



Volume 21 No. 2 (2025)

BUANAPENDIDIKAN

Journal of the Faculty of Teacher Training and Education, Unipa Surabaya

http://jurnal.unipasby.ac.id/index.php/jurnal_buana_pendidikan/index



Gadget Addiction and Its Implications on the Social Interaction Patterns of Vocational School Students

Muchammad Achsanul Hakim*, Wiryo Nuryono, Denok Setiawati, Bakhrudin All Habsy

Magister Bimbingan dan Konseling, Universitas Negeri Surabaya, Surabaya, Indonesia

*Email: 24011355012@mhs.unesa.ac.id

Articles Information

Abstract

Keywords:

Gadget Addiction;
Social Interaction
Patterns; Vocational
High School Student

Penelitian ini bertujuan untuk mengetahui hubungan antara adiksi gadget terhadap pola interaksi sosial siswa di SMK. Metode yang digunakan dalam penelitian ini adalah kualitatif dengan pendekatan fenomenologi. Pemilihan partisipan didasarkan pada kecenderungan perilaku adiktif dalam penggunaan gadget, berdasarkan informasi dari guru BK. Hasil penelitian menunjukkan bahwa siswa mengalami kesulitan dalam mengatur waktu, Ketergantungan emosional, dan penurunan kualitas interaksi sosial secara langsung. Keterbatasan penelitian ini terletak pada latar belakang peserta yang homogen dan belum mendalamnya eksplorasi pada pengalaman pribadi siswa. Temuan ini dapat digunakan untuk merancang layanan pencegahan seperti layanan informasi, Layanan Bimbingan Kelompok, dan pelayanan kuratif yang meliputi kolaborasi antara Guru BK dengan orang tua, pelaksanaan konseling kelompok dengan menggunakan model CBT maupun konseling keluarga.

Abstract

This study aims to determine the relationship between gadget addiction and the social interaction patterns of students in vocational high schools. The method used in this study was qualitative with a phenomenological approach. Participants were selected based on tendencies toward addictive behavior in gadget use, based on information from guidance counselors. The results showed that students experienced difficulty managing time, emotional dependence, and a decline in the quality of direct social interactions. Limitations of this study lie in the homogenous background of the participants and the lack of in-depth exploration of students' personal experiences. These findings can be used to design preventative services such as information services, group guidance services, and curative services that include collaboration between school counselors and parents, the implementation of group counseling using the CBT model, as well as family counseling.

Buana Pendidikan: Jurnal Fakultas Keguruan Dan Ilmu Pendidikan Unipa Surabaya is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/)



INTRODUCTION

Development technology, especially gadgets, has become the part that is not inseparable from life. Students. Gadgets provide easy access to information, communication, and the development of new skills. Their use also serves to provide knowledge and support the learning process for students, as well as to explore creativity and increase student motivation to explore their abilities in accordance with the goals of developmental tasks and their potential (Singh et al., 2020; Nilam Sari, 2020).

There are five important factors that influence the use of gadgets in students' needs, namely 1. Internal factors which include self-control, learning motivation, the desire to fulfill needs such as learning, self-expression, and life needs such as online shopping, 2. External factors such as the rapid and interesting development of social media, as well as a symbol of social status based on the type of gadget used, 3. Situational factors such as a sense of comfort, and entertainment facilities in dealing with stress, 4. Social factors such as the need to interact online with peers, 5. Personal or causal relationship factors such as the pressure and demands in the surrounding environment that require entertainment in dealing with stress (Sistavin Lamanila et al., 2022). The intensity of gadget use also provides a certain comfort for students who provide convenience for users such as communication media, information sources, and learning resources to support education for students (Herdianto & Syahidin, 2020).

This convenience is not only a learning tool, source of information and communication media, the role of gadgets also provides convenience for students in expressing themselves and their social validation. The role of gadgets in other words acts as a means of entertainment, and personal satisfaction that can be easily obtained through online games and posts on their social media (Fazria, 2024). According to Hasanah (Kamaruddin et al., (2023.)), other conveniences offered by gadgets also support students in exploring hobbies and activities they like such as accessing the internet, editing, playing games, watching videos, taking photos and videos, sending messages, and making phone calls.

