Management of Cellphone Use to Improve Learning Concentration at Sirojul Waalidain Islamic Boarding School

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ABSTRACT

Background Increasingly sophisticated technology has had an impact on pesantren, thus affecting the learning patterns of each student.

Purpose. Due to the needs of schools that demand to use cellphones, namely madrasah aliyah, high school, and college levels. So the pesantren makes regulations both written and unwritten to regulate the ethical values of students.

Method. With these regulations, there are many restrictions on the use of cellphones for students. Many problems arise in the use of cellphones, one of which is the concentration of learning for students.

Results. In this study, the authors examined the management of the use of mobile phones to improve learning concentration at Pondok Pesantren Sirojul Waalidain. This study aims to determine how the pesantren's policy on the use of cellphones, why students are not disciplined in using cellphones, and what solutions are carried out by the pesantren to improve learning concentration.

Conclusion. The method used in this research is a qualitative method with a case study approach. The types of data in this study can be divided into two, namely primary data and secondary data. The data collection techniques used are interviews, observation and documentation.

KEYWORDS

Cell phone use, Management, Study concentration,

INTRODUCTION

Pesantren is a traditional Islamic educational institution to understand, appreciate and practice the teachings of Islam (tafaqquh fiddin) by emphasizing Islamic religious morals as a guide to daily social life. Etymologically, the term pesantren comes from the word santri, whose prefix pe and suffix an means a place where santri live The word "santri" is also a combination of the syllables san (good human) and tra (helpful), so that the word pesantren can be interpreted as a place to educate good human beings (Ziemek, 1986, p. 8).

Pondok pesantren with learning that is generally carried out with a non-classical system where a kiayi teaches learning using Arabic books. This book is the work of medieval scholars. There are several elements in the boarding school institution, namely:

    a. Kyai, as leader, teacher and educator.
    b. Santri as students
    c. Teaching classical Islamic books
    d. Pondok as a place to live
    e. Mosque as an activity for students

The boarding school also has its own curriculum, so boarding school and school education are separate. The students study at school until noon in the morning, after which they continue with boarding school education until the evening. The boarding school cooperates with school education so that it runs well for the advancement of the education of the students. Schools also support each other with boarding schools. Some are one institution between schools and boarding schools, some are separate schools and boarding schools.

In this era of modernization today, the development of science and technology in pesantren is experiencing its impact as well, Pesantren Sirojul Walidain is very likely to be affected by modernization because of the increasing need for technological development, especially santri who double as students and students, the needs of students and students are increasingly technology, pesantren began to allow santri to use cellphones.

Cellphones were allowed to enter Pesantren Sirojul Waalidain in 2019. Mobile phones are needed by students for communication tools with family, teachers, lecturers and friends who are outside the pesantren, apart from being a communication tool. Mobile phones can now also be a medium of entertainment because there are many interesting features in it. In this modern era, cellphones are no longer secondary items but primary items that many people have. One of them needs in learning.

This increasingly sophisticated technology has had an impact on pesantren, so that written and unwritten regulations appear to regulate the ethical values of santri. So that it affects the learning pattern of each student. Because of the needs of schools that demand to use cellphones, namely the madrasah aliyah, high school, and college levels. With these regulations, there are many restrictions on the use of cellphones for students. Many problems that arise in the use of mobile phones, one of which is the concentration of learning for students. learning concentration is the ability to focus attention on lessons.

Learning concentration is very necessary in any learning process. This is because the aspect that supports students in learning is concentration. If students cannot concentrate on ongoing lessons, the impact will be detrimental to the students themselves because they do not get anything from the lesson. Because of the importance of concentration for students, concentration can be a prerequisite for students in learning to successfully achieve learning goals.

By organizing good cellphone management so that it can help students' learning concentration to focus on learning both at school and at pesantren. With very strict supervision from the pesantren in the use of cellphones for all students. That way the time of using the handphone can run well.

Researchers conducted research at Sirajul Waalidain Wanayasa boarding school with the object being santri. Departing from the problems found, the author felt interested in researching the problem, so the author took the management of the use of cellphones to improve learning concentration at Sirojul Waalidain Islamic Boarding School..

A. Theory/Concept

1. Management

a. Definition of Management

The definition of Management (management) has been widely expressed by several management experts, although there is no similarity about the meaning that has been formulated. These experts put forward different definitions, but essentially have the same meaning, namely directing other people in achieving organizational goals. In general, management is the process of coordinating all organizational activities to achieve effective and efficient goals.

In the large Indonesian dictionary, it is stated that management means organization. According to Winarsih Hamiseno (Nurlaila, Teaching Management, 2017, p. 3) states that management is the subtantifa of managing. Meanwhile, managing means an action that starts from compiling data, planning, organizing, implementing up to supervision and assessment. Management produces something and that something can be a source of improvement and improvement of further management.

