

GADGETS PLAYING BEHAVIOR OF STUDENTS IN INDONESIA

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Abstract

Purpose of the study: This study aims to describe the behavior of playing gadgets on Budi Mulia Dua Junior High School students in Yogyakarta, Indonesia, find the score of gadget playing behavior on Budi Mulia Dua Junior High School students in Yogyakarta, Indonesia, and find the dominant factor of gadget playing behavior on Budi Mulia Dua Junior High School Yogyakarta, Indonesia.

Methodology: The method used in this study mix method research design with an exploratory mix method approach. The research subjects were students of Budi Mulia Dua Junior High School in Yogyakarta, Indonesia with a sample of 151 students, 7 teachers, 3 educational staff, and the head of Budi Mulia Dua Junior High School Yogyakarta, Indonesia. Research data were collected through observation, interview, questionnaire, and documentation.

Main Findings: The results of this study indicate that the gadgets playing behavior of students in Budi Mulia Dua Yogyakarta, Indonesia are included in the good category, which is in the range of scores between 379-492. The score of the gadgets playing behavior was 484.3.

Applications of this study: The students still have emotionally stable and controlled when using gadgets, have self-control over the use of gadgets, still pay attention to personal health in the use of gadgets, and discipline in the selection of gadget usage.

Novelty/Originality of this study: The novelty of this research confirms that the physical-motor condition in gadget playing behavior is the most dominant factor for creating good behavior for students in playing gadgets because the physical-motor becomes a reference in playing gadget behavior because physical-motor can reflect in a complex way how Student cognitive knowledge about gadgets. and their use, as well as how students are social-emotional when using gadgets.

Keywords: *Gadgets Playing, Playing Behavior, Students Behavior, Budi Mulia Dua, Junior High School.*

INTRODUCTION

In Indonesia, the presence of gadgets provides convenience and comfort for people in the world, including school-age children. The entertainment presented by the gadgets makes people addicted and makes it reliable in its use. Gadgets with increasingly sophisticated technology and applications make children, adolescents, even more, complicated by the presence of technology that is increasingly widespread in all walks of life, diverse, and complete with allure. In this case, it is expected that a generation of high quality, resilient, and able to overcome the problems of technological development is expected to be more mature and mature to be able to overcome the challenges of the times.

Gadgets is a tool that is familiar to everyone, both adults and children. Most children are already good at using gadgets to play games, watch videos and access the internet. As explained by the Ministry of Communication and Informatics (COM INFO) the results of the study found that 98% of children knew about the internet and 79.5% were internet users. ([Aditya, 2017](#))

Based on observation, the phenomenon of the presence of gadgets is currently one of the basic needs that cannot be separated in one's daily activities. Already many children who have their own gadgets and use the internet through their respective gadgets can provide both positive and negative things. Positive things can be felt when children use gadgets to play, watch educational films and do schoolwork with supervision from parents to anticipate when children see negative content intentionally or unintentionally because children will access it with motivational nature of children having curiosity high so that it is feared the child will do or find out more about the negative content.

The use of gadgets that are not limited to children will cause children to experience addiction to gadgets (*phubbing*) and will affect the child's development. According to Astrid Wenn, a psychologist stated that children who have spent a lot of time playing gadgets mean sacrificing other activities. A child should use his time to explore the surrounding environment and interact with others. A child will lose his empathy because he doesn't care about himself when playing gadgets. ([Astrid, 2016](#))

Interesting online applications and a variety of knowledge that can be accessed easily using a gadget are very popular with children and adults. Colourful images with musical accompaniment make children unable to escape from the gadgets, so it can be concluded that when a child uses a gadget it needs control and supervision when playing the gadgets so that the child's development and growth can develop according to his age.

A child who often uses gadgets will have an impact on the child's growth and development. The positive and negative effects of the use of the gadgets will be felt by children as stated by Derry Iswidharmajaya that the positive impact of the use of the gadgets is to improve eye acuity, stimulate to follow the latest technological developments, support academic aspects, improve language skills, improve typing soft skills, reduce stress levels, improve mathematical skills. While the negative impact of using a gadget is to be an individual person, impaired brain health, impaired eye health, impaired hand health, sleep disturbances, solitude, violent behavior, fading creativity, radiating and the threat of cyberbullying. ([Iswidharmajaya, 2014](#))

