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The Impact of Gadget Use on Students' Social Behaviour and Bullying in the School Environment

Zakiah Azzahra[1,*], Mas Fierna Janvierna Lusie Putri[2], Femmy Effendy[3], Sundus Farooq Honi[4], Mamoon Khalied Alqudah[5], Dowroong Watcharinrat[6]

[1,2]Faculty of Teacher Training and Education, Pancasila and Citizenship Education Study Program, Universitas Pamulang, South Tangerang, Banten, Indonesia.
[3]Digital Business Study Program, Faculty of Economics and Business, Universitas Nusa Mandiri, Jakarta, Indonesia.
[4]Department of Physical Education and Sports Sciences, Open Educational College (Wasit Center), Al-Kut, Wasit Governorate, Iraq.
[5]Department of English and Education, University of Hail, Hail, Kingdom of Saudi Arabia.
[6]Faculty of Education, Shinawatra University, Bang Toei, Pathum Thani, Thailand.
zakiaazahra99@gmail.com[1], dosen02649@unpam.ac.id[2], femmy.fmm@nusamandiri.ac.id[3], sunfaroq@uowasit.edu.iq[4], mk.alqudah@uoh.edu.sa[5], dowroong.w@siu.ac.th[6]

Abstract: The rise in students' use of digital gadgets is a major issue in schools. Students utilize gadgets to learn, communicate, use social media, receive information, and have fun. Inappropriate and unsupervised gadget use may affect pupils' social interactions and lead to bullying. This study examines gadget use among students at SMK Negeri 5 Tangerang Selatan, its effects on bullying-related social behavior, and the school's bullying prevention and response measures. Case study research was used in this qualitative study. Data were collected through observations, interviews, and recordings of Grade XI Visual Communication Design students, as well as guidance and counseling, homeroom, and subject teachers. Analyses included data reduction, presentation, conclusion drawing, and coding. The statistics show that pupils use gadgets regularly. Gadgets aid learning, assignment completion, information gathering, communication, and amusement. However, incorrect use may affect pupils' social interactions. The study defined bullying as taunting, derogatory nicknames, unpleasant comments, social exclusion, and peer pressure. These actions might make students uncomfortable, insecure, and socially isolated. Through device supervision, school regulations, guidance and counseling, advising, and student development, the school has tried to prevent and address these issues. The study emphasizes responsible gadget use, communication ethics, school oversight, and ongoing support to provide a safe and supportive learning environment.

Keywords: Gadget Use; Social Behavior; Communication Ethics; Bullying Prevention; Digital Gadget; Social Media; Visual Communication Design; Subject Teachers; Peer Pressure.

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[*]Corresponding author.

1. Introduction

Digital technology has rapidly changed how kids study, communicate, connect, and participate in daily life. Smartphones, tablets, computers, and other devices are widely used in education [1]. These devices are now used by students to access educational materials, search for information, complete assignments, communicate with teachers and classmates, and participate in digital learning activities. Internet platforms make materials more accessible and help pupils develop new skills and habits. When used properly, devices can help students learn independently and collaborate in and out of class [2]. However, growing dependence on digital devices presents issues, especially when students use digital platforms without considering responsible communication and social behavior, or when gadget use is unsupervised. Digital devices can affect children's academic performance and peer interactions, making their use in school a major concern. Because of messaging apps, social media, online gaming, and other digital platforms, students today communicate differently. Digital media allows instantaneous communication that was formerly face-to-face. Digital communication is convenient and allows students to continue relationships outside of class, but it can also lead to misunderstandings, inappropriate comments, taunting, insults, and other bad communication [3]. Without face-to-face interaction, pupils may not realize the emotional impact of their words or actions. Thus, irresponsible online communication can affect student relationships and cause social issues at school. Gadget use is not inherently bad because its impact depends on how, why, and when kids use digital devices. Students can benefit from using gadgets to search for learning resources, access digital textbooks, watch educational materials, make presentations, complete assignments, communicate about academic activities, and build technology skills [4].

