

The Relationship Between the Intensity of Gadget Use at Home and Students' Discipline at School: A Study of Elementary School Students

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Abstrak. Penelitian ini bertujuan untuk mengetahui hubungan penggunaan gawai di rumah dengan sikap disiplin siswa sekolah dasar di lingkungan sekolah. Penelitian menggunakan pendekatan kuantitatif dengan jenis penelitian korelasional. Populasi penelitian adalah siswa kelas III SD Negeri Margajaya 2 beserta orang tua mereka pada tahun pelajaran 2025/2026. Data dikumpulkan menggunakan dua jenis angket, yaitu angket penggunaan gawai yang diisi oleh orang tua dan angket sikap disiplin yang diisi oleh siswa. Sebelum dilakukan uji hubungan, data terlebih dahulu diuji normalitas menggunakan Shapiro-Wilk. Hasil uji normalitas menunjukkan bahwa data tidak berdistribusi normal (Sig. < 0,05), sehingga analisis hubungan dilakukan menggunakan uji korelasi Spearman Rank. Hasil penelitian menunjukkan koefisien korelasi sebesar 0,121 dengan nilai signifikansi sebesar 0,538 ($p > 0,05$). Hasil tersebut menunjukkan bahwa hubungan antara penggunaan gawai di rumah dengan sikap disiplin siswa berada pada kategori sangat rendah dan tidak signifikan. Dengan demikian, dapat disimpulkan bahwa tidak terdapat hubungan yang signifikan antara penggunaan gawai di rumah dengan sikap disiplin siswa di sekolah. Sikap disiplin siswa diduga lebih dipengaruhi oleh faktor lain seperti pola asuh orang tua, lingkungan keluarga, pembiasaan belajar, dan peran guru di sekolah.

Kata kunci: penggunaan gawai, sikap disiplin, siswa sekolah dasar

Abstract. This research to determine the relationship between gadget use at home and the disciplinary attitudes of elementary school students in the school environment. The research used a quantitative approach with a correlational research type. The research population was third-grade students of Margajaya 2 Elementary School and their parents in the 2025/2026 academic year. Data were collected using two types of questionnaires,

namely a gadget use questionnaire filled out by parents and a discipline attitude questionnaire filled out by students. Before the correlation test was carried out, the data were first tested for normality using Shapiro-Wilk. The results of the normality test showed that the data were not normally distributed (Sig. <0.05), so the correlation analysis was carried out using the Spearman Rank correlation test. The results showed a correlation coefficient of 0.121 with a significance value of 0.538 ($p > 0.05$). These results indicate that the relationship between gadget use at home and students' disciplinary attitudes is in the very low and insignificant category. Thus, it can be concluded that there is no significant relationship between gadget use at home and students' disciplinary attitudes at school. It is thought that students' disciplinary attitudes are more influenced by other factors such as parenting patterns, family environment, learning habits, and the role of teachers at school.

Keywords: gadget use, discipline, elementary school students

INTRODUCTION

The development of digital technology has brought changes to various aspects of life, including education. One form of technological advancement most widely used by elementary school-aged children is the smartphone. Gadgets provide students with various conveniences in obtaining information, communicating, and accessing learning resources. However, uncontrolled gadget use can also have various negative impacts on children's behavioral development.

One aspect often associated with gadget use is student discipline. Discipline is behavior that demonstrates compliance with rules, responsibility in completing assignments, and the ability to manage time effectively. Discipline is a crucial factor in supporting the success of the learning process in schools. According to Purwanti (2022), the formation of discipline is influenced by various factors, including the family environment, parental role models, habits, and the school environment. On the other hand, excessive gadget use can reduce learning time, disrupt concentration, and decrease compliance with rules if not accompanied by adequate supervision.

Previous research has shown mixed results regarding the relationship between gadget use and student behavior. Rizka and Nuraini (2023) found that excessive smartphone use can lead to decreased student discipline. However, several other studies have shown that the impact of gadget use is highly dependent on usage patterns and parental supervision. Hudaya (2018) found that excessive gadget use can impact students' discipline and interest in learning. The results of this study indicate that the higher the intensity of gadget

use without adequate supervision, the greater the likelihood of undisciplined behavior in learning activities. Furthermore, Sauri et al (2022). explain that gadget use impacts the character development of elementary school students, both positively and negatively, depending on usage patterns and the guidance provided by parents and teachers.