However, this convenience also carries risks, especially when used excessively and uncontrolled. These risks include students tending to prioritize playing with gadgets over engaging in direct social interactions and the learning process at school (Azizah et al., 2024; Buctot, 2020). Disrupted social activities also impact academic performance, including decreased motivation to learn, critical thinking, and positive attitudes, as well as a lack of empathy among peers. These impacts are caused by rigid parenting styles, psychological pressure, and a lack of parental control, which impact adolescents' psychological development, leading them to engage in pleasurable and secure activities, such as gadgets (Wang et al., 2024). The factors causing excessive gadget use also have an impact on the pattern of social relationships between parents and children that are less intimate in everyday life, in addition to the strained social relationships between children and parents, gadget dependence in students has an impact on decreasing brain capacity, especially focusing on real life, emotional instability, and decreasing students' optimal social abilities (Zhu et al., 2023).

The main causes of gadget addiction in students include weak parental control, ineffective parenting, and adolescents' internal drive to seek validation or emotional refuge (Al-Samarraie et al., 2022). This finding is reinforced by the results of observations and interviews with guidance counselors at SMK Wachid Hasyim Surabaya, who identified a tendency towards gadget addiction in grade 10 students regarding the intensity of excessive use of online games and social media. The impact of excessive use of gadget games also results in serious problems for social skills in students which can cause students to face a life far from everyday reality. In this case, gadget addiction has various problems that can cause gadget addiction in aspects of the development of students' social skills, including students' relationships with their families, parenting patterns, and critical understanding of the use and function of actual gadgets (Aufizzahra As Syafiyah & Primanita, 2024).

Previous research conducted by (Atmoko, 2022) showed that gadget use for more than five to eight hours a day has an impact on reducing the quality of communication between junior high school students and their families, indicated by the ability to communicate between children and parents, as well as low levels of satisfaction in life. Similar research also conducted by (Iswanti et al., 2020) showed that gadget use has an impact on poor social relationships between students and their surroundings, a lack of ability to understand direct social interactions, a lack of direct cooperation between friends, and living an individualistic life or withdrawing from the social environment.

This study aims to explore the phenomenon of gadget addiction among vocational high school students and its implications for their social skills. Using a descriptive phenomenological approach, this study will explore their experiences in dealing with gadget addiction and its direct impact on their social interaction patterns. The results are expected to provide insights for educators, parents, and education practitioners in understanding the negative impact of gadget addiction on students' social lives.

METHOD

This study uses a qualitative approach using a descriptive phenomenological study with the aim of exploring students' subjective experiences related to gadget addiction and its implications on social interaction patterns. Researchers can obtain in-depth information about an event that occurred by involving textual analysis, descriptions from participants, and structural analysis that describes the direct delivery of their thoughts (Kirişçi-Sarıkaya & Creswell, 2020; Fayda-Kınık, 2024). Participants in study This is students who experience online game addiction and addiction to social media. Phenomenological study try For uncover , study , and understand phenomena that occur with a unique way that is being experienced by individuals in a way directly (Rijal Fadli, 2021).

Election participants in study This based on tendencies behavior addictive in gadget usage , based on information from the guidance teacher and reports guardian class . Criteria participants is student with intensity more use of gadgets from seven hours per day . Data collection techniques were carried out

through observation field during activity guidance classical and learning , with focus on behavior gadget use, involvement social , and attention students . Next , it is carried out semi- structured interviews For dig experience subjective student in daily use of gadgets , using guidelines customized interview with response and understanding sources (Helaluddin , 2018; Alase , 2017). Data analysis was carried out in a way thematic started by 1) Transcribing results interview , 2) Reading overall data, 3) Do giving code (*coding*) to relevant statements . 4) Grouping codes into main themes such as difficulty managing time, emotional dependence, and impaired social interaction. 5) The emerging themes were then described descriptively and linked to supporting theories and literature as a form of theoretical triangulation (Creswell, 2023). Data analysis was carried out through stages data reduction , data presentation , and data extraction conclusion . For ensure data validity , used triangulation source with compare results interview students , information from the guidance and counseling teacher, and findings studies relevant literature . Research This No do observation field in a way direct so that description behavior student fully sourced from perception participants and parties school .

The purpose of this study is to determine the impact of gadget use in everyday life, gathering information related to the phenomenon directly experienced by the researcher. The researcher's role in this study is to identify the impact of gadget addiction and the factors that cause it, as well as to investigate students' interactions in their daily lives.

