologies and technical learning solutions are no longer a novelty. According to Hawamdeh & Soykan (2021) Cell phone technology has expanded dramatically worldwide and is quickly becoming a necessary provider in any age; it may provide convenient access without regard to time and location. Cell phones also give several modern programs, such as quizzes, that may

be utilized to make the teaching and learning process more interesting and less tedious, and we can even test the child's abilities using these applications. Whether or not he truly comprehends the content offered. This program is best used after the teacher has explained the lesson material.

A study (Wibawa et al., 2019) reveals that using a smartphone-based application called "Quizzes" as a learning medium helps motivate students to participate in learning, allowing them to focus and maximize their usage of cell phones as a fun learning medium. The concept of maximal learning was have an impact on student learning outcomes.

2. The Impact on the Use of Technology in Education

The presence of technology, this education has become quite simple. People was find it easier to learn something without having to worry about the distance. The impact of technology on the field of education can be separated into two categories: positive impact and negative impact.

a. Positive Impact

According to (Abdul, 2023), the fast-rising use of technology has a good impact on the world of education. As for the positive impacts of technology in education, they are:

- 1) The advent of electronic media, including cell phones, internet networks, and others, as a source of knowledge and education. One could argue that the teacher is not the only source of knowledge because students can get information directly from the internet.

- 2) The emergence of novel learning approaches facilitates the learning process for students and teachers. With technological advancements, new approaches have been developed that enable students to learn abstract material because the material may be rendered abstract and easily understood by students using technology.
- 3) The learning system does not have to be in person. So long, we have only known face-to-face learning, but with technological improvements, the learning process does not have to bring students together with teachers but may also employ Internet postal services and others.
- 4) There is a data processing system based on the results of a technology-based assessment. Previously, when someone did research, the data obtained had to be checked and calculated manually. However, along with advances in science and technology, all operations that were previously done manually and took a long time are now very easy to do, especially by using technological media, such as computers, which can process data by utilizing various installed programs.
- 5) The demand for educational facilities can be swiftly satisfied. Many items and materials must be prepared in the field of education; for example, duplication of exam questions with a photocopier to fulfill the need for a high number of inquiries was take a long time if done manually. However, with technological advancements, all of this may be accomplished in a relatively short time.

b. Negative Impact

Even though technology is regarded as a beneficial resource in education, it can sometimes have a negative impact on children and their learning (Rajendran, 1995). As for the negative impacts of technology in education, they are:

- 1) Students are too lazy to learn with a gadget that should help them learn, such as a cell phone with an internet connection. Many students are lazy to learn since they prefer to spend time on the existing network. Only for fun, such as Facebook, Chat, and so on, thus other issues are certain to impair student studying interest.
- 2) Cybercrime is on the rise. For example, this might happen in education, for example, by stealing significant data or assets concerning an educational setting that are truly kept secret (materials about final tests or the state) via digital media.
- 3) This can be seen in virtual and e-learning learning systems, for example. When students and teachers do not interact in the learning system, it is possible that students was be less active in the learning system, and the results was be less than optimal.
- 4) Students who frequently access something on the internet may be concerned if they take advantage of what is available in information technology but not optimally unless they utilize it for other purposes or if they access information that contains inappropriate content, such as pornography and online gaming. This is a concern for both teachers' and students' parents because it can harm their minds and interfere with their education.

- 5) Many kids become cyber or internet junkies, which generates an apathetic attitude toward new things. When using the internet, there must be a fortress or filter to does it access? Furthermore, parental attention or parental supervision plays a vital role in imprinting a mindset in a child's life.

3. Learning in Primary School

Education is a lifelong process of human development that involves all experiences children get at school or home, in the environment, and in society through contacts of many kinds and activities. One of the primary purposes of education should be to develop human potential and educate individuals to be better. The following is the goal of this education as stated in Law Number 20 of 2003: "In the context of educating the nation's life, developing capabilities and forming dignified national character and civilization aims to develop the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens." It is possible to conclude that Indonesian education aims to develop students' potential, in this case, students for them, to become human beings who believe in and fear God Almighty. Therefore, learning is crucial for all people, especially primary school students.

Westwood (2006) said that connect students' prior experiences to boost motivation and self-direction so that students can be in charge of their learning. In addition, other researchers claimed that teachers needed to have a diversity of learning styles or multiple intelligences rather than the conventional instructional approach to reach indicators of competency accomplishment (Thomas 2000, 20). This indicates the

necessity for inclusive project-based learning, where all students can participate or use their best abilities.

Meanwhile, according to (Bateson, 2013) learning can be done while playing, which can bring convenience to the learning process and provide an environment to elicit the ability to think and argue in solving problems with diverse concepts or thoughts. It is suggested that play can improve learning in children (Brock et al. 2009). Learning plays an important part in establishing quality learning by using learning models that are active, entertaining, and free of pressure, so that it can have a good impact on enhancing the quality of students' cognitive, psychomotor, and affective abilities (Hasnah et al., 2021). The degree of student achievement can be used to gauge how effective learning works, and The degree of student entry is used to gauge class success (Asrial et al., 2019)

The process of obtaining new knowledge, abilities, and attitudes is known as learning. To help pupils move from ignorance to knowledge, from doing something wrong to doing something right, and from doing something awful to doing something good. Learning is the process of changing behavior due to an individual's contact with the environment. Behavior changes in learning outcomes are ongoing, functional, positive, active, and directed. These learning objectives motivate teachers and students to deliver and acquire knowledge. In elementary schools, learning objectives are motivational elements to encourage pleasurable learning. This elementary school can motivate its kids to learn properly if there is a nice interaction so that children can engage in carrying out learning.

Students learn the fundamentals of information and life skills in primary school. They learn about themselves, how they view the world, and their various roles there. Primary school education is an ordinary education followed by children aged 7 to 12 years. At this age, a youngster is pleased to play, happy to move, happy to work in groups, and loves to experience things firsthand. As a result, teachers should design learning that incorporates game elements, make pupils move or move, study and work in groups, and provide opportunities for students to be directly involved in learning.

4. Perspectives

Perspectives are derived from the Latin term *percipio*, which means “receiving, gathering, and the action of taking possession, apprehension with the mind or senses”. Perspectives are the first stage of a message or information entering the integrated human brain with personal thoughts, feelings, and experiences. Some professionals share their thoughts about perspectives. According to Forgas and Melamed (1976) based, their description are “the process of information extraction”. According their description, perspectives is a process that affects how people interpret their surroundings. Whereas, according to Konent Jayaningrat (2016) explains that perspectives are the entire process of the conscious human mind drawing on the surrounding environment.

Meanwhile, According to Robbins & Judge (2005) explanation, perspective is a process that people use to arrange and interpret their sensory impression in order to give their surroundings meaning. Additionally, the Chambers dictionary, as cited in Unmeri (2009, p.19) defines perspectives as “the process of being aware of one’s environment by physical feeling, which indicates a person’s capacity for

understanding”. Based on the perspectives of the experts stated above, it is possible to conclude that perspectives are triggered by an event or things that people deem new or things that they don’t know, therefore, they express it through perspectives and respond either directly or indirectly through words and actions. Everyone has a unique vision or point of view.

In conclusion, it can be argued that perception is the outcome of a person's cognitive processes towards their surroundings after comprehending through the use of their body or senses in order to be able to judge anything. As a result, each person has a unique experience they can draw from when expressing themselves others or to their environment.

Critcher (2010) divides perspectives into two categories: judgment and behavior, which explain as follows:

- a. Judgment of perspectives, according to Kant’s theory on the judgment of said judgment of perspectives is empirical, as you must first experience something to perceive it. Because a perceptual judgment only judges an object or thing based on the senses. Perspectives judgment requires simply the logical thinking of concepts rather than pure conceptions of comprehension.
- b. To begin, every behavior can be described as an attempt on the part of an individual to bring about some condition of affairs – either to make a change from one state of affairs to another or to sustain an already existing state of events.

a. Types of Perspectives

According to Robbin (2003) perspectives includes significant degrees of cognition in interpreting sensory information. Perspectives are divided into two forms: Positive perspectives and negative perspectives.

1. Positive perspectives are defined as an individual's evaluation of an object or information with a positive attitude or in accordance with what is expected from the object being perceived or from established room rules. The cause of the emergence of positive perspectives of a person is due to individual satisfaction with the object, which is the source of the perspectives, the existence of the individual knowledge, as well as the individual experience of the object being perceived.
2. Negative perspectives are individual perspectives of certain objects or information with a negative view, contrary to what is expected from the perceived object or from existing rules. When a person has a negative impression, it may be because they are unhappy with the thing that is the basis of those perspectives, because they are ignorant of the object or have no personal experience with it, or vice versa.

Therefore, this type of perspective can be seen from how a person responds or concludes about something that is accepting and supporting means positive and vice versa if the responses given are rejecting and opposing means negative.

b. Factors of Perspectives

Furthermore, according to Robbins (2007), three factors influence one's perspectives:

- a. The individual concerned (perceiver) when someone sees something and attempts to interpret what he sees; he was be influenced by individual characteristics such as attitudes, motives, interests, experiences, knowledge, and hope.
- b. The purpose of perspectives. Perspectives can be directed at persons, things, or events. Those characteristics typically influence the impression of those who witness them. Perspectives of the target are seen in connection to the other people involved, not in theory. This is what leads to a person grouping people, things, or similar events and separating them from other dissimilar groupings.
- c. The Situation. Perspectives must be viewed contextually, which means that the situation in which the perspectives emerge and requires attention must be considered. The situation has a role in the process of creating one's perspectives. As a result, it may be stated that external and internal influences was alter a person's perspectives of an object, even if the object is identical. Even when the situation is the same, the perspective of one person or group can be substantially different from that of another person or group. Individual differences, personality, differences attitudes or motivation, in social status or economy, and education levels can all be traced back to variances in perspectives. The process of performing perspectives is also actually influenced by experience, learning process and knowledge.

5. Parents

According to Oxford Advanced Learners Dictionary, the parent is a mother and father. Parents are someone who is in charge of a family or domestic duties, which are commonly referred to as father and mother. It is an undeniable fact that parents are the ones who brought their children to life (Marui, 1952). According to A.H. Hasanuddin (1984, p. 155) in his book entitled “Cakrawala Kuliah Agama” states that parents are mothers and fathers who are first known by their sons and daughters. A psychologist Mrs. Singgih D Gunarsa, in his book *Psychology for the Family* say parents are two different individuals entering life together with bringing views, opinions and habits of everyday life (Gunarsa & Gunarsa, 1976).

In light of the opinions of the experts listed above, it is possible to conclude that parents bear responsibility for shaping and fostering their children both psychologically and medically. Both parents were sued in order to be able to direct and teach their children in order for them to be successful generations in accordance with the objective of human life.

Researchers can draw conclusions that parents' perceptions are their impressions, interpretations, assumptions, views, knowledge, and attitudes about something related to responsibility, such as the use of smartphones in elementary schools, which was affect the development of children's cognitive abilities.

6. Parents Perspectives

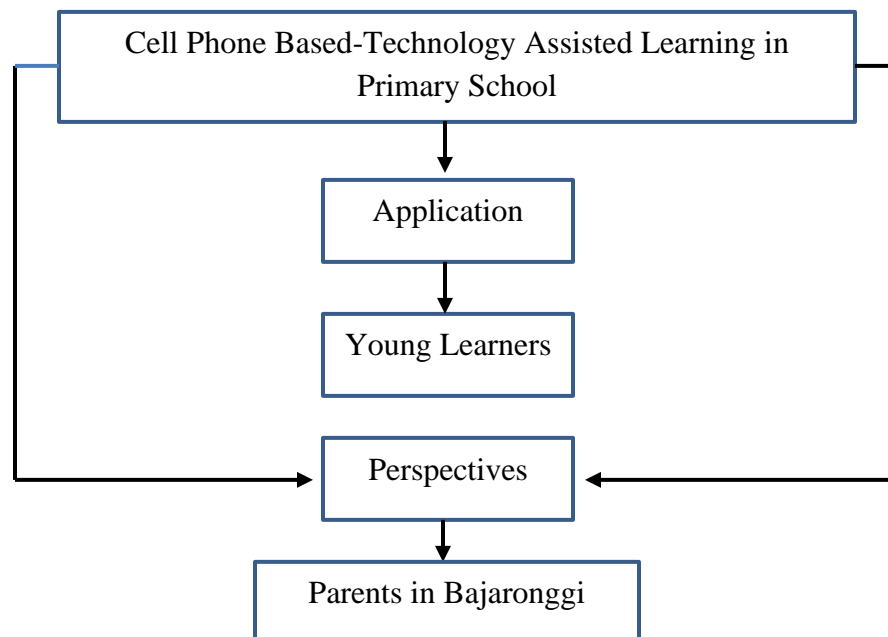
Parents perspectives is a process that occurs within people parents to understand all forms of children's behavior so that parents can recognize and take appropriate steps or actions to direct and guide towards a positive attitude where perspectives greatly influence the attitude of parents towards their children. Negative parental perspectives

was have a negative impact on the growth of children, and positive parental perspectives on their children was bring a positive impact too.

Based on the definition above, it can be concluded that parents' perspectives are impressions, interpretations, suppositions, views, knowledge, and attitudes about something related to parental responsibility for children using smartphones at a young age and the need for parental supervision.

B. Conceptual Framework

This study was used descriptive qualitative method. The goals to find out how parents perceive learning in primary schools using cell phone technology. Therefore, the conceptual framework below describes what the researcher was doing. The Researchers was conducted interviews with parents in Bajarongi to determine the outcomes of two types of perspectives: positive perspectives and negative perspectives.