From the above opinion, management is the action of a person in carrying out his activities, starting from compiling data, planning, organizing, carrying out supervision and assessment, in order to produce something more effectively and efficiently and then something can be used as a source for perfecting and improving what was previously planned..

b. Education Management

Management in the Popular Scientific Dictionary, referred to as business management: management, management of the efficient use of energy resources to achieve the goals desired by the board of directors. (Widodo, 2002) On the other hand, in the Indonesian Complete Language dictionary, it means leaders or directors who are responsible for the running of the industry and organization, the efficient use of energy resources to achieve goals. (dessy, 2001) The word management actually comes from Latin, which is from the word manus which means hand and agere which means to carry out. The word is combined into managere which means to overcome. Managere is translated into English which means to manage, with the words management and manager for people who carry out management activities. In conclusion, management is translated into Indonesian as management or management, in other words, management is the art of carrying out work through people. (Usman, 2006)

The meaning of management is often referred to as science, tips and reliable. Management is referred to as science because it is a field of knowledge that systematically seeks to understand why and how people work together. Management is referred to as tips because management achieves goals through ways by controlling other people carrying out the task. There is also management referred to as a profession because management is based on special abilities to achieve a manager's performance, and the reliable is required by a code of ethics (Fattah, 1999).

In the management process participates in the main functions performed by a manager / leader, namely: Planning (Planning), Organizing (Organizing), Leading (Leading), and supervision (Controlling). Therefore, management is referred to as the process of planning, organizing, leading and managing organizational efforts with all its aspects so that organizational goals are achieved efficiently and effectively.

George R Terry also suggests that the management process can be described as follows:

1. Planning: Budgeting, Programming, Decision Making, Forcasting.

2. Organizing: Structuring, Assembling resources, Staffing.

3. Actuating: Coordinating, Directing, Commanding, Motivating, Leading, Stimulating.

4. Controlling: Monitoring, Appraising, Evaluating, Reporting. (Terry, 2001)

c. Systematization of Pesantren Management Education

Pesantren learning management as the object of study is the management, planning of pesantren institutions in empowering students and residents because the future of pesantren is determined by managerial aspects. Because even small pesantren will grow when managed with slick management. Likewise, on the contrary, a large pesantren but its management is chaotic will face setbacks. The learning system is the overall interaction of a set of learning elements that work together in an integrated manner and fulfill each other towards achieving learning goals that have become the common goals of the perpetrators. The pesantren learning system for Meter. Arifin is a facility in the form of organizational features created to achieve learning objectives that take place in pesantren. Organizational tools begin with empowerment of human energy sources to be able to carry out the wheels of the organization, when human energy sources are realized until the learning objectives in pesantren can be carried out.

For Ismail, pesantren is a discourse that whenever discussed is always warm, interesting and actual. Many aspects support the discourse of pesantren to always be actual in every measure, because pesantren with their existence are always confident and full of self-defense in every current challenge they face. Pesantren is a unique system and a very traditional learning system in this country. However, pesantren in its growth has certain dynamics in its education system. For Mastuhu, the dynamics of the pesantren learning system is the movement of the pesantren's struggle in strengthening its self-evidence and presence in the midst of the nation's life as a sub-system of national learning. This means that on the one hand the pesantren maintains its identity and on the other hand the pesantren is expected to be open to technological advances, this matter is intended for the achievement of national learning.

2. **Learning Concentration**
   a. **Definition of Learning Concentration**

Concentration (focused attention) is focusing thoughts, feelings, and will on one object. Concentration means all the strength of attention to a learning situation. Concentration (concentration of attention) means that a person's attention is only directed at one object, with a rather fixed, firm, strong nature and does not easily move his attention to other objects. According to Ibrahim Elfiky (Wibowo, 2012, p. 190) Concentration is focusing on an object where we are able to harmonize the power of the heart and mind.

In learning, concentration is needed. Without this the act of learning will result in futility. It is disappointment that is encountered. One's inability to concentrate in learning is due to the dispersion of attention to an object. This is what no one who is learning wants. Concentration of learning is the ability to focus attention on the lesson, the concentration of attention is focused on the content of learning materials and the process of obtaining them. (Dimyati, 2006, p. 239)

Based on the explanation above, it can be concluded that concentration is a process of focusing the mind on a particular object. In other words, in concentration, people must try hard so that all their attention can only be focused on one object only

RESEARCH METHODOLOGY

The method used in this research is a qualitative method with a case study approach. The types of data in this study can be divided into two, namely primary data and secondary data. The data collection techniques used are interviews, observation and documentation.