RESULTS AND DISCUSSION

The participants in this study were five people, aged 16-18 years. Based on interviews conducted by the researchers, it was determined that two students used gadgets for 7-10 hours a day, two students for 10-12 hours, and one student for more than 14 hours. The list of participants is as follows: in study This is as following :

Table 1. Informant Data Study

No	Participant Name	Age	Gender	Types of Gadget Usage	Total Estimated Duration of Gadget Use
1.	Participant 1	17 years	Man	Online Games , Social Media (Ig , Wa)	12 Hours
2.	Participant 2	16 years	Woman	Social media (Tiktok), Online Games	10 Hours
3.	Participant 3	16 years	Woman	Streaming Movies, Social Media	7 hours - 12 hours
4.	Participant 4	18 years	Man	Playing games online , YouTube	7 Hours-8 Hours
5.	Participant 5	17 years	Man	Playing Online Games , Social Media (WA)	13-14 Hours

Fifth participants This has follow the interview process that has been conducted on March 12 , 2025-March 15, 2025, which was conducted in a way take turns or scheduled with participants This is 10th grade vocational school students from various The majors at Wachid Hasyim Vocational School Surabaya have trend using a cellphone for more than 7 hours using a cellphone in One day , next researchers do interview with each guardian class 10 related with reports received by guardians class both the teaching and learning process and information from guardians when outside school students , steps furthermore is researchers compile guidelines interview with participants which guidelines interview This notice aspect personal which includes experience , understanding self , as well as analysis impact , whereas aspect social covering relatedness attitude personal in his involvement in the environment social they .

During the interview process ongoing , researchers give three twelve related questions with use of gadgets, the relationship between gadgets and connection social they , the relationship with impact emotions , as well as dick self . Internal data collection process study This started from interview data , literature analysis of text data , and data results related observations with object of research Following This is a collection table the data

Table 2. Research Data Codes

No	Data source	Data Code	Code Data Description
1.	Interview	DW/P1 /12/03/2025	Interview with student class X MP aged 17 years
2.	Interview	DW/P2 /13/03/2025	Interview with female students class X MP aged 16 years
3.	Interview	DW/P3/14/03/2025	16 -year-old AK class X student
4.	Interview	DW/P4/14/03/2025	Interview with student class X AK aged 18 years
5.	Interview	DW/P5/15/03/2025	Interview with student class X DKV aged 17 years

6.	Buctot , D.B., Kim, N., & Kim, S.H. (2020)	DT/A1/1-12	The role of nomophobia and smartphone addiction in the lifestyle profiles of junior and senior high school students in the Philippines
7.	Azizah, N., Harwansyah, M., & Sinaga, P. (2024).	DT/A2/48-54	Group counselling with self-control technique to reduce gadget addiction
8.	Tan, C. N. L., Fauzi, M. A., & Ojo, A. O. (2023)	DT/A3/920-935	Predictors of the dependence on smartphones: the neglect of studies among Muslim students
9.	Balasubramanian, N., & Parayitam, S. (2023)	DT/A4/813-834	Antecedents and consequences of internet addiction among school and college students: evidence from India
10.	Apriana, Abyan, A . (2024).	DT/A5/1-18	Smartphone Addiction in Teenagers

After the interview implementation stage, the interview results that have been collected are put together and organized, both the audio recordings of each participant, as well as the data written by the researcher during the interview process, after collecting and coordinating each interview data, the researcher analyzes the interview results by looking for similarities in the statements that have been answered by the

counselor and linking them to literature sources and text data related to gadget addiction to its social implications, then the researcher begins to analyze the statements into a finding from the research results that have been carried out.

The results of the research that was conducted using the interview method with involving five participants with range aged 16-18 years . Interview results show that duration use of gadgets in One day participants Enough tall namely : two students using 7–10 hours, two students 10–12 hours, and one student more from 14 hours.

1. Impact on yourself

a. Difficulty stopping using cell phones/gadgets

Interview results showed that all participants experienced difficulties in stopping gadget use, even in social settings with high levels of direct and intense interaction. This finding suggests compulsive behavior in gadget use, as they felt a sense of emptiness when not using their gadgets. For example, in the following interview statement:

"I think it's important, because having gadgets supports my daily life and fills my free time (DW/P5/15/03/2025)". "Obviously I really want to operate a cellphone, if I don't have a cellphone I feel like something is missing (DW/P1/12/03/2025)".

b. Difficulty dividing time

Further findings indicate that gadget addiction can impact students' time management. Students spend a significant amount of time playing games, watching videos, or browsing social media, resulting in a lack of direct social interaction with those around them. This habit also disrupts social balance and impacts academic performance. For example:

"Once, my parents got angry because I forgot to come home from playing games together (Mabar) and went overtime because of playing (DW/P4/14/03/2025)"

c. Emotional dependence on gadgets

Other findings indicate that students experience anxiety, boredom, and emptiness if they don't use their gadgets for a certain period of time. This indicates emotional dependence, as in the following participant statement:

"Obviously I don't like it, I feel like something is missing and I'm confused and can't do anything (DW/P2/13/03/2025)".

