

WHEN DISCIPLINE MEETS TECHNOLOGY: THE DUAL EFFECT OF GADGET USAGE AND STUDY HABITS ON STUDENT LEARNING

Dea Fitria

Faculty of Economics and Business, Universitas Negeri Jakarta, Indonesia

Email: deafitria268@gmail.com

Roni Faslah

Faculty of Economics and Business, Universitas Negeri Jakarta, Indonesia

Email: ronifaslah@unj.ac.id

Christian Wiradendi Wolor

Faculty of Economics and Business, Universitas Negeri Jakarta, Indonesia

Email: christianwiradendi@unj.ac.id

ABSTRACT

This study aims to determine the effect of gadget use and learning discipline on the learning outcomes of tenth-grade students at SMKN 25 Jakarta. This study was conducted using a quantitative approach with a survey method. Data was collected through a questionnaire distributed via Google Forms and analyzed using multiple linear regression. The analysis results indicate that: gadget usage has a positive and significant effect on academic performance, study discipline has a positive and significant effect on academic performance, simultaneously, gadget usage and study discipline have a significant effect on academic performance. These findings confirm that gadgets can be an effective learning tool if used wisely, and academic discipline is a key factor in achieving academic success. Therefore, schools and parents need to guide students to use technology wisely and cultivate a disciplined attitude toward learning.

Keywords: Gadget use, Study discipline, Learning outcomes, Vocational high school students

ABSTRAK

Penelitiannya tujuannya untuk mengetahui pengaruh penggunaan gadget serta kedisiplinan belajar terhadap hasil belajar siswa kelas X di SMKN 25 Jakarta. Penelitiannya dilakukan dengan pendekatan kuantitatif memakai metode survei. Datanya dikumpulkan dengan kuesionernya yang dibagikan memakai Google Form, kemudian dianalisis dengan regresi linier berganda. Hasil analisis membuktikan bahwasanya: penggunaan gadget berdampak positif dan signifikan pada hasil belajar siswa, kedisiplinan belajar berdampak positif dan signifikan pada hasil belajar, secara simultan, penggunaan gadget dan kedisiplinan belajar punya dampak signifikan pada hasil belajar siswa. Temuan ini menegaskan bahwasanya gadget bisa menjadi alat pendukung pembelajaran yang efektif bila dipakai dengan bijak, serta kedisiplinan belajar yaitu kunci penting dalam meraih keberhasilan akademik. Oleh sebab itu, sekolah dan orang tua perlu membimbing siswa supaya mampu memanfaatkan teknologi secara bijak serta membangun sikap disiplin dalam belajar.

Kata Kunci: Penggunaan gadget, Kedisiplinan belajar, Hasil belajar, Siswa SMK

INTRODUCTION

Education is a fundamental aspect in shaping a competent and competitive generation. The success of the educational process is strongly influenced by students' learning outcomes, particularly in the cognitive domain, which includes knowledge, understanding, and critical

thinking skills. In today's digital era, various new factors have emerged that influence academic achievement. Among them, the use of gadgets and students' learning discipline play an important role. This study focuses on tenth-grade students at SMK Negeri 25 Jakarta. The scope of the research includes examining the influence of two main variables: gadget usage and learning discipline, on students' academic achievement. This focus is based on the growing intensity of gadget usage among students and the importance of instilling disciplined learning behavior to support structured and responsible study habits.

Several previous studies have explored the relationship between gadget use and academic performance. Bayanova et al. (2019) found that gadgets can serve as effective tools to help students obtain information and prepare learning materials. However, Lopez et al. (2021) found no significant relationship between gadget use and academic achievement, which may be due to differences in context, education level, or patterns of gadget usage. Regarding learning discipline, studies by Novianty (2019) and Khairinal et al. (2020) showed that discipline has a significant positive impact on learning outcomes. Nevertheless, most of these studies focused on elementary or higher education levels, leaving limited research on vocational high school students.