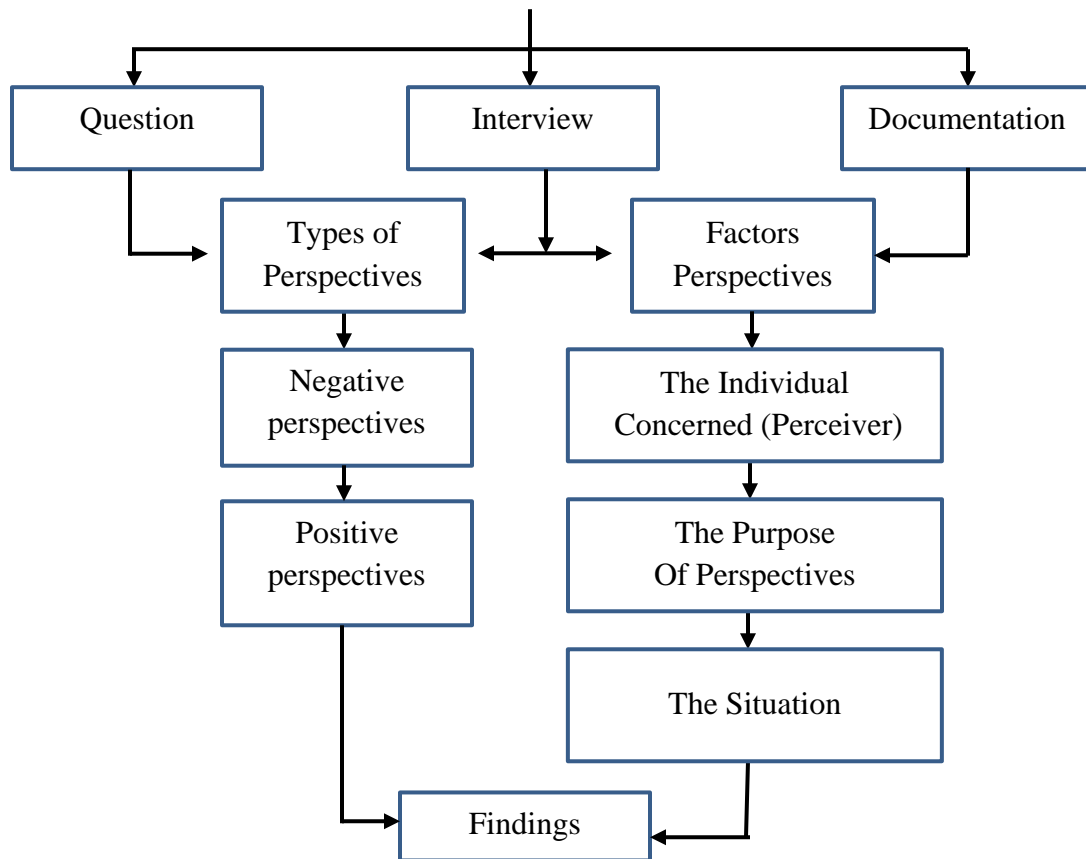


Figure 2.1 Conceptual Framework

C. Relevant of Study

In this research, there are several studies that are relevant to the research examined by the researcher. Therefore, the researcher learned several things from the research.

1. **Parental Perception and English Learners' Mobile Assisted Language Learning: An ethnographic case study from a technology-based funds of knowledge approach** (Chen et al., 2019). The purpose of this ethnographic case study is to examine the parent's perception regarding young English

learners' (ELs) mobile assisted language learning experience from technology-based funds of knowledge (FoK) approach. Data collection in this case using participant observation, field notes and analytical memos, and descriptive surveys for data triangulation. Results demonstrated that the parents were motivated to support ELs' language learning using mobile technology.

2. **Learners' Perception of The Use of Mobile Technology in a Task-Based Language Teaching Experience** (Calabrich, 2016) . This research explored perceptions of learners studying English in private language schools regarding the use of mobile technology to support language learning. Data collection, in this case, uses tasks. The results of descriptive analyses revealed that though students' perceptions were overall positive, a significant amount of skepticism towards MALL emerged. Most of the students indicated that they felt that they had contributed to their language learning the most when the information was provided on paper rather than on mobile devices.
3. **Parental Perspectives on Children's Use of Portable Digital Devices** (Sergi et al., 2017). This research case uses qualitative methods that aim to reveal parents' perspectives on the use of portable digital devices by children to improve language and literacy. Researcher applied the theoretical frameworks of self-efficacy and other mothering to examine the perspectives of parents from rural areas regarding the role of PDDs in children of early and primary education age (4–7 years old). The results of this study indicate that PDD can be an agent to stimulate cognitive development in a meaningful way, facilitate

learning, and increase technological agility and awareness in young people from rural areas.

CHAPTER III

METHOD OF RESEARCH

A. Research Design

This study employed a mixed method, in which quantitative and qualitative methodologies are applied concurrently. Creswell (2009) mentioned that using a mixed method employs both quantitative and qualitative study strengths. In this study, this strategy was used to answer questions on parents' perspectives of learning in primary schools using cell phone-based technology. This method involves conducting interviews first to acquire qualitative data, followed by quantitative data, in this case via a survey.

This study used a sequential strategy. Sequential strategy is the researcher used a sequential exploratory strategy. The researcher collects and analyzes qualitative data, which is followed by the collection and analysis of the initial qualitative results. Based on the explanation above, the first step is to conduct interviews to analyze qualitative data, to find out the perspective of parents and then distribute a questionnaire survey to find out quantitative data.

B. Subject of the Study

The subjects of this study were 10 parents with primary school-aged children from 30 different populations in Bajaronggi Hamlet 7, since the ten participants were able to answer the two research questions and provide positive and negative opinions, as well as positive and negative influences on their children's education. The researcher employed the probability sampling technique, namely simple random sampling, and the method utilized lottery numbers.

C. Instrument of Research

The research instrument is a tool used in a research activity, especially as a measurement and data collection. In this study, the researcher was act as the main instrument. To collect the data, researchers conducted interviews and documentation.

1. The interview is an activity that involves the interviewer with the resource person, so the interviewer was requires assistance in the form of audio, books and pens.
2. Documentation is valid and actual evidence. Then the interviewer needs a camera and picture.

D. Technique of Collecting Data

Appropriate techniques to obtain relevant data. Therefore, the availability of data collection technique helps researchers obtain the desired data. The method of collecting data uses the researchers to collect the data needed to solve the research problem. The data collection steps to be used in this study are follows:

1. Questionnaire

A questionnaire is a research approach that is carried out by distributing questionnaires in order to answer numerous respondents in a relatively short period of time. In general, there are two approaches to using the questionnaire, which is distributed, filled in by responses, and then utilized as a basis for interviews with respondents. Closed ended questions are the sort of questionnaire utilized by researchers. In this study, a Likert scale was used to determine respondents' agreement or disagreement with a certain object. This

indicates that the researcher's statements are divided into positive and negative categories.

2. Interview

The interview is a data collection technique through an oral question and answer process which took place in one direction, meaning that the questions came from the interviewer and the answers given by interviewees. According to O'leary (2004) of the view that "interviewing a method of data collection which involves researchers asking respondents basically open-ended questions". The researcher used types of semi-structured interviews. Semi-structured interviews are interview guide conducted in an effort to find problems in a more open manner. The purpose of the semi interview structured approach is to find problems more openly, and the interviewees were asked for their opinion.

3. Documentation

Documentation can be used as a data collector if the information collected comes from documents such as books, journals, newspapers, magazines, minutes of meetings, and so on. Documents in the form of images, such as photographs, images and sketches. Document in the form of works such as works of art, which can be in the form of pictures, sculptures and films. Document studies are a complement to the use of questionnaires and interview in qualitative research. The documentation carried out in this study is by take pictures in the form of photos and recording the results of interview with informants related to video and audio.

E. Technique of Analyzing Data

The descriptive qualitative method was used to examine the questionnaire. The questionnaire data is tallied and arranged in the form of a table, from which the percentage is determined. According to (Mulyatiningsih, 2011), in order to acquire unambiguous answers, four scales must be used in answering questions without any "Neutral" answers.

Table 3.1 Likert scale according to (Mulyatiningsih, 2011)

Category	Scale
a. Strongly agree	4
b. Agree	3
c. Disagree	2
d. Strongly disagree	1

In calculating this percentage, the researcher uses data analysis with the formula:

$$P = \frac{F}{n} \times 100\%$$

Where:

P = Percentage

F = Frequency

N = the total number of the respondents

Table 3.2 Category Scores

Interval	Classification
91-100>	Strongly Agree
60-89	Agree
30-59	Disagree
0-29	Strongly Disagree

Then, the data was then be evaluated using Miles and Huberman's theory. According to Miles and Huberman (2014), when examining qualitative data interactively and continuously, the data becomes saturated. Activities involved in analysis data of reduction, data display and drawing/verification of data conclusions.

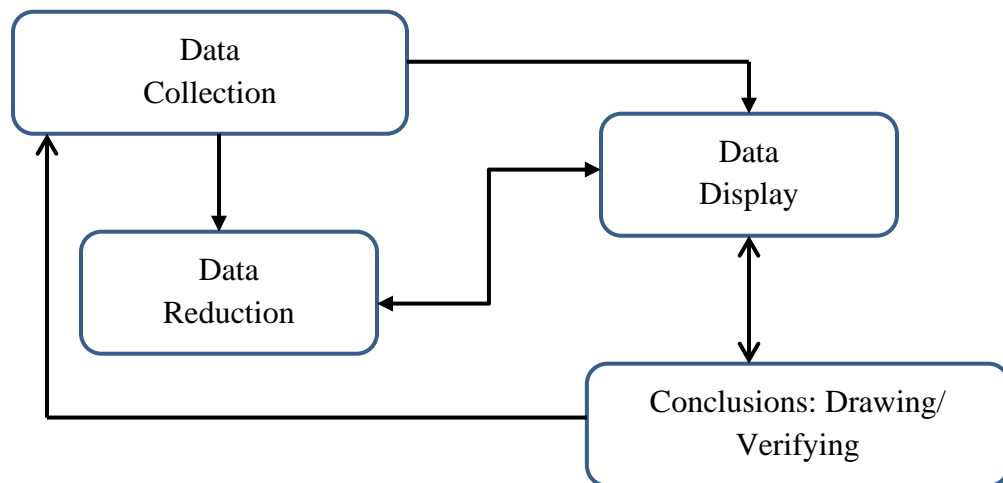


Figure 3.3 Component Analysis data of Miles and Huberman (2014)

1. Data Reduction

Data reduction is the process of acquiring analytical data from researchers, such as interviews and secondary documentation from informants, and classifying and summarizing it to make it simpler and easier to understand.

Data reduction is the process of selecting, summarizing, and reducing essential components of a study problem in order to provide a clear picture and make data collecting easier for researchers. After selecting and simplifying the data, the researcher was organizing it according to the subject of the problem. The researchers used main data on parents' attitudes toward smartphone use in primary school.

2. Data Display

At this step, the researcher develops a framework for information description in order to draw conclusions and take action. In this study, the narrative text format is frequently used for data presentation. The researcher presented previously categorized evidence about parents' perceptions on smartphone use at the primary school level and then produced conclusions in narrative text form. It examines and describes facts qualitatively

3. Conclusion Drawing/Verification

Researchers produce and validate conclusions by researching the significance of the symptoms gathered from the study's participants. At this stage, researchers draw inferences from previously collected data and then compare notes and observations made by researchers throughout the investigation.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

The findings of this study present and discuss solutions to research problems as well as data gathered directly via interviews and questionnaire distribution. This study used mixed methods, and the population was parents in Bajaronggi hamlet 7 who were chosen at random using a simple random sample procedure. The findings of this study reveal and discuss solutions to research challenges as well as data gathered through interviews and questionnaire distribution.

As stated in chapter I, the general aim of this research is to find out how parents perceive the use of smartphones as an educational device for young students after Covid-19. Meanwhile, to achieve further objectives of this research, the researcher tried to describe the description of the interview results and the results of the parent questionnaire distribution as follows:

4. Parental Perspectives towards the Use of Smartphone as Educational Devices For Young Learners Post Covid-19

Researchers interviewed 10 parents in Bajaronggi hamlet 7 directly by visiting their homes and supported by an audio recorder. Interview data that has been processed through data display and coding is a representative alternative response which is presented below:

Based on the interview results for questions: Does your child have a personal smartphone? As for one representative answer from the statement given to 10 parents as follows:

Umiharti answered:

“No, he hasn’t”

Gadis Khadijah answered:

“Yes, she has”

Handa Yani also answered the same statement:

“Yes, she has”

Smartphones are a technology that has changed the way we communicate, work, play and learn. So it cannot be denied that many people already have smartphones, including children. Because smartphones have become a basic need for everyone. Based on the interview results for questions: Do you allow him to bring a smartphone to school, why? As for one representative answer from the statement given to 10 parents as follows:

Muhammad Zulfan answered:

“Yes, it is permitted if there is a need to study; otherwise I always remind you that if you bring a smartphone you should not misuse it”

Handa Yani answered differently:

“I don’t allow bringing smartphones to school because it was disturb my concentration while studying at school”

Fitri Sari answered:

“Permission granted, but only under the supervision of the school”

Strict supervision is needed when the school or teacher tells you to bring a smartphone this is to prevent unwanted things from happening, such as playing online

games, imitating words on social media and so on. Therefore, those parents was be calmer and not worry if supervision at school is stricter. Based on the interview results for questions: What is your reason for giving or allowing your child to play with a smartphone? As for one representative answer from the statement given to 10 parents as follows:

Indah Sari answered:

“In my opinion, smartphones also have a positive impact on children nowadays, for example smartphones can be a learning tool for children, looking for additional information about lessons and fun ways to learn can also be done via smartphones”

Handa Yani answered:

“I gave the smartphone because the child had carried out his obligations as a student, namely studying with a time limit of 1 hour”

Siti Ana answered:

“I provide but I control what he plays, what he opens on the smartphone and I was not let the child play for hours”

There must be a time limit for using smartphones; failing to do so can harm the child's health and future. As a result, it is critical for parents to supervise their children and set a time limit for smartphone use. If in school, this is a crucial duty for teachers to manage and supervise so that students do not have access to other applications.

Based on the interview results for questions: Is there an impact that your child experiences in using smartphones in decreasing or increasing learning outcomes at school? as for one representative answer from the statement given to 10 parents as follows:

Umiharti answered:

“When smartphones are used as a learning medium, this can influence the improvement of children's learning at school, especially when accompanied by singing, displaying pictures that have lots of colors so that children feel and think that learning is fun and not boring”

Uni Hasbi also answered:

“Yes, the impact is a decrease in learning outcomes in children due to frequent use of smartphones”

Indah Sari answered differently:

“There is no overly significant impact, like a drastic increase, no, but the enthusiasm for learning is better than before, usually the learning style is boring, sometimes with the smartphone my child can try a new and more fun learning style”

Talking about the impact of using smartphones on children, there definitely is, depending on how teachers and parents respond to this and it also depends on how intelligent the child is for this statement. Based on the interview results for questions: In your opinion, does the use of smartphones have a positive or negative impact on elementary school children? As for one representative answer from the statement given to 10 parents as follows:

Fitri Sari answered:

“It has a more negative impact because when students use smartphones at school they was not focus on studying, they was always think after studying I want to play a game; they have made plans in advance because the smartphone is already in front of them”

Gadis Khadiyah answered:

“In my opinion, the impact of smartphones for elementary school children has both negative and positive, this was provide positive things if supervised by parents”

Handa Yani also answered:

“Talking about using smartphones, there are definitely positives and negatives, the positives are helping our children in learning while the negatives are that children become lazy about learning”

There are usually both positive and bad consequences of using smartphones. However, there are a number of negative consequences to children using smartphones. One of the positive effects of using smartphones for students is that they can record, take pictures, and record all of the lessons given in full and study them again at home. One of the negative effects of using smartphones for students is that they have lower academic achievement. Because they are distracted by their smartphones, they are unable to remember or capture the information supplied during the teaching and learning process. Based on the interview results for questions: When your child plays on his cellphone too often instead of studying, how do you explain whether what he is doing is good or bad? As for one representative answer from the statement given to 10 parents as follows:

Siti Ana Answered:

“I introduced time to learn and play from the start, so my child was carried away by these guidelines and there was no trouble in educating my child. On Sundays, I allow my children to play on their iPhones without allowing them to access anything, but I still supervise them. So what I do is give my schedule an hour to three hours on Sundays”

Muhmmad Zulfan answered:

“I was advise him and give him a schedule of when he can play on his smartphone and tell him to study more”

Robiatul Adawiyah also answered:

“My method is that when my child is tired of playing and puts down his smartphone, I take it and hide it in an unknown place”

Smartphone have become part of the daily lives of today's children, not only for entertainment, but also for education. Smartphone addiction has become a problem that parents often complain about, especially since the pandemic hit. As a result, children prefer to stay at home playing with their smartphone rather than playing outside the house. This of course can have a negative impact on children's health and growth and development, as well as their socialization abilities. Therefore, there are many ways to overcome this, one of which is inviting children to do other activities such as playing while learning, reading books, and helping parents and so on. Based on the interview

results for questions: When your child is doing school work, do you recommend using the internet facilities on your smartphone? As for one representative answer from the statement given to 10 parents as follows:

Umiharti answered:

“When we are at home, our parents play the role, so we as parents can help our children without using the internet. However, because of modern times, all the information is on the internet that parents don't know about”

Selamat answered differently:

“In an emergency situation, there is no longer a source that can answer, so you can also use the internet on your smartphone”

Indah Sari also answered:

“I do not recommend using a smartphone all the time, but I recommend using a smartphone if needed, for example looking for additional information when you don't understand the teacher's explanation, etc.”

