THE ROLE OF MOBILE DEVICES IN DEVELOPING LEARNING MODELS AND STRATEGIES IN MADRASAH EDUCATION

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Abstract:
　　The advancement of technology requires us to keep pace with its developments. Today's technology makes everything more modern, practical, and efficient. This research aims to understand our perception of using mobile devices in developing learning models and strategies. Mobile devices play a crucial role in developing learning models and strategies. Moreover, these devices can make the development of learning models and strategies more practical and efficient.This research employs a qualitative approach with a case study method. The results show that the impact of mobile devices is significant and greatly aids in developing learning models and strategies. This makes the learning process easier and more comprehensive. Through mobile devices, students find learning more accessible and can engage in it anytime and anywhere.

Keywords: *Role, Mobile Devices, Learning*

INTRODUCTION

　　The advancement of technology has impacted all aspects of society, especially in the learning process. Learning is an interaction between educators and students in a learning environment. The interaction process between educators and students in today's digital era differs from the past. Therefore, changes in the learning process require strategies that align with technological developments. Several learning strategies can be implemented by educators, such as developing learning models and strategies, innovating, and evaluating mobile-based learning. This drives application developers to create mobile applications that can be downloaded via smartphones from the Google Playstore.

　　According to the Indonesian Dictionary by Hasan Alwi, an application is the implementation of a system design for managing data using certain programming language rules (Tristiana et al., n.d.). Mobile phones are not only used for communication but also have various features that support daily activities. Nowadays, mobile phones are essential for everyone, especially teenagers, including students. However, most students use mobile phones primarily as communication tools (Muhammad et al., n.d.). Currently, mobile phones are a primary necessity. Not only adults and teenagers use them, but also children. Parents play a crucial role in anticipating excessive use of mobile phones, as these devices can provide any information desired when connected to the internet (Ependi & Sopiah, n.d.). By connecting to the internet, we can communicate, interact, and gain knowledge. The advancement of information and communication technology has changed how people spend their time working and solving problems. A new paradigm has emerged in society, expressing changes in daily activities due to technological advances (Sawitri et al., 2019).

　　Researchers are interested in studying smartphone usage as a mobile learning

system. Previous studies on the use of smartphones in learning systems, such as those by Novita Eka Tristiana and Rahmatika Kayyis in "Smartphone Applications as Language Learning Media," concluded that smartphone usage significantly impacts developing learning models and strategies. Another study by Ruziana et al., "Analysis of Smartphone Usage as Learning Media on Student Learning Outcomes at SMAN 1 Teluk Keramat," concluded that: (1) Based on descriptive analysis, the daily test results of 36 (64%) students were satisfactory, while 20 students (36%) did not meet the standard. Using percentage formulas, the results were 64%. This indicates high learning outcomes in sociology for XI IIS students at SMAN 1 Teluk Keramat. (2) The descriptive analysis showed high smartphone usage among XI IIS students at 69.8% (Salim, Sociology Education Program FKIP Untan Pontianak, n.d.).

Given the importance of smartphones in developing learning models and strategies, the author is interested in further research, particularly on issues at Madrasah Aliyah Lubbul Labib Maron Probolinggo, where smartphones significantly influence students' interest in learning. This is evident as students using smartphones experience reduced boredom during lessons. Smartphones help reduce students' boredom, making learning easier and more engaging. These devices support students in their studies, making learning more exciting and effective (Ghufron, G., Khusnurridlo, M., Najiburrahman, N., Baharun, H., & Muchlis, 2023).

Research Objectives

The objectives are to describe the role of smartphones in developing learning models and strategies, to explain how smartphones can motivate students, to illustrate the function of smartphones in reducing boredom during lessons, and to describe how smartphones help students understand and memorize lessons more easily. Madrasah Aliyah Lubbul Labib plays a crucial role in various aspects of learning. To maximize student development, teachers must prepare ideas using smartphones as a model and strategy to facilitate learning (Rukajat, 2018).

One learning model at Madrasah Aliyah Lubbul Labib is using smartphones to increase students' interest in learning. This strategy supports systematic classroom learning, creating a comfortable and conducive environment (Harahap, 2020).

Observation Results:

At Madrasah Aliyah Lubbul Labib Maron Probolinggo, particularly in Islamic Education for first-year IPS students, students showed a lack of interest in listening, understanding, and memorizing hadiths and prayers due to low interest. This lack of interest leads to boredom during lessons. The introduction of technology has brought significant progress. Researchers use smartphones as a strategy and solution to aid students' memorization (Mukhtar, 2020). This approach aims to make learning more accessible and reduce boredom during lessons, facilitating easier memorization. Using smartphones as a learning model and strategy is very rapid, benefiting not only adults but also elementary school students. Technology is widely used in education as a medium for interaction between educators and students.

Learning System Understanding:

According to Hamalik in Wina Sanjaya (2017), "a learning system is an organized combination of human elements, materials, facilities, equipment, and procedures interacting to achieve a goal." This system allows us to determine the media used in learning (Suminar, 2019). In education, technology becomes a model and strategy for conducting educational programs. Using internet-based learning media is a form of e-learning, popular among educational institutions. The interactive, flexible, and unlimited nature of internet technology makes it an excellent learning medium.

