

ARTICLE INFORMATION

Received: March 15, 2025

Revised: March 21, 2025

Available online: March 23, 2025

at: <https://e-jurnal.iphorr.com/index.php/mchc>

Overview of gadget use by 8th grade students

Septia Rachman Prasasti*, Ita Apriliyani, Arni Nur Rahmawati

Harapan Bangsa University

Corresponding author: *Email: septiarachmanp@gmail.com

Abstract

Background: The rapid development of digital technology has increased gadget use among adolescents, particularly junior high school (SMP) students. While gadget use can be beneficial as a learning medium and source of information, it also has the potential to negatively impact physical, emotional, and social health if not used wisely.

Purpose: This study aims to examine gadget use among eighth-grade students.

Method: The study employed a quantitative descriptive design with a survey method and a cross-sectional approach. The sample was determined using the Slovin formula and drawn using a non-probability purposive sampling technique, resulting in 60 respondents from a total population of 150 eighth-grade students. Data collection was conducted using a questionnaire structured based on gadget use indicators. Univariate analysis was conducted using frequency distributions and cross-tabulations.

Results: The results showed that the majority of respondents were male (60.0%) and 13 years old (61.7%). Gadget use was dominated by the moderate category (60.0%), followed by the high category (23.3%) and the low category (16.7%). Cross-tabulations show that both male and female students are mostly in the moderate gadget use category, with the highest prevalence occurring at age 13.

Conclusion: Gadget use among eighth-grade students was mostly in the moderate category.

Suggestion: Based on these research findings, it is recommended that schools and parents supervise and educate students so that gadget use can be more judicious and balanced.

Keywords: Adolescents; Gadget Use; Descriptive; Junior High School Students.

INTRODUCTION

Education is the primary foundation for shaping the character, morals, and intellectual abilities of the nation's future generations. Schools, as formal educational institutions, play a crucial role in nurturing students not only to master knowledge but also to develop attitudes and life skills grounded in the nation's noble values (Fira, Nugroho, & Lestari, 2024). With the rapid development of digital technology, the use of electronic devices such as gadgets has become an integral part of everyday life, including in education. Gadgets can provide various benefits, such as facilitating access to information and communication, and supporting the learning process. However, uncontrolled gadget use can also have the potential to negatively impact the physical, emotional,

and social health of adolescents (Toh, Howie, Coenen, & Straker, 2019).

Globally, gadget use among adolescents continues to increase along with the development of information and communication technology. The World Health Organization defines adolescents as individuals between the ages of 10 and 19, a transitional period from childhood to adulthood characterized by significant physical, emotional, cognitive, and social changes (World Health Organization, 2019). During this phase, adolescents exhibit a heightened sense of curiosity and a tendency to explore new things, including digital technology. This makes adolescents a vulnerable group to excessive gadget use if not accompanied by

Overview of gadget use by 8th grade students

adequate supervision and self-control.

In Indonesia, gadget use among teenagers is also quite high. Data from the Indonesian Internet Service Providers Association shows that Indonesia has one of the largest internet users in the world, reaching over 200 million people. Most internet users are young, including school-aged adolescents (Indonesian Internet Service Providers Association, 2023). Furthermore, data from the Central Statistics Agency in 2020 showed that approximately 34.63% of adolescents aged 10–15 years used gadgets regularly in their daily activities. By 2023, gadget ownership among the 15–19 age group reached 92.14%. This indicates that almost all adolescents in Indonesia are exposed to digital devices in their daily lives (Central Statistics Agency, 2020).