Smartphones don't only have a negative impact, from this statement we can understand that smartphones can help children do homework because when parents don't know the answer to the task, the solution is to use the internet facilities on the smartphone. Based on the interview results for questions: what applications does your child often access when using a smartphone for learning purposes? As for one representative answer from the statement given to 10 parents as follows:

Fitri Sari answered:

“Google and brainly”

Gadis Khadijah answered:

“Google, YouTube and calculator”

Handa Yani also answered the same:

“YouTube, Google and calculator”

As educational apps grow more widespread, both at school and at home, it's natural for parents to have a lot of questions and concerns regarding the applications they choose for their children to play and study on. The most common worries we get from parents are about how to check that an app's content is appropriate for their children, how to support their child in making the greatest use of technology, and how much time their child should spend using the applications. Based on the interview results for questions: In your opinion, what age is appropriate for children to own or use a smartphone? As for one representative answer from the statement given to 10 parents as follows:

Siti ana answered:

“In my opinion, the appropriate age is 14 years”

Muhammad Zulfan answered:

“I think the child is 14 years old when he is in junior high school”

Umiharti answered the same

“In my opinion, 14 years is a suitable age for children to have their own smartphone”

There are indeed several advantages if your child has their own smartphone or mobile phone. With the smart device, children can access applications that can help him study. However, it also important to remember that through smartphone are always in hand, children can also have access to social media, various kinds of games that take up too much time, and the possibility of being exposed to pornographic consumption and practices. Some experts say 12 years is the ideal age, while others say 14 years. They all agree that over time smartphones can become an addictive distraction for children. Based on the interview results for questions: What do you think about the use of smartphones in schools as educational devices for elementary school children after Covid-19? As for one representative answer from the statement given to 10 parents as follows:

Selamat answered:

“In my opinion, it is better to learn from a teacher than from a smartphone, because if it is from a smartphone, when the teacher is not able to supervise them, children was prefer to play with their smartphones and what is certain is that children was no longer concentrate on learning”

Uni Hasbi answered:

“In my opinion, learning becomes more practical and children prefer it because with smartphones the learning display is very varied, such as writing, pictures and videos, but it makes children lazy to read books”

Gadis Khadijah also answered:

“In my opinion, using smartphones as a learning device after Covid-19 is quite helpful for children during learning, it provides a special experience for children with

different learning media than usual. However, this must be done with parental supervision, so that children do not become addicted to the smartphone for the reason of studying”

The increasingly widespread use of smartphones in elementary schools over time certainly cannot be separated from positive and negative impacts on users, especially students. One of the advantages that can be gained if students are allowed to bring smartphones is that students can look for more in-depth information regarding the material presented by the teacher with clear sources. So, students can understand or can repeat the material. One of the disadvantages or disadvantages of using smartphones in the learning process is that parents make children lazy in studying because they focus on smartphones which can interfere with the teaching and learning process, this could be due to message notifications or from game applications. Some people think that using smartphones during class time makes students unable to concentrate. When the teacher is explaining the learning material and the students are busy playing with their smartphones, the students don't listen to the material being presented and don't understand what the teacher is explaining. However, it goes back to whether the school is able to closely supervise students when learning using smartphones.

5. Factors Influence Parental Perspectives towards the Use of Smartphone as Educational Devices For Young Learners Post Covid-19

To find out how much response was shown by parents in Bajaronggi Hamlet 7, researchers used a questionnaire method to collect accurate data. Below, the researcher

describes the results of research regarding parents' perceptions of the use of smartphones as an educational device for young students after Covid-19.

Table 4.1 The result of questionnaire distribution No.1

(Smartphones can be useful for communication during the teaching and learning process, whether in the form of learning questions, questions and answers between teachers and students).

No	Category	Frequency	Percentage
1	Strongly Agree (SA)	2	20%
2	Agree (A)	8	80%
3	Disagree (D)	-	-
4	Strongly Disagree (SD)	-	-
Total		10	100%

Based on table 4.1, the 10 parents in Bajaronggi 7 Hamlet made a wide range of responses, with 2 parents (20%) choosing strongly agree (SA) and 8 parents (80%) choosing agree (A), category disagree (D) category was not picked or had a percentage of 0%, while the strongly disagree (SD) category was also not selected or had a percentage of 0%.

The data above shows that the percentage of parents who chose the agree category is an alternative answer of 80%, which means that smartphones can be useful for communication during the teaching and learning process, both in the form of learning questions and answers, questions and answers between teachers and students.

Table 4.2 The result of questionnaire distribution No. 2

(Using smartphones excessively in class can make the learning process not run perfectly).

No	Category	Frequency	Percentage
1	Strongly Agree (SA)	9	90%
2	Agree (A)	1	10%
3	Disagree (D)	-	-
4	Strongly Disagree (SD)	-	-
Total		10	100%

Based on table 4.2, it can be seen that the 10 parents in Bajaronggi Hamlet 7 have made quite varied choices, including 9 or 90% of parents choosing strongly agree (SA), then 1 or 10% of parents choosing agree (A). , then disagree (D) not selected or 0% and also strongly disagree (SD) not selected or 0%.

Analysis of the data above shows that Using smartphones excessively in class can make the learning process not run perfectly is the alternative answer for parents who choose strongly agree (SA) with a percentage of 90%.

Table 4.3 The result of questionnaire distribution No. 3
(Using smartphones excessively in class can make the learning process not run perfectly).

No	Category	Frequency	Percentage
1	Strongly Agree (SA)	-	-
2	Agree (A)	9	90%
3	Disagree (D)	1	10%
4	Strongly Disagree (SD)	-	-
Total		10	100%

Based on table 4.3, it can be seen that 10 parents have answered and given quite varied choices, including parents who chose the strongly agree (SA) category, none or 0%, while parents who chose the agree (A) category chose 9 or 90. %, while parents who chose the strongly disagree (D) category were 1 or 10% and parents who chose the strongly disagree (SD) category were none or 0%

The analysis above shows that 90% of parents have chosen the alternative answer agreeing (A) with the statement that smartphones for educational purposes can improve children's learning achievements.

Table 4.4 The result of questionnaire distribution No. 4
(Learning using smartphones is more effective than textbooks).

No	Category	Frequency	Percentage
1	Strongly Agree (SA)	-	-
2	Agree (A)	3	30%
3	Disagree (D)	3	30%
4	Strongly Disagree (SD)	4	40%
Total		10	100%

Based on table 4.4, we can see that the 10 parents in Bajaronggi Hamlet 7 have made quite varied choices, including none or 0% of parents who chose the strongly agree (SA) category, while parents who chose the agree category (A.) as much as 3 or 30%, then parents who choose the disagree category (D) are 3 or 30% and parents who choose the strongly disagree (SD) category are 4 or 40%.

The analysis above shows that 40% of parents chose the disagree category as an alternative answer, which means parents do not agree with the statement Learning using smartphones is more effective than textbooks.

Table 4.5 The result of questionnaire distribution No.5
(Smartphones cause children to become lazy in thinking and lazy in learning).

No	Category	Frequency	Percentage
1	Strongly Agree (SA)	6	60%
2	Agree (A)	4	40%
3	Disagree (D)	-	-
4	Strongly Disagree (SD)		-
Total		10	100%

Based on the table above, it can be seen that from the parents in Bajaronggi Hamlet 7, 10 people have chosen quite varied categories, including 6 or 60% of parents who chose the strongly agree (SA) category, then 4 or 40% of parents who chose the agree (A) category. 4 or 40%, while parents who chose the strongly disagree (D) category were none or 0%, and parents who chose the strongly disagree (SD) category were none or 0%.

The analysis above shows that parents chose the strongly agree (SA) category at 60% with the statement Smartphones cause children to become lazy in thinking and lazy in learning.

Table 4.6 The result of questionnaire distribution No.6
(Smartphones cause addiction which can damage children's cognitive and psychomotor skills).

No	Category	Frequency	Percentage
1	Strongly Agree (SA)	3	30%
2	Agree (A)	7	70%
3	Disagree (D)	-	-
4	Strongly Disagree (SD)		-
Total		10	100%

Based on the results above, it can be seen that 10 parents in Bajaronggi Hamlet 7 have chosen quite varied categories, including 3 or 30% of parents who chose the strongly agree (SA) category, while 7 or 70% of parents chose the agree (A) category. Then the category of disagree (D) parents did not choose or 0% and parents who chose the strongly disagree (SD) category were none or 0%.

The above analysis shows that parents agree with a score of 70% with the following statement Smartphones cause addiction which can damage children's cognitive and psychomotor abilities. Most young children are lazy to think because they rely on smartphones.

Table 4.7 The result of questionnaire distribution No. 7
(Smartphones are an important tool for the younger generation in improving their academics).

No	Category	Frequency	Percentage
1	Strongly Agree (SA)	-	-
2	Agree (A)	9	90%
3	Disagree (D)	1	10%
4	Strongly Disagree (SD)		-
Total		10	100%

Based on the results above, it can be seen that 10 parents in Bajaronggi Hamlet 7 have chosen quite varied categories, including 3 or 30% of parents who chose the strongly agree (SA) category, while 3 or 30% of parents chose the agree (A) category. 9 or 90%, then in the category of disagree (D) parents chose 1 or 10% and parents who chose the category of strongly disagree (SD) were none or 0%.

The analysis above shows that parents agree with the following statement Smartphones are an important tool for the younger generation in improving their academics. This is proven by the results of the distribution of questionnaires voting as much as 90%.

Table 4.8 The result of questionnaire distribution No.8
(Learning using smartphones is a learning method that is fun and not boring).

No	Category	Frequency	Percentage
1	Strongly Agree (SA)	1	10%
2	Agree (A)	4	40%
3	Disagree (D)	5	50%
4	Strongly Disagree (SD)	-	-
Total		10	100%

Based on the results above, it can be seen that 10 parents in Bajaronggi Hamlet 7 have chosen quite varied categories, including 1 or 10% of parents who chose the strongly agree (SA) category, while 1 or 10% of parents chose the agree (A) category. 4 or 40%, then in the category of disagree (D) parents chose 5 or 10% and parents who chose the category of strongly disagree (SD) were none or 0%

The analysis above shows that parents do not agree with the following statement. Learning using smartphones is a learning method that is fun and not boring. Parents think that learning without using a smartphone is very fun depending on how the teacher teaches it. This is proven by the results of the distribution of questionnaires voting as much as 50%.

Table 4.9 The result of questionnaire distribution No.9
(Smartphones can provide information and increase knowledge).

No	Category	Frequency	Percentage
1	Strongly Agree (SA)	6	60%
2	Agree (A)	4	40%
3	Disagree (D)	-	-
4	Strongly Disagree (SD)	-	-
Total		10	100%

Based on the results above, it can be seen that 10 parents in Bajaronggi Hamlet 7 have chosen quite varied categories, including 6 or 60% of parents who chose the strongly agree (SA) category, while 4 or 40% of parents chose the agree (A) category. 4 or 40%, then the category of disagree (D) was not selected or 0% and parents who chose the category of strongly disagree (SD) were not selected or 0%.

The analysis above shows that parents strongly agree with the following statement. Smartphones can provide information and increase knowledge. Even smartphones can access information from abroad. The results of the questionnaire distribution showed that out of 10 parents, among them they strongly agreed with a percentage of 60%.

Table 4.10 The result of questionnaire distribution No.10
(Smartphone use from 2 years old is the right age to have your own smartphone).

No	Category	Frequency	Percentage
1	Strongly Agree (SA)	1	10%
2	Agree (A)	-	-
3	Disagree (D)	1	10%
4	Strongly Disagree (SD)	8	80%

Total	10	100%
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Based on the results above, it can be seen that 10 parents in Bajaronggi Hamlet 7 have chosen quite varied categories, including 1 or 10% of parents who choose the strongly agree (SA) category, while there are no parents who choose the agree category (A) or 0%, then parents choose the disagree category as much as (D) 1 or 10% and parents choose the strongly disagree (SD) category as much as 8 or 80%.

The analysis above shows that parents strongly disagree with the following statement. Smartphone use from 2 years old is the right age to have your own smartphone. Using smartphones at a young age can cause addiction and become an emotional child.

B. Discussions

Based on data analysis from the results of data collection, namely interviews and questionnaires that the researcher has conducted, the researcher concludes:

1. Parental Perspectives towards the Use of Smartphone as Educational Devices For Young Learners Post Covid-19

Parents have differing perceptions about using smartphones as educational tools in primary schools, according to data gathered from interviews. Some parents have positive opinions while others have negative ones. through the following inquiry: What is your opinion on primary school students using cell phones as instructional tools in classrooms under COVID-19? One of the informants named Indah Sari conveyed her perception.

“I think using cell phones for studying is a good idea and a novel way to keep kids from becoming bored easily, but teachers still need to keep an eye on and monitor their students' smartphone use”

The most crucial element in achieving learning objectives and producing good outcomes is learning strategies, which let students accomplish the set goals as best they can. Another informant named Gadis Khadijah also expressed her perception.

“Using cell phones as a learning device following Covid-19, in my opinion, is pretty beneficial for children while learning; it provides a unique experience for children with different learning media than typical. This must be done under parental supervision, however, so that youngsters do not grow addicted to their smartphones for the purpose of learning”

Learning media is used as one of the components that contribute to the achievement of effective learning. One advantage of smartphones as a learning medium is that students can expand their knowledge by searching for material and using the internet. Another informant named Gadis Khadijah also expressed her perception.

