Representation of Student Learning Vocational High Schools Use Smartphone and Digital Books

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ABSTRACT--- Industrial era 4.0 which is increasing with unlimited needs. This can be seen from the use of smartphones as a basic human need. This need is not only used for social media but can be used in digital-based learning. So that student learning is increasing. The purpose of this study is to represent student learning about digital books. This study uses a phenomenological approach. Participants consisted of five Vocational High School (VHS) students who have smartphones and also use digital books in learning. The analysis was carried out using data triangulation (verification, validation, and validity). The results explain that smartphone items are important for VHS students, smartphones are more widely used for social media, the use of digital books on learning to look for material quickly, students are less interested in using digital books because they contain text and pictures only, ideally, digital books have learning videos inside it. These three representations can be a reference for learning needed for students. So it needs to be applied in digital class-based learning in schools.
Keywords—Smartphone, Digital Books, VHS Students.

I. INTRODUCTION

The high use of smartphones is not spared from the technological sophistication and the increasing needs of every human being. Especially in the millennial era, almost every area of smartphone and internet use has become a basic need for them. Even in Indonesia, the use of smartphones is very high compared to other countries. This can be seen from the use of smartphones in all ages. From the old to the bottom of five years, it is common if we see everyone using a smartphone in their daily lives[1]. Even children are used to using smartphones just to contact parents and also play games. Therefore ownership is not limited to the use of communication alone. Besides being used for communication, smartphone usage is increasing for business, education and social media purposes. However, the use of smartphones is most widely used to access social media and can be said to be quite high compared to others [2]. This can be seen from the many young people, adults to the elderly who are quite familiar with social media. They often use the media to find sources of literature, show their daily activities, complain to find a mate. Even the mention of children social media is a pride for them. Whereas more

important needs such as learning to use a smartphone to help them[3]. Just as through virtual classes and reference searches to improve their knowledge. Smartphones if used wisely can help children in this case students in learning.

It should be realized that the use of smartphones in learning does not escape the role of teachers in the cyber era. Teachers can start learning with digital classes and learning using digital books to help students. Some schools in the world have started using digital-based learning to facilitate their students in learning[4][5]. It turns out that the media is effective enough when applied to student learning. This can be seen from the increase in achievement and interest in learning in students. In fact today many students complete tasks with searching material through the internet[4]. Even if students don't get the right answer. Students can directly search for appropriate references via a smartphone. However, this is a fairly complicated problem, because most students look for material, not at the right source. They come from looking for material to fulfill the task. Whereas if they look for the source of the right book sometimes the book is less attractive and less understood by them.

At the vocational education level, where Vocational High School (VHS) students after graduation can immediately work[6]. Need different learning from other students[7]. They need some real picture of the work process. So that VHS students can easily apply the knowledge gained to work. Therefore it needs to be studied to understand how the needs of VHS students represent learning about digital books. This research is to understand the needs of VHS students in learning. Where the assessment can help teachers to prepare the right media for VHS students.

II. RESEARCH METHODOLOGY

Research Design

This study uses a phenomenological approach where participants are five VHS students. The five students have special criteria where each student studied has a smartphone and uses digital books as a learning reference. The first participant used the NDY code, the second participant with the ANS code, the third participant in the RTN, the fourth Participant used the BGS code, while the fifth participant was coded as WLN. This study uses qualitative analysis through inductive data. It is possible to have a continuous analysis process and all transcripts are read repeatedly until

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they find the desired data. The data analysis series was built through triangulation analysis where data obtained through literature verification, validation through field data collection and data coding, and validity according to student representation. To get complete data, researchers conducted interviews and observations. The interview was recorded and transcribed according to the original. Interviews are conducted between 15 to 30 minutes until no new themes can be asked.

Procedure

After obtaining approval, each participant was asked to answer verbally the following question:
- Do you have a smartphone?
- How many of your smartphones?
- What are your smartphones used for?
- Have you ever seen a digital book?
- What kind of digital books do you know?
- What is your experience using digital books?
- What obstacles do you experience using digital books?
- Do you have an ideal image of a digital book?

When various representations emerge from VHS students' explanations of digital books. The five participants described their images of digital books.

III. RESULTS AND DISCUSSION

15 verbatim transcripts recorded at the interview session, obtained 40 important statements covering the meaning of the formula. The meaning of the formulation is then arranged into groups that produce three themes which can be seen in Table 1. These three themes form the basis for VHS students' representation of digital books.