The habit of using gadgets for extended periods and maintaining eye contact in front of the screen will certainly impact eye health. Blinking is crucial for reducing the risk of dry eyes. The longer the eyes are open, the greater the risk of corneal dehydration, burning, pain, or a feeling of grittiness in the eyelids, resulting in a feeling of heaviness. Gadget dependence can negatively impact the individual's physical condition, such as laziness in studying and lack of exercise, which can lead to obesity (Prizki & Sari, 2020). Today's teenagers tend to be individualistic and more withdrawn, such as being so absorbed in their gadgets that they don't notice what's around them. For example, someone might try to talk to them, but they're so engrossed in their gadgets that they don't pay attention to the person they're talking to. Teenagers tend to lose self-control due to socializing through gadgets, leading to more problems and failing to find solutions. They complain a lot when they encounter problems, tend to ignore advice from others, and their uncontrolled emotions result in those around them becoming victims of their anger. Gadget use also brings economic losses, such as the presence or prevalence of fraud (Susanti, 2018).

Gadget use among adolescents is influenced by various factors, such as boredom, peer influence, and poor self-control. If not properly monitored, this habit can have various negative impacts, such as emotional disturbances, decreased sleep quality, and reduced ability to socialize directly (Amalia, 2023). Furthermore, age and gender can also influence

gadget use patterns among adolescents. Other research shows that there are differences in gadget use patterns based on age and gender, with males tending to use gadgets more for gaming, while females use gadgets more frequently for social media and communication (Fitrajaya, Utomo, & Handayani, 2022; Toh et al., 2019).

On the other hand, gadgets also offer various benefits when used appropriately. They can be used as a learning medium to obtain information quickly and easily, foster creativity through educational applications, facilitate communication between students, teachers, and parents, and support online learning activities (Safaruddin et al., 2023). However, the characteristics of adolescents who are searching for identity and seeking social recognition make them more vulnerable to excessive gadget use (Toh et al., 2019). Uncontrolled gadget use can have various negative impacts, both physical and psychological, such as eye fatigue, impaired posture, sleep disturbances, difficulty controlling gadget use, unstable emotional changes, and a decreased ability to interact directly with the surrounding environment (Safitri & Elsanti, 2022).

At the local level, gadget use among adolescents in Banyumas Regency also shows a fairly high trend. Several cases of mental health disorders in children related to excessive gadget use in the Banyumas region. This situation suggests that uncontrolled gadget use can have serious impacts on adolescent mental health (Tengkue, Manein, Elisabeth, Ilat, & Manado, 2024).

Technological developments are growing rapidly in line with the times. Technology comes in various forms, and its features are constantly evolving. The need for technology is a crucial need today. This is because technology is essential for many purposes. Technology is readily available, affordable, and adaptable to the needs and financial resources of its users (Witarsa, Hadi, Nurhananik, & Haerani, 2018).

The increasing excessive and inappropriate use of gadgets will lead to a person's indifference to both family and community. For students, gadget use has both positive and negative impacts. The significant negative impact for students is the ease of accessing various information media and technology, causing them to become lazy and less active, preferring to sit still in front of their gadgets and enjoy the world within.

Septia Rachman Prasasti*, Ita Apriliyani, Arni Nur Rahmawati

Harapan Bangsa University

Corresponding author: *Email: septiarachmanp@gmail.com

DOI: 10.56922/mchc.v4i12.2840

Overview of gadget use by 8th grade students

However, gadget use also has positive impacts, such as facilitating students' development of creativity and intelligence. Apps like coloring, reading, and writing apps certainly have a positive impact on brain development (Ginanjar, Kosasih, & Elan, 2018).

RESEARCH METHOD

This study uses a quantitative research type with a descriptive design. The method used is a survey method with a cross-sectional approach, namely research conducted at a certain time to describe the condition of the research variables at the time of data collection. This research was conducted at SMP Negeri 3 Banyumas from August 2025 to January 2026, with the data collection time in October 2025. The population in this study were all 150 eighth-grade students at SMP Negeri 3 Banyumas. The research sample was determined using the Slovin formula to obtain 60 respondents. The sampling technique used was non-probability sampling with a purposive

sampling method, namely the selection of samples based on certain criteria that have been determined by the researcher.