“I don't think it's a problem, but the bottom line is that it must be monitored. Don't just give them questions and then give them a smartphone and then just leave the child alone, I don't want it to be like that. I want stricter supervision, such as knowing what the child is accessing and helping him when he has difficulties”

Smartphones can be used to increase students' knowledge of technological advances, so that students are not accused of turning a blind eye to technological advances in areas of globalization when they use smartphones to access various educational information, such as searching for information about difficult material.

There were also several informants who gave their negative perceptions. One of the informants named Umi Harti conveyed her perception.

“In my opinion, Because of the high number of students, I believe it would be quite difficult to supervise them one by one. As a result, I believe that schools should provide comprehensive facilities and infrastructure to support the teaching and learning process”

It is well-recognized that technology has a significant role in education. Smartphones are one of the popular instructional tools utilized in learning. In the field of education, smartphones are actually highly beneficial as they facilitate students' search for hard-to-find material. However, excessive use of smartphones and without parental control or teacher control at school can also be dangerous for the students themselves because we don't know how the students operate their smartphones. Meanwhile, another informant named Hada Yani also conveyed his perception in the interview:

“In my opinion, at such a young age for elementary school children it is not suitable, why? Because of their cognitive development they are working to think critically. If the smartphone is damaged, the child was become lazy and think that everything is already on the smartphone”

Cognitive development encompasses all the behaviors that a person engages in during the teaching and learning process in order to comprehend an event and subsequently come to understand it. This is the point at which knowledge processing using cognitive intelligence techniques operates. Thus, it is anticipated that excessive smartphone use may have an adverse influence on children's cognitive development,

particularly with regard to thinking skills like memory, imagination, and creativity in early childhood.

According to the findings of this study, using cell phones as a learning technology in elementary schools resulted in more positive perceptions. It is revealed in this study that the reason is to improve learning methods so that they are more pleasurable than and as easily grasped as feasible. Children also require a range of learning media, as evidenced by multiple parent responses, because imparting learning through the lecture technique was quickly bore children. Parents' responses indicate that there are more positive perceptions than negative ones. This is supported by the results of interviews with parents. Thus, it can be said that parents concur that cellphones can be used as a learning tool in primary schools, but only under the supervision of the school.

2. Factors Influence Parental Perspectives towards the Use of Smartphone as Educational Devices For Young Learners Post Covid-19

Based on the questionnaire data collected, it was filled out by 10 parents and consisted of 10 questions, each with four alternative answers in the categories of strongly agree, agree, disagree, and disagree. According to the findings of a survey, Smartphones can be useful for communication during the teaching and learning process, whether in the form of learning questions, questions and answers between teachers and students. Shows that 8 out of 10 parents supplied alternative answers in agreement (A), resulting in an 80% response rate. This statistic represents the highest result from the first dissemination of the questionnaire. Smartphone media is very influential in the student teaching and learning process; there are several advantages to

using smartphones as a learning medium, such as a teaching and learning medium for teachers and students, as a communication tool, as a tool for seeking information and increasing insight, and, of course, it was make it easier for students to learn.

According to the findings of a survey, using smartphones excessively in class can make the learning process not run perfectly. Shows that 9 out of 10 parents supplied alternative answers in strongly agree (SA), resulting in a 90% response rate. This statistic is the highest result from distributing the second questionnaire. Excessive usage of technology was have negative consequences, such as the learning process not functioning perfectly. This is due to the fact that students can use smartphone technology to access a variety of information, particularly subject-related material. Students' minds are not sharpened as a result, and they become lazy when it comes to studying.

According to the findings of a survey, Smartphones for educational purposes can improve children's learning achievements. Reveals that 9 out of 10 parents chose the agree answer alternative (A), with a 90% success rate. This figure is the highest of the three questionnaire distribution results. Smartphone use can improve student learning achievement, because there are differences between students who use smartphones and those who don't. Students who use smartphones always have more knowledge than students who don't use smartphones. Apart from that, students also have broader horizons because they receive a lot of information that occurs in various worlds, making them more active and creative.

According to the results of a questionnaire distribution, learning with smartphones is more successful than textbooks. Demonstrates that 4 out of 10 parents chose the answer alternative strongly disagree (SD), which has a 40% proportion. This value is the highest of any fourth questionnaire's results. Having a smartphone actually facilitates access to information, including educational resources. However, humans was always need books, regardless of how advanced cellphones become. As a result, studying with books rather than a time-wasting smartphone may be far more clever and successful.

According to the findings of a questionnaire, Smartphones cause children to become lazy in thinking and lazy in learning. Demonstrates that 6 out of 10 respondents use the alternative option strongly agree (SA), which is a 60% percentage. This is the highest number from the fifth questionnaire distribution results. Prolonged use of cellphones without parental supervision can lead kids to become lazy about moving, thinking, and learning, because playing with smartphones is easier or simpler than reading, etc. Therefore children was just do what is easy. Don't want strenuous activities, such as studying, reading, or writing. This is certainly something that parents must pay attention to.

According to the findings of a questionnaire, Smartphones cause addiction which can damage children's cognitive and psychomotor skills. Reveals that 7 out of 10 persons use the alternate option to agree (A), resulting in a 70% agreement rate. This is the highest number from the sixth questionnaire distribution results. Excessive or unregulated smartphone use in youngsters can harm their cognitive and psychomotor

development. The detrimental influence on cognitive development is that children who are always addicted to gadget screens have lower concentration, difficulties solving issues, and lower critical thinking ability. Psychomotor development has a harmful impact on the visual nerves, disrupts hearing function, changes a person's conduct, and has an addictive effect on users.

According to the findings of a survey, Smartphones are an important tool for the younger generation in improving their academics. Demonstrates that 9 out of 10 respondents use the alternative answer agree (A), which has a 90% proportion. This is the highest number from the seventh questionnaire distribution results. Smartphones can boost academic performance if students use them under the supervision of parents or teachers. Parental and teacher supervision is essential since the use of cellphones allows children to access any information they want, whenever they want, based on what comes to mind or the child's preferences. If the student is under rigorous monitoring, he was not access other programs and was only focus on studying, so that using a smartphone while studying can boost his academic performance.

According to the results of a questionnaire distribution with a statement, learning with smartphones is an enjoyable and non-boring learning approach. Demonstrates that 5 out of 10 parents use the alternative answer of disagree (D), which has a 50% proportion. This is the highest number from the eighth questionnaire distribution results. Learning media is a real tool used to convey the content of teaching materials. Learning was be more enjoyable if schools use learning programs that use a combination of text, graphics, video, animation and other media to achieve learning

objectives. Android-based learning media is a type of learning media that is relevant to current educational demands. Android-based learning media is an audio-visual application that is used as a learning aid on smartphones. Therefore, to help the teaching and learning process, a teacher must be able to utilize technology and improve learning approaches.

According to the results of a questionnaire, Smartphones can provide information and increase knowledge. Demonstrates that 6 out of 10 parents use the alternative option strongly agree (SA), which has a 60% response rate. This statistic is the highest of the nine questionnaire distribution results. The preceding remark demonstrates the benefits of smartphones, because it cannot be denied that their presence is currently highly helpful and beneficial for students. For example, students who do not find answers in their school textbooks was resort to cellphones for difficult-to-find answers because smartphones have programs such as Google and YouTube that can readily access material and boost knowledge.

According to the results of a statement. Smartphone use from 2 years old is the right age to have your own smartphone. Demonstrates that 6 out of 10 parents use the alternative option strongly disagree (SD), which has a 60% response rate. This statistic is the highest of the tenth questionnaire distribution results. According to the World Health Organization (WHO), it is not recommended for children under the age of two to have their own smartphone because it was seriously disrupt the child's growth and development, including hampered language skills because children who use smartphones are wasting to spend hours in front of the smartphone, which can harm eye

health. As a result, some experts believe that having your own smartphone at the age of 12 is desirable, while others believe it is around the age of 14.

Recapitulation of the overall frequency of answer items, factors influence parental perspective towards the use of smartphones as educational devices for young learners post Covid-19.

Table 4.11 Frequency Recapitulation

Score	Frequency	(S) x (F)
4	28	112
3	49	147
2	11	2
1	12	12
Total	100	293

The total score for the variable, factors influencing parental perspective towards the use of smartphones as educational devices for young learners post Covid-19 is 303 categorizations based on the ideal score range where:

1. The maximum score is obtained from: 4 (the highest score times the number of statement items times the number of respondents, namely $4 \times 10 \times 10 = 400$).
2. The minimum score is obtained from: 1 (lowest score) times the number of items times the number of respondents, namely $1 \times 10 \times 10 = 100$.

Score range = (maximum score - minimum score): 5. thus the score range for the variable = $(400 - 100) : 5 = 60$. Based on the research results of 10 respondents, the

variable score factors influencing parental perspective towards the use of smartphones as educational devices for young learners post Covid-19 is 293, including the highest category or percentage, so it is calculated:

$$P = F/N \times 100\%$$

$$P = 293/400 \times 100\% = 73,25\%$$

Based on the results of the calculations above, it can be concluded that the results of the questionnaire regarding factors influencing parental perspective towards the use of smartphones as educational devices for young learners post Covid-19 are 73,25%, which according to the guidelines for interpreting the coefficient for the score interval of 60-89 agrees. So, one of the factors influencing parental perspective is in 3 categories, namely the individual concern, the purpose of perspective and the situation.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

It can be concluded that parental perception is a parent's perspective and understanding of an object in their environment through observation, knowledge and experience related to the parent's role. There are 2 types of perception, namely negative perception and positive perception. According to the study's findings using mixed method, parents' perceptions of the use of smartphones as an educational device for young students after Covid-19 are more positive impressions in terms of improving learning methods and learning media that are boring for children and with rules that must be strictly enforced by the school. Because learning while playing can improve children's cognitive abilities, and learning achievement is also influenced by the learning methods and media used.

Factors influence parental perspective towards the use of smartphones as educational devices for young learners post Covid-19, The total score achieved by distributing questionnaires was 73,25%, indicating agreement based on the category score of 60-89. Perceptions do not emerge for no cause; thus, three factors influence these perceptions: the individual concerned (perceiver), the aims of perspective, and the situation.

B. Suggestion

Based on the research results and conclusions obtained, the researcher provides several suggestions:

1. For Parents

Since parents have a significant influence on their children's future, they advise the school to enforce more stringent supervision when students use smartphones for learning. Additionally, the school should retrieve students' Smartphones after classes are over to prevent students from accessing addictive apps like online games and other apps. Parents understand that their children were requiring the world's ever-evolving technology for the duration of their schooling and beyond.

2. For Other Researchers

It is hoped that other researchers can perfect the shortcomings in this research, so that it becomes a good reference for future researchers. Other researchers are advised to expand the research population to obtain broader knowledge regarding parental perceptions. In addition, it is recommended that other researchers add research dimensions and indicators other than those used in this research. In order to gain knowledge regarding other dimensions in parents' perceptions of the use of smartphones as educational devices.

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APPENDICES

Appendix 1: Interview and Questionnaire Item

A. Interview

INTERVIEW ITEMS

1. Apakah anak anda mempunyai smartphone pribadi?
2. Apakah anda mengizinkan membawa smartphone ke sekolah, alasannya?
3. Apakah alasan anda memberikan atau memperbolehkan anak anda bermain smartphone?
4. Apakah ada dampak yang anak anda alami dalam penggunaan smartphone dalam penurunan atau peningkatan nilai hasil belajar di sekolah?
5. Menurut anda, berdampak positif atau berdampak negative penggunaan smartphone pada anak sekolah dasar?
6. Ketika anak anda terlalu sering bermain smartphone ketimbang belajar, bagaimana cara anda memberikan penjelasan bahwa yang dilakukannya baik atau buruk?
7. Ketika saat anak anda sedang mengerjakan tugas sekolah, apakah anda menyarankan untuk menggunakan fasilitas internet yang ada di smartphone?
8. Menurut anda, aplikasi apakah yang sering di akses anak anda ketika menggunakan smartphone untuk kepentingan belajar?
9. Menurut anda, umur berapa yang cocok untuk anak mempunyai atau menggunakan smartphone?
10. Bagaimana menurut anda tentang penggunaan smartphone di sekolah sebagai perangkat pendidikan untuk anak sekolah dasar setelah covid-19?

B. Questionnaire

RESEARCH QUESTIONNAIRE

**CELL PHONE BASED TECHNOLOGY ASSISTED LEARNING IN
PRIMARY SCHOOLS: PARENTAL PERSPECTIVES TOWARDS
THE USE OF SMARTPHONES AS EDUCATIONAL DEVICES
FOR YOUNG LEARNERS POST COVID-19**

I. Identitas Responden

Nama orang tua :
 Jenis kelamin :
 Umur :
 Pekerjaan :
 Nama peserta didik :

No	Pernyataan	Jawaban			
		SS	S	KS	TS
1	Smartphone dapat bermanfaat untuk komunikasi saat proses belajar mengajar, baik berupa soal pelajaran, Tanya jawab antara guru dan siswa.				
2	Menggunakan smartphone yang berlebihan di kelas dapat membuat proses belajar tidak berjalan dengan sempurna.				
3	Smartphone untuk kepentingan pendidikan dapat meningkatkan prestasi belajar anak.				
4	Pembelajaran menggunakan smartphone lebih efektif daripada buku pelajaran.				

5	Smartphone menyebabkan anak-anak menjadi malas berfikir dan malas belajar.				
6	Smartphone menyebabkan kecanduan yang dapat merusak keterampilan kognitif dan psikomotorik anak.				
7	Smartphone adalah alat yang penting bagi generasi muda dalam meningkatkan akademiknya.				
8	Pembelajaran menggunakan smartphone adalah metode pembelajaran yang menyenangkan dan tidak membosankan.				
9	Smartphone dapat memberikan informasi dan menambah pengetahuan.				
10	Penggunaan smartphone di usia mulai dari 2 tahun adalah umur yang cocok untuk punya smartphone sendiri.				