The strength of this study lies in its integrated analysis of two closely related variables within the context of modern education (Simamora et al. 2024). One limitation found in previous research is the lack of studies that simultaneously examine gadget use and learning discipline, especially in the setting of urban vocational high schools. This highlights the need for a more specific investigation in this area. From the state-of-the-art perspective, this study combines two current and relevant variables in the field of education using a quantitative approach with multiple linear regression analysis. The main objective of this research is to determine the extent to which gadget use and learning discipline, both individually and together, affect student learning outcomes. The novelty and contribution of this research lie in its empirical findings that provide useful insight for teachers, schools, and parents in guiding students to use technology wisely and to develop a consistent learning discipline that supports academic success.

LITERATURE REVIEW

Learning Outcomes

The definition of learning outcomes can be understood by looking at the two words that make it up, namely "outcome" and "learning." According to the Indonesian Dictionary (KBBI), results are something obtained from a process, effort, or activity. This includes the final product of an action or activity carried out. Meanwhile, according to Slameto in Suarim & Neviyarni (2021), learning is a process in which an individual strives to change their behavior as a whole as a result of interacting with their environment. Several experts have provided definitions of learning outcomes. According to Masitoh et al. (2025), the process of identifying students' learning values through assessment exercises or measurement of learning outcomes is known as learning outcomes. Meanwhile, Hamalik in Perwita & Aprilia (2020) defines learning outcomes as the level of tasks that students have achieved after participating in the teaching and learning process in accordance with the established educational objectives. This learning outcome indicator will use the Odd Semester Final Assessment (AAS) score as the learning outcome indicator. This score is obtained from the report card scores of 10th grade students at SMK Negeri 25 Jakarta.

Gadget Use

According to the Big Indonesian Dictionary (KBBI), the word "use" means the process, method, or act of using something; usage. A gadget or device is a small electronic device that has a specific function, such as a smartphone. Gadgets are the latest technological innovations

with the newest features and improved capabilities, designed to be more practical and useful. Miranti & Putri (2021). Meanwhile, according to the Indonesian Language Dictionary (KBBI), a gadget is an electronic or mechanical device with practical functions. According to Adam et al. (2022), a gadget is a product or item specifically designed for the modern era to make everything easier and more useful compared to previous technologies. Meanwhile, according to Rosiyanti & Muthmainah (2018), a gadget is considered a small electronic device, each with different functions. The indicators in the gadget usage variable that can be used in this study are gadget function utilization, gadget usage frequency, and appreciation.

According to Dewanti et al. (2016), there are several indicators of gadget use, namely: (1) Understanding the gadget's functions and types of applications, (2) Being able to operate the gadget, (3) Utilizing the gadget's functions, and (4) Frequency of gadget use. Based on research by Bachryan & Sumiati (2025), indicators of gadget use include: (1) Gadget ownership, (2) Being able to operate the gadget, (3) Understanding the gadget's functions, and (4) Frequency of gadget use. Meanwhile, according to Putri et al. (2022), indicators of gadget use intensity include: (1) attention, (2) appreciation, (3) duration, and (4) frequency. Based on several opinions, indicators of gadget use variables that can be used in this study are utilization of gadget functions, frequency of gadget use, and appreciation.

Learning Discipline

According to Salam & Anggraini (2018), learning discipline is defined as the mindset of students who are able to control themselves in accordance with rules, which are then deliberately enforced by those responsible for the students' obligations. According to Rahayu & Tatang (2021), actions that demonstrate a student's compliance and obedience to learning norms formed through experience or the learning process, both at home and at school, are known as learning discipline. According to Sumantri in Handayani (2016), learning discipline is a student's compliance in carrying out learning obligations consciously to produce positive changes, both in knowledge, actions, and attitudes. The indicators of learning discipline that can be used in this study are obedience in completing tasks, obeying school rules, and commitment to oneself.