Tabel1: An Important Statement from VHS Students and the Meaning of the Relevant Formulation

Important Statement	The Meaning of The Formula
1. For me, smartphones are items that should not be forgotten	1. Smartphones are items that must be carried by VHS students
2. I have a smartphone that is used to chat and share daily moments with friends in cyberspace	2. Smartphones are currently used limited to social media
3. Through my smartphone and friends can search for material to learn instantly	3. Media on the internet helps VHS students to study
4. As far as I know, digital books can be seen through laptops or smartphones	4. Digital books can be accessed by VHS students through laptops or smartphones
5. I am less interested in digital books that are often given by teachers because they only contain text and images	5. During this time the teacher gave digital books containing pictures and writings
6. The digital book should	6. The right digital book for VHS students not only contains writing or pictures. But there are

Important Statement	The Meaning of The Formula
be interactive and have videos to help me study the material more deeply	videos in it to clarify vocational learning

a. Source comes from processed data

Smartphone Items That Are Mandatory For VHS Students

Focusing on the first theme of smartphones is mandatory for VHS students. They don't want to leave it even for a moment. Smartphones for them exceed anything. A participant with the BGS code explained that:

"I once forgot to leave a smartphone at home. It doesn't feel like it is confusing, who wants to contact me. Especially when there are many tasks. Ah messed up. Don't repeat it again."

From the explanation of the participants, it can be explained that the usefulness of smartphones in the millennial era is very important for humans. They are very dependent on all the needs of their smartphones in their lives. This can be strengthened by participants with the NYD code where the participant stated:

"Wherever I am, I always use my smartphone. Even in the bathroom though. Even if I want to sleep, I don't forget I opened Instagram to find out about the surroundings."

Both descriptions describe the importance of smartphones for their lives.

Social Media Is Very Meaningful For VHS Students

The main use of smartphones for VHS students for social media. VHS students currently really like smartphones as a means of using social media[2]. For the social media can devote their hearts without needing to be restricted. They can emit emotions, can communicate and can even help them to find friends who have long been lost. Some of these statements can be drawn from several answers from participants who stated that:

"Every day, every hour even every minute I always open my Instagram to see the news. Even at school I often steal time to just inviting new friends. Sometimes I get stuck, teacher because of the fun of seeing youtube. Ha hahaha."

Likewise the statement from the participants with the RTN code which tells that:

"Every time I leave, don't forget me for photos and selfies. Moreover, there is a funny incident, I definitely uploaded the moment on Twitter. Now add more status updates via WhatsApp also okay. I once forgot to bring a charger when the smartphone was low. I was confused to find a charger loan so my smartphone would stay alive. Don't let me miss a moment because my smartphone is dead."

Quick Search Of Material Via The Internet

For this theme, the participants explained that smartphones are not only used for social media. But they also use smartphones to search for subject matter. They prefer to search for material via the internet compared to using books. Many consider the search for material through the internet. Some previous studies also mentioned that the internet is very effective as a learning resource for

students[8][4]. This is evident from the participants' opinions about the internet. According to participants with the ANS and WLN codes.

"I prefer to search for material from the internet, besides being fast, there is no need to bring or open books. Once pressed the desired material comes out immediately. No need to bother reading thick books"

The opinions of the two respondents became an illustration that the internet made it easier for VHS students to study. In addition, from the internet students can search for the book they want.

In NDY's opinion "I often download subject matter in the form of pdf, in my opinion, the material can be read at any time. Sometimes the teacher also gives the material in the form of soft files. Yes, it is used to do assignments" Likewise participants with the BGS code that shows some of the subject matter files and are stored in a smartphone.

VHS Students Desire To Read Interesting Digital Books

Some of the themes that have been explained, the final theme illustrates the desire of VHS students to get interactive learning material[9][8][4]. So far they only get learning material from thick books. If a little more modern there are also teachers who provide digital books with pictures and text only. Sometimes participants find it difficult to understand the material provided. Moreover, the pictures cannot explain some complicated material. Less interest in VHS students in reading books can be explained in the following statement:

"lazy learning, the book is not interesting. Only writing and pictures. How can I imitate? Even though I need a tutorial to help me do the work. "There were even participants who said that" If the book had a video, it would have been easier to understand this material. definitely easy to remember. Moreover, the book can be taken anywhere. While playing while doing assignments".

IV. CONCLUSION

In this study VHS student who lived in the millennial era desperately needed a smartphone for their lives. One of the causes is the spread of social media to fulfill the wishes of VHS students. As can be seen from several studies that explain that social media can be an opiate for students. Students who should be able to learn well, but fill their free time with social media. The number of students who do not want to read books because the book only contains writing and pictures. So there is no interest for them to learn. These problems can be minimized by the provision of modern and attractive learning books. Media that attracts indirectly can increase learning motivation for students. This is evident from the fifth theme that students desire to get digital books that make it easier for them to learn. Some opinions also explained that the improvement in student achievement came from active media.

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Author-1 Photo

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Author-2 Photo

Second Author personal profile which contains their education details, their publications, research work, membership, achievements, with photo that will be maximum 200-400 words.

Author-3 Photo

Third Author personal profile which contains their education details, their publications, research work, membership, achievements, with photo that will be maximum 200-400 words.