Gadgets also allow pupils to explore information outside teaching resources. Students can share schoolwork, join online learning forums, and access educational materials [5]. Thus, ethical gadget use can improve learning and student growth. However, students may misuse gadgets or engage in digital activities that harm their relationships and behavior. Social development is vital because schools promote kids' attitudes, communication skills, cooperation, responsibility, and ability to connect successfully with others in addition to academic performance. Adolescents form crucial peer interactions that affect their confidence, emotional well-being, and participation in school [6]. Increasing gadget use may impact how students form and maintain relationships. Overuse of digital communication may diminish interpersonal engagement, while incorrect online communication may cause classroom problems. Thus, creating an educational environment that supports academic and personal development requires understanding how gadget use influences students' social behavior [7]. School bullying is a social issue. Bullying can involve recurrent or harmful physical, verbal, psychological, or social interactions between students. Bullying in school includes taunting, insulting, providing derogatory nicknames, spreading bad comments, humiliating others, isolating students from peer groups, and pressuring classmates [8]. Digital technology allows bullying on social media, messaging apps, online groups, and other venues. Digital communication makes it harder to monitor negative conduct because comments, photographs, texts, and other content can be shared quickly with more pupils.

Thus, the relationship between gadget use and bullying warrants consideration, especially among adolescents who use digital gadgets every day. Bullying can harm students' social and emotional lives at school. Repeated taunting, nasty comments, exclusion, or other social pressure may make students uncomfortable around their peers. They may lose confidence, avoid socializing, avoid classroom activities, and withdraw from peers. Students may also avoid expressing their thoughts or seeking help for fear of shame or rejection. However, children who bully may not realize the significance of their acts, especially when taunting and harsh comments are seen as just fun [10]. Understanding the context of such behavior and the function of communication, technology, peer interactions, and school supervision is crucial. Studies have examined how gadget use affects students' social conduct. Rini et al. [5] explored how gadget use affects schoolchildren's social behavior. Their study shows how children's engagement patterns vary with digital device use. Similarly, Yanti and Silvianetri [9] evaluated changes in pupils' gadget-related social behavior. They found that device use may be linked to individualistic inclinations, emotional shifts, and social issues. These findings suggest that while devices can be valuable, the intensity and style of use may affect how students communicate and interact. Therefore, the educational value of devices and their social effects on students must be evaluated. Social media has made studying digital communication among students more important. Students can post content, express ideas, and interact with huge groups on social media [3].

These platforms can foster social relationships and enable harmful interactions. Students can be teased, humiliated, insulted, or excluded via comments, texts, photographs, or blogs. Unlike some face-to-face exchanges, negative digital content can be accessed by other students after the original conversation. Students who receive unfavorable communication may suffer more social consequences. The amount of time students spend using gadgets should be evaluated, as should the type and purpose of their digital activities. Research on digital media and bullying is also growing. Ananda and Marno [1] examined how social media affects bullying in elementary schools. Cyberbullying can lower pupils' self-esteem, cause anxiety, and isolate them, according to their research. Such studies show that digital communication affects students' lives outside of class. Negative digital interactions may impair kids' daily social lives and participation with peers. In this study, Creswell [2] found that students' violent conduct increased after viewing digital content with verbal violence. These findings emphasize the need to study the content students encounter and how digital experiences affect communication and behavior. Gadget use and bullying

are not clearly linked. Students use gadgets for many purposes, and peer interactions, home environment, school culture, individual traits, communication patterns, and digital content may contribute to undesirable behavior. Thus, studying device use necessitates considering students' social environments. Normal peer joking should be distinguished from hurtful, humiliating, exclusionary, or persistent conduct. Understanding students' and teachers' views can help explain how gadget use and social conduct are linked in school [5].

Schools can help kids use technology responsibly and socially. School rules can set expectations for mobile phone and other digital device use during learning. Teachers may monitor students' device use, correct misbehavior, and encourage constructive use. Guidance and counseling teachers can help children with social issues or bullying [6]. Homeroom and subject teachers may also notice changes in student behavior through everyday classroom interactions. Thus, teachers, students, and other school staff must work together to identify and treat bullying. School bullying prevention should go beyond responding after an incident [7]. Prevention needs ongoing education on respectful communication, empathy, responsibility, and digital citizenship. Students must understand that communication through devices requires the same responsibility as face-to-face conversation. Insults, derogatory nicknames, humiliating comments, and social exclusion can cause harm whether they happen in person or online. Counseling, classroom discussions, student development programs, supervision, school restrictions, and peer interactions can help children behave well. Through these initiatives, students can learn the consequences of their behavior and use digital technology responsibly. Parents and families are important because students use gadgets outside of school. Students can use their gadgets before and after school, beyond instructor supervision. Schools and families can work together to promote responsible device use [8]. Students can learn digital responsibility by understanding screen use, online communication, privacy, and respect. Teachers and school staff can observe students' relationships and spot behavioral changes in the educational setting, making school-based supervision crucial. Students from SMK Negeri 5 Tangerang Selatan utilize electronics daily.