Data collection was conducted using a gadget usage questionnaire modified from an instrument consisting of 21 questions with a Likert scale with four answer choices. The instrument has been tested for validity and reliability with a Cronbach's Alpha value of 0.88, thus being declared reliable for use in research. The data obtained were primary data from respondents through questionnaires, as well as secondary data obtained from the school regarding the number of eighth-grade students. The collected data were then processed through editing, coding, data entry, and cleaning stages before being analyzed. Data analysis in this study used univariate analysis with frequency distribution to describe gadget usage among eighth-grade students at SMP Negeri 3 Banyumas.

RESEARCH RESULTS

Tabel Distribution Frequency of Respondents (N=60)

Variabel	Results
Age (Mean±SD) Years	(13.27 ± 0.61) (12-15)
12	4/6.7
13	37/61.7
14	18/30.0
15	1/1.7
Gender (n/%)	
Male	36/60.0
Female	24/40.0
Gadget Use (n/%)	
Low	10/16.7
Medium	36/60.0
High	14/23.3

Tabel shows that most of the respondents were male, namely 36 students (60.0%), while the number of female respondents was 24 students (40.0%). Based on age, most of the respondents were 13 years old, namely 37 students (61.7%), followed by 18 students aged 14 years (30.0%), 4 students aged 12 years (6.7%), and the least was 15 years old, namely 1 student (1.7%). It can be seen that the majority of respondents have moderate gadget usage, namely 36 respondents (60.0%). Furthermore, respondents with high gadget usage numbered 14 respondents (23.3%), while respondents with low gadget usage numbered 10 respondents (16.7%).

Septia Rachman Prasasti*, Ita Apriliyani, Arni Nur Rahmawati

Harapan Bangsa University

Corresponding author: *Email: septiarachmanp@gmail.com

DOI: 10.56922/mchc.v4i12.2840

DISCUSSION

The results of the study on eighth-grade adolescents showed that out of 60 respondents, the majority were 13 years old, namely 37 respondents, followed by 18 respondents aged 14 years, 4 respondents aged 12 years, and 1 respondent aged 15 years. Based on gender, the majority of respondents were male, namely 36 respondents, while 24 respondents were female.

The cross-tabulation results between gender and gadget usage level show that most male respondents are in the medium gadget usage category, namely 19 respondents, followed by the high category with 11 respondents, and the low category with 6 respondents. Meanwhile, most female respondents are also in the medium gadget usage category with 17 respondents, followed by the low category with 4 respondents, and the high category with 3 respondents. In addition, the cross-tabulation results between age and gadget usage level show that most respondents aged 12 years are in the high gadget usage category with 3 respondents, while the medium category with 1 respondent.

Respondents and there were no respondents in the low category. Among respondents aged 13 years, the majority were in the moderate gadget use category, with 23 respondents, followed by the high category with 8 respondents, and the low category with 6 respondents. Among respondents aged 14 years, the majority were also in the moderate gadget use category with 11 respondents, followed by the low category with 4 respondents, and the high category with 3 respondents. While at the age of 15 years there was 1 respondent in the moderate gadget use category.

The results of this study are supported by other research which stated that the characteristics of adolescent gadget users were dominated by males at 52.42%. This indicates that male adolescents tend to use gadgets more than females, making them more frequently active users in various daily activities. Furthermore, the majority of respondents in this study were 13 years old (61.7%), which falls within the early adolescent age range. Between the ages of 13 and 18, adolescents begin to develop a sense of identity, forming groups and demonstrating conformity to their social environment. Consequently, digital technology

use behavior also increases along with technological developments (Nugroho & Natalya, 2021).

According to researchers, gadget use is more common among male students than female students due to differences in activity patterns and habits in daily life. This aligns with other research, which found that male respondents were more likely to be gadget users among adolescents (Nugroho & Natalya, 2021).

