



The Role of Smartphone Usage in Supporting Student Participation in the Subject of Ushul Fiqih at MAN 2 Palu City

Indriani*¹, Naima², Muh. Sarib Abdul Rasak³, Nursyam⁴

1 Universitas Islam Negeri Datokarama Palu; indriani2913@gmail.com

2 Universitas Islam Negeri Datokarama Palu ; naima@uindatokarama.ac.id

3 Universitas Islam Negeri Datokarama Palu; msasribabdulrasak@uindatokarama.ac.id

4 Universitas Islam Negeri Datokarama Palu; nursyam@uindatokarama.ac.id⁴

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Abstract

The advancement of increasingly sophisticated communication technology, especially in the form of Smartphones, is one of the main factors driving the increase in internet access among the public. In the world of education, education science plays a role as a link in forming a society that has individual and social foundations, as well as important elements in the implementation of education. Smartphones, with their ability to access the internet, learning applications, and interactive media, have great potential in changing learning methods and learner interactions in the classroom. This study aims to examine the role of Smartphone use in supporting students' participation in the subject of ushul fiqh at MAN 2 Palu City. This research uses a descriptive qualitative approach with data collection techniques through observation, interviews, and documentation. Data analysis techniques applied include data reduction, data presentation, and verification or conclusion drawing. The results showed that the use of Smartphones at MAN 2 Palu City had a significant contribution in supporting students' participation in Ushul Fiqh subjects. The research found that there are 4 roles of Smartphone use in learning as follows: 1) Smartphones act as a substitute for projectors. 2) Smartphones act as a learning resource. 3) Smartphones can also be used as interactive learning media. 4) Smartphone acts as an exam tool.

Kata kunci:

Peran Smartphone, Partisipasi Peserta Didik, Mata Pelejaran Ushul Fiqih

Abstrak

Hadirnya perangkat teknologi komunikasi yang canggih dalam bentuk Smartphone menjadi salah satu faktor penyebab semakin tingginya akses internet oleh masyarakat. Ilmu pendidikan mempunyai peranan sebagai perantara dalam membentuk masyarakat yang mempunyai landasan individual, sosial dan unsur dalam penyelenggaraan

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pendidikan. Teknologi Smartphone, dengan kemampuannya untuk mengakses internet, aplikasi pembelajaran, dan media interaktif, memiliki potensi besar untuk mengubah cara peserta didik belajar dan berinteraksi dalam kelas. Penelitian ini membahas tentang peran penggunaan Smartphone dalam menunjang partisipasi peserta didik di MAN 2 kota palu. Penelitian ini menggunakan pendekatan kualitatif deskriptif, teknik pengumpulan data melalui observasi, wawancara dan dokumentasi, teknik analisis data yang digunakan adalah reduksi data, penyajian data, dan verifikasi data atau penarikan kesimpulan. Berdasarkan hasil penelitian ini menunjukkan bahwa penggunaan Smartphone di MAN 2 Kota Palu memiliki peran yang signifikan dalam menunjang partisipasi peserta didik pada mata pelajaran ushul fiqih. Penelitian menemukan terdapat 4 peran penggunaan Smartphone dalam pembelajaran sebagai berikut: 1) Smartphone berperan sebagai pengganti proyektor. 2) Smartphone berperan sebagai sumber belajar. 3) Smartphone juga dapat digunakan sebagai media pembelajaran yang interaktif. 4) Smartphone berperan sebagai alat ujian.

Corresponding Author:

Indriani

Universitas Islam Negeri Datokarama Palu; indriani2913@gmail.com

INTRODUCTION

Humans have known the development of technology since millions of years ago as an effort to create a more comfortable, prosperous, and prosperous life (Yusuf Miharso, 2016:123). The development of science and technology also has a major influence on the lives of people throughout the world (Wawan Kuswadi, 1996:1). The influence of the development of science and technology covers various aspects of life, including politics, economics, social, culture, religion, ethics, aesthetics, security, and even science itself (Fristiana Irina, 2016:118). The development of information technology today has brought us into the era of digital literacy, where digital reading materials are increasingly used. The presence of devices such as *Smartphone* and computers make access to information easier, whenever and wherever needed. This causes physical reading materials to be used less and less because of the convenience offered by digital technology (Eka Selvi Handayani, 2021:8). Along with the development of technology, especially in the fields of communication and information, *Smartphone* become one of the innovations that continues to experience improvement. In the world of education, educational science plays a role as a liaison in forming a society that has individual, social foundations, and various important elements in organizing education (Rahmat Hidayat, 2019:29).