2. Impact on the surrounding social environment

a. Shifting interaction patterns

Based on the findings from interviews with participants, some participants were more comfortable communicating via gadgets than in person, indicating a shift in interaction preferences:

"Once, if I played on my cellphone for too long, I had difficulty interacting with other people (DW/P3/14/03/2025)".

b. Disturbance of focus during social interactions

Excessive gadget use also impacts students' understanding and focus during face-to-face interactions. Interviews revealed that participants often lost focus during face-to-face interactions due to distractions. For example:

"When I'm playing games, I ignore my friends, because games are more exciting (DW/P2/13/03/2025)" "Once, if I play on my phone for too long, I have difficulty interacting with other people (DW/P3/14/03/2025)". This statement is in line with the results of research conducted by (Nurfiani., 2023) which states that excessive gadget use affects the ability to carry out social interactions which is caused by focusing on the screen on the gadget. Dependence on gadget use is also influenced by thought factors that have an impact on socio-psychological disorders. The problem of interaction disorders is also in line with research conducted by (Tan, 2023) which highlights dependence on gadgets in relation to behaviors and habits that come from the urge to check notifications regularly which results in disruption to the ability to focus. The effects of these habits result in the quality of communication and social activity of students as in student statements during interviews which are discussed as follows.

"It has an impact on me, because my interaction patterns with friends have become a bit stuttering or intermittent and I lose track of time (DW/P1/12/03/2025)."

c. Reactive environmental responses

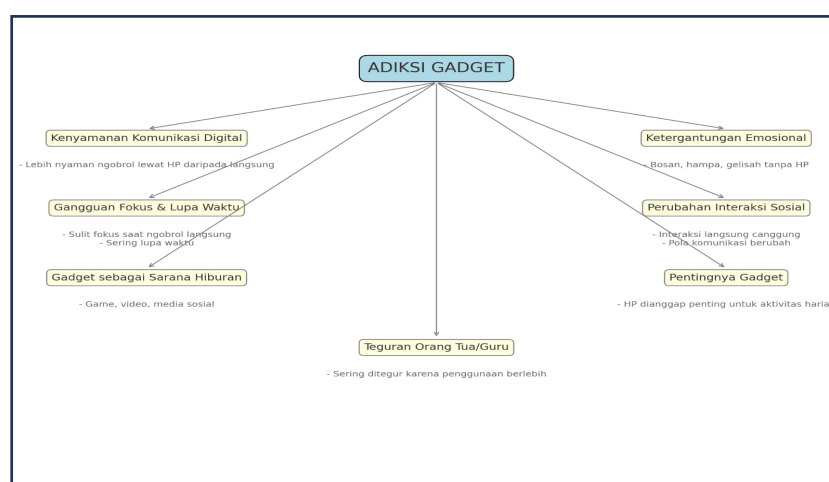
Participants reported being frequently reprimanded by teachers or parents for excessive gadget use. However, the approach was still reactive, not educational or preventative. The findings of the references conducted by the researchers were supported by evidence from students' statements, namely:

"I was often reprimanded by my parents for playing games for too long, not helping with homework, and my parents were worried about my eye health (DW/P4/14/03/2025)."

"I was once reprimanded at home, although not often, usually I help my parents prepare for sales, I was often scolded because I was not responsive enough (DW/P1/12/03/2025)".

The findings are in line with those explained by (Balasubramanian & Parayitam, 2023) where prevention of internet use that can be accessed using gadgets or computers, both the use of social media, and other entertainment applications that are not used for learning and business needs to be reduced, and the role of parents here is very important in providing control and education from an early age in the use of gadgets. Other findings are also in accordance with those carried out by (Apriyana, 2024). The findings also emphasize the role of parents in preventing gadget addiction, in this case parents need to take preventative measures by limiting the hours of smartphone use for students to prevent gadget addiction. Based on the explanation above, the phenomenon of gadget addiction among vocational school students can be explained in the following chart:

Figure 1. Chart of field findings regarding gadget addiction among vocational school students



The results of this study utilize interview data and literature, linking them to previous research. Although in-depth observations were not conducted in this study, the interview results and several relevant literature sources allow for more comprehensive analysis and strengthen theoretical triangulation. Based on these findings, this study serves as a final reflection on the implications of gadget addiction on the social interaction patterns of vocational high school students.