Besides this, there are several positive and negative impacts that will be felt by the user of the gadgets in the long term. As stated by an expert in psychology Farizal, that the use of gadgets that are too long can have a positive impact, namely the sensory child will be well trained, especially visual sensory (such as detecting colors, images, and movements), the child's cognitive development will develop (such as solving problems, thinking critical, imagination, creativity, memory and develop language skills). While the negative impact is that children become less sensitive to the surrounding environment, it is difficult to concentrate on learning, children will see negative content such as violence and pornography. ([Supriyanta, 2017](#))

The Kaiser Family Foundation in 1999 as written by Osgerbey found that the average American teenager at home had three televisions, three tape recorders, three radios, two video recorders, two CD players, one video game, and one computer. Digital technology is not yet included in schools. As digital technology develops, the number of variations of electronic objects will also multiply. ([Yuliandi D. Ardhy 2011](#))

The Republika daily carried a survey on November 18, 2015, about children under 12 who tended to spend time in front of the screen, be it television screens, computer screens, cellphone screens, or games rather than playing outside the home. The average child spends 7.5 hours struggling with gadgets and 1.5 hours is used to play. Even more worrying, the dependence on gadgets for a long time can hamper the child's creative imaginative development process. Worse, more than 60% of parents do not supervise the use of their children's gadgets. The use of gadgets owned by children makes quality time with parents reduced. Children spend more quality time with their devices or other digital gadgets, so there is a lack of care about what parents should give to children. ([Naisbit & Douglas Philips, 2001](#))

The phenomenon caused by the negative impact of very dangerous gadgets has occurred in Indonesia in April 2016. The case of rape and murder of Yuyun (14 years), a resident of Kasie Kasubun Village, Padang Ulak Tanding Subdistrict, Rejang Lebong Regency, Bengkulu, committed by 14 young men became the public spotlight at that time. The case is one of the negative effects of gadget abuse. The rise of pornography sites that circulate freely in cyberspace causes children to do things out of control without thinking it is right or wrong.

It is unfortunate if the progress of today's digital technology, especially gadgets affects the lifestyle (lifestyle) of humans on all sides of life from children to adults. This becomes an obstacle for every family member, especially the interaction between parents and children. The difference between parents and children is one of the effects of the difficulty in establishing communication with children. According to Don Tapscott in his book *Grown Up Digital*, children born in the 2000s have been clever in using digital technology such as the internet, social media, smartphones, and gadgets without knowing the history of the development of the technology.

Budi MuliaDua Junior High School Yogyakarta is one of the international schools in the Special Region of Yogyakarta, Indonesia that has a unique and differences in student play behavior when compared to other schools, namely the success in implementing control of the use of gadgets in schools by providing facilities card-based gadget storage. The motto of Budi MuliaDua Yogyakarta Junior High School is "Enjoying School, Happy, Happy at School" so that students always feel happy at school even without using gadgets.

The purpose of this study is to describe the behavior of students in playing gadgets when there is control from the school in the use of gadgets. It is expected to find patterns of control over students, both at school and at home so that they can realize good behavior and avoid a variety of behavioral deviations.

LITERATURE REVIEW

Research conducted by Tulus Tu'u regarding the implementation of school discipline and its influence on student behavior and achievement conducted at a private school in Bandung that student learning outcomes are influenced by a variety and various elements. In addition to being influenced by following and observing school rules, learning outcomes also change due to the influence of students' intelligence levels, self-effort, private tutoring, socializing, and sufficient time to learn. ([Tu'u, 2004](#))

Research conducted by Anggraini and Wahyuningsih in their study entitled "The relationship between the intensity of playing online games with social competence in adolescents" shows that there is no negative relationship between the intensity of playing online games with social competence in adolescents due to the correlation of Spearman shows $r = -0.101$ and $\text{Sig } 0.050 > 0.050$. ([D.R. & H, 2007](#))

Ming-Te Wang and Rebecca Holcombe's research titled "Adolescents' Perceptions of School Environment, Engagement, and Academic Achievement in Middle School" in 2010 showed that students' perceptions of the dimensions of the

school environment in seventh grade contributed differently to three types of involvement school in eighth grade. It was found that students' perceptions about the school environment influenced academic achievement directly and indirectly through three types of schooling attachments. Specifically, students' perceptions of the school environment in seventh grade affect school participation, school identification, and the use of self-regulation strategies and influence student academic achievement in eighth grade. ([Wang & Holcombe, 2010](#))