Role of use *Smartphone* in supporting student participation in the classroom is becoming increasingly important, considering that this technology not only facilitates access to information, but can also be an effective tool to support student participation in the teaching and learning process. Technology *Smartphone*, with its ability to access the internet, learning applications, and interactive media, has great potential to change the way students learn and interact in the classroom. However, the use of this technology in education also requires the right approach to ensure that its benefits can be maximized without ignoring the challenges that arise (J. Smith 2020:123-135). Education in this digital era is not only about theoretical knowledge, but also about practical skills and conceptual understanding that can be applied in real life. Technology *Smartphone*, with its ability to connect learners with the outside world, provides a platform that allows them to learn interactively and collaboratively (L. Johnson 2019:150-165). By using learning applications, learners can access learning materials tailored to their needs, practice skills, and interact with teachers and classmates in real-time. However, the use of *Smartphone* in education also has challenges. One of them is how to manage the use of this technology to ensure that it does not interfere with the learning process. In addition, there are also challenges in terms

of developing students' digital skills and ensuring that this technology is used in a safe and ethical manner (M. Brown 2021:45-58).

To address these challenges, it is important for teachers to understand how *Smartphone* can be used effectively in education. Including understanding how this technology can support student learning in the classroom, enrich the learning experience, and support more effective learning. In addition, it is also important to have clear policies and guidelines on the use of *Smartphone* in class (S. Davis 2022:100-115).

State Islamic Senior High School (MAN) 2 Palu City is one of the leading schools in Palu City. In addition to being known for its academic and non-academic achievements, this school also has adequate facilities and infrastructure to support the success of the learning process, one of which is through the use of *Smartphone* in teaching and learning activities in the classroom.

Ability *Smartphone* in presenting information quickly and easily accessible allows students to utilize this device as an effective learning tool, especially in accessing Usul Fiqh materials. Moreover, as one of the important aspects in community life, learning Usul Fiqh requires an approach that is in line with the development of the times so that it is easier to understand and apply by students.

Based on initial observations carried out by the author at MAN 2 Palu City on class XII students in the subject of ushul fiqh, there were several students who did not use *Smartphone* properly during class learning. Although *Smartphone* can present information and materials quickly and easily accessed, students are often distracted from learning due to misuse *Smartphone*. This causes a lack of focus and concentration on classroom learning so the author wants to research further.

This study aims to explore the use of *Smartphone* in classroom learning. Analysis of the role of the use of *Smartphone* in supporting student participation in class which can contribute to better understanding and appreciation related to the optimal potential of using this technology for class XII students of State Islamic Senior High School 2, Palu City, especially in the subject of ushul fiqh.

Based on the background above, the author can understand that *Smartphone* has a very large role in various aspects of human life, especially in the aspect of education, so the main problem of this research is "The Role of the Use of *Smartphone* In Supporting Student Participation in Usul Fiqh Subjects at State Islamic Senior High School 2, Palu City" .

METHOD

This study uses a descriptive qualitative approach with the aim of producing descriptive data that provides a clear and in-depth picture of the conditions observed in the field. This method was chosen because it is appropriate for studying the role of the use of *Smartphone* at Madrasah Aliyah Negeri 2 Palu City, so that researchers can explore various aspects of the activity. Data collection was carried out through direct observation in class, in-depth interviews with informants, and documentation studies related to school policies. Data analysis techniques used include data reduction, data presentation, and drawing conclusions in order to understand the patterns and meanings of the observed phenomena.

FINDING AND DISCUSSION

State Senior High School 2 of Palu City has established a policy that allows the use of *Smartphone* in the madrasah environment, including in teaching and learning activities, with the provision that its use must be in accordance with the direction of the teaching teacher. As stated by the Acting Head of Madrasah Aliyah Negeri 2 Palu City during an interview, the reason why the madrasah has issued this policy: "The reason for the madrasah allowing students to use *Smartphone* in the environment of State Islamic Senior High School 2 Palu City because now is the era of technology, in the era of technology where education can provide the best media for students to learn. One of them is through media *Smartphone*, although it is inevitable that there are pros and cons to the use of *Smartphone* as a learning medium. However, what we can understand is that presenting media that is closest to students is the most important thing, but it must also be accompanied by supervision. Why is that? Because if you are looking for sources of information, of course students have to search on YouTube, Google or something else." (Interview on January 20, 2025). Use *Smartphone* In the madrasa environment, it was also expressed by the Deputy Head of Madrasa for Curriculum that the use of *Smartphone* ongoing since it was carried out using a distance learning method due to the Covid-19 outbreak. "Since 2019 when the pandemic occurred, we have used a distance learning or online learning process because it is not possible to carry out the learning process offline or face-to-face" (Interview January 20, 2025).