Students use digital gadgets for learning, homework, research, communication with teachers and classmates, social media, and amusement. Students' everyday use of electronics makes it vital to examine how they affect their social ties [9]. Early school observations showed that pupils' social relationships were not always harmonious. Teasing, nasty comments, and student isolation were other examples [10]. Such behaviors may not be bullying, but they raise important questions about children's communication habits and social discomfort. Because kids connect face-to-face and digitally, SMK Negeri 5 Tangerang Selatan is a good scenario for studying gadget use and social behavior. Students may behave negatively both at school and on their devices. A teasing statement made in person may spread across a digital community, and an inappropriate online message may affect relationships at school [11]. These encounters can illuminate how gadget use affects students' social lives and bullying. It can also reveal how teachers and staff react to such behavior. Thus, this study examines gadget use among Grade XI Visual Communication Design students at SMK Negeri 5 Tangerang Selatan, its relationship to bullying, and the school's efforts to prevent and address it. A qualitative case study method is suitable for this study since it allows the researcher to examine students' educational experiences and social interactions [12]. Students, guidance and counseling instructors, homeroom teachers, and subject teachers are observed, interviewed, and documented to collect data. These sources offer diverse perspectives that can help clarify the situation. This study analyzes data through reduction, presentation, conclusion drawing, and coding. This technique organizes observations, interviews, and documentation into themes.

Student gadget use, motives for utilizing digital devices, societal changes, bullying, and the school's preventative and intervention efforts are emphasized. The study examines these factors to move beyond the idea that gadgets directly cause poor conduct and to explore how technology affects children's social environments [13]. The study found that pupils use gadgets daily. Students use devices to study, complete tasks, gather information, communicate, and entertain themselves. Inappropriate use may also affect social interaction. The study defined bullying as taunting, derogatory nicknames, unpleasant comments, social exclusion, and peer pressure [14]. Such behavior might make pupils feel uncomfortable, lose confidence, and become socially isolated. These findings emphasize the need to consider the pros and cons of students' device use [15]. Schools use gadget supervision, school policies, guidance and counseling, advising, and student development to prevent and address bullying [16]. These efforts show that tackling bullying requires more than restricting digital devices. Students also need help with communication, empathy, respect, and technology use. Teachers and staff detect inappropriate behavior, support affected children, and help them comprehend the consequences. Continuous supervision and guidance can make schools safer and more supportive [12]. Given these factors, the present study is noteworthy because it evaluates gadget use in the context of children's social conduct and bullying. The study covers online and offline contact and the school's involvement in prevention and response, not just cyberbullying or social change. This approach can reveal how children use devices and how digital communication affects classroom relationships [5].

The study may also help teachers, guidance and counseling staff, school administrators, parents, and students create responsible gadget use and constructive social interaction practices. The growing use of digital gadgets in students' lives makes appropriate technology use essential to modern education. When used properly, gadgets can support study and communication, but misuse can weaken social ties and lead to bullying. Developing pupils' digital responsibility requires balancing technology's

educational benefits with concerns about abuse [8]. Schools must set expectations, provide direction, supervise student interactions, and foster positive peer connections. Students should also be taught to respect others and comprehend the ramifications of their digital and face-to-face interactions. Students, teachers, school staff, and families may work together to make education more supportive, respectful, and safe. Thus, this study explores how SMK Negeri 5 Tangerang Selatan students use electronics, how they connect to bullying, and how the school prevents and addresses it. The study should improve awareness of responsible gadget use, healthy student interaction, and school-based bullying prevention.

2. Review of Literature

The rapid development of digital technology has changed many aspects of everyday life, and education is no exception. Gadgets are an important part of students' daily activities. Students increasingly use gadgets for communication, learning, accessing information, completing assignments, social media, and entertainment. Used properly, digital devices can support students' learning, improve access to educational resources, and facilitate communication with teachers and peers. But the increasing reliance on gadgets can also cause problems when their use becomes excessive or inappropriate. Previous studies have indicated that problematic use of smartphones and gadgets can be associated with changes in students' behavior and social patterns, especially when digital activities interfere with daily interactions and responsibilities [3]; [6]. The more students use gadgets, the more intense their use becomes, and it can affect how they communicate and interact with each other. Digital platforms allow students to communicate outside the classroom. However, they can also lead to inappropriate comments, teasing, insults and other negative communication. Rini et al. [5] stated that gadget use could affect the social behavior of school-age children. In addition, Yanti and Silvianetri [9] found changes in students' social behavior related to gadget use. These may include tendencies toward individualism, emotional changes and difficulties in socialization. Also, overuse of social media can affect communication patterns, as students may engage more in online communication than in direct, face-to-face interpersonal communication [8]. The relationship between digital communication and social behavior is also relevant to bullying. Bullying is a social problem that can take place both through face-to-face interaction and via digital media. Bullying in the school environment can include verbal behavior, psychological pressure, social exclusion, derogatory nicknames, negative comments, teasing and peer pressure.