The results of the analysis of the frequency of gadget use among students at SMP Negeri 3 Banyumas showed that the majority of respondents, 36 students (60.0%), were in the moderate category. This indicates that, in general, gadget use among students at a moderate level.

According to researchers, gadget use among eighth-grade students at SMP Negeri 3 Banyumas is influenced by the school's strict regulations regarding gadget use. This is evident from written regulations in several corners of the school stating that students are prohibited from using gadgets during the learning process. Therefore, students generally use gadgets to play games or access social media after school. The policy of limiting gadget use in schools aims to improve student discipline and focus on learning and create a more conducive classroom atmosphere (Suharo, 2025).

Questionnaire analysis showed that gadget use among students was mostly moderate, particularly in terms of dependency. Frequent gadget use behaviors among respondents included checking their devices upon waking and carrying them everywhere, including to the toilet. Furthermore, respondents tended to immediately open incoming notifications and use their devices continuously without interruption (Harfiah, Putri, & Nurwati, 2025).

The influence of gadgets on student learning has given rise to the assumption that gadgets can improve learning access and effectiveness (Sulasih, 2024). This assumption is reinforced by previous research, which shows that the policy of using gadgets in classroom learning is effective according to schools, economics teachers, and students. This is evident in students' economics grades, which exceed the established Minimum Completion Criteria. Gadget use helps students supplement gaps in teacher-presented material and complete assignments (Jatmika & Rahayu, 2022).

Septia Rachman Prasasti*, Ita Apriliyani, Arni Nur Rahmawati

Harapan Bangsa University

Corresponding author: *Email: septiarachmanp@gmail.com

DOI: 10.56922/mchc.v4i12.2840

Overview of gadget use by 8th grade students

The most common gadget usage habit experienced by students is in statement item VIII, namely students feel panicked, anxious, and uncomfortable if they leave their gadgets or other devices at home compared to their wallets. However, this condition does not indicate excessive gadget use, but rather a tendency for fairly frequent gadget use, although overall it is still in the moderate category.

This other research aligns which showed that gadget use among adolescents is generally moderate, with gadgets being the most frequently used devices for communication, entertainment, and social interaction. The use of social media such as WhatsApp, Instagram, and TikTok indicates that gadgets serve as a primary means of interacting with peers in the digital age. Despite being moderate, gadget use is still influenced by self-control, parental supervision, and the school environment, so it does not completely lead to excessive use (Nurwati's (2021) study).

CONCLUSION

The results showed that the majority of respondents were male (60.0%) and 13 years old (61.7%). Gadget use was dominated by the moderate category (60.0%), followed by the high category (23.3%) and the low category (16.7%). Cross-tabulations show that both male and female students are mostly in the moderate gadget use category, with the highest prevalence occurring at age 13.

SUGGESTION

Based on these research findings, it is recommended that schools and parents supervise and educate students so that gadget use can be more judicious and balanced.