CONCLUSION

Based on interviews with five participants, it can be concluded that excessive gadget use can hinder students' social life. While it doesn't directly lead to poor social skills, gadget addiction can cause students to have difficulty dividing their time between direct social activities and entertainment, difficulty limiting phone use, and emotional dependence. Excessive gadget use also results in changes in student interaction patterns, with students becoming more comfortable interacting through digital media than face-to-face. This also impacts students' focus and responsiveness in direct interactions.

Environmental responses, particularly from parents and teachers, tend to be reactive, with educational programs related to balanced gadget use in daily life not yet explaining the impacts of intensive gadget use. Collaboration between teachers and parents in providing education related to gadget use is still considered lacking. These findings indicate the need for attention, preventative services, and a more holistic approach to addressing gadget use habits among students.

Although this study provides relevant findings, there are several limitations in this study. This study did not explore in depth the students' personal experiences during the difficulty of controlling themselves to stop playing gadgets, the data collection time was not appropriate because it was very limited and clashed with the summative week resulting in the absence of direct observation, and the relatively homogeneous background of the participants who were still in the same school, potentially limiting the diversity of school backgrounds. Future research is expected to involve participants from diverse school cultural backgrounds,

involve a variety of schools by combining observation with interviews to obtain more comprehensive results, and try to use a mixed research approach to examine the relationship between gadget addiction and more structured social aspects. These findings indicate the need for a preventive approach from parents through a warmer and more structured relationship, as well as strengthening the role of guidance and counseling teachers in providing information services, classical guidance, and school-family collaboration to build students' understanding of the importance of balance between direct social interaction and gadget use. Preventive approaches in this case include providing information services on better gadget use, providing classical guidance services, as well as curative services such as providing group counseling with a CBT counseling approach to students which aims to help students increase self-awareness of the impact of excessive gadget use, as well as implementing family counseling which plays a role in creating a friendly atmosphere, unifying the mindset between parents and children, and parenting strategies for parents at home.

ACKNOWLEDGEMENT

The author would like to thank all participant who participated in the researched and the supervisor who leads me to finish this present research.

REFERENCE

- Alase, A. (2017). The interpretative phenomenological analysis (ipa): a guide to a good qualitative research approach. *international journal of Education and Literacy Studies*, 5(2), 9. <https://doi.org/10.7575/aiac.ijels.v.5n.2p.9>.
- Al-Samarraie, H., Bello, K. A., Alzahrani, A. I., Smith, A. P., & Emele, C. (2022). Young users' social media addiction: causes, consequences and preventions. *Information Technology and People*, 35(7), 2314–2343. <https://doi.org/10.1108/ITP-11-2020-0753>.
- Apriana, Abyan, A. (2024). Kecanduan Smartphone pada Remaja. (n.d.). [Http://e-journal.unair.ac.id/BRPKM](http://e-journal.unair.ac.id/BRPKM).
- Atmoko, A., Sari, IK, Da Costa, A., Utami, NW, & Wahyuni, ET (2022). Kecanduan smartphone di kalangan pelajar remaja: Implikasinya terhadap komunikasi keluarga, pembelajaran, bimbingan dan konseling. *Jurnal Kajian Bimbingan dan Konseling*, 7 (1), 1–9. <https://doi.org/10.17977/um001v7i12022p1-9>.
- Aufizzahra As Syafiyah, A., & Primanita, R. Y. (2024). The Dynamics Of Parent-Child Relationship With Online Game Addicts. *In Trend : International Journal Of Trends In Global Psychological Science And Education*, 1(2), 50–60. <https://doi.org/10.62260/intrend.v1i2.116>.
- Azizah, N., Harwansyah, M., & Sinaga, P. (2024). Group counselling with self-control technique to reduce gadget addiction. *Jurnal Psikologi Pendidikan & Konseling: Jurnal Kajian Psikologi Pendidikan dan Bimbingan Konseling*, 10(1), 48–54. <https://doi.org/10.26858/jpkk.v10i1.61207>.
- Balasubramanian, N., & Parayitam, S. (2023). Antecedents and consequences of internet addiction among school and college students: evidence from India. *Global Knowledge, Memory and Communication*, 72(8–9), 813–834. <https://doi.org/10.1108/GKMC-12-2021-0211>.
- Buctot, D. B., Kim, N., & Kim, S. H. (2020). The role of nomophobia and smartphone addiction in the lifestyle profiles of junior and senior high school students in the Philippines. *Social Sciences and Humanities Open*, 2(1). <https://doi.org/10.1016/j.ssaho.2020.100035>.