Research on "Parent-Child Relations in the Age of Media Technology: Elements and Forms of Care" written by Lina Revilla Malik, Faculty of Tarbiyah and Teacher Training, IAIN Samarinda, 2011. This thesis explains that the development of increasingly sophisticated media technology and rapidly affecting human life, without exception children are also familiar with the use of media. Various research reports that children and adolescents often use their time to watch television, listen to radio / CD / MP3 and internet in various activities. In fact, this phenomenon can have positive or negative impacts on its users. To overcome this need parents' involvement in supervising and guiding, because care is the responsibility of parents. In care, there are two important elements, namely demands (demandingness) and the response (responsiveness) of parents towards children. These two elements can manifest in various forms of care that build parent and child relationships, namely control and monitoring, support and involvement, communication, closeness, and discipline. ([Malik, 2011](#))

Research conducted by Yonelco in his study entitled "The relationship between the intensity of playing online games with learning motivation" shows the correlation coefficient between online game intensity and learning motivation of -0,838 with sig <0.050 which means there is a negative and significant relationship between the intensity of online games with student motivation. ([Mujib, 2013](#))

The results of Trinika research explained that the use of gadgets in the Christian kindergarten Immanuel was categorized as low with a percentage of 57.9%. The level of development in the Christian Immanuel Kindergarten for children aged 3-6 years is well categorized with a percentage of 58.9% of the Chi-Square test results with a significance value of 0.005. Therefore, it can be concluded that there is an influence between the use of gadgets to the psychosocial development of preschool children aged 3-6 years in the Immanuel Christian Kindergarten 2014/2015 school year. ([Trinika, 2015](#))

Research Wendi et.al on the use of digital technology and regulations provided by parents to children in Singapore in the first two years at school using 116 child respondents as participants for interviews found that 96% of computers were accessed at home and use personal computers to play games and learn through e-learning. The study also reported that all children have access to their cellphones, although only 57% of children use tablets. Most children must get permission when using their digital media. Parents have an important role in the use of digital technology such as not being able to play before the task at home is finished and the child is asked to stop playing when the eyes have started to hurt/hurt. ([Wendi, 2015](#))

Research by Hoshiar Sadiq Sangawi, John Adams & Nadja Reissland entitled "The Effects of Parenting Styles on Behavioral Problems in Primary School Children: A Cross-Cultural Review" in 2015. The results show that parenting styles have an impact on children's behavior problems. In particular, children from parents show contributory factors such as "involvement with children", "child monitoring" and other positive dimensions tend to have low levels of behavioral problems. Based on a literature review, it can be concluded that the impact of parenting style can vary across communities. ([Sadiq Sangawi dkk., 2015](#))

Aulia Nurmasari's research in Tambakrejo village, Surabaya city, explained that the lowest intensity of use of gadgets in infants has the lowest results with a duration of 5 minutes/day and frequency of use of gadgets 1 day/week. While the highest intensity with a duration of 405 minutes/day and frequency every day with an average use of gadgets 88.86 minutes/day and the average frequency of use of gadgets 5-6 days/week. A small number of respondents experienced delays in the development of aspects of speech and language, so it can be concluded that there is a significant relationship between the intensity of the use of gadgets and developmental delays in the aspects of speech and language in infants. ([Nurmasari, 2016](#))

The results of Puspitasari's et.al research explained that the influence of the use of the gadgets on the social personal of preschool-aged children in TK IT Al-Mukmin tends to be positive, which is as much as 71%, because by using the gadgets children can participate in learning such as memorizing the Qur'an, knowing English vocabulary, children also find it helpful to read or memorize, and can be used as a means of entertainment for children. In addition to the positive impacts, as many as 29% of respondents have a negative impact on children such as children being quiet, children prefer to play using a gadgets rather than playing with peers, children imitate scenes of violence in the game, children are indifferent to the environment when it is in front gadgets, and so on. ([Puspitasari, 2016](#))

Research conducted by Muhammad Hayumas entitled "Interaction Patterns of Parent-Child Relationships in the Digital Era" (Descriptive Qualitative Study of Interaction Patterns of Parent-Child Relationships in the Digital Age in Overcoming Children's Dependence on Information and Communication Technology in the Digital Era Komunitas Cinta Anak Solo), Communication Studies Program, Faculty of Social and Political Sciences, Sebelas Maret University Surakarta, 2016. Based on the results of this study, consensual communication patterns were applied to KOCAKS members as a form of interaction with children in overcoming their dependence on information technology and

communication. This pattern prioritizes open, direct and loves listening to children so that they can produce effective communication. The obstacle felt by parents when communicating with children is digital media technology which has an impact in terms of communication. Time is also a rather crucial obstacle. Parents think that the time can take advantage of the childhood of their children who are currently more interested in the device than doing other activities such as playing with friends, studying, to quality time with parents. (Hayyumas, 2016)

