

CHAPTER 1

INTRODUCTION

Several points explain the whole content of the paper. It Consist of the background of this study, research problem, research question, research objective, scope and limitation, assumption, benefits of research, and definition of the terms.

1.1 Background the Study

The integration of technology in education, particularly smartphones, has become increasingly prevalent with the development of Mobile-Assisted Language Learning (MALL). MALL refers to the use of mobile devices to facilitate language learning by providing access to digital resources, interactive applications, and flexible learning opportunities (Pérez-Paredes & Zhang, 2022). This approach has been widely adopted in various educational settings, including English as a Foreign Language (EFL) learning. However, in Islamic integrated schools, the implementation of MALL faces challenges due to school policies that prohibit smartphone use to maintain discipline and uphold Islamic values (Nasywa & Istanto, 2023).

Despite these restrictions, research has shown that mobile technology can offer significant benefits in language learning. Rahmawati et al. (2023) highlight that MALL provides students with opportunities to practice pronunciation effectively through digital platforms. Similarly, Lei et al. (2022) found that MALL enhances students' vocabulary acquisition and self-regulatory learning strategies, contributing to better language proficiency. Moreover, mobile learning applications have been shown to increase student motivation through interactive and personalized learning experiences (Habib et al., 2022).

On the other hand, some studies have pointed out the negative aspects of mobile phone use in educational settings. Nasywa and Istanto (2023) reported that excessive mobile phone usage could lead to digital addiction and reduced social interaction among students. Additionally, distractions from social media and other non-educational content can hinder the effectiveness of learning when students are allowed unrestricted mobile phone access (Lei et al., 2022).

While extensive research has examined the advantages and disadvantages of MALL in language learning, there is still a lack of studies focusing on the impact of smartphone prohibition on English learning in Islamic integrated schools. Therefore, this study aims to fill that gap by analyzing how mobile phone bans affect students' engagement, motivation, and academic achievement in learning English.

1.2 Research Question

What are the perspectives of teachers and students on the prohibition of mobile phone use in English learning at an Islamic Integrated Junior High School?

1.3 Research Objective

The objective of this study is to explore the perspectives of teachers and students on the prohibition of mobile phone use in English learning at an Islamic Integrated Junior High School.

1.4 Scope and Limitation

This study focuses on the perspectives of teachers and students regarding the implementation of a mobile phone prohibition policy in English learning at an Islamic Integrated Junior High School influenced by boarding school regulations. It examines how the policy is enforced, its impact on students' engagement, motivation, and academic performance, and how both teachers and students perceive the effectiveness and consequences of the prohibition.

The study is limited to one Islamic Integrated Junior High School that operates under boarding school regulations, making the findings not necessarily generalizable to other educational institutions. Additionally, the research adopts a qualitative approach, relying on observations, interviews, and document analysis, which may limit the ability to measure the impact of the prohibition in quantifiable terms. The study does not include other subjects beyond English or consider broader socio-cultural factors that may influence the effectiveness of mobile phone policies in education.

1.5 Significance of the Study

To elaborate the importance of this study, the significance is categorized into four aspects: theoretical, practical, social, and advocacy significance.

1.5.1. Theoretical Significance

This study contributes to the existing body of knowledge on Mobile-Assisted Language Learning (MALL) by examining the impact of mobile phone prohibition in English learning within the context of an Islamic Integrated Junior High School with boarding school regulations. Previous studies have widely explored the benefits of MALL in facilitating language acquisition (Pérez-Paredes & Zhang, 2022; Lei et al., 2022); however, limited research has addressed how the absence of mobile phones affects student learning, engagement, and motivation, particularly in religious-based educational settings.

Furthermore, this research provides insight into the relationship between technology restriction and language learning outcomes, enriching discussions on educational technology policies (Habib et al., 2022). By focusing on the perspectives of teachers and students, the study expands theoretical frameworks related to technology acceptance and its pedagogical implications in Islamic education (Rahmawati et al., 2023).

1.5.2. Practical Significance

This study provides practical insights for educators, school administrators, and policymakers regarding the impact of mobile phone prohibition on English learning in Islamic Integrated Junior High Schools with boarding school regulations. By understanding how this policy affects student engagement, motivation, and academic achievement, teachers can develop alternative strategies to enhance language learning without relying on mobile devices (Rahmawati et al., 2023).

