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Systematic Literature Review: The Use Of Smartphones As Learning Media To Enhance Students' Learning Autonomy

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Abstract: *Smartphones have become an integral part of students' lives and can be utilized as learning tools. However, their use can also disrupt academic activities if not managed properly. This article aims to examine the use of smartphones as learning media to support student learning autonomy. The study employs a Systematic Literature Review (SLR) method, analyzing various articles concerning smartphones, learning media, and student learning autonomy. Literature was selected based on its relevance to the research topic and subsequently analyzed descriptively to identify similarities, differences, and findings from previous studies. The results indicate that smartphones assist students in searching for materials, accessing learning resources, completing assignments, and studying with greater flexibility. Smartphone usage can also encourage students to be more active and responsible in the learning process. However, these benefits depend heavily on how the devices are used, as smartphones can also serve as sources of distraction through social media and games. Therefore, the use of smartphones in education requires teacher guidance and wise usage by students to effectively support learning autonomy.*

Keywords: *smartphone, learning media, learning independence, students, systematic literature review*

Abstrak: *Penggunaan smartphone semakin dekat dengan kehidupan siswa dan dapat dimanfaatkan sebagai media pembelajaran. Namun, penggunaan smartphone juga dapat mengganggu kegiatan belajar jika tidak digunakan dengan baik. Artikel ini bertujuan untuk mengetahui pemanfaatan smartphone sebagai media pembelajaran dalam mendukung kemandirian belajar siswa. Penelitian ini menggunakan metode Systematic Literature Review (SLR) dengan mengkaji berbagai artikel yang membahas smartphone, media pembelajaran, dan kemandirian belajar siswa. Literatur dipilih berdasarkan kesesuaian dengan topik penelitian, kemudian dianalisis secara deskriptif untuk menemukan persamaan, perbedaan, dan hasil penelitian terdahulu. Hasil kajian menunjukkan bahwa smartphone dapat membantu siswa mencari materi, mengakses sumber belajar, mengerjakan tugas, dan belajar secara lebih fleksibel. Penggunaan smartphone juga dapat mendukung siswa untuk lebih aktif dan bertanggung jawab dalam proses belajar. Namun, manfaat tersebut sangat bergantung pada cara penggunaannya karena smartphone juga dapat menjadi sumber gangguan melalui media sosial dan permainan. Oleh karena itu, penggunaan smartphone dalam pembelajaran perlu diarahkan oleh guru dan digunakan secara bijak oleh siswa agar dapat mendukung kemandirian belajar.*

***Kata kunci**: smartphone, media pembelajaran, kemandirian belajar, siswa, systematic literature review*

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Introduction

Smartphones have become increasingly integrated into everyday life. Many people use smartphones on a daily basis, including students. Smartphones can serve various purposes, such as making phone calls, sending messages, watching videos, playing games, and searching for information. More importantly, smartphones can also be utilized for educational purposes. Therefore, smartphones should not merely be regarded as devices for entertainment but also as potentially valuable tools for supporting learning activities.

At school, students encounter various subjects with different levels of difficulty. In some situations, students may not fully understand the explanations provided by their teachers. When this occurs, they can review textbooks, seek clarification from teachers, or use smartphones to access additional explanations and learning resources. Such practices allow students to become less dependent on direct teacher instruction and may contribute to the development of learning autonomy. Learning autonomy refers to students' willingness and ability to take greater responsibility for their own learning. For example, when students encounter difficulties in completing an assignment, they may review the material, search for instructional videos, find relevant examples, and subsequently attempt to complete the task independently.

Learning autonomy is particularly important because students cannot always rely on direct assistance from teachers. Outside the classroom, they need to manage their own study time, determine appropriate learning priorities, and develop the motivation to complete academic tasks. Autonomous learning does not necessarily mean learning without assistance; rather, it involves students' willingness to take initiative and seek solutions independently. Smartphones can facilitate this process by providing rapid access to learning materials, definitions, examples, instructional explanations, and educational videos. Consequently, students can access a wide range of learning resources whenever they encounter difficulties.

