

Positive And Negative Impacts Of Smartphone Use In Supporting Ushul Fiqih Learning At Man 2 Palu City

Indriani Indriani^{1*}

¹ Islamic Religious Education Study Program State Islamic University Datokarama Palu, Indonesia

*Corresponding Author: Indriani, Email: indriani2913@gmail.com

ARTICLE INFO	ABSTRACT
Volume: 4 ISSN: 2963-5489 KEYWORD Smartphone, Ushul Fiqih Learning, Positive Impact, Negative Impact.	This study aims to analyze the positive and negative impacts of smartphone use in Ushul Fiqih learning at Madrasah Aliyah Negeri (MAN) 2 Kota Palu. The use of smartphones in learning activities has become a common phenomenon in the era of educational digitalization. This research uses a qualitative field research method with observation, in-depth interviews, and documentation techniques involving Ushul Fiqih teachers and 12th grade students. The results show that the use of smartphones has a positive impact because it facilitates access to religious information, enriches digital learning resources, increases interaction between teachers and students, and fosters independent learning. However, this study also found negative impacts in the form of concentration disorders, technology addiction, misuse of social media, and the potential for academic cheating. This study emphasizes the need for clear regulations and guidance from madrasahs and teachers so that smartphones can be used productively and ethically in learning.

1. Introduction

The development of modern communication technology such as smartphones has changed the global education paradigm (Smith, 2020). Smartphones no longer function solely as communication tools, but have become important instruments in teaching and learning activities. In the context of Islamic education, this technology opens up new opportunities for students to access various sources of religious literature, classical texts, and interpretations of the Qur'an online (Johnson, 2019). This has the potential to strengthen understanding of Islamic values in a more contextual and relevant way to the challenges of the times.

Madrasah Aliyah Negeri (MAN) 2 Palu City is one of the Islamic educational institutions that has begun to implement technology-based learning, including the use of smartphones in Ushul Fiqih lessons. This subject requires students to be able to think analytically about legal arguments and the principles of *istinbath* (derivation of law). Through smartphones, students can access various learning applications, fiqh e-books, and digital interpretations relevant to the learning theme. However, it cannot be denied that the use of smartphones also has negative consequences. Many students experience distractions due to social media, playing games, or simply opening entertainment content during class hours (Laka, 2018). This phenomenon reduces the quality of concentration and discipline in learning. Teachers often face the dilemma of utilizing technology for learning and controlling the misuse of smartphones in the classroom.

Several previous studies have highlighted similar issues. Kurniawati (2020) found that excessive smartphone use affects learning achievement. Meanwhile, Fatimah and Mufti (2014) emphasized the importance of educational technology innovation so that the use of digital devices truly supports learning objectives rather than weakening them. Therefore, this study focuses

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on answering the question: What are the positive and negative impacts of smartphone use in Ushul Fiqih learning at MAN 2 Kota Palu?

This study is expected to make a real contribution to improving the digital literacy of madrasah students, as well as serving as a reference for Ushul Fiqih teachers in managing technology-based learning that is still based on Islamic values.

2. Literature Review

Previous studies have provided an overview of the various positive and negative impacts of smartphone use in the context of education. This review is necessary to avoid duplication of research and to strengthen the theoretical basis for this study, which focuses on the impact of smartphone use in learning Ushul Fiqih. In general, previous research results show that smartphones have two opposing sides in the world of education: on the one hand, they can be an innovative means of enriching learning, but on the other hand, they have the potential to reduce students' motivation, morality, and focus on learning.

2.1 Research by Septiani Rika (2020)

In her study entitled "The Impact of Smartphone Use on the Learning Motivation of Students at SD Inpres Paropo in Makassar City," Septiani highlights that smartphone use has a dual impact on the learning process of students. The positive impacts include ease of communication and access to entertainment that supports learning enthusiasm, while the negative impacts include distraction, radiation effects, and changes in children's behavior. These findings show that since elementary school age, smartphones have had psychological consequences that can continue into high school. The relevance of this study to the current study lies in the similarity of the object of study, namely the "impact" of smartphone use on learning behavior, but this study differs in context (elementary education vs. high school education) and the learning material studied, namely Ushul Fiqih.