Appendix 2. The Result of Interview

A. Interview

**Hasil Wawancara Orang Tua Tentang Penggunaan Smartphone Sebagai
Perangkat Pendidikan Untuk Anak Sekolah Dasar Setelah Covid-19**

Di Bajaronggi Dusun 7

1) Informan 1

Nama orang tua : Umiharti
Jenis kelamin : Perempuan
Umur : 45 tahun
Pekerjaan : Ibu rumah tangga
Nama peserta didik : Naufal Mursyid

No	Pertanyaan wawancara	Jawaban
1	Apakah anak anda mempunyai smartphone pribadi?	Tidak
2	Apakah anda mengizinkan membawa smartphone ke sekolah, alasannya?	Tergantung, jika memang smartphone tersebut untuk kebutuhan belajar saya mengizinkan, namun jika tidak ada kebutuhan belajar saya tidak mengizinkannya.
3	Apakah alasan anda memberikan atau memperbolehkan anak anda bermain smartphone?	Karena masih dalam pengawasan saya sebagai orang tua ketika anak bermain smartphone dan terkhusus untuk media belajar agar anak lebih tertarik dalam belajar.
4	Apakah ada dampak yang anak anda alami dalam penggunaan smartphone dalam penurunan atau peningkatan nilai hasil belajar di sekolah?	Ketika smartphone digunakan sebagai media belajar ini dapat mempengaruhi peningkatan belajar anak di sekolah, apalagi diiringi dengan bernyanyi, menampilkan gambar yang memiliki banyak warna jadi anak tersebut merasa dan menganggap bahwa belajar itu menyenangkan dan tidak membosankan.
5	Menurut anda, berdampak positif atau berdampak negative penggunaan smartphone pada anak sekolah dasar?	Bisa jadi berdampak negative karena kita tidak tahu diluar pengawasan kita apa yang mereka buka di smartphone tersebut, sehingga menghabiskan waktunya

		hanya untuk bermain smartphone dan membuat anak menjadi malas belajar.
6	Ketika anak anda terlalu sering bermain smartphone ketimbang belajar, bagaimana cara anda memberikan penjelasan bahwa yang dilakukannya baik atau buruk?	Cara yang saya lakukan menyuruhnya untuk belajar dulu nanti smartphonanya dikasih lagi dan diberikan batas waktu untuk bermain smartphone missal 1 jam saja.
7	Ketika saat anak anda sedang mengerjakan tugas sekolah, apakah anda menyarankan untuk menggunakan fasilitas internet yang ada di smartphone?	Ketika saat dirumah maka yang berperan orang tua, jadi kita selaku orang tua bisa membantu anak tanpa menggunakan internet. Namun, karena zaman kecanggihan zaman semua informasi ada di internet yang tidak orang tua ketahui.
8	Menurut anda, aplikasi apa yang sering di akses anak anda ketika menggunakan smartphone untuk kepentingan belajar?	Yang paling dominan sering digunakan adalah youtube, karena kita bisa menyesuaikan aplikasi tersebut dengan umur.
9	Menurut anda, umur berapa yang cocok untuk anak mempunyai atau menggunakan smartphone?	Menurut saya 14 tahun adalah umur yang cocok untuk anak mempunyai smartphone sendiri.
10	Bagaimana menurut anda tentang penggunaan smartphone di sekolah sebagai perangkat pendidikan untuk anak sekolah dasar setelah covid-19?	Menurut saya, karena banyaknya siswa itu akan sangat sulit untuk mengawasinya satu per satu. Maka saya lebih menyarankan sebaiknya sekolah harus memberikan fasilitas sarana dan prasarana yang lengkap untuk proses belajar mengajar.

2) Informan 2

Nama orang tua : Selamat
 Jenis kelamin : Laki-laki
 Umur : 48 tahun
 Pekerjaan : Petani
 Nama peserta didik : Taufiqurrahman

No	Pertanyaan wawancara	Jawaban
1	Apakah anak anda mempunyai smartphone pribadi?	Tidak

2	Apakah anda mengizinkan membawa smartphone ke sekolah, alasannya?	Kadang mengizinkan, kadang tidak tergantung situasinya.
3	Apakah alasan anda memberikan atau memperbolehkan anak anda bermain smartphone?	Untuk belajar
4	Apakah ada dampak yang anak anda alami dalam penggunaan smartphone dalam penurunan atau peningkatan nilai hasil belajar di sekolah?	Kalau tidak di awasi maka dia akan bermain game sehingga menimbulkan penurunan nilai hasil belajar.
5	Menurut anda, berdampak positif atau berdampak negative penggunaan smartphone pada anak sekolah dasar?	Jika di awasi secara tepat bisa berdampak positif, kalau tidak di awasi maka akan menjurus kepada negative karena dia akan bermain smartphone sesuka hatinya terutama bermain game.
6	Ketika anak anda terlalu sering bermain smartphone ketimbang belajar, bagaimana cara anda memberikan penjelasan bahwa yang dilakukannya baik atau buruk?	Bermain smartphone secara berlebihan itu tidak baik dan tidak bermanfaat untuk kesehatan serta dapat mengganggu konsentrasi dalam belajar karena terkontaminasi oleh radiasi smartphone sehingga membuat kurang kesehatan mata dan menjadi labil karena selalu labil emosinya ketika terganggu bermain smartphone.
7	Ketika saat anak anda sedang mengerjakan tugas sekolah, apakah anda menyarankan untuk menggunakan fasilitas internet yang ada di smartphone?	Dalam kondisi darurat memang tidak ada lagi sumber yang bisa menjawab maka bisa juga menggunakan internet yang ada di smartphone.
8	Menurut anda, aplikasi apa yang sering di akses anak anda ketika menggunakan smartphone untuk kepentingan belajar?	Google

9	Menurut anda, umur berapa yang cocok untuk anak mempunyai atau menggunakan smartphone?	Ketika anak duduk di bangku sma umur 15 tahun.
10	Bagaimana menurut anda tentang penggunaan smartphone di sekolah sebagai perangkat pendidikan untuk anak sekolah dasar setelah covid-19?	Menurut saya, lebih baik belajarnya dari guru daripada dari smartphone, karena kalau dari smartphone ketika guru tidak sanggup mengawasinya maka anak-anak lebih suka bermain dengan smartphonenya dan yang pasti anak sudah menjadi tidak konsentrasi lagi dalam belajar.

3) Informan 3

Nama orang tua : Uni Hasbi
 Jens kelamin : Perempuan
 Umur : 53 tahun
 Pekerjaan : Ibu rumah tangga
 Nama peserta didik : Satria Yudhistira

No	Pertanyaan wawancara	Jawaban
1	Apakah anak anda mempunyai smartphone pribadi?	Tidak
2	Apakah anda mengizinkan membawa smartphone ke sekolah, alasannya?	Ya, jika digunakan untuk urusan sekolah
3	Apakah alasan anda memberikan atau memperbolehkan anak anda bermain smartphone?	Untuk menambah wawasan anak
4	Apakah ada dampak yang anak anda alami dalam penggunaan smartphone dalam penurunan atau peningkatan nilai hasil belajar di sekolah?	Ada, dampaknya mengalami penurunan nilai hasil belajar pada anak dikarenakan seringnya bermain smartphone.
5	Menurut anda, berdampak positif atau berdampak negative penggunaan smartphone pada anak sekolah dasar?	Berdampak negative, karena bisa mengganggu kesehatan fisik.
6	Ketika anak anda terlalu sering bermain smartphone ketimbang	Dengan cara menasehatinya dan memberikan bukti tentang

	belajar, bagaimana cara anda memberikan penjelasan bahwa yang dilakukanya baik atau buruk?	penggunaan smartphone yang berlebihan
7	Ketika saat anak anda sedang mengerjakan tugas sekolah, apakah anda menyarankan untuk menggunakan fasilitas internet yang ada di smartphone?	Tidak
8	Menurut anda, aplikasi apa yang sering di akses anak anda ketika menggunakan smartphone untuk kepentingan belajar?	Brainly
9	Menurut anda, umur berapa yang cocok untuk anak mempunyai atau menggunakan smartphone?	Umur 13 tahun yang cocok untuk anak mempunyai smartphone sendiri.
10	Bagaimana menurut anda tentang penggunaan smartphone di sekolah sebagai perangkat pendidikan untuk anak sekolah dasar setelah covid-19?	Menurut saya belajar menjadi lebih praktis dan anak lebih suka karena dengan smartphone tampilan belajar sangat bervariasi seperti bentuk tulisan, gambar maupun video, namun menjadikan anak malas untuk membaca buku.

4) Informan 4

Nama orang tua : Indah Sari
 Jenis kelamin : Perempuan
 Umur : 42 tahun
 Pekerjaan : Ibu rumah tangga/Pedagang
 Nama peserta didik : Syifa Adinda

No	Pertanyaan wawancara	Jawaban
1	Apakah anak anda mempunyai smartphone pribadi?	Ya punya.
2	Apakah anda mengizinkanya membawa smartphone ke sekolah, alasanya?	Ya saya mengizinkanya.

3	Apakah alasan anda memberikan atau memperbolehkan anak anda bermain smartphone?	Menurut saya smartphone juga memberikan dampak positif bagi anak di masa sekarang ini contohnya smartphone bisa menjadi alat bantu belajar bagi anak, mencari informasi tambahan mengenai pelajaran serta cara belajar yang menyenangkan juga bisa melalui smartphone.
4	Apakah ada dampak yang anak anda alami dalam penggunaan smartphone dalam penurunan atau peningkatan nilai hasil belajar di sekolah?	Dampak yang terlalu significant tidak ada ya, seperti meningkat drastis itu tidak tetapi semangat belajarnya lebih baik dari sebelumnya, yang biasanya gaya belajar membosankan terkadang dengan adanya smartphone anak saya bisa mencoba gaya belajar yang baru dan lebih menyenangkan.
5	Menurut anda, berdampak positif atau berdampak negative penggunaan smartphone pada anak sekolah dasar?	Menurut saya berdampak positif tetapi penggunaan smartphone juga ada dampak negative seperti kecanduan dan harus selalu diawasi.
6	Ketika anak anda terlalu sering bermain smartphone ketimbang belajar, bagaimana cara anda memberikan penjelasan bahwa yang dilakukannya baik atau buruk?	Saya pelan pelan menjelaskan tentang bahayanya bermain smartphone dibanding belajar, saya tidak langsung melarang tetapi pelan-pelan menjelaskan dahulu apa bahayanya lalu melarangnya.
7	Ketika saat anak anda sedang mengerjakan tugas sekolah, apakah anda menyarankan untuk menggunakan fasilitas internet yang ada di smartphone?	Saya tidak menyarankan untuk menggunakan smartphone tiap saat, tetapi saya menyarankan untuk memakai smartphone jika dibutuhkan misal mencari informasi tambahan disaat kurang mengerti penjelasan dari guru, dll.
8	Menurut anda, aplikasi apa yang sering di akses anak anda ketika menggunakan smartphone untuk kepentingan belajar?	Google, brainly.
9	Menurut anda, umur berapa yang cocok untuk anak mempunyai atau menggunakan smartphone?	Menurut saya umur yang cocok untuk menggunakan smartphone yaitu 10 tahun.

10	Bagaimana menurut anda tentang penggunaan smartphone di sekolah sebagai perangkat pendidikan untuk anak sekolah dasar setelah covid-19?	Menurut saya, tidak apa-apa dan sebuah metode belajar baru jika menggunakan smartphone agar belajar lebih bervariasi dan anak-anak tidak cepat bosan, tetapi guru juga harus tetap mendampingi dan mengawasi dalam penggunaan smartphone bagi para siswanya.
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5) Informan 5

Nama orang tua : Fitri Sari
 Jenis Kelamin : Perempuan
 Umur : 44 tahun
 Pekerjaan : Ibu rumah tangga
 Nama peserta didik : Silawati

No	Pertanyaan wawancara	Jawaban
1	Apakah anak anda mempunyai smartphone pribadi?	Tidak.
2	Apakah anda mengizinkan membawa smartphone ke sekolah, alasannya?	Mengizinkan tetapi dalam pengawasan sekolah.
3	Apakah alasan anda memberikan atau memperbolehkan anak anda bermain smartphone?	Agar anak tidak bosan dalam belajar.
4	Apakah ada dampak yang anak anda alami dalam penggunaan smartphone dalam penurunan atau peningkatan nilai hasil belajar di sekolah?	Ada, penurunannya dia semakin candu bermain smartphone, peningkatannya dia senang belajar menggunakan smartphone.
5	Menurut anda, berdampak positif atau berdampak negative penggunaan smartphone pada anak sekolah dasar?	Lebih banyak berdampak negative karena ketika penggunaan smartphone di sekolah siswa akan menjadi tidak fokus dalam belajar mereka akan selalu berfikir setelah belajar aku mau main game, sudah membuat rencana terlebih dahulu karena smartphone tersebut sudah ada di depannya.

6	Ketika anak anda terlalu sering bermain smartphone ketimbang belajar, bagaimana cara anda memberikan penjelasan bahwa yang dilakukanya baik atau buruk?	Saya akan menasehatinya dengan lembut agar dia tidak berontak.
7	Ketika saat anak anda sedang mengerjakan tugas sekolah, apakah anda menyarankan untuk menggunakan fasilitas internet yang ada di smartphone?	Tidak, saya akan menyuruhnya membaca buku terlebih dahulu, jika di buku tidak ada jawabanya baru saya beri fasilitas internet itu.
8	Menurut anda, aplikasi apa yang sering di akses anak anda ketika menggunakan smartphone untuk kepentingan belajar?	Google, brainly.
9	Menurut anda, umur berapa yang cocok untuk anak mempunyai atau menggunakan smartphone?	Mulai umur 14 tahun anak boleh mempunyai smartphone sendiri.
10	Bagaimana menurut anda tentang penggunaan smartphone di sekolah sebagai perangkat pendidikan untuk anak sekolah dasar setelah covid-19?	Menurut saya itu baik, tetapi harus dalam pengawasan guru. Jadi, smartphone sebagai media belajar untuk anak.

6) Informan 6

Nama orang tua : Gadis Khadijah
 Jenis Kelamin : Perempuan
 Umur : 36 tahun
 Pekerjaan : Pedagang
 Nama peserta didik : Wika Amelia

No	Pertanyaan wawancara	Jawaban
1	Apakah anak anda mempunyai smartphone pribadi?	Ya punya.
2	Apakah anda mengizinkanya membawa smartphone ke sekolah, alasanya?	Ya, jika smartphone tersebut atas perintah dari guru untuk kegiatan belajar mengajar di sekolah.

3	Apakah alasan anda memberikan atau memperbolehkan anak anda bermain smartphone?	Karena di abad ke 21 ini siswa sudah menjadi bagian dari digital era, dan pembelajaran serta materi belajar sudah banyak di smartphone, hal itu membantu siswa sekaligus orang tua dalam membantu anak belajar dirumah.
4	Apakah ada dampak yang anak anda alami dalam penggunaan smartphone dalam penurunan atau peningkatan nilai hasil belajar di sekolah?	Anak saya mengalami peningkatan nilai di sekolahnya, karena banyak materi atau pengetahuan yang di dapatkan dari smartphone tersebut.
5	Menurut anda, berdampak positif atau berdampak negative penggunaan smartphone pada anak sekolah dasar?	Menurut saya, dampak dari smartphone untuk anak sekolah dasar ada negative dan positifnya, hal ini akan memberikan hal yang positif jika diawasi oleh orang tua.
6	Ketika anak anda terlalu sering bermain smartphone ketimbang belajar, bagaimana cara anda memberikan penjelasan bahwa yang dilakukanya baik atau buruk?	Saya akan memastikan terlebih dahulu, anak tersebut bermain smartphone untuk bermain game atau sedang belajar dan jika telah melebihi batas waktunya yang telah diberikan untuk bermain smartphone, jika bermain game maka saya akan menasehatinya bahwa hal itu tidak baik dan mengambil smartphone tersebut.
7	Ketika saat anak anda sedang mengerjakan tugas sekolah, apakah anda menyarankan untuk menggunakan fasilitas internet yang ada di smartphone?	Jika saya masih bisa membantunya untuk mengerjakan tugas tersebut maka smartphone tidak akan saya berikan ke anak saya begitu sebaliknya.
8	Menurut anda, aplikasi apa yang sering di akses anak anda ketika menggunakan smartphone untuk kepentingan belajar?	Google, youtube dan kalkulator
9	Menurut anda, umur berapa yang cocok untuk anak mempunyai atau menggunakan smartphone?	Menurut saya jika anak sudah duduk di bangku sekolah menengah pertama, dikarenakan sudah banyak materi pembelajaran yang di dapat yang membutuhkan akses internet untuk mempelajarinya.