REFERENCES

- Amalia, A. A. (2023). Hubungan Intensitas Penggunaan Gadget Dengan Regulasi Emosi Pada Remaja. *Jiksa-Jurnal Ilmu Keperawatan* Sebelas April, 5(2), 106-114.
- Central Statistics Agency. (2020). Statistik Indonesia 2020. Retrieved from: <https://www.bps.go.id/publication/2020/04/29/e9011b3155d45d70823c141f/statistik-indonesia-2020.html>
- Fira, D. A., Nugroho, A., & Lestari, W. (2024). Pendidikan karakter di era digital: Tantangan dan peluang. *Jurnal Pendidikan Karakter*, 14(1), 23-34
- Fitrajaya, R. R., Utomo, I. P., & Handayani, L. (2022). Dampak Kesehatan Akibat Kecanduan Game Online Pada Remaja. *Jurnal Cakrawala Promkes*, 4(2), 102-113.
- Ginanjari, G. G., Kosasih, K., & Elan, E. (2018). Penggunaan gadget dalam proses pembelajaran ilmu pengetahuan sosial siswa sekolah dasar. *PEDADIDAKTIKA: Jurnal Ilmiah Mahasiswa Pendidikan Guru Sekolah Dasar*, 5(2), 372-379.
- Harfiah, R., Putri, A., & Nurwati, S. (2025). Pengaruh Penggunaan Gadget Terhadap Perilaku Remaja di Sekolah Menengah Pertama Banyumas.
- Indonesian Internet Service Providers Association (2023). Survei penetrasi internet Indonesia 2023. Retrieved from: <https://survei.apjii.or.id/survei/2023>
- Jatmika, S., & Rahayu, R. P. (2022). Manfaat dan Tantangan Gadget Sebagai Media Pembelajaran Efektif pada Mata Pelajaran Ekonomi di SMA. *Jurnal PIPSI (Jurnal Pendidikan IPS Indonesia)*, 7(2), 111-122.
- Nugroho, W. A., & Natalya, W. (2021). Hubungan Penggunaan Gadget terhadap Kualitas Tidur Remaja: Literature Review. In *Prosiding Seminar Nasional Kesehatan* (Vol. 1, pp. 2090-2097).
- Prizki, T. B. D., & Sari, S. P. (2020). Kecanduan gadget pada siswa kelas XI di SMK Negeri 1 Lahat. *Jurnal Wahana Konseling*, 3(1), 11-20.

Septia Rachman Prasasti*, Ita Apriliyani, Arni Nur Rahmawati

Harapan Bangsa University

Corresponding author: *Email: septiarachmanp@gmail.com

DOI: 10.56922/mchc.v4i12.2840

Overview of gadget use by 8th grade students

- Safitri, P. W., & Elsanti, D. (2022). The effect of gadget on mental health status and social interactions in students at Public Junior High School 3 Pekuncen, Pekuncen Sub-District, Banyumas Regency. *Proceedings Series on Health & Medical Sciences*, 3, 62-66.
- Saharo, M. (2025). Kebijakan Pembatasan Penggunaan Smartphone Di Sekolah Dan Pengaruhnya Terhadap Konsentrasi Belajar Siswa.
- Sulasih, E. (2024). Penggunaan Gadget Dalam Pembelajaran Siswa Kelas Viii Smp Negeri 8 Muaro Jambi (Doctoral dissertation, Universitas Jambi).
- Susanti, A. D. (2018). Pengaruh Pemanfaatan Gadget Dalam Aktivitas Belajar Untuk Meningkatkan Hasil Belajar Ppkn Siswa Di Kelas Xi Iis Sma Negeri 1 Seputih Mataram.
- Tengkue, A. A., Manein, A. P., Elisabeth, A., Ilat, I. P., & Manado, K. N. (2024). Dampak penggunaan gadget berlebihan terhadap kesehatan fisik dan mental remaja. *MATHESI: Jurnal Pendidikan dan Bimbingan Konseling*, 1(1), 16-26.
- Toh, S. H., Howie, E. K., Coenen, P., & Straker, L. M. (2019). "From the moment I wake up I will use i every day, very hour": A qualitative study on the patterns of adolescents' mobile touch screen device use from adolescent and parent perspectives. *BMC pediatrics*, 19(1), 30.
- Witarsa, R., Hadi, R. S. M., Nurhananik, N., & Haerani, N. R. (2018). Pengaruh penggunaan gadget terhadap kemampuan interaksi sosial siswa sekolah dasar. *Pedagogik: Jurnal Pendidikan Guru Sekolah Dasar*, 6(1), 9-20.
- World Health Organization. (2019). Adolescent Health. Retrieved from: <https://www.who.int/health-topics/adolescent-health>

Septia Rachman Prasasti*, Ita Apriliyani, Arni Nur Rahmawati

Harapan Bangsa University
Corresponding author: *Email: septiarachmanp@gmail.com

DOI: 10.56922/mchc.v4i12.2840