RESULT AND DISCUSSION

1. The pesantren sets a policy on the use of cellphones for students.

Sirojul Waalidain Islamic Boarding School is one of the pesantren that carries out the learning process by having certain policies. Pesantren policies for student learning are managed properly and maximally. So that with organized management will produce quality policies. But in determining the policy through a fairly long process.

In the implementation of the pesantren in making policies on the use of santri cellphones, the steps taken are:

a. Planning *(Planning)*

Planning in determining policies on the use of santri cellphones, the pesantren takes several steps, namely:

1.   Meeting of Pesantren caregivers and dormitory administrators
2. Meeting of Pesantren caregivers, teachers, and administrators
3.   Meeting of the Pesantren with the School

So that the planning in determining this policy, the pesantren determines the steps in planning the policy determination. With good planning, the policies that have been set to the maximum will become the determination of the Pesantren policy.

a. Organizing *(Organizing)*

Organizing in determining Pesantren policies on the use of mobile phones for santri, namely:

1. Division of tasks to teachers and administrators by the caregiver of the pesantren.
2. Division of Groups/Tiers

c. Movement *(Actuating)*

The mobilization in determining the pesantren policy is that the pesantren makes efforts in determining it, namely;

1. Time distribution of students' cellphone usage

a. Surveillance *(Controlling)*

In supervising the establishment of Pesantren policies on the use of santri cellphones, namely :

1. Evaluation meeting

So with good management in establishing this pesantren policy, it becomes a support in student learning both at school and at the pesantren. The cooperation between the pesantren and the school is one of the good policies as well. That way students can be organized with the policies that have been determined. So that the concentration of santri learning can be improved with the management of policies set by the pesantren.

2. Factors that make students undisciplined about using cellphones.

The implementation of pesantren policies on the use of cellphones does not always go well. There are some students who are not disciplined about using cellphones. Some of the factors for santri's indiscipline in using cellphones include:

1. Personal students
2. Mobile application

3. Habits at Home
4. Communication with the opposite sex
5. Extracurricular activities and group work in School

Thus, this factor of undisciplined santri becomes an obstacle in the implementation of pesantren policies. That way the pesantren must be able to manage pesantren management well so that students are disciplined about using cellphones.

In the implementation of students who are not disciplined in the use of cellphones. mobile phones, the steps taken are :

b. Planning *(Planning)*

The pesantren's planning for students who are not disciplined in using cellphones, namely:

1.   Meeting of Pesantren caregivers, teachers, and administrators
2.   Formulation of rules for the use of santri cellphones
b.   Organizing

Furthermore, the researchers found from the results of the interview after planning then the next step is organizing the pesantren in the santri's indiscipline towards using cellphones, namely:
2.   Division of tasks to teachers and administrators by the caregiver of the pesantren.
b.   Actuating

Then after organizing the santri's indiscipline in using cellphones, the pesantren carried out the movement, namely:
2.   Enforcement of violations of students who are not disciplined in using cellphones
b.   Supervision (Controlling)

The last stage of management in an activity is the process of supervision (controlling). This activity is intended to regulate all elements involved in the activity factor so that they do not change the principles of the activity that has been formalized. Supervision is also intended so that the responsible parties obey the rules that exist. Supervision can be understood as the action of measuring implementation with objectives, ascertaining the causes of deviations and taking the necessary corrective actions (Sukistyorini, 2009).

From the description above, supervision is an activity to regulate all elements that have been determined and so that they do not change in determining policies or regulations that have been agreed upon or deliberated upon. With the existence of supervision in the undisciplined santri, this is one of the steps for good institutional management. Supervision can also be said to be evaluated because it is to measure the application of policies that have been determined.

After organizing the students' indiscipline towards the use of cellphones, the pesantren supervises all students in using cellphones so that they can be disciplined in their use. This supervision is carried out by all pesantren parties in the use of cellphones of all students, namely:
2.   Collection of cell phones of all students
3.   Checking the cellphones of all students

With good management or management, santri are controlled and disciplined towards the use of the cellphone itself. Through several stages in managing pesantren policies. Thus, the discipline of students towards the use of cellphones can be improved so that students comply with pesantren policies. Regular monitoring of the use of santri cellphones is also very important in the implementation of Pesantren policies. So that what is expected by the pesantren is realized, one of which is the increasing discipline of students towards the use of cellphones so that the concentration of students' learning becomes even better.

2. **The impact of regulating the use of cellphones to improve study concentration**

With good handphone management by the pesantren, it has a huge impact on santri learning. Pesantren management plays an important role in the progress of the pesantren itself. So that the policies taken by the Islamic Boarding School are very influential on student learning. One of them is the pesantren policy on the use of cellphones for students. Usually, Islamic boarding schools are strictly prohibited from carrying and using cellphones for their students. On the contrary, Sirojul Sumurugul Islamic Boarding School actually allows bringing and using cellphones for its students but with applicable restrictions and regulations. So that the Islamic Boarding School takes a policy on the use of cellphones for its students.