10	Bagaimana menurut anda tentang penggunaan smartphone di sekolah sebagai perangkat pendidikan untuk anak sekolah dasar setelah covid-19?	Penggunaan smartphone sebagai perangkat pembelajaran setelah covid-19 menurut saya cukup membantu anak selama pembelajaran, itu memberikan pengalaman tersendiri untuk anak dengan media pembelajaran yang berbeda dari biasanya. Namun, hal ini harus dilakukan dengan pantauan orang tua, agar anak tidak kecanduan dengan smartphone tersebut dengan alasan belajar.
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7) Informan 7

Nama orang tua : Handa Yani
 Jenis kelamin : Perempuan
 Umur : 44 tahun
 Pekerjaan : Ibu rumah tangga
 Nama peserta didik : Sabrina Aziziah

No	Pertanyaan wawancara	Jawaban
1	Apakah anak anda mempunyai smartphone pribadi?	Ya punya sebagai penunjang kebutuhan belajar.
2	Apakah anda mengizinkannya membawa smartphone ke sekolah, alasannya?	Saya tidak mengizinkan membawa smartphone ke sekolah karena akan mengganggu konsentrasi belajar di sekolah.
3	Apakah alasan anda memberikan atau memperbolehkan anak anda bermain smartphone?	Saya memberikan smartphone karena anak tersebut telah melakukan kewajibannya sebagai pelajar yaitu belajar dengan batasan waktu 1 jam.
4	Apakah ada dampak yang anak anda alami dalam penggunaan smartphone dalam penurunan atau peningkatan nilai hasil belajar di sekolah?	Ya kalau dampak tentu adalah kalau bicara tentang penggunaan smartphone. Tapi kalau pada nilai sih ya Alhamdulillah nilainya standar walaupun tidak terlalu tinggi nilainya sampai sekarang saya pantau terus nilainya meningkat walau peningkatan itu standar.

5	Menurut anda, berdampak positif atau berdampak negative penggunaan smartphone pada anak sekolah dasar?	Berbicara tentang penggunaan smartphone ya pasti ada positif dan negatifnya, positifnya membantu anak kita dalam pembelajaran sedangkan negatifnya anak menjadi malas belajar.
6	Ketika anak anda terlalu sering bermain smartphone ketimbang belajar, bagaimana cara anda memberikan penjelasan bahwa yang dilakukanya baik atau buruk?	Saya harus menasehatinya terlebih dahulu, menjelaskan kepada anak saya tentang bahaya bermain smartphone yang terlalu lama dan sering kemudian mengambil smartphonanya lalu menyimpannya di tempat yang tidak anak saya tahu.
7	Ketika saat anak anda sedang mengerjakan tugas sekolah, apakah anda menyarankan untuk menggunakan fasilitas internet yang ada di smartphone?	Tergantung jika tugas dari sekolah sangat susah untuk di dapatkan mau tidak mau ya menggunakan internet, begitu juga sebaliknya.
8	Menurut anda, aplikasi apa yang sering di akses anak anda ketika menggunakan smartphone untuk kepentingan belajar?	Youtube, google dan kalkulator
9	Menurut anda, umur berapa yang cocok untuk anak mempunyai atau menggunakan smartphone?	Menurut saya umur yang cocok itu 14 tahu karena mereka sudah bisa menentukan mana yang baik dan buruk.
10	Bagaimana menurut anda tentang penggunaan smartphone di sekolah sebagai perangkat pendidikan untuk anak sekolah dasar setelah covid-19?	Menurut saya di usia yang masih sangat muda bagi anak sekolah dasar itu tidak cocok, kenapa? Karena keterampilan kognitif dan psikomotorik mereka sedang bekerja untuk berfikir kritis. Apabila sudah di rusak dengan smartphone maka anak akan jadi malas berfikir mereka menganggap semua sudah ada di smartphone.

8) Informan 8

Nama orang tua : Siti Ana
 Jenis kelamin : Perempuan
 Umur : 45 tahun
 Pekerjaan : Ibu rumah tangga

Nama peserta didik : Raka Subhan

No	Pertanyaan wawancara	Jawaban
1	Apakah anak anda mempunyai smartphone pribadi?	Ya anak saya mempunyai smartphone pribadi
2	Apakah anda mengizinkan membawa smartphone ke sekolah, alasannya?	Dapat kita lihat di zaman sekarang meningkatnya inovasi di pembelajaran yang ada di setiap sekolah, maka dari itu saya memberikan smartphone pribadi dia untuk belajar
3	Apakah alasan anda memberikan atau memperbolehkan anak anda bermain smartphone?	Saya memberikan tapi saya mengontrol apa yang dia mainkan, apa yang dia buka dalam smartphone tersebut dan saya tidak akan membebaskan anak itu bermain sampai berjam-jam.
4	Apakah ada dampak yang anak anda alami dalam penggunaan smartphone dalam penurunan atau peningkatan nilai hasil belajar di sekolah?	Karena saya membatasi anak saya bermain smartphone, saya beranggapan tidak ada penurunan nilai hasil belajar malah mungkin naik karena di dalam smartphone itu dia bisa bermain sambil belajar dan mudah di mengerti oleh dia.
5	Menurut anda, berdampak positif atau berdampak negative penggunaan smartphone pada anak sekolah dasar?	Akan berdampak positif apabila guru mengawasi anak ketika sedang mengerjakan pekerjaan sekolahnya. Dan akan berdampak negative apabila guru lalai dalam pengawasan dan anak bisa mencuri waktu dengan membuka aplikasi lain seperti game online.
6	Ketika anak anda terlalu sering bermain smartphone ketimbang belajar, bagaimana cara anda memberikan penjelasan bahwa yang dilakukanya baik atau buruk?	Dari awal saya menerapkan ada saatnya belajar dan bermain jadi anak saya terbawa aturan tersebut sehingga tidak ada kesulitan mendidik anak saya. Ketika hari minggu saya membebaskan anak saya bermain smartphone bukan dalam arti bisa mengakses apapun tetapi saya tetap memberikan pengawasan kepada anak saya. Jadi yang saya bebaskan itu adalah

		jadwalnya biasanya saya kasih 1 jam menjadi 3 jam di hari minggu.
7	Ketika saat anak anda sedang mengerjakan tugas sekolah, apakah anda menyarankan untuk menggunakan fasilitas internet yang ada di smartphone?	Ketika anak saya mengerjakan tugas dari gurunya saya memantau dan jika saya masih bisa menjawab dan saya tidak menggunakan internet, begitu juga sebaliknya.
8	Menurut anda, aplikasi apa yang sering di akses anak anda ketika menggunakan smartphone untuk kepentingan belajar?	Duolingo dan ruang guru
9	Menurut anda, umur berapa yang cocok untuk anak mempunyai atau menggunakan smartphone?	Menurut saya umur yang cocok yaitu 14 tahun.
10	Bagaimana menurut anda tentang penggunaan smartphone di sekolah sebagai perangkat pendidikan untuk anak sekolah dasar setelah covid-19?	Menurut saya tidak masalah, tapi digaris bawah harus di pantau Jangan hanya di beri soal terus diberikan smartphone kemudian anak tersebut di biarkan saja, saya tidak mau seperti itu. Saya mau lebih ketat pengawasan seperti mengetahui apa yang diakses oleh anak dan membantunya ketika dia salam kesulitan.

9) Informan 9

Nama orang tua : Muhammad Zulfan
 Jenis kelamin : Laki-laki
 Umur : 47 tahun
 Pekerjaan : Petani
 Nama peserta didik : Taufiq Hidayat

No	Pertanyaan wawancara	Jawaban
1	Apakah anak anda mempunyai smartphone pribadi?	Ya punya.
2	Apakah anda mengizinkannya membawa smartphone ke sekolah, alasannya?	Mengizinkan, jika itu untuk kepentingan belajar di sekolah.

3	Apakah alasan anda memberikan atau memperbolehkan anak anda bermain smartphone?	Untuk tujuan pendidikan dan pembelajarannya karena adanya aplikasi yang efektif menjadi sumber informasi dan pengetahuan bagi anak.
4	Apakah ada dampak yang anak anda alami dalam penggunaan smartphone dalam penurunan atau peningkatan nilai hasil belajar di sekolah?	Terjadinya peningkatan pada saat anak saya menggunakan smartphonenya untuk kepentingan belajarnya.
5	Menurut anda, berdampak positif atau berdampak negative penggunaan smartphone pada anak sekolah dasar?	Kedua dampak ini akan timbul karena berdampak positif apabila anak itu menggunakan smartphone dengan baik membuka aplikasi yang membantunya untuk belajar sehingga dapat meningkatkan prestasi anak. Kemudian berdampak negative apabila anak menjadi candu bermain smartphone sehingga merusak kesehatan dan pikiran.
6	Ketika anak anda terlalu sering bermain smartphone ketimbang belajar, bagaimana cara anda memberikan penjelasan bahwa yang dilakukanya baik atau buruk?	Saya akan menasehatinya dan memberikan jadwal kapan anak itu bisa bermain smartphone dan lebih banyak menyuruhnya untuk belajar.
7	Ketika saat anak anda sedang mengerjakan tugas sekolah, apakah anda menyarankan untuk menggunakan fasilitas internet yang ada di smartphone?	Ya, ketika dia tidak mengerti atau tidak memahami penjelasan guru maka saya akan menyuruh dia untuk menggunakan smartphone untuk mencari informasi yang akurat.
8	Menurut anda, aplikasi apa yang sering di akses anak anda ketika menggunakan smartphone untuk kepentingan belajar?	Google, brainly, youtube, kalkulator.
9	Menurut anda, umur berapa yang cocok untuk anak mempunyai atau menggunakan smartphone?	Menurut saya umur 14 tahun pada saat anak duduk di bangku SMP.
10	Bagaimana menurut anda tentang penggunaan smartphone di sekolah sebagai perangkat pendidikan untuk anak sekolah dasar setelah covid-19?	Menurut saya tidak masalah selagi sekolah tersebut menjanjikan pengawasan yang ketat kepada anak saat menggunakan smartphone. Dan

		saya lebih menyarankan untuk sekolah menyimpan smartphone pada jam istirahat agar anak-anak tidak dapat mencuri waktu untuk bermain game online atau membuka yang lainnya diluar dari kepentingan belajar.
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10) Informan 10

Nama orang tua : Robiatul adawiyah
 Jenis kelamin : Laki-laki
 Umur : 45 tahun
 Pekerjaan : Ibu rumah tangga
 Nama peserta didik : Nabila Dewi Safitri

No	Pertanyaan wawancara	Jawaban
1	Apakah anak anda mempunyai smartphone pribadi?	Tidak
2	Apakah anda mengizinkan membawa smartphone ke sekolah, alasannya?	Ya diizinkan kalau ada kepentingan untuk belajar, selebihnya selalu saya ingatkan kalau membawa smartphone tidak boleh di salah gunakan
3	Apakah alasan anda memberikan atau memperbolehkan anak anda bermain smartphone?	Untuk membantu anak saya mencari informasi menambah pengetahuan untuk kepentingan belajar
4	Apakah ada dampak yang anak anda alami dalam penggunaan smartphone dalam penurunan atau peningkatan nilai hasil belajar di sekolah?	Dampak yang terjadi pada anak saya mengalami peningkatan, karena ketika anak saya ingin memakai smartphone dia harus bilang terlebih dahulu kepada saya dan belajar di samping saya sehingga saya dapat mengontrol ketat apa yang sedang di akses anak saya.
5	Menurut anda, berdampak positif atau berdampak negative penggunaan smartphone pada anak sekolah dasar?	Menurut saya lebih banyak ke dampak negatifnya ya, karena banyak di mana-mana saya lihat baik sosial media maupun di bazaronggi anak-anak sudah meraja lela menggunakan smartphone tanpa batasan waktu dan membuat perilaku anak berubah drastis

		menjadi emosional ketika di ganggu saat bermain smartpnone.
6	Ketika anak anda terlalu sering bermain smartpnone ketimbang belajar, bagaimana cara anda memberikan penjelasan bahwa yang dilakukanya baik atau buruk?	Cara saya ketika anak lelah bermain dan meletakkan smartphonena, saya mengambil dan menyembunyikanya ke tempat yang tidak di ketahuinya.
7	Ketika saat anak anda sedang mengerjakan tugas sekolah, apakah anda menyarankan untuk menggunakan fasilitas internet yang ada di smartpnone?	Tidak, jika saya mengerti tugas sekolah tersebut saya akan membantu anak saya mengerjakanya, namun jika saya tidak tahu dan anak saya juga tidak mengerti baru saya memberikan smartpnone itu untuk menjawab tugas sekolahnya di bawah pengawasan saya.
8	Menurut anda, aplikasi apa yang sering di akses anak anda ketika menggunakan smartpnone untuk kepentingan belajar?	Youtube dan kalkulator untuk tugas matematika.
9	Menurut anda, umur berapa yang cocok untuk anak mempunyai atau menggunakan smartpnone?	Umur 14 tahun menurut saya
10	Bagaimana menurut anda tentang penggunaan smartpnone di sekolah sebagai perangkat pendidikan untuk anak sekolah dasar setelah covid-19?	Menurut saya setuju saja, tergantung bagaimana pihak sekolah menyikapinya, karena smartpnone salah satu sarana yang baik dan cepat dalam penyebaran informasi.

B. Questionnaire

RESEARCH QUESTIONNAIRE
CELL PHONE BASED TECHNOLOGY ASSISTED LEARNING IN
PRIMARY SCHOOLS: PARENTAL PERSPECTIVES TOWARDS
THE USE OF SMARTPHONES AS EDUCATIONAL DEVICES
FOR YOUNG LEARNERS POST COVID-19

I. Respondent's Identity

Name : Umi Harti
 Age : 45 Tahun
 Gender : Perempuan
 Occupation : Ibu Rumah Tangga
 Student's name : Naufal Mursyid.