According to Rosita et al. (2022) (1) habitually arriving on time, (2) wearing appropriate attire, (3) adherence to assigned tasks, and (4) adherence to study time. Huda et al. (2023) state that the following are signs of learning discipline: (1) obeying school rules; (2) self-awareness and a desire to follow the rules; and (3) feelings of fear and shame if sanctioned for breaking the rules. Kartika et al. (2013) state that the following are indicators of learning discipline: (1) Obedience, which includes maintaining order during class hours; (2) Responsibility, which includes adhering to school rules; (3) Commitment, which includes loyalty to the subject; (4) Effectiveness, which includes regular time management; and (5) Cooperation, which includes collaboration during the learning process. Based on several opinions regarding indicators of learning discipline variables that can be used in this study, these are obedience in completing assignments, adhering to school rules, and commitment.

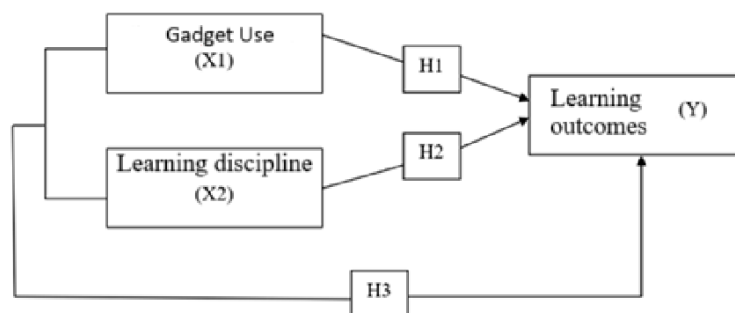


Figure 1. Conceptual Framework

Based on the problem formulation, theoretical review, and relevant previous research findings, the following hypotheses, namely (Figure 1):

H1: Gadget use has a significant impact on student learning outcomes.

H2: Learning discipline has a significant impact on student learning outcomes.

H3: Gadget use and learning discipline have a significant impact on student learning outcomes.

METHOD

This research uses a quantitative approach with a survey method, which according to Sugiyono (2023) is a method to obtain data that occurs in the past or present, about beliefs, opinions, characteristics, or relationships between variables in a specific population. Data collection was conducted through the distribution of closed questionnaires online using Google Form to 10th-grade students of SMK Negeri 25 Jakarta. The population in this study consists of 180 students, and the sample was determined using the Taro Yamane formula with a 5% margin of error, resulting in 125 respondents selected using the stratified random sampling technique.

This research involves two independent variables, namely gadget usage and study discipline, and one dependent variable, namely student learning outcomes. The gadget usage variable is measured based on indicators of function utilization, frequency, and appreciation, as developed from the studies of Salsabillah et al. (2024), Bachryan & Sumiati (2025). Meanwhile, the study discipline variable includes adherence to tasks, compliance with school regulations, and self-commitment, referring to Wulandari et al. (2024) and Huda et al. (2023). The learning outcomes were obtained from the Odd Semester Final Assessment (AAS) listed in the students' report cards. The questionnaire instrument was constructed using a five-point Likert scale, where positive statements were scored from 1 (strongly disagree) to 5 (strongly agree), and vice versa for negative statements Sugiyono (2023).

Validity test was conducted using the Pearson product-moment correlation on 47 trial respondents. The results show that all items on the learning discipline variable and 13 out of 14 items on the gadget usage variable are declared valid, because they have a calculated r-value greater than the table r-value (0.2876). One item that did not meet the validity criteria was then removed. The reliability test was conducted using Cronbach's Alpha, and the results showed a value of 0.734 for gadget usage and 0.877 for study discipline, which means all instruments meet the reliability criteria Ghozali (2021).