- Creswell. (2020). *Penelitian Kualitatif & Desain Riset Memilih di antara lima pendekatan Edisi Ketiga*. Yogyakarta: Graha Ilmu.
- Creswell. (2023). *Research Design, Pendekatan Metode Kualitatif, Kuantitatif, dan Campuran Edisi Keempat, Cetakan Keenam*. Pustaka Pelajar: Yogyakarta.
- Fazria, N. (2024). Fear of Missing Out (fomo) Pada Remaja Pengguna Media Sosial: *Studi Pendahuluan. Pendidikan Sosial Dan Konseling*, 02(3), 1193–1202. <https://doi.org/10.47233/jpdsk.v2i3>.
- Helaluddin, H. (n.d.). Mengenal lebih dekat dengan pendekatan fenomenologi: sebuah penelitian kualitatif. <https://www.researchgate.net/publication/323600431>.
- Herdianto, R., & Syahidin, D. (2020). Gadget & adolescent: Its effect depiction on the daily life. *Bulletin of Social Informatics Theory and Application*, 4(2), 40–51. <https://doi.org/10.31763/businta.v4i2.266>.
- Indah Iswanti, D., Puji Lestari, S., Hani, (2020). Penggunaan gadget terhadap perilaku sosial remaja. *Jurnal Keperawatan* Volume 12 No 4, Hal 815 - 822
- Kamaruddin, I., Leuwol, F. S., Putra, R. P., Aina, M., Suwarma, D. M., & Zulfikhar, R. (n.d.). Dampak Penggunaan Gadget pada Kesehatan Mental dan Motivasi Belajar Siswa di Sekolah. *Journal on Education*, 06(01), 307–316.
- Kirişçi-Sarıkaya, A., & Fayda-Kınık, F. Ş. (2024). Phenomenological approach to distributed leadership in educational research: A systematic review. *Journal of Innovative Research in Teacher Education*, 5(2), 94–110. <https://doi.org/10.29329/jirte.2024.667.1>.
- Nilam Sari, D. (2020). *An Analysis of the Impact of the Use of Gadget on Children's Language and Social Development*.
- Nurfiani, K. W., Grahito Wicaksono, A., & Putro, E. A. (2023). Hubungan Antara Interaksi Sosial dengan Kecanduan Penggunaan Gadget pada Siswa. *In juang: Jurnal Wahana Konseling* (Vol. 6, Issue 1).
- Rijal Fadli, M. (2021). *Memahami desain metode penelitian kualitatif*. 21(1), 33–54. <https://doi.org/10.21831/hum.v21i1>.
- Singh, A., Sharma, S., & Paliwal, M. (2020). Adoption intention and effectiveness of digital collaboration platforms for online learning: the Indian students' perspective. *Interactive Technology and Smart Education*, 18(4), 493–514. <https://doi.org/10.1108/ITSE-05-2020-0070>.
- Sistavin Lamanila, S., Djafri, N., Abdul Razak, I., Tune Sumar, W., Studi Manajemen Pendidikan, P., & Ilmu Pendidikan, F. (2022). Pengaruh Intensitas Penggunaan Gadget Terhadap Prestasi Belajar Siswa-BY SA 4.0 Sejarah Artikel. *Student Journal of Educational Management*, 2(2), 239–248.
- Tan, C. N. L., Fauzi, M. A., & Ojo, A. O. (2023). Predictors of the dependence on smartphones: the neglect of studies among Muslim students. *Global Knowledge, Memory and Communication*, 72(8–9), 920–935. <https://doi.org/10.1108/GKMC-12-2021-0194>.
- Wang, D., Zhou, M., & Hu, Y. (2024). The Relationship Between Harsh Parenting and Smartphone Addiction Among Adolescents: Serial Mediating Role of Depression and Social Pain. *Psychology Research and Behavior Management*, 17, 735–752. <https://doi.org/10.2147/PRBM.S438014>.
- Zhu, X., Deng, C., & Bai, W. (2023). Parental control and adolescent internet addiction: the moderating effect of parent-child relationships. *Frontiers in Public Health*, 11. <https://doi.org/10.3389/fpubh.2023.1190534>.