Another research conducted by Nikmawati, Bintoro, and Santoso (2021) showed that gadget use is also related to student learning outcomes and learning interest. Uncontrolled gadget use tends to decrease learning focus and reduce the time spent on academic activities. Furthermore, research by Lubis and Siregar (2025) found the influence of gadget use on the development of discipline in fifth-grade elementary school students. The results indicate that excessive gadget use can hinder the formation of disciplined habits, particularly in terms of time management and adherence to learning rules.

Although various research have discussed the impact of gadget use on student discipline, character, learning interest, and learning outcomes, there are still research gaps that require further study. Most previous studies have focused on the influence or impact of gadget use in general on student behavior, while research specifically examining the relationship between gadget use at home and student discipline at school is still relatively limited. Furthermore, differences in family environment characteristics, parental supervision patterns, and gadget use habits in each region may lead to different research results. The research findings are expected to provide an empirical overview of the relationship between gadget use at home and student discipline at school.

RESEARCH METHODOLOGY

This research uses a quantitative approach with a correlational approach. Correlational research aims to determine whether there is a relationship between two variables without providing any specific treatment to the research subjects.

The research population was all third-grade students of Margajaya 2 Public Elementary School in the 2025/2026 academic year and their parents. The research sample was determined based on respondent data that met the research criteria. The independent variable in this study is the use of gadgets at

home (X), while the dependent variable is students' disciplinary attitudes at school (Y).

The data collection technique used questionnaires. The questionnaire on device use at home was completed by parents, as they are considered more knowledgeable about the frequency, duration, and patterns of their children's device use at home. Meanwhile, the questionnaire on discipline attitudes was completed by students to obtain an overview of their disciplinary behavior at school.

Before being administered, the research instruments were tested for validity and reliability. Item validity was examined using the Pearson Product-Moment correlation, while instrument reliability was assessed using Cronbach's Alpha coefficient. An instrument was considered reliable if the Cronbach's Alpha coefficient was greater than 0.70.

Data analysis was performed using IBM SPSS Statistics. The first stage was a normality test using the Shapiro-Wilk test. Data were considered normally distributed if the significance value was greater than 0.05. Because the research data were not normally distributed, the analysis of relationships between variables was performed using the Spearman Rank correlation test at a significance level of 5%.

RESULTS AND DISCUSSION

Results

This research to determine the relationship between gadget use at home and elementary school students' disciplinary attitudes. Data were obtained through a gadget use questionnaire completed by parents and a disciplinary attitude questionnaire completed by students.

Before testing the relationship between variables, a normality test was first performed using the Shapiro-Wilk test. The results of the normality test are presented in Table 1.

Table 1.

Results of the Shapiro-Wilk Normality Test

Variables	Sig.
Gadget Usage	0,000
Disciplined attitude	0,000

Based on Table 1, the significance values for the variables of device use and discipline are each 0.000, or less than 0.05. These results indicate that the data for both variables are not normally distributed. Therefore, the analysis of the relationship between the two variables was conducted using a nonparametric statistical test, namely the Spearman Rank correlation. The hypotheses proposed in this study are as follows.

H₀ : There is no significant relationship between the use of devices at home and students' disciplinary attitudes at school.

H₁ : There is a significant relationship between the use of devices at home and students' disciplinary attitudes at school.

Table 2.

Spearman Rank Correlation Test Results

Variables	Correlation coefficient	Sig.
Use of devices and discipline	0.121	0.538

Based on the analysis results in Table 2, a correlation coefficient (ρ) of 0.121 was obtained. This coefficient value indicates a positive relationship, meaning that higher gadget use at home tends to be followed by an increase in student discipline. However, based on the correlation coefficient interpretation criteria, the value of 0.121 is in the range of 0.00–0.199 and is included in the very low correlation category. Thus, the relationship found between gadget use and student discipline is very weak and shows almost no significant relationship.

Furthermore, the test results showed a significance value (Sig.) of 0.538. This value is greater than the significance level used in this study, which is 0.05 ($0.538 > 0.05$). This indicates that the relationship between gadget use at home and student discipline is not statistically significant.

Based on these results, the null hypothesis (H₀) is accepted and the alternative hypothesis (H₁) is rejected. Acceptance of H₀ was done because the significance value obtained was greater than 0.05, so there was insufficient evidence to state a significant relationship between the use of gadgets at home and the disciplinary attitudes of elementary school students. Although the correlation coefficient indicates a positive relationship, the very low strength of

the relationship and the insignificance of the test results indicate that the use of gadgets at home is not a factor that is significantly related to students' disciplinary attitudes at school. The results of this research indicate that students' disciplinary attitudes are likely more influenced by other factors, such as parenting patterns, habits at home, role models, school rules, and students' social environment than the intensity of gadget use alone.