The collected data were analyzed using multiple linear regression techniques with the help of SPSS software. Before conducting the regression analysis, classical assumption tests were carried out to ensure the model's suitability, including the normality test with Kolmogorov-Smirnov, multicollinearity test through tolerance and VIF values, and heteroscedasticity test using the Spearman rho method. After the assumptions were met, hypothesis testing was conducted through the t-test to see the partial effect, F-test for the simultaneous effect, and R^2 analysis to determine the contribution of gadget usage and study discipline variables to students' learning outcomes.

RESULTS AND DISCUSSION

Normality Test

Ghozali (2021) suggests that the variables used in regression should have a normal distribution. The One Sample Kolmogorov Smirnov test, which states that data has a normal distribution if the significance value exceeds 0.05, can be used to check data normality. However, the data does not have a normal distribution if the One Sample Kolmogorov Smirnov test has a significance value of less than 0.05. The normality test results in Table 1 prove that the Kolmogorov-Smirnov value is 0.55 and the Asymp. Sig (2-tailed) value or significance is 0.200, which means that the data in the study falls into the normal category.

Table 1. Results of Normality Test

		Unstandardized Residual
N		125
Normal <i>Parameters</i> ^{a,b}	Mean	,0000000
	Std. Deviation	1,39164113
Most Extreme Differences	Absolute	,055
	Positive	,055
	Negative	-,055
Test Statistic		,055
Asymp Sig. (2-tailed)		,200 ^{e,d}

Multicollinearity Test

According to Ghozali (2021), multicollinearity testing is a test aimed at examining the correlation between variables in a regression model. If the tolerance value is lower, the VIF value will increase (because $VIF = 1/\text{tolerance}$). If the tolerance value is ≤ 0.10 or the VIF value is ≥ 10 , this indicates the presence of multicollinearity. Based on Table 2, it can be seen that the tolerance value of each variable in the study is greater than 0.1, namely the tolerance value of the gadget usage variable (X1) is 0.995 and the learning discipline variable (X2) is 0.995. Meanwhile, the VIF values for the gadget usage variable (X1) are 1.006 and for the learning discipline variable (X2) are 1.006. Therefore, it can be concluded that there is no multicollinearity among the variables in the regression model.

Table 2. Results of Multicollinearity Test

Coefficients ^a			
Model		Colinearity Tolerance	Statistic VIF
1	Gadget Use	0,995	1,006
	Learning Discipline	0,995	1,006

Heteroscedasticity test

According to Ghozali (2021), the heteroscedasticity test was conducted to see whether there was similarity in residual variance between one observation and another. If there was conformity, it indicated homoscedasticity. Based on Table 3, the results of the heteroscedasticity test prove that the significance value of gadget use is 0.523 and the learning discipline variable is 0.878. The value is greater than 0.05, which means that the regression model does not exhibit heteroscedasticity, so it is considered suitable for use in research.

Table 3. Results of Heteroscedasticity test

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2,251	1,985		1,134	,259
	X1	-0,16	,026	-0,58	-,640	,523
	X2	-,004	,027	-0,14	-0,14	,878

Multiple Linear Regression Test

According to Wisudaningsi et al. (2019), multiple linear regression analysis is a statistical method used to examine the correlation between one dependent variable and two or more independent variables. Based on Table 4, it is known that the gadget usage variable (X1) has a significance value of 0.000 (<0.05) and a t-value of 3.911. This shows that gadget usage (X1) has a significant impact on learning outcomes (Y). Similarly, the learning discipline variable (X2) has a significance value of 0.001 (<0.05) and a t-value of 3.521, indicating that X2 also has a significant impact on Y. The regression coefficients of 0.171 (X1) and 0.164

(X2) indicate that each one-unit increase in each independent variable will increase Y by that value, assuming all other variables remain constant.