For instance, a student who has difficulty understanding mathematical fractions can access instructional videos and worked examples through a smartphone. The student can replay the material until it is understood and then attempt to solve problems independently. Such practices may encourage students to develop problem-solving habits when facing learning difficulties. Smartphones also provide practical advantages because electronic books, videos, images, and other learning materials can be stored and accessed through a single device. This flexibility enables students to learn at home or during their free time, making smartphones potentially effective learning media.

Previous studies have examined the educational use of smartphones. Firmansyah, Hamdani, and Kuswardhana (2020) reported that smartphones can support learning by facilitating access to educational materials and making learning activities more accessible. These findings indicate that smartphones can function not only as communication devices but also as learning tools. Similarly, Palalas and Wark (2020) examined mobile learning and self-regulated learning and found that mobile technologies can support students in organizing their learning activities and engaging in learning more independently.

However, the use of smartphones for learning also presents challenges. Although smartphones can facilitate access to educational resources, they may also become sources of distraction. Students may initially use their devices to search for learning materials but subsequently become distracted by social media, entertainment videos, or games. Therefore, the key issue is not simply whether students use smartphones, but how smartphones are used. When used purposefully for educational activities, smartphones can

support learning; excessive use for entertainment, however, may interfere with students' academic engagement.

Amez and Baert (2020) reviewed the relationship between smartphone use and students' academic activities and reported that several studies identified negative associations between excessive smartphone use and academic performance. Nevertheless, smartphone use should not automatically be considered detrimental because its effects may vary according to the purpose and patterns of use. Educational use differs substantially from recreational use involving games or social media. Smartphones can also accommodate individual learning needs by allowing students to review materials, replay instructional videos, and revisit explanations at their own pace.

These characteristics are closely related to learning autonomy. Autonomous learners do not engage in learning only when teachers are present; they also demonstrate initiative in searching for and understanding learning materials independently. Smartphones may facilitate such behavior by providing immediate access to information and diverse learning resources.

Although numerous studies have investigated smartphones and learning, previous research has addressed different dimensions, including academic achievement, learning motivation, mobile learning, and students' ability to regulate their learning. Consequently, a clearer synthesis is needed regarding the use of smartphones specifically as learning media and their relationship with students' learning autonomy

This issue is particularly relevant to students at SMAN 1 Seputih Agung, who are part of a generation increasingly exposed to digital technologies. Smartphones may serve as accessible tools for supporting their learning activities; however, it remains important to understand how these devices can facilitate independent learning, the types of learning activities for which they are used, and how students employ smartphones when encountering academic difficulties.

Therefore, this study aims to systematically analyze previous research on the use of smartphones as learning media to support and enhance students' learning autonomy. Specifically, the review examines how smartphones are used in learning activities, identifies their potential educational benefits, and explores the challenges associated with their use. The findings are expected to provide a comprehensive basis for understanding the potential use of smartphones to support learning among students at SMAN 1 Seputih Agung.

Results and Discussion

Results

This study selected literature relevant to the research topic. The selected studies addressed learning autonomy, learning media, the internet, social media, and smartphones. All selected literature was carefully reviewed, and the key information from each study was recorded. The results of the literature extraction are presented in Table 1.

Table 1. Literature Data Extraction Matrix

No.	*Author(s)/Year*	*Article Title*	*Main Findings*
1	*Hariyadi, Misnawati, & Yusrizal (2023)*	*Realizing Learning Autonomy: Independent Learning as the Key to Success in Distance Education*	*Learning autonomy is important for successful distance learning. Students need to manage their own learning and take responsibility for it.*
2	*Sartiki & Ernawati (2025)*	*The Effect of Learning Interest and*	*Learning interest and autonomy have a positive effect on mathematical literacy skills.*