Falakhul Auliya and Tri Suminar research with the title "Learning Strategies that Can Develop Learning Independence in the Qaryah Thayyibah Learning Community (KBQT)" in 2016. The results showed that the citizens of learning at KBQT have the characteristics of learning independence that is not dependent on others, setting learning goals, diagnosing learning needs, having self-confidence and responsibility and conducting self-evaluations. KBQT applies a discovery learning strategy and an independent learning strategy that can develop learning independence of learning citizens. (Auliya & Suminar, 2016)

"Madrasa Education in the Digital Era" written by Sulaiman, Lecturer of STAI Panca Wahana Pasuruan in the Al-Makrifat Journal, Vol.2, No.1, April 2017 explained that madrasa readiness starting from teachers, facilities, human resources must be prepared in order to create an atmosphere and educational environment that can coincide with digital technology, the hope is that madrasah graduates can compete with all elements in the economic, social, cultural and industrial fields and other fields, which in essence graduates are actually able to realize cultural values and local wisdom about values and norms, all of which are inherent in madrasahs. (Sulaiman, 2017)

Erma Wiji Anggraini's research entitled "Participatory Education in the Learning Community of Qaryah Thayyibah Salatiga" in 2014. The results of the study show that: (1) The purpose of education places more emphasis on the essence of learning by giving intelligence independence to students to seek and discover their potential for use improve the quality of life so that it benefits the community and the environment. (2) Student Factors, learning that children centered is seen from students as subjects are given full rights in learning activities. (3) Educator Factors, the relationships that occur in educational interactions between educators and students have horizontal relationships where both have an equal position in the learning process. (4) Factors Tools, curriculum and learning materials are created, implemented, and evaluated together. (5) Environmental factors, learning atmosphere that makes comfortable in the learning process. (6) Learning experience and output on the one hand develops responsible independence but on the other hand some students still do not understand independence responsibly. The Learning Community of Qaryah Thayyibah aims to put more emphasis on the substance of learning but also follows state policies in the formal legal equality diploma so that there is still a dilemma between educational policy with the administration of alternative education in the Qaryah Thayyibah Learning Community which is not yet pure autonomous. (Anggraeni, 2018)

Based on a review of previous studies, this study revealed the behavior of students in gadget games at junior high school age. Previous research discusses more the frequency of children in gadget games and their social conditions. While this research is more revealing the psychological condition of children in playing gadgets.

This research has the value of novelty and uniqueness in describing the behavior of playing gadgets. The life that is inseparable from gadgets makes gadgets more relevant to map the future as the concept of self-identity, the unity of society and nation, and the community with the natural surroundings. Thus, research in the context of gadget playing behavior is not limited to the discourse of the development of gadgets but rather makes gadgets an integrated part of the everyday life education process. In this context, the researcher gained an important place with his novelties.

METHODOLOGY

Research design

In this study using the strategy of sequential/gradual mixed methods (Sequential Mixed Methods), especially with sequential exploratory strategies. The first stage in this study was to collect and analyze qualitative data to answer the description of the playing behavior of student gadgets at Budi Mulia Dua Junior High School in Yogyakarta, Indonesia. Then the second stage is collecting and analyzing quantitative data to categorize the gadget playing behavior scores of Budi Mulia Dua Junior High School students in Yogyakarta, Indonesia.

Population and Research Samples

The research subjects in this study were Budi Mulia Dua Junior High School students in Yogyakarta, Indonesia, teachers, education staff, and school principals. The population in this study was Budi Mulia Dua Junior High School students in Yogyakarta, Indonesia, totaling 245 students in a scale distribution with the following details:

Table 1: Research Population

No	Class	Male	Female	Total
1	VII	38	37	75
2	VIII	45	31	76
3	IX	49	45	94
Total		132	113	245

Source: Data from Dapodik Budi Mulia Dua Junior High School Yogyakarta, Indonesia

Sampling in this study using a random sampling technique with the calculation of the number of samples using the formula Taro Yamane or Slovin and a significance level of 5% to obtain a sample of 151 students. Determination of the number of samples in each class using the Proportional Random Sampling technique so that the smallest proportion can be represented. The sample characteristics in this study were active students of Budi Mulia Dua Junior High School in Yogyakarta, Indonesia, male and female, and gadget users.