Table 4. Results of Multiple Linear Regression Test

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	66,650	3,372		19,764	,000
	X1	,171	,044	,318	3,911	,000
	X2	,164	,047	,286	3,521	,001

T-test (Partial)

Sugiyono (2023) explains that the t-test is a parametric analysis technique used when data is normally distributed and has an interval or ratio scale. Based on Table 5, it can be seen that variable X1 has a calculated t-value of 3.911 with a table t-value of 1.979, calculated using the formula $t = (α; (df=n-k) = t (5\% : (df=125-3) = t (0.05 ; 122)$ and a significance level of 0.000 (< 0.05), indicating that X1 has a significant impact on Y. Similarly, variable X2 has a calculated t-value of 3.521 and a significance level of 0.001 (< 0.05), meaning that X2 also has a significant impact on Y. The standard Beta value indicates that variable X1 contributes a greater impact than X2 on variable Y.

Table 5. t-test Results (Partial)

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	66,650	3,372		19,764	,000
	X1	,171	,044	,318	3,911	,000
	X2	,164	,047	,286	3,521	,001

F-Test (Simultaneous)

Purba et al. (2021) used the F test to determine the simultaneous impact of independent and dependent variables. Based on the F test, if the calculated F value is $> F$ table and the significance value is < 0.05 , it can be concluded that the independent variables have a significant impact on the dependent variables. Using the formula $df (N1) = k-1 = 3-1 = 2$ and $df (N2) = n-k = 125 -3 = 122$, the F-test results in the ANOVA table, as shown in Table 6, indicate that the calculated F-value is 14.947 with a significance level of 0.000 (< 0.05), and the F-table value at the 0.05 significance level is 3.07. This indicates that factors X1 and X2 significantly influence the dependent variable Y simultaneously. Therefore, the regression model constructed can be used to test how independent factors influence the dependent variable.

Table 6. F-Test Results (Simultaneous)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	58,856	2	29,423	14,947	,000 ^b
	Residual	240,146	122	1,968		
	Total	298,992	124			

Coefficient of Determination

Ghozali (2021) states that the coefficient of determination R^2 is used to see how well the model describes the variation of the dependent variable. According to Table 7, the findings of the R^2 coefficient of determination test above show a fairly strong positive correlation

between variables X1 and X2 with variable Y, with an R value of 0.444. Variables X1 and X2 contribute 19.7% of the variation in variable Y, based on the R Square value of 0.197, with other components not included in the research model affecting the remaining 80.3%. The R Square value, adjusted according to the number of predictor variables and samples, is indicated by the Adjusted R Square value of 0.184.

Table 7. Coefficient of Determination Test Results

Model Summary				
Model	R	R Square	Adjusted R Square	Sig.
1	.58856	.197	.184	1.40300

Discussion

The Influence of Gadget Use on Learning Outcomes

Data analysis shows that the highest indicator of the gadget usage variable is in the statement “I can increase my knowledge through the use of gadgets (mobile phones and laptops)” with a validity score of 0.813. This confirms that the use of gadgets is one of the important factors supporting the improvement of student learning outcomes at SMK Negeri 25 Jakarta. The results of the multiple linear regression show a regression coefficient of 0.171 for the gadget usage variable, which means that each one-unit increase in gadget usage will increase students' learning outcomes by 0.171 points, assuming other variables remain constant. The established relationship is positive, indicating that effective and productive gadget use contributes to academic achievement. Moreover, the t-test results show a t-value of 3.911 and a significance of 0.000 (< 0.05), indicating that the use of gadgets has a significant impact on learning outcomes. These findings are in line with the research by Bayanova et al. (2019), which emphasizes that gadgets can have a positive impact on learning, such as helping students access information and prepare class materials. The research by Seto et al. (2021) also supports these results, showing that parental involvement in gadget usage also affects students' learning outcomes.

However, different results were shown by Lopez et al. (2021), who found no significant relationship between gadget use and academic performance. This difference may be caused by geographical factors, educational levels, or the intensity of gadget use, which differ from the context of the respondents in this study. Thus, the use of gadgets can become a learning support tool if used wisely. Gadgets allow students to access learning materials, broaden their horizons, and complete tasks more efficiently. Therefore, an active role from teachers and schools is needed to direct the use of gadgets towards productive outcomes.