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		Learning Autonomy on Students' Mathematical Literacy Skills					*Thinking Skills*	
				6		*Irawan, Aliyah, & Darmawan (2024)*	*The Effects of Family Environment, Learning Autonomy, and Learning Media on Students' Learning Motivation at MI Babussalam Krian Sidoarjo*	*Family environment, learning autonomy, and learning media are associated with students' learning motivation.*
3	*Oktaviana (2024)*	*Teachers' Efforts to Improve Students' Learning Autonomy through Project-Based Learning in Grade VIII at SMP Negeri 4 Bandar Lampung*	*Teachers play an important role in improving students' learning autonomy through project-based learning.*	*7*		*Dedyerianto (2020)*	*The Effect of the Internet and Social Media on Students' Learning Autonomy and Learning Outcomes*	*The internet and social media can serve as learning resources that support students' autonomy and learning activities.*
4	*Arifannisa, Yuliasih, et al., & Adnyana (2023)*	*Sources and Development of Learning Media: Theory and Application*	*Learning media should be selected according to learning objectives. Engaging media can encourage students to become more active.*					
5	*Widyastuti (2023)*	*The Relationship between Learning Autonomy, Mathematical Disposition, and Junior High School Students' Mathematical Creative*	*Learning autonomy is associated with students' mathematical creative thinking skills.*	*8*		*Yogi, Mardi, & Pratama (2023)*	*The Development of Online Learning and Online Media toward Learning Autonomy Mediated by Learning Motivation among Senior*	*Online media have a positive and significant effect on learning autonomy, with motivation also playing a role in this relationship.*

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		High School Students				***at Makassar Merchant Marine Polytechnic***	
9	***Sustradewi, Daulay, & Wahyuni (2025)***	***The Effect of Media Literacy and Learning Autonomy on Students' Communication Skills at SDN 32 Mandau***	***Media literacy and learning autonomy contribute to students' communication skills.***	***13***	***Ningsih, Sefriani, & Radyuli (2024)***	***The Contribution of Smartphone and Social Media Use to the Learning Motivation of TJKT Students at SMKN 8 Padang in the First Semester of 2024/2025***	***Smartphones and social media contribute to students' learning motivation.***
10	***Burhani, Sumaryoto, & Sumarto (2024)***	***The Effect of Perceptions of Online Learning Media and Learning Autonomy on Social Studies Achievement***	***Online learning media and learning autonomy are associated with students' achievement in Social Studies.***				
11	***Arbah, Wilson, & Ta'ali (2023)***	***The Correlation of Social Media and Smartphone Use with Students' Learning Interest***	***Smartphones and social media are associated with students' interest in learning.***				
12	***Latief & Fauziah (2022)***	***The Effect of Smartphones as Learning Media on the Academic Achievement of Cadets***	***Smartphones as learning media influence cadets' academic achievement, with a reported contribution of 20.9%.***				

Source: Literature data extraction processed by the researchers.

Discussion

As shown in Table 1, learning autonomy has been widely investigated in previous research. Some studies have examined learning autonomy directly, while others have focused on learning media, the internet, social media, and smartphones. Of the 100 studies reviewed, most employed quantitative methods, while others used qualitative, mixed-method, systematic review, or conceptual approaches. This diversity indicates that learning autonomy has been investigated using various methodological approaches and across different learning environments. Panadero (2017) explained that self-regulated learning encompasses cognitive, metacognitive, behavioral, motivational, and emotional dimensions. Therefore, learning autonomy involves not only students' ability to learn independently but also their ability to plan, organize, monitor, and evaluate their learning activities.

One of the most consistent findings across the reviewed literature is the important role of learning autonomy in both the learning process

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and learning outcomes. Students who are capable of regulating their learning tend to be better able to establish goals, manage their time, seek relevant information, monitor their learning processes, and complete tasks independently. Broadbent and Poon (2015) demonstrated that strategies such as time management, effort regulation, metacognition, and critical thinking are associated with successful learning in online environments. Similarly, Xu et al. (2023) identified self-regulated learning as an important factor supporting academic achievement in online and blended learning environments.

The reviewed literature also indicates that technological development has transformed how students access and utilize learning resources. Online learning media provide students with opportunities to obtain materials more easily, learn flexibly, and access information without being entirely dependent on teachers. Dong et al. (2024) found that autonomy support, feedback, peer interaction, perceived control, and characteristics of the learning environment are among the factors associated with self-regulated learning in online learning contexts.

