

Puput Novi Cahyanti, 2016. Dampak Telepon Genggam terhadap Perilaku Belajar Siswa di Sekolah (Studi Kasus pada Kelas V SD Negeri Kemayoran 01 Bangkalan). Skripsi, Jurusan Pendidikan Guru Sekolah Dasar, Fakultas Ilmu Pendidikan, Universitas Trunojoyo Madura. Pembimbing: (I) H. Priyono Tri Febrianto, S.Sos., M.Si., (II) Muhammad Busyro Karim, S.Ag., M.Si.

Abstrak

Tujuan penelitian ini adalah mengetahui dampak telepon genggam, perilaku belajar siswa dan peran guru. Penelitian ini merupakan penelitian kualitatif deskriptif. Teknik pengumpulan data menggunakan teknik observasi, wawancara dan dokumentasi. Analisis data menggunakan reduksi data, display data dan verifikasi data. Uji keabsahan data dalam penelitian ini menggunakan triangulasi teknik dan triangulasi sumber. Hasil penelitian yaitu telepon genggam memiliki dua dampak. Dampak positif dan dampak negatif. Diantara dampak positif antara lain: (a) mempermudah komunikasi dengan orang tua, (b) mempermudah siswa dalam mengakses informasi dan alat bantu media belajar, (c) memperluas jaringan persahabatan dengan mengakses jejaring sosial. Sedangkan dampak negatif antara lain: (a) menurunnya konsentrasi belajar siswa dalam proses pembelajaran, (b) aktifitas belajar siswa dapat terganggu dengan fitur telepon genggam yang menarik, (c) prioritas kebutuhan belajar menjadi terhambat karena ketergantungan akan kebutuhan penggunaan telepon genggam, (d) munculnya sikap individualis yang dapat mempengaruhi perkembangan interpersonal siswa, (e) ketergantungan terhadap telepon genggam dapat memicu tumbuhnya sikap hedonis-pragmatis siswa. Perilaku belajar siswa di sekolah yang diduga kuat sebagai dampak penggunaan telepon genggam antara lain: (a) masih adanya siswa yang menggunakan telepon genggam pada saat kegiatan belajar berlangsung di dalam kelas, (b) tidak memperhatikan penjelasan guru karena lebih tertarik “bermain” telepon genggam, (b) siswa menggunakan telepon genggam (ketergantungan). Upaya guru : (a) guru memberikan nasehat, (b) guru bersikap tegas, (c) guru memberikan motivasi, (d) guru sebagai fasilitator (sumber belajar). Berdasarkan hasil tersebut Telepon Genggam memiliki dampak yang lebih banyak bagi perilaku belajar siswa khususnya di sekolah dasar.

Kata Kunci: Perilaku Belajar, Siswa Sekolah Dasar, Telepon Genggam

Puput Novi Cahyanti, 2016. The Impact of Handphone on Student Behaviour in School (Class V Case Study on Elementary School Kemayoran 01 Bangkalan). Thesis, Department of Primary School of Teacher Education, the Faculty of Education, Trunojoyo University of Madura. Supervisor: (I) Priyono Tri Febrianto, S. Sos., M.Sc., (II) Muhammad Busyro Karim, S.Ag., M.Sc.

Abstract

The purpose of this study was to determine the impact of mobile phones, the behavior of student learning and the role of the teacher. This research is qualitative descriptive. Data collection techniques using observation, interview and documentation. Data analysis using data reduction, data display and data verification. Test the validity of the data in this study using triangulation techniques and triangulation of sources. The results of research that the mobile phone has two effects. The impact of positive and negative impacts. Among the positive impacts, among others: (a) facilitate communication with parents, (b) facilitate students in accessing information and media tools for learning, (c) expanding the network of friendship dengan mengakses social networking. While the negative impact of, among others: (a) decreasing the concentration of students in the learning process, (b) the activities of student learning can be interrupted with the features of a mobile phone that is appealing, (c) the priority learning needs to be blocked due to the dependence of the needs of mobile phone use, (d) the emergence of individualistic attitudes that can affect students' interpersonal development, (e) the dependence on mobile phones can trigger the growth of the hedonic-pragmatic attitude of the students. Learning behavior of students in the school who allegedly as a result of the use of mobile phones among others: (a) there are still students who use mobile phones during learning activities taking place in the classroom, (b) do not pay attention to the teacher's explanation because it is more interested in "playing" a mobile phone , (b) the students use mobile phones (dependence). Efforts of teachers: (a) the teacher gives advice, (b) teachers to be assertive, (c) the teacher gives motivation, (d) the teacher as a facilitator (learning resource). Based on these results Mobile Phones have a lot more impact for the students' learning behavior especially in primary schools.

Keywords: Behavior Learning, Elementary Students, Mobile Phones