This is reinforced by the existence of rules made by the madrasah which are stated in the rules of order of Madrasah Aliyah Negeri 2 Palu City as attached. "The role of the use of *Smartphone* at State Islamic Senior High School 2, Palu City, it is very important, especially when the exams are no longer using paper but are technology-based, namely by using *Smartphone*. For use *Smartphone* In class, it depends on the teacher whether they want

to use it *Smartphone* or just use the textbooks provided by the madrasah" (Interview on January 20, 2025). In line with what was said by Mrs. Nihayati Rugaiyah as the Acting Head of State Islamic High School 2, Palu City, that: "Students are allowed to use *Smartphone* in the madrasa environment, namely during the learning process if the teacher uses interactive learning media using *Smartphone* and during the implementation of semester exams because the madrasa has utilized several supporting applications to be used as semester media" (Interview, January 20, 2025).

Based on the results of an interview with Mr. Zulfadli, Deputy Head of Madrasah Aliyah Negeri 2 Palu City for Curriculum, regarding the role of using... *Smartphone*, he said that: "The use of *Smartphone* in the madrasa environment, especially in the use of electronic learning systems (e-learning), it really helps students in undergoing the learning process without having to interact directly. The presence of *Smartphone* as a supporting learning media is a primary need in implementing the system. With the support of the internet, the sophistication *Smartphone* can access information more quickly and easily. In addition, the interaction in the learning process between teachers and students becomes more dynamic and effective." (Interview, January 20, 2025).

During the observation conducted by the researcher during the learning process in class XII Agama I consisting of 36 students, it was seen that the learning atmosphere was very active and interactive. Many students participated in class discussions, such as when the teacher provoked them with questions related to the ushul fiqh material, students were very enthusiastic to answer the questions given by the teacher. In addition, they also did not hesitate to ask the teacher if there was something they did not understand or even think critically to ask new questions that were relevant to the material.

In one of the discussion sessions, the teacher raised the topic of *ittiba'* in understanding the law of interfaith marriage. Students looked increasingly enthusiastic when the teacher explained that in Islam, a person should not just *taqlid* (follow opinions without understanding the evidence), but rather *ittiba'*, which is following the opinions of scholars with an understanding of the evidence used. For example, in the case of interfaith marriage, the majority of scholars are of the opinion that Muslim men are not allowed to marry polytheistic women, and Muslim women are also not allowed to marry non-Muslim men. However, there are some opinions that allow the marriage of Muslim men with women from the People of the Book (Jewish or Christian) based on QS. Al-Ma'idah verse 5, although many scholars still recommend avoiding it in order to maintain the integrity of the family's faith. This discussion raised various critical questions from students. Some of

them asked whether if her husband died, his wife would still get an inheritance or not? While others wanted to know whether their children would also get an inheritance? This shows that they are not only passive listeners but also actively involved in the learning process, have an independent attitude and the courage to seek clarification, and think critically to dig deeper into the topic being discussed.

However, there are still some students, 7 of whom are not responsible for *Smartphone*. They, sometimes still play games or open other things that are not related to the material and don't even pay attention when the teacher explains because they are only focused on *Smartphone* them. In addition, a supportive classroom atmosphere, where teachers provide opportunities for students to participate and interact, contributes to high levels of participation. Teachers who are responsive and open to questions also play an important role in creating a positive learning environment. (Observation, Learning Usul Fiqh).



Figure 1. Usul Fiqh Learning Process

As for the role of use *Smartphone* which can support the participation of students in class XII Religion I of State Islamic Senior High School 2, Palu City, which was obtained from information from the ushul fiqh teacher that: "The role of using *Smartphone* in supporting student participation in the subject of ushul fiqh at State Islamic Senior High School 2, Palu City, namely by using *Smartphone* as a substitute for a projector to send PPT to class groups due to the lack of projectors in the madrasah, then to search for answers in digital books or on Google when the mother gives assignments, besides that the use of *Smartphone* to use learning applications, and also as a tool during exams because the madrasah no longer uses paper but uses *Smartphone* them for the exam" (Interview 12

December 2024). From the interview findings above, the author classifies the role of the use of *Smartphone* as follows:

1. Projector Replacement

One of the main obstacles in the teaching and learning process at Madrasah Aliyah Negeri 2 Palu City is the lack of visual aids such as projectors. In conditions like this, *Smartphone* acts as a very helpful substitute for teachers and students. With the ability to access power point presentation files (PPT) through the learning application, ushul fiqh teachers can easily send learning materials to class groups. This not only facilitates the delivery of information, but also creates a more collaborative learning atmosphere. Students can provide feedback or ask the teacher directly about the material presented, thus supporting their participation and involvement in the learning process.