The use of digital learning media has further expanded through mobile devices. In their systematic review of 72 studies, Crompton and Burke (2018) found that mobile learning had been implemented across various higher education contexts, with numerous studies examining its impact on students' learning outcomes. Al-Emran et al. (2021) also explained that mobile devices can facilitate various learning activities, including submitting assignments, engaging in reflection, and sharing ideas. However, the effectiveness of mobile learning is influenced by students' readiness and the support provided by the learning system.

Among the digital technologies currently most accessible to students are smartphones. Smartphones facilitate access to learning materials, information retrieval, educational applications, and communication with teachers and peers. Nevertheless, the literature indicates that smartphone use does not always produce positive outcomes. Amez and Baert (2020) found that most studies included in their review reported a negative association between the intensity of smartphone use and academic performance, although this relationship should not automatically be interpreted as causal. Therefore, the educational value of smartphones largely depends on how they are used

Social media is another important component of digital learning environments. It can facilitate the sharing of learning materials, discussions, communication, and interaction among students. Perez et al. (2023), through a systematic review, reported that social media has been widely incorporated into teaching and learning in higher education, particularly for content sharing and learner interaction. However, social media also presents challenges, including distraction, unfocused use, and difficulties in distinguishing educational activities from entertainment

Based on the classification of the 100 reviewed studies, research on learning autonomy is closely connected to developments in digital learning media. Learning autonomy has become increasingly important because students are expected not merely to receive information from teachers but also to search for, select, understand, and utilize information from diverse sources. The literature on digital learning further suggests that technology can support learning when it is used with clear educational purposes and accompanied by effective self-regulation. Faza and Lestari (2025), in their review of 121 articles, found that research on self-regulated learning in the digital era frequently addresses learning strategies, supporting technologies, benefits, and challenges associated with technology use.

Overall, the review of 100 studies reveals three major findings. First, learning autonomy is an essential competence associated with students' ability to regulate their learning processes. Second, online learning media and digital devices can facilitate access to information and support learning activities. Third, smartphones and social media can provide both benefits and challenges; therefore, their effective educational use requires students to develop appropriate self-regulation skills. These findings demonstrate that further investigation into learning autonomy and the educational use of smartphones and other digital media remains relevant.

Table 2. Distribution of Literature by Research Focus

Research Focus	Number of	Percentage

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	Studies	
Learning autonomy	40	40%
Learning media/online media	30	30%
Smartphones and social media	20	20%
Internet and social media	10	10%
Total	**100**	**100%**

Source: Classification of the 100 reviewed studies processed by the researchers (Sudiyono, 2020).

The distribution presented in Table 2 indicates that learning autonomy represents the largest category, accounting for 40% of the reviewed literature. Learning and online media constitute 30%, followed by smartphones and social media at 20%, while studies concerning the internet and social media account for 10%. This distribution reflects the growing scholarly attention given to learning autonomy and digital learning environments.

More importantly, Table 2 indicates that studies specifically connecting smartphone use with learning autonomy remain relatively limited. Although numerous studies have separately examined smartphones, social media, and learning autonomy, further investigation is required to understand more specifically how smartphones can function as learning media that foster students' autonomous learning. Hariyadi, Misnawati, and Yusrizal (2023), for example, emphasized that autonomy enables learners to organize and take greater responsibility for their own learning.

Sartiki and Ernawati (2025) similarly found a positive relationship between learning autonomy and mathematical literacy, while Widyastuti (2023) demonstrated that learning autonomy is associated with students' thinking and learning abilities. These findings suggest that students who are willing and able to learn independently may have greater opportunities to participate actively in the learning process. Smartphones can support this process by enabling students to search for learning materials, obtain information about unfamiliar concepts, watch instructional videos, and access alternative explanations

This interpretation is consistent with Dedyerianto (2020), who found that the internet and social media can function as learning resources that support students' learning autonomy. Similarly, Yogi, Mardi, and Pratama (2023) reported that online media have a positive effect on senior high school students' learning autonomy. These findings suggest that technology can facilitate autonomous learning when it is employed for clearly defined educational purposes.