For school administrators, the findings can serve as a basis for evaluating whether the mobile phone prohibition policy truly supports educational objectives or needs to be adjusted to maintain a balance between discipline and digital learning opportunities (Habib et al., 2022). Furthermore, Islamic education policymakers can utilize this study to refine technology usage guidelines in

schools, ensuring that the implemented regulations align with religious values while also meeting modern educational needs (Lei et al., 2022).

Additionally, this research can also assist students by highlighting the challenges they face due to mobile phone prohibition and offering alternative learning resources that can support their English language skill development (Pérez-Paredes & Zhang, 2022).

1.5.3. Social Significance

The prohibition of mobile phones in Islamic Integrated Junior High Schools has both academic and social implications, which makes this study significant in addressing broader educational concerns. From a social perspective, mobile phone restrictions are often implemented to maintain discipline, uphold Islamic values, and minimize distractions. However, this policy may also impact students' social interactions, engagement in learning, and access to digital educational resources. This study aims to explore these social effects, particularly in the context of English language learning, where mobile-assisted language learning (MALL) has been widely recognized as an effective tool for language acquisition (Burston, 2023).

By examining how the prohibition of mobile phones affects students' engagement, motivation, and academic performance, this study provides insights that can help educators, school administrators, and parents understand the broader consequences of such policies. A well-balanced approach to mobile phone regulations could lead to a more supportive learning environment where technology is utilized responsibly while maintaining the ethical and religious principles upheld by Islamic schools. Findings from this research may also contribute to ongoing discussions on digital literacy and responsible technology use among adolescents in religious-based educational settings.

1.5.4. Advocacy Significance

From an advocacy standpoint, this study serves as a reference for policymakers, school leaders, and curriculum developers in evaluating and refining mobile phone policies in Islamic Integrated Junior High Schools. The

research findings can be used to advocate for structured digital integration, allowing schools to harness the benefits of mobile technology for English learning while mitigating its potential negative effects. Previous studies have shown that mobile-assisted language learning can enhance students' language skills through interactive applications, online collaboration, and real-time feedback (Rahman et al., 2023). Therefore, instead of outright prohibition, schools may consider controlled and guided implementation of mobile learning strategies that align with Islamic educational principles.

Additionally, this research highlights the need for digital inclusion and equitable access to learning resources, especially in educational institutions that strictly regulate technology use. Advocacy efforts based on this study's findings can help bridge the gap between traditional and modern learning approaches, ensuring that students in Islamic Integrated Junior High Schools are not left behind in the digital era. As digital transformation continues to shape education, it is crucial for school policies to evolve in a way that balances discipline with the pedagogical advantages of technology in language learning (Lei et al., 2022).

By addressing these social and advocacy concerns, this study contributes to a more nuanced understanding of mobile phone prohibition and its impact on English learning. It also offers practical recommendations for policymakers and educators to develop well-informed strategies that optimize learning outcomes while preserving the values and regulations of Islamic education.

1.6 Research Methodology

This study employs a qualitative approach using a case study to explore the perspectives of teachers and students on the prohibition of mobile phone use in English learning at an Islamic Integrated Junior High School with a boarding school system. The research focuses on understanding the experiences and perceptions of students, teachers, and school authorities regarding this policy.

Data are collected through interviews with teachers and students. Thematic analysis is used to identify patterns and examine teachers' and students'

perspectives on mobile phone prohibition in english learning at an Islamic Integrated Junior High School.

1.7 Definition of the terminology

To provide a clear understanding of the terms used in this study, the following definitions are presented:

1.7.1. Mobile Phone Prohibition

Mobile phone prohibition refers to institutional policies restricting or banning students from using mobile devices during learning hours to minimize distractions and enhance academic focus (Morris & Sarapin, 2020). These policies aim to create a more structured and disciplined learning environment, particularly in religious-based institutions (Khalilullah et al., 2024).

1.7.2. English Learning

English learning refers to the process of acquiring skills in English, including listening, speaking, reading, and writing, through formal education and interaction-based practices (Nasaruddin, 2023). The integration of digital tools and mobile-assisted learning has been shown to enhance student engagement and comprehension (Kultsum, 2018).

1.7.3. Islamic Integrated Junior High School

An Islamic Integrated Junior High School is an educational institution that combines the national curriculum with Islamic teachings to foster both academic excellence and spiritual development (Kultsum, 2018). These schools emphasize the balance between general education and Islamic values to shape students' character and knowledge holistically.

1.7.4. Qualitative Study

A qualitative study is a research approach focusing on understanding social phenomena through non-numeric data collection, such as interviews, observations, and document analysis (Morris & Sarapin, 2020). This method allows researchers to explore participants' perspectives and obtain in-depth insights into the research subject.