Ultimately, despite various obstacles, the use of *Smartphone* as a substitute for projectors has been proven to help support student participation in the subject of ushul fiqh. They ask more questions, are more active in discussions, and understand the material faster because they can directly see and explore additional information. In this way, learning becomes more interactive and students are not only passive listeners, but also play an active role in the teaching and learning process.

2. Learning Resources

State Islamic Senior High School 2 Palu City utilizes various learning resources to improve the quality of education. In addition to books, the school also utilizes modern technology such as computers and *Smartphone* to obtain broader information and support the teaching and learning process. *Smartphone* acts as a very flexible learning resource. When teachers give assignments, students are asked to utilize *Smartphone* to search for additional references through various online sources such as previously sent e-books, articles, and learning videos. Modern technological devices provide them with the opportunity to deepen their understanding of the concepts of ushul fiqh that may be difficult to understand from classroom explanations alone. This quick access to information encourages students to be more independent in learning, while increasing their curiosity about the material being taught. Thus, *Smartphone* not only as a tool, but also as a learning partner that supports the educational process.

3. Learning Media

Apart from acting as a source of information, *Smartphone* also functions as an interactive learning medium. Various educational applications that can help students understand the ushul fiqh material in a more interesting way. For example, applications

that offer online discussion forums such as Classroom, Google Meet, E-learning. With this application, students can learn independently or in groups, discuss various concepts, and exchange opinions. This interactive learning approach can increase students' motivation and interest in the lesson, and help them to be more active in participating in class.

Based on observations made in the field, the author saw that the use of *Smartphone* greatly contribute to a more effective teaching and learning process. The use of *Smartphone* not only facilitates access to information, but also increases time efficiency. There are various learning applications that ushul fiqh teachers use, such as Classroom, Google Meet, E-learning, Usmart and many other applications that support teaching and learning activities. These applications provide convenience for teachers and students in interacting and managing learning materials in a more structured and interactive manner.

4. Test Tools

The transformation from paper-based exams to digital-based exams is a significant step in the world of education. At Madrasah Aliyah Negeri 2, Palu City, the use of *Smartphone* as a test tool has become a common practice. With a digital-based test system, students can work on test questions more efficiently and practically. This not only reduces paper usage, but also provides convenience in processing scores and faster feedback. The digital test system also makes it easier for teachers to implement various types of questions, including multiple choice, fill-in-the-blank, and essay questions, which can be accessed directly by students. Thus, *Smartphone* functions as a tool that supports not only the learning process, but also in evaluating learning outcomes.

DISCUSSION

From the findings above, the author can conclude that there are approximately 29 active students and 6 of them are less active so that if expressed as a percentage, it becomes 83.3% of students who are more active compared to those who are less active. Integration *Smartphone* in the education system at Madrasah Aliyah Negeri 2 Palu City can be considered as a strategic step to improve the quality of learning and prepare students to face challenges in the digital era. Therefore, it is important to clearly explain the purpose of the role of using *Smartphone*, student participation and ushul fiqh subjects. The details are as follows:

1. The Concept of Role of Use *Smartphone*

In terminology, role is defined as a set of behaviors expected to be possessed by a person according to his/her position in society. In English, the word "role" refers to a role,

which is defined as "person's task or duty in undertaking", namely a person's task or responsibility in a business or job (Syamsir, 2014:86).

As for the meaning *Smartphone* comes from English, which literally means "smart phone." In terms of telecommunications devices that not only function as tools for making voice calls and sending text messages, but are also equipped with various advanced features that are similar to computer functions. According to Sheriff Nurhakim, *Smartphone* is an electronic telecommunications device that has the same basic function as a conventional wired telephone, but is portable so that it can be taken anywhere without requiring a connection to a telephone network. Mobile phones or *Smartphone* is a two-way communication tool that allows two or more people to communicate without being hindered by distance (Sherif Nurhakim, 2015:41).

Understanding the role of use *Smartphone* in the aspect of education according to Fatima, namely: "The role of using *Smartphone* can be an interesting learning medium, because students can learn the material in a different way, namely by utilizing *Smartphone* as a learning resource. In addition to making the learning process more enjoyable, students can also access materials at any time without being tied to time. Thus, they can still study outside of class hours, which of course has a positive impact on the use of *Smartphone* as a learning tool" (Siti Fatimah 2014:83).