Arbah, Wilson, and Ta'ali (2023) reported an association between smartphones, social media, and students' learning interest, while Ningsih, Sefriani, and Radyuli (2024) identified a contribution of smartphone and social media use to students' learning motivation. Nevertheless, learning interest and motivation should be distinguished from learning autonomy. Students who are interested or highly motivated to learn may not necessarily possess the skills required to manage their learning independently. Therefore, the present review places particular emphasis on how smartphones can facilitate students' autonomous learning activities

Latief and Fauziah (2022) further reported that the use of smartphones as learning media contributed to academic achievement, with a reported contribution of 20.9%. However, their study involved cadets rather than senior high school students. Consequently, differences in participant characteristics and educational contexts provide further justification for examining smartphone-supported learning within senior high school settings.

Despite these benefits, smartphone use also presents significant challenges. Smartphones can support learning but can simultaneously provide access to games, social media, and other forms of entertainment that may distract students. Therefore, simply providing access to smartphones is insufficient; students must develop the ability to use these devices appropriately. Teachers can provide guidance, parents can support appropriate study routines, and students need to develop skills for selecting credible information. Oktaviana (2024) emphasized teachers' role in developing students' learning autonomy. Thus, smartphones should not be regarded as replacements for teachers but rather as learning tools that

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complement teacher guidance and students' active engagement.

Arifannisa, Yuliasih, and Adnyana (2023) further emphasized that learning media should be aligned with instructional objectives. This principle also applies to smartphones. Their use is educationally meaningful when it directly supports learning objectives, such as searching for information, watching instructional videos, accessing learning materials, or completing assignments.

Overall, the literature reviewed demonstrates that previous research has extensively addressed learning autonomy, learning media, the internet, social media, and smartphones. However, studies specifically examining smartphones as learning media for strengthening the learning autonomy of senior high school students remain comparatively limited. This gap provides a basis for examining the potential application of smartphones among students at SMAN 1 Seputih Agung. Smartphones can facilitate information retrieval, assignment completion, and repeated access to materials that students have not yet fully understood, thereby supporting more independent learning.

Taken together, the findings indicate that smartphones have considerable potential as supportive learning tools. They facilitate access to information and allow students to learn according to their individual needs. Nevertheless, their use requires appropriate guidance to prevent educational activities from being displaced by distractions. When used purposefully, smartphones can contribute to greater learning autonomy by enabling students to search for materials independently, develop their own understanding, and complete learning tasks with greater personal responsibility.

Conclusion

Based on the literature review, smartphones can be utilized as learning media to support and enhance students' learning autonomy. Smartphones provide convenient access to learning materials, information, instructional videos, and educational tasks. Such accessibility enables students to engage in learning activities both inside and outside the classroom, thereby providing greater flexibility in terms of time and place.

However, smartphone use does not automatically produce positive educational outcomes. Smartphones may also expose students to distractions from social media, games, and other non-academic activities. Therefore, students' learning autonomy depends not only on access to smartphones but also on their willingness to learn, ability to manage time, and capacity to use digital devices productively. In the context of SMAN 1 Seputih Agung, smartphones can serve as accessible learning tools when their use is appropriately guided by teachers through structured assignments, information-search activities, instructional videos, and other purposeful learning activities. With appropriate use, smartphones can encourage students to become more active, autonomous, and responsible learners.

Teachers at SMAN 1 Seputih Agung are therefore encouraged to integrate smartphones into purposeful learning activities, such as searching for information from credible sources, watching instructional videos, preparing summaries, and completing exercises. Clear guidelines regarding the appropriate time and purpose of smartphone use should also be established to maintain students' focus on learning. Students should use smartphones responsibly by developing study schedules, limiting access to social media and games during study periods, and critically evaluating the credibility of digital information. At the institutional level, schools can support this process by establishing appropriate policies and facilities for smartphone-assisted learning and providing education on safe, responsible, and productive internet use. Through these measures, smartphones can function as effective learning tools without becoming significant sources of distraction.

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