With a good policy and regular management in the use of santri cellphones, the impact felt by these students has several points :

    1.Assist with learning at School
    2.Learning becomes effective
    3. Cognitive behavior of students
    4. Effective behavior of students
    5. Psychomotor behavior

In this behavior, students who have learning concentration can be seen through the movement of limbs that are appropriate or in accordance with the teacher's instructions. non-verbal communication such as facial expressions and meaningful movements.

3. Solutions carried out by the pesantren to improve learning concentration.

Talking about the solutions carried out by the pesantren to improve learning concentration. To find solutions in establishing Pesantren policies to improve students' learning concentration, the Pesantren must adjust the needs in the field. The pesantren must look at the surrounding environment, learning modalities, student associations, and student psychology. As expressed by Tonie Nase, student learning concentration can be influenced by various factors such as:

1.   Environment
2.   Learning modality
3.   Socialization
4.   Psychology

In taking solutions to improve students' learning concentration, the pesantren must carry out planning, organizing, mobilizing, and supervising. In planning to take solutions to improve learning concentration, the pesantren conducts a meeting first to find solutions to the policy of using cellphones to improve student learning. With good management in taking solutions to improve students' learning concentration, by doing all aspects so that organizational goals are achieved properly.

In the implementation of solutions in establishing pesantren policies to improve students' learning concentration, the steps taken are:

a.   Planning

The planning carried out by the pesantren towards the solution in establishing pesantren policies to improve students' learning concentration, namely:

1. Holding a meeting of Pesantren caregivers, teachers, and administrators
2. Pesantren caregiver briefing to all students.

By giving directions to students, one of which is to provide understanding and firmness to all students, meetings to find solutions, provide consideration and supervision of the use of cellphones by all students. planning for pesantren solutions in improving learning for students is

understanding, motivation, and firmness for all students about learning obligations. Providing encouragement in student learning to learn. Providing facilities and policies that support santri learning activities.

b. Organizing *(Organizing)*

Organizing in finding solutions in establishing pesantren policies to improve students' learning concentration, namely:

1. Division of tasks in the learning needs of students
2. Division of levels in santri learning
3. Division of authority over the duties of administrators in santri learning

In this case, the caregiver is the monitor and decision maker of the Pesantren policy. With these duties and authorities, the organization of the solution taken by the Pesantren is the teachers and administrators as the driving force in terms of Pesantren policies. Santri as implementers of the policy and Pesantren caregivers as monitors of the implementation of the Pesantren policy.

c. Mobilization *(Actuating)*

After organizing the solutions taken by the pesantren in increasing the concentration of santri learning, namely the movement step. This movement is very important in finding solutions to improve student learning. The movement in finding solutions to the pesantren's policy in increasing the concentration of learning that with the policies set by the pesantren to increase the concentration of students' learning, namely :

1. Announcement of pesantren policies to all students
2. Management guidance to students

d. Surveillance *(Controlling)*

Then after taking the next step of mobilization, namely supervision in finding solutions to the Pesantren to increase the concentration of students' learning. This supervision is a very important step towards the Pesantren policy in increasing the concentration of students' learning. Supervision in this case is

1. The pesantren controls the policies that have been implemented..
2. Connecting with School teachers
3. Holding evaluation meetings of the pesantren

With the statements that have been presented above, we can conclude that the solution carried out by the Pesantren to improve santri learning solutions at Sirojul waalidain Islamic Boarding School is planning, namely holding meetings of Pesantren caregivers, teachers, and administrators. Pesantren caregiver direction to all students. Organizing the Pesantren, namely the division of tasks in the learning needs of students, the division of levels in student learning, and the division of authority over the duties of administrators in student learning. The mobilization of the Pesantren is the announcement of the Pesantren policy to all students, and the guidance of the management to the students. Supervision of the Pesantren, namely the Pesantren controlling the policies that have been running, conducting silahturahmi with School teachers, and holding evaluation meetings of the Pesantren

CONCLUSION

The establishment of the pesantren policy on the use of cellphones for all students has its own stages before the entire pesantren policy is ratified. The pesantren conducts planning, organizing, mobilizing, and supervising. Santri are not disciplined towards the use of cellphones, including

personal students, cellphone applications, habits at home, communication with the opposite sex, extracurricular activities and group work at school. The solution carried out by the pesantren to improve the concentration of santri learning at Pondok Pesantren Sirojul waalidain is planning, organizing, mobilizing, and supervising.

AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.
Author 2: Conceptualization; Data curation; In-vestigation.
Author 3: Data curation; Investigation.
Author 4: Formal analysis; Methodology; Writing - original draft.

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