In contrast to previous opinions, Sobon stated that the use of *Smartphone* not only limited as a communication tool, but also includes various other needs, such as surfing the internet, reading e-books, shopping, transferring money, playing games, and utilizing various other features that can make human activities easier at work (Kosmas Sobon, 2019:53). Based on the definitions put forward by the experts above, it can be concluded that *Smartphone* acts as a communication tool equipped with various advanced features and various capabilities to support human activities. In addition, *Smartphone* can also be used as an interesting learning media, so that students can learn the material without being limited by time. From the various discussions that have been presented, it can be concluded that technology *Smartphone* has an important role in various aspects of daily life.

2. Student Participation

Participation comes from the English word "participation v" which means to include or take part in an activity. In the Big Indonesian Dictionary (KBBI), participation is defined as the matter of taking part in an activity or participation. According to Bornby in Theresia, participation is defined as the act of "taking part", which is an activity or

statement of involvement in an activity with the aim of obtaining benefits from the involvement (Aprillia Theresia 2016:196).

Learners is a term in the world of education that refers to individuals involved in the learning process. In Indonesian, the word "participant" means someone who follows or participates in an activity, while "educator" comes from the word "education" which refers to the teaching or learning process. Thus, learners can be interpreted as individuals who follow the education process to gain knowledge and skills. In terminology, Oemar Hamalik defines learners as one of the components in the education system which is then processed through learning activities, so as to produce quality individuals in accordance with national education goals (Oemar Hamalik, 2005).

Based on the Law of the Republic of Indonesia Number 20 of 2003, students are members of society who strive to develop their potential through the learning process on certain paths, levels, and types of education. This confirms that students have an active role in the process of self-development. Therefore, students are individuals who have the freedom to choose and pursue education according to their ideals and hopes for the future. Student participation can be interpreted as their involvement in an activity, which is reflected through physical and psychological aspects. The optimal learning process will be achieved if students participate responsibly in learning activities. The level of student participation reflects their activeness, which can be realized through various actions, such as listening, thinking, producing work, writing reports, and so on. Student involvement also has an important role in setting goals and implementing the teaching and learning process (Hasibuan, 2012:7).

3. Subject of Usul Fiqh

Subjects according to the language consisting of two words: "eyes" and "lessons". Eyes in this context, "eyes" refers to a particular view or aspect. In education, this term is often used to indicate a particular focus or area of study. The word "lesson" comes from the root word "ajar", which means the process of teaching or educating. Subjects refer to the material or content taught to students in an educational context To understand the meaning of ushul fiqh, it needs to be reviewed from two sides, namely language and terminology. The term "ushul fiqh" is a combination of two words, namely ushul which means the main, basic, or foundation, and fiqh which means deep understanding. Etymologically, the word ushul, the plural form of ashl, means something that is the foundation for something else. Thus, in terminology, ushul fiqh can be interpreted as a science that discusses the rules used to formulate sharia laws from detailed evidence.

Simply put, ushul fiqh is a collection of rules that explain the method of extracting laws from their sources. (Suyatno 2011:23).\

Overall, the subject of ushul fiqh is one of the important components in the education system, namely the curriculum. Then in the subject of ushul fiqh there are themes that function to provide knowledge and skills to students. The effectiveness of the subject of ushul fiqh in the Department of Islamic Religious Education is still considered low. The learning is still conventional, aimed at knowing and memorizing the rules and the evaluation has not reached the psychomotor measurement. Thus, students are said to have learned if they have been able to express what they have learned. This condition not only makes learning uninteresting but also causes low understanding of students regarding the benefits of ushul fiqh material, thus impacting on the weakness of their creativity and appreciation of the illustration of the socio-cultural context and religious values as a living part of everyday life (Muhaimin, 2007:1).

CONCLUSION

Usage *Smartphone* In learning ushul fiqh, there are 4 roles that can support student participation, namely: 1) *Smartphone* acts as a substitute for a projector that greatly helps teachers and students. With the ability to access power point presentation files (PPT) through the learning application, ushul fiqh teachers can easily send learning materials to class groups. 2) *Smartphone* acts as a very flexible learning resource. When teachers give assignments, students are asked to utilize *Smartphone* to find additional references through various online sources such as previously sent e-books, articles, and learning videos. 3) *Smartphone* can also be used as an interactive learning media. Various educational applications that can help students understand the ushul fiqh material in a more interesting way. For example, applications that offer online discussion forums such as Classroom, Google Meet, E-learning and so on. 4) *Smartphone* acts as an examination tool, with a digital-based examination system, students can work on examination questions more efficiently and practically.

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