Mobile technology, such as smartphones and tablets, allows students to access and review learning materials virtually from anywhere (Camilleri & Camilleri, 2019). Mobile learning apps are m-learning applications designed to run on individual mobile devices with server connectivity, allowing developers to create learning applications as

standalone apps installed on devices, web-based accessed via the internet, or hybrid forms (Sarrab et al., 2015; Sarrab et al., 2018). Mobile learning applications are one channel for m-learning software running on mobile devices (Fatimah & Kartikasari, 2018).

Smartphones are equipped with operating systems similar to computers, implementing various multimedia forms with high mobility and effective operation (Ismanto et al., n.d.). The practical and portable features of smartphones allow access anywhere, integrating directly with mobile phones (Kristiawan & Asvio, 2018).

For school-aged students, the positive side is that they have more knowledge compared to those less exposed to smartphone use. Students receive various global information, automatically shaping their mindset, making them more active and creative in their environment.

Research Methods

This study uses a qualitative approach with a case study method. The researcher describes and analyzes smartphone usage as a learning model and strategy at Madrasah Aliyah Lubbul Labib Maron Probolinggo, East Java, Indonesia. Data collection involves observation and in-depth interviews, with data analysis through three stages: data reduction, data presentation, and verification.

Results and Discussion

The study results show that smartphones play a significant role in developing learning models and strategies at Madrasah Aliyah Lubbul Labib Maron Probolinggo, including: Teachers at Madrasah Aliyah Lubbul Labib Maron Probolinggo find smartphones very helpful as a learning model and strategy. They aid in teaching, obtaining information related to learning, and inspire creativity and new ideas in teaching, reducing student boredom during lessons, especially in memorization.

The study found that smartphones significantly help students memorize during Fiqh lessons. Students who usually take a week to memorize can now do so in one or two days, sometimes within hours. The unlimited usage time of smartphones allows students to access and review materials repeatedly (Taufik & Komar, 2022).

Interviews with teachers at Madrasah Aliyah Lubbul Labib Maron Probolinggo indicate that smartphones make learning more efficient and enjoyable. This model and strategy differ from others, as it involves collaboration, with both teachers and students enthusiastic about learning. Students must recall what they have seen and heard, making learning active and conducive. The strategy includes listening to audio and watching related lessons.

The advancement of technology requires us to keep pace with its developments. Today's technology makes everything more modern, practical, and efficient. This research aims to understand our perception of using mobile devices in developing learning models and strategies. Mobile devices play a crucial role in developing learning models and strategies. Moreover, these devices can make the development of learning models and strategies more practical and efficient. This research employs a qualitative approach with a case study method. The results show that the impact of mobile devices is significant and greatly aids in developing learning models and strategies. This makes the learning process easier and more comprehensive. Through mobile devices, students find learning more accessible and can engage in it anytime and anywhere (Wijaya & Tirta, 2018).

The rapid advancement of technology has significantly impacted various aspects of education, including the methods and strategies employed in teaching and learning. In madrasah education, the integration of mobile devices has become increasingly important in developing effective learning models and strategies. Mobile devices offer several advantages in the educational context. They provide easy access to a vast array of information and educational resources, enabling students to learn anytime and anywhere. This flexibility supports the creation of a more dynamic and interactive learning environment, which can enhance students' engagement and motivation.

One of the key roles of mobile devices in madrasah education is to facilitate personalized learning. Mobile applications and online platforms allow educators to tailor their teaching methods to the individual needs and learning styles of each student. This personalized approach can help address diverse learning challenges and promote better educational outcomes. Additionally, mobile devices support collaborative learning. Students can easily communicate and collaborate with their peers through various digital tools, fostering a sense of community and teamwork. This collaboration can enhance critical thinking and problem-solving skills, which are essential for success in today's interconnected world (Suhermanto, 2023). Mobile devices also play a crucial role in enhancing the accessibility of education. They can bridge the gap for students in remote or underserved areas by providing access to quality educational content and resources. This democratization of education ensures that all students, regardless of their geographical location, have the opportunity to learn and succeed. Furthermore, the use of mobile devices in madrasah education encourages the development of digital literacy skills. As students navigate and utilize various digital tools and platforms, they become more proficient in using technology. These skills are not only vital for academic success but also for future career opportunities in an increasingly digitalized world.

Conclusion

The research concludes that using smartphones as a learning model and strategy significantly impacts the learning system. Smartphones facilitate learning, making it easier to obtain information, helping students understand and memorize lessons, and reducing boredom during learning. They make the learning system more efficient, practical, and accessible anytime, anywhere.

In conclusion, the integration of mobile devices in madrasah education plays a pivotal role in developing innovative learning models and strategies. By providing flexible, personalized, collaborative, and accessible learning opportunities, mobile devices enhance the overall educational experience and prepare students for the demands of the modern world. As technology continues to evolve, it is essential for educators to embrace and effectively utilize mobile devices to foster a more engaging and effective learning environment

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