The Influence of Study Discipline on Learning Outcomes

The highest indicator of the learning discipline variable is found in the item “I have difficulty completing school assignments” with a validity score of 0.806. Because this statement is a negative item, the lower the score given, the more it indicates the student's discipline in studying. This means that completing assignments on time is a crucial aspect of students' academic discipline. The results of the multiple linear regression show that the regression coefficient for study discipline is 0.164. This means that every one-unit increase in study discipline will improve students' learning outcomes by 0.164 points. This positive coefficient reinforces the assumption that disciplined behavior in studying, such as adherence to rules, task completion, and time management, directly impacts academic achievement. The t-test shows a calculated t value of 3.521 with a significance of 0.001 (< 0.05), indicating a significant influence between study discipline and student learning outcomes. Students who have a disciplined attitude tend to be more organized, responsible, and consistent in their learning activities, resulting in better academic outcomes.

These findings are in line with Novianty (2019) research, which found that learning discipline positively affects students' academic performance. Similar research by Efa et al. (2020) on elementary school students and Khairinal et al. (2020) on high school students also supports these findings. Rofiuddin & Didit (2024) state that discipline fosters consistency and responsibility that are important in the learning process, and Hariri & Masnawati (2024) add that discipline is one of the three main factors influencing academic success. Overall results indicate that learning discipline is an important foundation in achieving learning outcomes. Therefore, schools need to instill the values of discipline through structured learning activities, and teachers are expected to set an example in building a culture of orderly and responsible learning.

The Influence of Gadget Use and Study Discipline Simultaneously on Learning Outcomes

Multiple linear regression analysis shows that both gadget usage and study discipline have a significant impact on students' learning outcomes. The significance values of each variable are 0.000 (X1) and 0.001 (X2), with a t-value of 3.911 for X1 and 3.521 for X2. This indicates that both variables contribute significantly in a partial manner to the learning outcomes. A regression coefficient of 0.171 for gadget usage and 0.164 for study discipline indicates that improvements in both variables contribute to better student learning outcomes. Thus, the regression model used is deemed valid as it can explain the relationship between independent and dependent variables. The F test produced a calculated F value of 14.947 with a significance of 0.000 (< 0.05), which means that both variables simultaneously have a significant effect on students' learning outcomes. This means that the use of gadgets and study discipline together is an effective combination in supporting academic achievement.

These results are in line with the research by Munawwir et al. (2024), which concluded that the simultaneous use of gadgets and study discipline contributes to students' academic achievement. These findings reinforce the understanding that technology is not a hindrance to learning when used appropriately, especially when accompanied by disciplined learning behavior. In conclusion, the use of gadgets and study discipline are two important factors in improving students' learning outcomes. Gadgets help students in searching for information and support the learning process, while discipline fosters regular and responsible study habits. Therefore, schools and parents play a strategic role in guiding students to use technology wisely and instill a disciplined attitude in their daily learning activities.

CONCLUSION AND RECOMMENDATION

Based on the results of the analysis and discussion, it can be concluded that gadget use and learning discipline have a significant effect on students' academic achievement, both individually and simultaneously. Productive use of gadgets supports learning activities and contributes positively to academic performance. Similarly, consistent learning discipline, such as completing assignments on time and following study rules, also improves learning outcomes. Together, these two factors serve as important contributors to students' academic success.

Based on the research findings, several suggestions can be proposed. First, students are encouraged to utilize gadgets more wisely and productively to support their learning activities, such as accessing educational content, completing assignments, and participating in online discussions. Second, it is important for educators and schools to guide students in developing good learning discipline by creating a structured and supportive learning environment. Lastly, future researchers are recommended to explore other factors that may influence academic achievement, such as motivation, parental support, or learning styles, in order to provide a more comprehensive understanding of student performance.

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