2.2 Research by Sadida Wahab Hasbulloh (2021)

The study entitled "Analysis of the Impact of Smartphone Use on the Learning Outcomes of Fourth and Fifth Grade Students at Madrasah Ibtidaiyyah Ma'arif NU Pasir Kulon" shows that smartphones provide benefits in supporting the learning process, such as the ease of searching for material and watching educational videos. However, the negative impacts include moral degradation, decline in character, and health problems such as insomnia. Sadida's findings confirm the ethical dilemma in the use of technology in religious schools. In the context of this study, the results reinforce the basis that the negative impacts of smartphones are not only academic but also moral-spiritual, which is a major concern in the teaching of Ushul Fiqih at MAN 2 Kota Palu.

2.3 Research by Nurshalinawati (2019)

Research entitled "The Impact of Gadget Use on the Learning Interest of 5-6 Year Old Children at PGRI Kulo Kindergarten, Sidenreng Rappang Regency" shows that gadget use has both positive and negative effects. The negative impact is that children play games and watch animations more often, while the positive impact is the development of imagination and creative thinking skills through observation of visualizations. This research is relevant to the topic raised because it also discusses the influence of digital technology on learning activities. However, the difference lies in the research subjects and age levels, namely early childhood, while this research focuses on madrasah aliyah students.

From the three previous studies above, it can be concluded that the use of smartphones in learning has two sides: as an educational tool and a source of distraction from learning. However, the three studies have not specifically discussed the impact of smartphones in supporting student participation in Ushul Fiqih learning, both in the context of strengthening teacher-student interaction, searching for Islamic legal arguments, and developing religious digital literacy. Thus, this study has a novelty in the form of a focus on the pedagogical and moral-spiritual functions of smartphones in Islamic religious education at the madrasah aliyah level.

3. Methodology

This study uses a descriptive qualitative approach with field research (Moleong, 2014). The research location is at Madrasah Aliyah Negeri 2 Kota Palu, Jl. Tamrin, Kelurahan Besusu Barat, Kecamatan Palu Timur. The research subjects consisted of one

teacher of the subject of Ushul Fiqih and five grade XII students majoring in Religion who actively used smartphones in their learning activities.

Data Collection Techniques

1. Observations were conducted directly in the classroom to observe learning activities and patterns of smartphone use among students.
2. Interviews were conducted with teachers and students to gain an in-depth understanding of the benefits and challenges of smartphone use.
3. Documentation in the form of photos of learning activities, school policies on smartphone use, and student learning outcome data.

Data Analysis

Data analysis used the Miles and Huberman model, which consists of three stages:

- Data reduction: selecting and simplifying relevant data.
- Data presentation: presenting data systematically through narrative descriptions.
- Conclusion drawing: interpreting field findings to answer the research questions.

To maintain data validity, the researcher used source and method triangulation techniques, comparing the results of observations, interviews, and documentation so that the interpretations obtained were credible and accountable (Johnson, 2019).

4. Results And Discussion

Every policy implemented in madrasahs certainly has positive and negative impacts, and this also applies to the policy that allows students to use smartphones in ushul fiqh learning at Madrasah Aliyah Negeri 2 Kota Palu. As stated in the interview conducted by the author with the Deputy Head of Madrasah Aliyah Negeri 2 Kota Palu in charge of curriculum regarding the positive and negative impacts of smartphone use in learning, as follows:

The use of smartphones as a learning medium in the learning process can have two effects on students: it can either support or hinder their learning outcomes, depending on how they use it. If used positively, such as to search for relevant learning materials, smartphones can help students understand lessons better. However, if used unwisely, such as playing games during class, searching for answers during tests as a form of cheating, or using them too often to the point of neglecting study time, the impact can be negative. Lack of supervision from parents and teachers also risks students accessing prohibited websites.