No	Pernyataan	Jawaban			
		SS	S	KS	TS
1	Smartphones can be useful for communication during the teaching and learning process, whether in the form of learning questions, questions and answers between teachers and students.		✓		
2	Using smartphones excessively in class can make the learning process not run perfectly.	✓			
3	Smartphones for educational purposes can improve children's learning achievements.		✓		
4	Learning using smartphones is more effective than textbooks.				✓
5	Smartphones cause children to become lazy in	✓			

	thinking and lazy in learning.				
6	Smartphones cause addiction which can damage children's cognitive and psychomotor skills.	✓			
7	Smartphones are an important tool for the younger generation in improving their academics.		✓		
8	Learning using smartphones is a learning method that is fun and not boring.		✓		
9	Smartphones can provide information and increase knowledge.	✓			
10	Smartphone use from 2 years old is the right age to have your own smartphone.				✓

RESEARCH QUESTIONNAIRE

**CELL PHONE BASED TECHNOLOGY ASSISTED LEARNING IN
PRIMARY SCHOOLS: PARENTAL PERSPECTIVES TOWARDS
THE USE OF SMARTPHONES AS EDUCATIONAL DEVICES
FOR YOUNG LEARNERS POST COVID-19**

I. Respondent's Identity

Name : *Selamat*
 Age : *40 Tahun*
 Gender : *Laki Laki*
 Occupation : *Petani*
 Student's name : *Taufiqurrohmah*

No	Pernyataan	Jawaban			
		SS	S	KS	TS
1	Smartphones can be useful for communication during the teaching and learning process, whether in the form of learning questions, questions and answers between teachers and students.		✓		
2	Using smartphones excessively in class can make the learning process not run perfectly.	✓			
3	Smartphones for educational purposes can improve children's learning achievements.		✓		
4	Learning using smartphones is more effective than textbooks.				✓
5	Smartphones cause children to become lazy in	✓			

	thinking and lazy in learning.				
6	Smartphones cause addiction which can damage children's cognitive and psychomotor skills.		✓		
7	Smartphones are an important tool for the younger generation in improving their academics.		✓		
8	Learning using smartphones is a learning method that is fun and not boring.			✓	
9	Smartphones can provide information and increase knowledge.		✓		
10	Smartphone use from 2 years old is the right age to have your own smartphone.				✓

RESEARCH QUESTIONNAIRE

**CELL PHONE BASED TECHNOLOGY ASSISTED LEARNING IN
PRIMARY SCHOOLS: PARENTAL PERSPECTIVES TOWARDS
THE USE OF SMARTPHONES AS EDUCATIONAL DEVICES
FOR YOUNG LEARNERS POST COVID-19**

I. Respondent's Identity

Name : *Umi Harbi*
 Age : *53 tahun*
 Gender : *Perempuan*
 Occupation : *Ibu Rumah Tangga*
 Student's name : *SATRIA YUDHISTIRA*

No	Pernyataan	Jawaban			
		SS	S	KS	TS
1	Smartphones can be useful for communication during the teaching and learning process, whether in the form of learning questions, questions and answers between teachers and students.		✓		
2	Using smartphones excessively in class can make the learning process not run perfectly.	✓			
3	Smartphones for educational purposes can improve children's learning achievements.		✓		
4	Learning using smartphones is more effective than textbooks.		✓		
5	Smartphones cause children to become lazy in	✓			

	thinking and lazy in learning.				
6	Smartphones cause addiction which can damage children's cognitive and psychomotor skills.		✓		
7	Smartphones are an important tool for the younger generation in improving their academics.		✓		
8	Learning using smartphones is a learning method that is fun and not boring.		✓		
9	Smartphones can provide information and increase knowledge.		✓		
10	Smartphone use from 2 years old is the right age to have your own smartphone.				✓

RESEARCH QUESTIONNAIRE
CELL PHONE BASED TECHNOLOGY ASSISTED LEARNING IN
PRIMARY SCHOOLS: PARENTAL PERSPECTIVES TOWARDS
THE USE OF SMARTPHONES AS EDUCATIONAL DEVICES
FOR YOUNG LEARNERS POST COVID-19

I. Respondent's Identity

Name : Indah Sari
 Age : 42 Thn
 Gender : Perempuan
 Occupation : Ibu Rumah Tangga
 Student's name : Syifa Adinda.

No	Pernyataan	Jawaban			
		SS	S	KS	TS
1	Smartphones can be useful for communication during the teaching and learning process, whether in the form of learning questions, questions and answers between teachers and students.		✓		
2	Using smartphones excessively in class can make the learning process not run perfectly.		✓		
3	Smartphones for educational purposes can improve children's learning achievements.		✓		
4	Learning using smartphones is more effective than textbooks.			✓	
5	Smartphones cause children to become lazy in		✓		

	thinking and lazy in learning.				
6	Smartphones cause addiction which can damage children's cognitive and psychomotor skills.		✓		
7	Smartphones are an important tool for the younger generation in improving their academics.		✓		
8	Learning using smartphones is a learning method that is fun and not boring.			✓	
9	Smartphones can provide information and increase knowledge.	✓			
10	Smartphone use from 2 years old is the right age to have your own smartphone.				✓

RESEARCH QUESTIONNAIRE
CELL PHONE BASED TECHNOLOGY ASSISTED LEARNING IN
PRIMARY SCHOOLS: PARENTAL PERSPECTIVES TOWARDS
THE USE OF SMARTPHONES AS EDUCATIONAL DEVICES
FOR YOUNG LEARNERS POST COVID-19

I. Respondent's Identity

Name : Fitri Sari
 Age : 44 Tahun
 Gender : Perempuan
 Occupation : Ibu Rumah Tangga
 Student's name : Silawati

No	Pernyataan	Jawaban			
		SS	S	KS	TS
1	Smartphones can be useful for communication during the teaching and learning process, whether in the form of learning questions, questions and answers between teachers and students.		✓		
2	Using smartphones excessively in class can make the learning process not run perfectly.	✓			
3	Smartphones for educational purposes can improve children's learning achievements.		✓		
4	Learning using smartphones is more effective than textbooks.				✓
5	Smartphones cause children to become lazy in	✓			

	thinking and lazy in learning.				
6	Smartphones cause addiction which can damage children's cognitive and psychomotor skills.	✓			
7	Smartphones are an important tool for the younger generation in improving their academics.	✓			
8	Learning using smartphones is a learning method that is fun and not boring.			✓	
9	Smartphones can provide information and increase knowledge.	✓			
10	Smartphone use from 2 years old is the right age to have your own smartphone.				✓

RESEARCH QUESTIONNAIRE

**CELL PHONE BASED TECHNOLOGY ASSISTED LEARNING IN
PRIMARY SCHOOLS: PARENTAL PERSPECTIVES TOWARDS
THE USE OF SMARTPHONES AS EDUCATIONAL DEVICES
FOR YOUNG LEARNERS POST COVID-19**

I. Respondent's Identity

Name : *Endang Wahidias*
 Age : *26*
 Gender : *Pemane*
 Occupation : *Ibu Rumah Tangga*
 Student's name : *Wika Az-Zahra Sulhan*

No	Pernyataan	Jawaban			
		SS	S	KS	TS
1	Smartphones can be useful for communication during the teaching and learning process, whether in the form of learning questions, questions and answers between teachers and students.		✓		
2	Using smartphones excessively in class can make the learning process not run perfectly.	✓			
3	Smartphones for educational purposes can improve children's learning achievements.			✓	
4	Learning using smartphones is more effective than textbooks.				✓
5	Smartphones cause children to become lazy in		✓		

	thinking and lazy in learning.				
6	Smartphones cause addiction which can damage children's cognitive and psychomotor skills.		✓		
7	Smartphones are an important tool for the younger generation in improving their academics.			✓	
8	Learning using smartphones is a learning method that is fun and not boring.			✓	
9	Smartphones can provide information and increase knowledge.		✓		
10	Smartphone use from 2 years old is the right age to have your own smartphone.				✓

RESEARCH QUESTIONNAIRE
CELL PHONE BASED TECHNOLOGY ASSISTED LEARNING IN
PRIMARY SCHOOLS: PARENTAL PERSPECTIVES TOWARDS
THE USE OF SMARTPHONES AS EDUCATIONAL DEVICES
FOR YOUNG LEARNERS POST COVID-19

I. Respondent's Identity

Name : HANDA YANI
 Age : 44 THN
 Gender : Perempuan
 Occupation : Ibu Rumah Tangga
 Student's name : Sabrina Azziziah

No	Pernyataan	Jawaban			
		SS	S	KS	TS
1	Smartphones can be useful for communication during the teaching and learning process, whether in the form of learning questions, questions and answers between teachers and students.		✓		
2	Using smartphones excessively in class can make the learning process not run perfectly.	✓			
3	Smartphones for educational purposes can improve children's learning achievements.		✓		
4	Learning using smartphones is more effective than textbooks.			✓	
5	Smartphones cause children to become lazy in	✓			

	thinking and lazy in learning.				
6	Smartphones cause addiction which can damage children's cognitive and psychomotor skills.	✓			
7	Smartphones are an important tool for the younger generation in improving their academics.		✓		
8	Learning using smartphones is a learning method that is fun and not boring.			✓	
9	Smartphones can provide information and increase knowledge.	✓			
10	Smartphone use from 2 years old is the right age to have your own smartphone.				✓

RESEARCH QUESTIONNAIRE
CELL PHONE BASED TECHNOLOGY ASSISTED LEARNING IN
PRIMARY SCHOOLS: PARENTAL PERSPECTIVES TOWARDS
THE USE OF SMARTPHONES AS EDUCATIONAL DEVICES
FOR YOUNG LEARNERS POST COVID-19

I. Respondent's Identity

Name : SITI ANA.
 Age : 45 THN
 Gender : PEREMPUAN
 Occupation : IBU RUMAH TANGGA
 Student's name : RAKA SUBHAN

No	Pernyataan	Jawaban			
		SS	S	KS	TS
1	Smartphones can be useful for communication during the teaching and learning process, whether in the form of learning questions, questions and answers between teachers and students.		✓		
2	Using smartphones excessively in class can make the learning process not run perfectly.	✓			
3	Smartphones for educational purposes can improve children's learning achievements.		✓		
4	Learning using smartphones is more effective than textbooks.		✓		
5	Smartphones cause children to become lazy in		✓		

	thinking and lazy in learning.				
6	Smartphones cause addiction which can damage children's cognitive and psychomotor skills.		✓		
7	Smartphones are an important tool for the younger generation in improving their academics.		✓		
8	Learning using smartphones is a learning method that is fun and not boring.	✓			
9	Smartphones can provide information and increase knowledge.		✓		
10	Smartphone use from 2 years old is the right age to have your own smartphone.		✓		

RESEARCH QUESTIONNAIRE

CELL PHONE BASED TECHNOLOGY ASSISTED LEARNING IN PRIMARY SCHOOLS: PARENTAL PERSPECTIVES TOWARDS THE USE OF SMARTPHONES AS EDUCATIONAL DEVICES FOR YOUNG LEARNERS POST COVID-19

I. Respondent's Identity

Name : MHD ZULFAN
Age : LAKI - LAKI
Gender : 47 tahun
Occupation : Petani
Student's name : Taufiq Hidayat

No	Pernyataan	Jawaban			
		SS	S	KS	TS
1	Smartphones can be useful for communication during the teaching and learning process, whether in the form of learning questions, questions and answers between teachers and students.	✓			
2	Using smartphones excessively in class can make the learning process not run perfectly.	✓			
3	Smartphones for educational purposes can improve children's learning achievements.		✓		
4	Learning using smartphones is more effective than textbooks.		✓		
5	Smartphones cause children to become lazy in	✓			

	thinking and lazy in learning.				
6	Smartphones cause addiction which can damage children's cognitive and psychomotor skills.		✓		
7	Smartphones are an important tool for the younger generation in improving their academics.		✓		
8	Learning using smartphones is a learning method that is fun and not boring.		✓		
9	Smartphones can provide information and increase knowledge.	✓			
10	Smartphone use from 2 years old is the right age to have your own smartphone.			✓	

RESEARCH QUESTIONNAIRE

CELL PHONE BASED TECHNOLOGY ASSISTED LEARNING IN PRIMARY SCHOOLS: PARENTAL PERSPECTIVES TOWARDS THE USE OF SMARTPHONES AS EDUCATIONAL DEVICES FOR YOUNG LEARNERS POST COVID-19

I. Respondent's Identity

Name : R. Obiatu Adawiyah.
Age : Perempuan 45 tahun
Gender : Perempuan
Occupation : Ibu Rumah Tangga
Student's name : Nabila Dewi Safitri

No	Pernyataan	Jawaban			
		SS	S	KS	TS
1	Smartphones can be useful for communication during the teaching and learning process, whether in the form of learning questions, questions and answers between teachers and students.	✓			
2	Using smartphones excessively in class can make the learning process not run perfectly.	✓			
3	Smartphones for educational purposes can improve children's learning achievements.		✓		
4	Learning using smartphones is more effective than textbooks.			✓	
5	Smartphones cause children to become lazy in	✓			

	thinking and lazy in learning.				
6	Smartphones cause addiction which can damage children's cognitive and psychomotor skills.	✓			
7	Smartphones are an important tool for the younger generation in improving their academics.		✓		
8	Learning using smartphones is a learning method that is fun and not boring.		✓		
9	Smartphones can provide information and increase knowledge.	✓			
10	Smartphone use from 2 years old is the right age to have your own smartphone.				✓

Appendix 3 : Interview Certificate

SURAT KETERANGAN WAWANCARA

Yang bertanda tangan di bawah ini:

Nama lengkap : SELAMAT
Jenis kelamin : Laki-laki
Umur : 48 TAHUN
Pekerjaan : PETANI

Bahwa telah di wawancarai oleh Iva Mupidah NPM 1902050037 untuk keperluan skripsi dengan judul penelitian “ Cell Phone-Based Technology Assisted Learning in Primary School: Parental Perspectives towards the Use of Smartphone as Educational Devices For Young Learners Post Covid-19 “

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Bajaronggi, 28 September 2023

Yang bersangkutan



(SELAMAT).

SURAT KETERANGAN WAWANCARA

Yang bertanda tangan di bawah ini:

Nama lengkap : Edis Lehadjah
Jenis kelamin : Perempuan
Umur : 36 Tahun
Pekerjaan : Ibu Rumah Tangga

Bahwa telah di wawancarai oleh Iva Mupidah NPM 1902050037 untuk keperluan skripsi dengan judul penelitian " **Cell Phone-Based Technology Assisted Learning in Primary School: Parental Perspectives towards the Use of Smartphone as Educational Devices For Young Learners Post Covid-19** "

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Bajaronggi, 29 September 2023

Yang bersangkutan



- Edis Lehadjah

SURAT KETERANGAN WAWANCARA

Yang bertanda tangan di bawah ini:


Nama lengkap : HANDA YANI
Jenis kelamin : Perempuan
Umur : 44 THN
Pekerjaan : Ibu Rumah Tangga

Bahwa telah di wawancarai oleh Iva Mupidah NPM 1902050037 untuk keperluan skripsi dengan judul penelitian " **Cell Phone-Based Technology Assisted Learning in Primary School: Parental Perspectives towards the Use of Smartphone as Educational Devices For Young Learners Post Covid-19** "

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Bajaronggi, 30 September 2023

Yang bersangkutan


(HANDA YANI)

SURAT KETERANGAN WAWANCARA

Yang bertanda tangan di bawah ini:


Nama lengkap : Fitri : Sari
Jenis kelamin : Perempuan
Umur : 44 Tahun.
Pekerjaan : ibu rumah tangga.