Discussion

Theoretically, discipline is influenced by various internal and external factors. Internal factors include self-awareness, learning motivation, and student responsibility. Meanwhile, external factors include the family environment, parenting styles, the school environment, and teacher role models. Therefore, the weak relationship between device use and student discipline may be due to the presence of other factors that are more dominant in shaping disciplinary behavior.

The results of the research indicate that the relationship between gadget use at home and elementary school students' disciplinary attitudes within the school environment is very low and insignificant. This is indicated by a Spearman Rank correlation coefficient of 0.121 with a significance value of 0.538 ($p > 0.05$). These findings indicate that gadget use is not a primary factor influencing student disciplinary attitudes.

The results of this research align with social development theory, which states that children's discipline is influenced by various factors, both internal and external. According to Santrock (2020), children's discipline develops through a continuous process of habituation, supervision, and social interaction within the family and school environment. Therefore, device use is not the sole factor determining students' discipline levels. This research finding is also supported by Purwanti (2022), who stated that the formation of discipline is more influenced by the role models of parents and teachers than by technology alone. Children who are accustomed to consistent rules and good supervision tend to have higher levels of discipline even when using devices in their daily activities.

Furthermore, the results of this research align with those of Khoirunnisa, Rahman, and Nurkamilah (2025), who explained that the impact of gadget use

on students' learning discipline is greatly influenced by their usage patterns and level of digital literacy. Gadget use is not always negative, as it can be utilized as a learning tool when used appropriately. Research by Arifin and Marnah (2024) also shows that the intensity of gadget use does not always directly correlate with a decline in elementary school children's learning discipline. Parental supervision and the child's ability to self-regulate are more crucial factors in developing disciplined behavior.

The results of this research are further supported by a meta-analysis of various studies on the use of digital devices in education. These findings indicate that the impact of digital device use is highly dependent on the purpose and method of use. While the use of digital devices for educational activities can have positive impacts, undirected use has the potential to disrupt the learning process. Research by Nurhati and Yanti (2022) found that device use does influence student achievement, but the magnitude of this influence is relatively small due to the presence of various other factors that more dominantly influence student learning outcomes. This finding reinforces the research finding that device use is not the sole factor determining student behavior and achievement.

On the other hand, several studies have shown different results. Nabila, Syahrilfuddin, and Sari (2023) found a significant effect of gadget use on elementary school students' discipline. This difference in results is likely due to differences in respondent characteristics, school environment, research instruments, and gadget usage patterns among each study subject. These research findings can also be explained through the concept of self-regulation or self-control. Deng, Zhou, and Broadbent (2024) explain that the impact of digital device use on learning behavior is greatly influenced by an individual's ability to control attention and manage learning activities. Students with good self-regulation skills tend to be able to use technology without experiencing a decline in discipline. Furthermore, research by Manan and Aidah (2024) shows that the negative impacts of gadget use generally arise when use is carried out without parental supervision and control. Conversely, with proper guidance, gadget use can be directed towards activities that support children's learning and development.

Based on the results of various previous studies, it can be understood that the very low and insignificant relationship in this study indicates that students' disciplinary attitudes are the result of the interaction of various complex factors. Gadget use is only one factor that has the potential to influence student behavior, while other factors such as parenting styles, family environment, learning habits, teacher role models, learning motivation, and self-regulation skills are suspected to have a greater influence in shaping elementary school students' disciplinary attitudes.

CONCLUSION

Based on the research results, it can be concluded that there is no significant relationship between gadget use at home and the disciplinary attitudes of elementary school students. The Spearman Rank correlation test results showed a correlation coefficient of 0.121 with a significance value of 0.538 ($p > 0.05$), indicating a positive relationship with a very low category. This finding indicates that gadget use is not the main factor influencing student disciplinary attitudes. Student discipline is likely more influenced by other factors, such as parenting patterns, supervision, habits at home, the school environment, and teacher role models. Therefore, the formation of disciplinary attitudes needs to be carried out synergistically between families and schools. Further research is recommended to examine other factors that have the potential to have a stronger relationship with student discipline to obtain a more comprehensive understanding of the factors that influence the formation of disciplinary character in elementary school students.

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