Table 2: Research Sample

Class	Gender		Population	$s = \frac{x}{y} n$	Sample
	M	F			
VII	38	37	75	46,53	47
VIII	45	31	76	47,15	47
IX	49	45	94	57,32	57
Total	132	113	245	151	151

Data Collection Techniques and Research Instruments

Data collection techniques in this study were carried out in stages, both in the form of qualitative data and quantitative data that is by observation, interviews, questionnaires, and documentation. In this study, interviews were conducted using structured interviews namely interviews with principals, teachers, and employees regarding student behavior in playing gadgets and the rules applied by schools related to gadgets. This research was carried out procedurally through a licensing process from the Principal of Budi Mulia Dua Yogyakarta by using a letter of introduction to the research permit from the campus.

Instrument indicator of gadget playing behavior based on Hurlock theory developed by Nakita that the proportion of playing gadgets in children does not depend on age but on the pleasure and health of each child. The scale of instrument playing gadget in this research consists of three dimensions namely; a) Physical-Motor Dimensions, i.e. Behaviors that emphasize the activities of hand or finger movements and limb movements b) Cognitive, i.e. Behavior in the form of information processing, decision making, and subsequent behavioral steps, and c) Socio-emotional, i.e. behavior in the form of feelings of pleasure or sadness in living something. (Nakita, 2014)

Research Data Analysis

Analysis of qualitative data used in this study was obtained from data reduction, data display, and conclusion drawing/verification. After completing the data analysis then proceed with the validity of qualitative data by means of triangulation. The Instrument Trial uses the Pearson Product Moment correlation validity test, and the reliability test uses the Cronbach Alpha reliability coefficient.

Percentage score acquisition is done with the aim to make it easier to analyze data obtained from respondents tabulated in a table and then the percentage is calculated. The percentage calculation in this study uses the Kountur formula. The interpretation of the percentage obtained from the tabulated data in this study uses the following criteria:

Table 3: Score Interpretation

No	Score	Criteria
1	493-604	Very Good
2	379-492	Good
3	265-378	Not Good
4	151-264	Very Unkind

DISCUSSION / ANALYSIS

Based on the results of interviews with teachers and observation can be seen that the gadget playing behavior students of Budi Mulia Dua Junior High School Yogyakarta, Indonesia are all students under the control of the teacher in the uses of gadget in school, all students not allowed to bring the gadget to school in accordance with the regulations contained on student-parent handbook, they play more games and discuss with friends during breaks.

The gadget playing behavior of the students in Budi Mulia Dua Junior High School Yogyakarta, Indonesia is as follows:

1. Physical-Motor: the majority of students have gadgets, students are not angry if there are people who interfere when they are engrossed in using gadgets, students are more confident when using gadgets, increase the time allocation for using gadgets, rest schedules are not reduced even though gadgets cannot be used, can stop when using gadgets, ignore other people who are around when playing gadgets, do not forget to shower while using gadgets, do not feel dizzy after playing gadgets, eyes are not painful due to too often playing gadgets, have never experienced a fall or an accident while playing gadgets due to neglect, do not change gadget in the past 1 year, has not changed gadgets to follow the development of models and design of gadgets in accordance with his era.

2. Cognitive: able to use various applications in gadgets, can access the internet at home or at school by using gadgets, not using gadgets to watch and download pornographic videos, not forgetting the time to study while using gadgets, immediately closing/blocking pornographic media accounts, not playing gadgets when lessons take place in the classroom, not putting gadgets near your head when sleeping, can leave without carrying gadgets, not using gadgets to play online games, using gadgets to do school work, don't like surfing on social media accounts for more than 1 hour, using gadgets only to communicate with parents, teachers, and friends, not being addicted to using social media accounts, not checking gadgets between lessons.
3. Social-Emotion: not anxious when not using gadgets, no more accepted in trendy groups at school when using gadgets, not easy to get along with when using gadgets, no more effective in establishing communication relationships with friends when using gadgets, no more effective in establishing communication relationships with teachers when using gadgets, no more effective in establishing communication relationships with new friends when using gadgets, no more communicative using gadgets, not ignoring people who talk when I use gadgets, only playing gadgets together with friends during recess, do not always update the status every day in social media accounts through gadgets, helping friends who fall while engrossed in using gadgets as a form of caring, not angry, confused, anxious, and depressed when the gadget is lost or left at home, and appetite is not reduced even if it does not bring the gadget.