(Interview with Zulfadli, Deputy Head of MAN 2 Palu City for Curriculum, January 20, 2025).

Meanwhile, the positive and negative impacts of smartphone use revealed by the ushul fiqh teacher during classroom learning are as follows:

Of course, the use of smartphones when teaching in class has many positive aspects or benefits, such as students becoming more proficient in using smartphones because these technological devices have many advantages, so students take advantage of these advantages. Students are also more active in asking questions about ushul fiqh material because the material is already on their smartphones, as well as answering questions that you have given them, and more of them focus when you explain, especially since the subject of ushul fiqh discusses Islamic law, so it requires more detailed guidance and explanation so that they do not misunderstand Islamic law. Despite the many benefits, the teacher cannot ignore the fact that some students misuse their smartphones. Some play games or access social media during class. If not properly supervised, this can disrupt their focus.

(Interview with Judriawati, Ushul Fiqih Teacher at MAN 2 Kota Palu, December 12, 2025).

The results of interviews conducted by researchers with Grade XII Agama I students regarding the positive and negative impacts of smartphone use on ushul fiqh lessons are as follows:

During our ushul fiqh lessons, we prefer to use smartphones as a learning medium because they are more practical and easier to take notes on. For example, during the lesson, we only need to pay attention when the teacher is explaining because we can take notes later at home. So we don't spend all our time taking notes. But there are also negatives, such as when the internet is down, we can't use our smartphones, some of us leave our smartphones at home, and worse, it's easy to lose focus because we are easily distracted by chat notifications or scrolling through social media. I myself often scroll through social media, but when I finish my assignments, I do the questions given by the teacher.

(Interview with Alisha Putri Lestari, Student at MAN 2 Kota Palu, January 15, 2025).

In line with the results of an interview conducted with Miftah, a student at Madrasah Aliyah Negeri 2 Kota Palu in the 12th grade Religion I class, who stated that:

We are very enthusiastic about learning ushul fiqh because we use smartphones. With smartphones, we no longer need to photocopy printed books from the madrasah. Even if we want to take notes, it would take a long time, especially since ushul fiqh is only taught once a week. Using smartphones makes things simpler and easier to carry around, and the material can be read anytime without having to bring a book. If there is material that is not understood during the lesson, we can simply open the digital book file. However, this is felt by boarding school students, because our smartphones are collected by the boarding school administrators, and I am also one of the boarding school students. (Interview with Miftah, Student at MAN 2 Kota Palu, January 15, 2025).

A similar sentiment was expressed by one of the Grade XII Religion I students, who stated that:

The use of smartphones during usul fiqh lessons makes things much easier for us because we no longer need to spend money to buy or photocopy books, which is a great help to those who are less well off. Additionally, we can study usul fiqh materials at night so that we can ask questions the next day during usul fiqh class, or even review the material if we forget something. Furthermore, we can search for additional references on Google if there is something we do not understand. However, there are still some who do not pay attention, but they are only a small minority. (Interview with Mahatir Muhammad, Student at MAN 2 Palu City, January 15, 2025).

From the findings of the interviews above, the author concludes that there are several positive and negative impacts of smartphone use in learning, especially in the subject of usul fiqh, including:

1. Positive Impact of Smartphone Use in Ushul Fiqih Learning

- Facilitates access to learning materials and additional references, including ushul fiqh subjects.
- Increases student activity in learning, such as asking and answering questions.
- Improves digital skills and makes students more proficient in using smartphones.
- Students are more focused and enthusiastic in participating in learning.
- Easy to carry anywhere and can be read anytime.
- Helps students' economy because they do not need to spend a lot of money.
- Can streamline time for learning usul fiqh.
- Supports the effectiveness of the teaching and learning process and encourages student independence in learning.