Bahwa telah di wawancarai oleh Iva Mupidah NPM 1902050037 untuk keperluan skripsi dengan judul penelitian “ **Cell Phone-Based Technology Assisted Learning in Primary School: Parental Perspectives towards the Use of Smartphone as Educational Devices For Young Learners Post Covid-19** “

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Bajaronggi, 29 September 2023

Yang bersangkutan


(Fitri Sari)

SURAT KETERANGAN WAWANCARA

Yang bertanda tangan di bawah ini:

Nama lengkap : SITI ANA-

Jenis kelamin : PEREMPUAN.

Umur : 45- THN


Pekerjaan : IBU RUMAH TANGGA

Bahwa telah di wawancarai oleh Iva Mupidah NPM 1902050037 untuk keperluan skripsi dengan judul penelitian " Cell Phone-Based Technology Assisted Learning in Primary School: Parental Perspectives towards the Use of Smartphone as Educational Devices For Young Learners Post Covid-19 "

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Bajaronggi, 30 September 2023

Yang bersangkutan


(SITI ANA)

SURAT KETERANGAN WAWANCARA

Yang bertanda tangan di bawah ini:

Nama lengkap : Indah Sari

Jenis kelamin : Perempuan

Umur : 42 Tahun

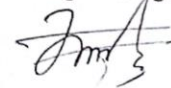
Pekerjaan : Ibu rumah tangga.

Bahwa telah di wawancarai oleh Iva Mupidah NPM 1902050037 untuk keperluan skripsi dengan judul penelitian " **Cell Phone-Based Technology Assisted Learning in Primary School: Parental Perspectives towards the Use of Smartphone as Educational Devices For Young Learners Post Covid-19** "

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Bajaronggi, 29 September 2023

Yang bersangkutan



(Indah Sari)

SURAT KETERANGAN WAWANCARA

Yang bertanda tangan di bawah ini:

Nama lengkap : Robiatul Adawiyah

Jenis kelamin : Perempuan .

Umur : 45 tahun .

Pekerjaan : Ibu rumah tangga .

Bahwa telah di wawancarai oleh Iva Mupidah NPM 1902050037 untuk keperluan skripsi dengan judul penelitian “ **Cell Phone-Based Technology Assisted Learning in Primary School: Parental Perspectives towards the Use of Smartphone as Educational Devices For Young Learners Post Covid-19** “

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Bajaronggi, 31 September 2023

Yang bersangkutan



(Robiatul Adawiyah ,

SURAT KETERANGAN WAWANCARA

Yang bertanda tangan di bawah ini:

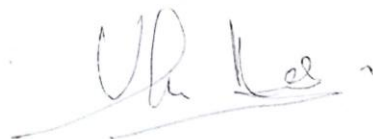
Nama lengkap : Umi Hasbi
Jenis kelamin : Perempuan
Umur : 53 tahun
Pekerjaan : Ibu Rumah Tangga

Bahwa telah di wawancarai oleh Iva Mupidah NPM 1902050037 untuk keperluan skripsi dengan judul penelitian “ **Cell Phone-Based Technology Assisted Learning in Primary School: Parental Perspectives towards the Use of Smartphone as Educational Devices For Young Learners Post Covid-19** “

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Bajaronggi, 28 September 2023

Yang bersangkutan


(Umi Hasbi)

SURAT KETERANGAN WAWANCARA

Yang bertanda tangan di bawah ini:

Nama lengkap : MHD ZULFAN

Jenis kelamin : LAKI-LAKI

Umur : 47 TAHUN

Pekerjaan : PETANI

Bahwa telah di wawancarai oleh Iva Mupidah NPM 1902050037 untuk keperluan skripsi dengan judul penelitian " **Cell Phone-Based Technology Assisted Learning in Primary School: Parental Perspectives towards the Use of Smartphone as Educational Devices For Young Learners Post Covid-19** "

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Bajaronggi, 31 September 2023

Yang bersangkutan



(MHD ZULFAN)

Appendix 4 : Documentation







Appendix 5: Form K1



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
 Website: <http://www.fkip.umhu.ac.id> E-mail: fkip@umhu.ac.id

Form : K – 1

Kepada Yth: Bapak Ketua & Sekretaris
 Program Studi Pendidikan Bahasa Inggris
 FKIP UMSU

Perihal : PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Iva Mupidah
 NPM : 1902050037
 Prog. Studi : Pendidikan Bahasa Inggris
 Kredit Kumulatif : 115 SKS

IPK= 3.68

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	Cell Phone-based Technology Assisted Learning in Primary School: Parental Perspectives towards the Use of Smartphones as Educational Devices for Young Learners Post Covid-19	
	The Impact of the Lack of Learning Facilities Will Result in Student Enthusiasm for Learning	
	The Use of the Tiktok Application to Enrich the Vocabulary of Junior High School Students	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 10 Desember 2022
 Hormat Pemohon,

Iva Mupidah

Keterangan:

- Dibuat rangkap 3 :- Untuk Dekan/Fakultas
 - Untuk Ketua/Sekretaris Program Studi
 - Untuk Mahasiswa yang bersangkutan

Appendix 6: Form K2



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umstu.ac.id> E-mail: fkip@umstu.ac.id

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu 'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Iva Mupidah
NPM : 1902050037
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

Cell Phone-based Technology Assisted Learning in Primary School: Parental Perspectives towards the Use of Smartphones as Educational Devices for Young Learners Post Covid 19

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu:

1. Adib Jasni Kharisma, S.Pd., M.Hum.

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 10 Desember 2022
Hormat Pemohon,

Keterangan

Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan

Appendix 7: Form K3

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jln. Mukthar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3**

Nomor : 3439/II.3/UMSU-02/F/2022
Lamp : ---
Hal : **Pengesahan Proyek Proposal
Dan Dosen Pembimbing**

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan Perpanjangan proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini .

Nama : **Iva Mupidah**
N P M : 1902050037
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : **Cell Phone-based Technology Assisted Learning in Primary School:
Parental Perspectives Towards the Use of Smartphones as
Educational Devices for Young Learners Post Covid 19.**

Pembimbing : **Adib Jasni Kharisma, S.Pd., M.Hum.**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak selesai pada waktu yang telah ditentukan.
3. Masa daluwarsa tanggal : 17 Desember 2023

Medan 23 Jumadil Awal 1444 H
17 Desember 2022 M



Wassalam
Dekan

Dra. Hj. Svamsyurnita, MPd.
NIDN : 0004066001

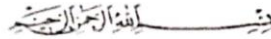
- Dibuat rangkap 5 (lima) :
1. Fakultas (Dekan)
 2. Ketua Program Studi
 3. Pembimbing Materi dan Teknis
 4. Pembimbing Riset
 5. Mahasiswa yang bersangkutan :
WAJIB MENGIKUTI SEMINAR



Appendix 8: Berita Acara Bimbingan Proposal



MAJELIS PENDIDIKAN TINGGI
 UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
 Website: <http://www.fkip.umso.ac.id> E-mail: fkpg@umso.ac.id



BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
 Nama : Iva Mupidah
 NPM : 1902050037
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : Cell Phone-Based Technology Assisted Learning in Primary School:
 Parental Perspective Towards The Use of Smartphones As Educational
 Devices For Young Learners Post Covid-19

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
10/12/2022	Acc Judul	
29/6/2023	Chapter I Introduction.	
20/7/2023	Chapter III Method of Research.	
24/7/2023	Chapter II Conceptual framework.	
29/07/2023	References	
31/07/2023	Acc Proposal	

Diketahui oleh:
 Ketua Prodi

(Pirman Ginting, S.Pd., M.Hum.)

Medan, Agustus 2023

Dosen Pembimbing

(Adib Jasni Kharisma, S.Pd.,M.Hum.)

Appendix 9: Berita Acara Seminar Proposal



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Selasa Tanggal 8 Bulan Agustus Tahun 2023 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Iva Mupidah
 N.P.M : 1902050037
 Program Studi : Pendidikan Bahasa Inggris
 Judul Proposal : Cell Phone-Based Technology Assisted Learning in Primary Schools: Parental Perspectives Towards the use of Smartphones as Educational Devices for Young Learners Post Covid-19

No	Masukan dan Saran
Judul	✓
Bab I	<i>Back ground - Formulation of the problem - the objective of the study</i>
Bab II	✓
Bab III	<i>The passive voice because we want to stress in the research wt the research</i>
Lainnya	
Kesimpulan	[] Disetujui [] Ditolak [X] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(Erlindawaty, S.Pd., M.Pd.)

Dosen Pembimbing

(Adib Jasni Kharisma, S.Pd., M.Hum.)

Panitia Pelaksana

Ketua

(Pirman Ginting, S.Pd., M.Hum.)

Sekretaris

(Rita Harisma, S.Pd., M.Hum.)

Appendix 10: Pengesahan Seminar Proposal



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Iva Mupidah
N.P.M : 1902050037
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Cell Phone-Based Technology Assisted Learning in Primary Schools:
Parental Perspectives Towards the use of Smartphones as Educational
Devices for Young Learners Post Covid-19

Pada hari Selasa, tanggal 8, bulan Agustus, tahun 2023 sudah layak menjadi proposal skripsi.

Medan, 21 Agustus 2023

Disetujui oleh:

Dosen Pembahas

(Erlindawaty, S.Pd., M.Pd.)

Dosen Pembimbing

(Adib Jasni Kharisma, S.Pd., M.Hum.)

Diketahui oleh
Ketua Program Studi,

(Pirman Ginting, S.Pd., M.Hum.)

Appendix 11: Surat Pernyataan Bukan Plagiat



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061)6619056
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

SURAT PERNYATAAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertandatangan dibawah ini:

Nama : Iva Mupidah
NPM : 1902050037
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Cell Phone-Based Technology Assisted Learning in Primary Schools: Parental Perspectives towards the Use of Smartphones as Educational Devices for Young Learners Post Covid-19

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul diatas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tergolong Plagiat.
3. Apabila point 1 dan 2 diatas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana semestinya.

Medan, September 2023

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Pirman Ginting, S.Pd.,M.Hum

Hormat saya
Yang membuat pernyataan,

Iva Mupidah

Appendix 12: Surat Permohonan Izin Riset



UMSU

Unggul | Cerdas | Terpercaya
Bila mendapat surat ini agar ditunjukkan nomor dan tanggalnya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UMSU Terakreditasi Unggul Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 1913/SK/BAN-PT/Ak.KP/PT/XI/2022

Pusat Administrasi: Jalan Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 - 66224567 Fax. (061) 6625474 - 6631003

<https://fkip.umsu.ac.id> fkip@umsu.ac.id [umsumedan](#) [umsumedan](#) [umsumedan](#) [umsumedan](#)

Nomor : 3011/IL.3/UMSU-02/F/2023
Lamp : ---

Medan, 6 Shafar 1445 H
23 Agustus 2023 M

Hal : Izin Riset

Kepada : Yth. Bapak/Ibu Kepala
Dusun VII Bajaronggi Kec. Dolok Masihul Kab. Sergai.
Di
Tempat.

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Wa ba'du semoga kita semua sehat wal'afiat dalam melaksanakan tugas sehari-hari sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk penulisan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/ibu memberikan izin kepada mahasiswa kami dalam melakukan penelitian /riset ditempat Bapak/ibu pimpin. Adapun data mahasiswa tersebut di bawah ini :

Nama : Iva Mupidah
N P M : 1902050037
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Cell Phone-Based Technology Assisted Learning in Primary Schools: Parental Perspectives Towards the Use of Smartphones as Educational Devices for Young Learners Post Covid-a9

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/ibu kami ucapkan banyak terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin.



Wassalam
Dekan

Dra. Hj. Syamsuurnita, MPd.
NIDN : 0004066701

****Penting!**

Appendix 13: Surat Balasan Riset Desa Bajaronggi Dusun VII



**PEMERINTAH KABUPATEN SERDANG BEDAGAI
KECAMATAN DOLOK MASIHUL
DESA BAJA RONGGI**

Alamat : Jl Besar Dusun III Desa Baja Ronggi Kec. Dolok Masihul, Kode Pos : 20991

SURAT KETERANGAN

Nomor : 18.44.2/470/568/2023

Kepala Desa Baja Ronggi Kecamatan Dolok Masihul Kabupaten Serdang Bedagai,
dengan ini menerangkan bahwa :

NAMA : IVA MUPIDAH
NPM : 1902050037
Program Studi : Pendidikan Bahasa Inggris
Alamat : Dusun VII Desa Baja Ronggi

Benar nama tersebut diatas telah mengadakan Riset di Dusun VII Desa Baja Ronggi Kecamatan Dolok Masihul Kabupaten Serdaang Bedagai mulai tanggal 28 Agustus sampai dengan 31 Agustus 2023 dengan judul ” **Cell Phone-Based Technology Assisted Learning in Primary Schools: Parental Perspectives Towards the Use of Smartphones as Educational Devices for Young Learners Post Covid-19**”

Demikian Surat Keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Baja Ronggi, 09 Oktober 2023
KEPALA DESA BAJA RONGGI



RIFA'I

Appendix 14: Berita Acara Bimbingan Skripsi



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umhsu.ac.id> | E-mail: fkip@umhsu.ac.id



BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Iva Mupidah
NPM : 1902050037
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Cell Phone Based Technology Assisted Learning in Primary Schools: Parental Perspective toward the Use of Smartphone as Educational Devices for Young Learners Post Covid-19

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
25 / 8-2023	Revise Chapter I Identification of Problem.	
26 / 8-2023	Revise Conceptual framework.	
12 / 9-2023	Revise Chapter IV findings	
29/9-2023	Revise Chapter IV discussion.	
19/10-2023	Revise chapter V Conclusion.	
23/10-2023	Abstrak, List of tables, References.	
22/11-2023	Acc for Skripsi	

Diketahui oleh:
Ketua Prodi

Pirman Ginting S.Pd., M.Hum.

Medan, November 2023
Dosen Pembimbing

Adib Jasni Kharisma, S.Pd., M.Hum.

Appendix 15: Curriculum Vitae

I. Personal Detail

Name : Iva Mupidah
NPM : 1902050037
Majoring : English Education Department
Place and Date of Birth : Dolok Masihul, 20 Maret 2001
Gender : Female
Religion : Islam
Status : Single
Name of Father : Selamat
Name of Mother : Siti Ana
Address : Desa Bajaronggi Dusun VII, Kecamatan
Dolok Masihul Kabupaten Serdang Bedagai
Phone/Number : 0822-7320-7209
Email : ivamupidah002@gmail.com

II. Formal Education

SD : SDN No.106867 Bintang Timur
SMP : MTs Negeri Dolok Masihul
SMA : MAS PP Al Qomariah