However, there are some issues related to playing gadget that still needs attention: the majority of students have Facebook, Instagram, tweeter, WhatsApp, BBM, line, or other social media accounts, still prioritizing using gadgets rather than doing homework or other assignments, feeling happy and happy when using gadgets, and join in tears when watching sad movies through YouTube on gadgets.

Recapitulation results of the validity test results of the Gadget Playing Behavior instrument of 55 items that involves 44 valid items ($\geq 0,159$) and 11 invalid items ($\leq 0,159$). Reliability test results in accordance with Cronbach Alpha values of $0,891 > 0,159$ which shows that the instruments used in this research are reliable.

Table 4: Data Normality Test Results
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		151
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	4.64490228
Most Extreme Differences	Absolute	.067
	Positive	.067
	Negative	-.061
Test Statistic		.067
Asymp. Sig. (2-tailed)		.099 ^c
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

Source: Results of data processing with SPSS application program version 22

The table shows the results of the normality tests obtained by Asymp values. Sig (2-tailed) of $0.099 > 0.05$ so that it can be concluded that the data is normally distributed, and the assumptions or normality requirements in the regression model have been fulfilled.

Playing Gadget Behavior of Budi Mulia Dua Junior High School students in Yogyakarta, Indonesia shows the number 484.3 with good interpretation. The highest average score is found in the physical-motor dimension of 496 with very good interpretation, and the lowest average score is found in the socio-emotional dimension of 471 with good interpretation. The score of the Play Gadget Behavior category described includes the Physical-Motor, Cognitive, and Social-Emotion scores described in the following table:

Table 5: Acquisition of Gadget Play Behavior Score

Indicator	Score	Interpretation
Physical-Motor	496	Very Good
Cognitive	486	Good

Social-Emotion	471	Good
Total	1453	
Average	484,3	
Interpretation	Good	

Source: Primary data processing results Questionnaire Playing Gadget Behavior

Based on the results of this study it can be seen that qualitatively and quantitatively, the gadget playing behavior of students at Budi Mulia Dua Junior High School in Yogyakarta is included in the good category because it is controlled by parenting patterns and the environment at school.

CONCLUSION

The findings in this study illustrate that the most dominant thing in gadget playing behavior is the physical-motor dimension. Physical-motor becomes a reference in behaving to play gadgets because physical-motor can reflect complexly how students' cognitive knowledge of gadgets and their use, as well as how social-emotional students are when using gadgets.

This research proves that the gadget playing behavior of Budi MuliaDua Junior High School students in Yogyakarta, Indonesia is included in the good category, because although the majority have gadgets with various applications in them, Budi Mulia DuaJunior High School Yogyakarta students, Indonesia still has emotionally stable and controlled when using gadgets, have self-control over the use of gadgets, still pay attention to personal health in the use of gadgets, and discipline in the selection of gadget usage.

Things that need to be considered are the positive and negative effects of the development of various applications on gadgets on the physical and psychological development of students. This was carried out to obtain a more precise picture of the relationship between physical and psychological factors of students in understanding their development and fostering self-awareness in their behavior, specifically the behavior of playing gadgets.

Some things that are still done by students are the use of gadgets for useless or useless things such as status updates that are not important, excessive selfies and misplaced, even for viewing or downloading pornographic videos. Therefore, the government must take decisive action by filtering or blocking inappropriate news or videos to be published to underage students so that students cannot open, watch or use applications that are not suitable for school-age children.

LIMITATION AND STUDY FORWARD

Based on the results of this study it can be suggested for subsequent researchers to test the models that have been found using different research subjects, different environments, and different research locations. This research is limited to only being conducted at Budi Mulia Dua Junior High School in Yogyakarta, Indonesia so there are general limitations. Technically, the fulfilment of the quota for students' research subjects was carried out evenly across all classes with a total of 151 respondents, 55 items item statement so that it requires quite a long time in its processing. Therefore further research can use techniques and methods that are more effective and efficient.

Theoretically, the results of this study can be used as a reference to control students in playing gadgets so that teachers and parents should pay more attention to students in their behavior playing gadgets. This is to avoid various behavioral deviations in students.

Suggestions for related parties include the government, namely the Ministry of Communication and Information, which controls and controls everything about information and shows on social media and electronic media, especially gadgets. The results of this study illustrate that the playing behavior of student gadgets is still relatively good, so the government should not be apathetic or be a source of deterioration in student behavior.

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