2. Negative Impact of Smartphone Use in Ushul Fiqih Learning

- Potential misuse of smartphones, such as playing games and accessing social media during class.
- Potential for cheating during exams.
- Dependence on technology due to overreliance on smartphones, resulting in a lack of critical thinking skills.
- Accessing prohibited websites.
- Discrimination against students who attend boarding schools.

The author also concludes that at Madrasah Aliyah Negeri 2 Kota Palu, the use of smartphones in ushul fiqh learning has a significant positive impact in supporting material comprehension and supporting student participation in class. Moreover, ushul fiqh is only taught once a week for 2x45 minutes, or approximately 1 hour and 30 minutes. With such a short time, the use of smartphones greatly helps students access various additional learning resources that can deepen their understanding of the material being taught. In addition, smartphones also help students to review the material independently outside of class hours, so that they can be better prepared to follow the lessons in class. Thus, the use of smartphones in teaching usul fiqh not only supports the effectiveness of the teaching and learning process, but also encourages student independence in learning and enriches the teaching methods applied by teachers. However, the negative impacts cannot be ignored, especially those related to misuse and distraction. Therefore, proper supervision from teachers and parents is necessary to ensure that smartphone use is effective and in line with learning objectives.

4.1 Implications And Solutions

Based on the results of the study, teachers and madrasahs need to establish written rules regarding the restrictions on smartphone use in the classroom. For example, students should only be allowed to use them during project-based learning or when directed by the teacher. Teachers also need to provide Islamic digital literacy education, namely an understanding of media ethics from an Islamic perspective (Davis, 2022). A collaborative approach between teachers, parents, and the school is

essential. Supervision should not only be carried out at madrasahs, but also at home, so that the habit of studying using smartphones becomes more controlled.

5. Conclusion

From the results of observations and interviews with various parties, the author sees that the use of smartphones in teaching ushul fiqh at Madrasah Aliyah Negeri 2 Kota Palu has positive and negative impacts that need to be considered by the madrasah, teachers, and students. In general, this policy aims to support student participation in learning by utilizing digital technology, so that students can more easily access materials, search for additional references, and record or store learning information more practically.

The main positive impact of smartphone use in usul fiqh learning is the ease of obtaining learning materials anytime and anywhere, without having to rely on printed books or photocopied materials. In addition, students become more active in asking and answering questions because the material is available on their smartphones. From an economic perspective, the use of smartphones is also considered more economical because it reduces the need to buy or photocopy printed books. However, on the other hand, there are several negative impacts that need to be anticipated. One of the main challenges is the potential misuse of smartphones during learning, such as playing games, accessing social media, or even cheating on exams. Another negative impact is that a lack of strict supervision can cause students to access websites that are not in line with the learning objectives. In addition, students who attend boarding schools face obstacles in accessing smartphones because their devices are collected by boarding school administrators, limiting their ability to use smartphones for independent learning.

To overcome these challenges, madrasahs, especially ushul fiqh teachers, have taken various strategic steps to ensure that smartphone use remains within the boundaries that support learning. Teachers closely supervise students during lessons and reprimand those who misuse their smartphones. In fact, for boarding students, the madrasah has a special policy allowing them to borrow smartphones during ushul fiqh lessons, provided they return them after the lesson is over.

At the madrasah policy level, the madrasah continues to strive to improve discipline in managing smartphone use so that it is not misused. If there are students who misuse smartphones excessively, such as engaging in activities unrelated to learning, for example playing games or even live streaming during class, strict action will be taken by the madrasah.

Based on these observations, the author concludes that the use of smartphones in ushul fiqh learning at Madrasah Aliyah Negeri 2 Kota Palu provides great benefits in supporting student activity and learning effectiveness. However, the challenges and risks that accompany this remain a major concern for teachers and the madrasah. Therefore, strict supervision, discipline, and flexible but controlled policies are important steps in ensuring that smartphones are used for learning purposes and not for things that can distract concentration and hinder the teaching and learning process.

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Conflict of Interest:

This article is written solely for the purpose of advancing scientific knowledge. The author affirms that there are no personal, institutional, or other interests that could influence the objectivity of this research.

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