With the development of social media and messaging platforms, such behaviors can also happen online, in the form of cyberbullying. Zhu et al. [11] note that cyberbullying among children and adolescents is affected by individual, social and technological factors and needs appropriate preventive measures. Negative online interactions can impact students' confidence, mental health, and participation in their social environment. Previous research has examined the relationship between social media and bullying behavior. Ananda and Marno [1] evaluated how social media technology influences bullying behavior among primary school students. They found that cyberbullying could affect students' self-confidence and cause anxiety, social isolation, and learning environment problems. Digital platforms can also lead people to communicate in ways they would not face-to-face. Firlizza and Qodariah [4] found that the online disinhibition effect can influence how users communicate and share information on social media and may lead to inappropriate or damaging communication. In addition, the present study discussed Creswell [2] 's findings on the link between exposure to digital content, verbal violence and increased aggressive behavior in students. These results highlight the importance of examining students' digital activities alongside their social interactions. Previous studies on gadget use, social behavior, and cyberbullying have contributed important information, but much of the research has focused on specific aspects of these problems. Some studies have examined the impact of gadget use on children's social behavior in general, while others have focused specifically on cyberbullying or social media use [5]; [9]. Research on the relationship between gadget use and various types of online and offline bullying-related behavior in school settings is limited. Therefore, it is important to investigate not only students' gadget use, but also how it relates to peers' communication and interaction patterns.

This research is limited to students of SMK Negeri 5 Tangerang Selatan. It discusses gadget use, social behavior related to bullying, and the school's role in preventing and resolving such behavior. From the beginning, it was evident that social interactions among the students were not always positive. Students teased one another, and some tended to isolate themselves. These observations raised questions about the connection between students' gadget use and their social interactions, and the potential for bullying to occur in person or via digital means. Understanding these interactions matters because bullying can affect a student's confidence, comfort, participation and relationships with peers [11]. The school environment plays an important role in preventing and addressing bullying-related behavior. School rules, supervision, guidance and counseling, teacher involvement, and student development activities can help create an environment where students know how to communicate properly and use gadgets responsibly. Amin et al. [10] highlighted the need to address bullying related to gadget use as part of efforts to create a child-friendly school environment. Effective prevention should therefore not only involve controlling devices, but also promoting responsible digital behavior, respectful communication, empathy and positive peer relationships. This study aims to empirically investigate how students use gadgets in learning, communication, accessing information, social media and entertainment and how such use may impact social interaction and bullying-related behavior. This study also examines the actions the school has taken to prevent and respond to bullying. Qualitative research principles

described by Creswell [2] and Sugiyono [7] support a qualitative case study approach, which is used to explore the experience and social interaction of students in their real school environment. The findings are expected to improve understanding of the responsible use of gadgets and support schools in creating a safe, comfortable and supportive educational environment.

3. Methodology

This study used a qualitative research method with a case study approach, focusing on students' gadget use in terms of social interaction, bullying behaviour, and the school's efforts to prevent and handle bullying behaviour at SMK Negeri 5 Tangerang Selatan. The qualitative approach was chosen because the study aimed to gain an in-depth understanding of the students' experiences, behaviours, perceptions and social interactions rather than measuring the phenomenon through numerical data. The case study method allowed the researcher to study the phenomenon in its natural school setting. The research was carried out at SMK Negeri 5 Tangerang Selatan because gadget use has become an important part of students' learning, communication, social media, information access, and entertainment activities, and the school environment is an appropriate context for examining students' social relationships and bullying-related behaviour. The main informants were Grade XI Visual Communication Design students, while supporting informants included guidance and counselling teachers, homeroom teachers, subject teachers, and other relevant school personnel. Participants and informants were selected purposefully based on their involvement in the school environment and their knowledge of students' gadget use, social interactions and experiences of bullying.

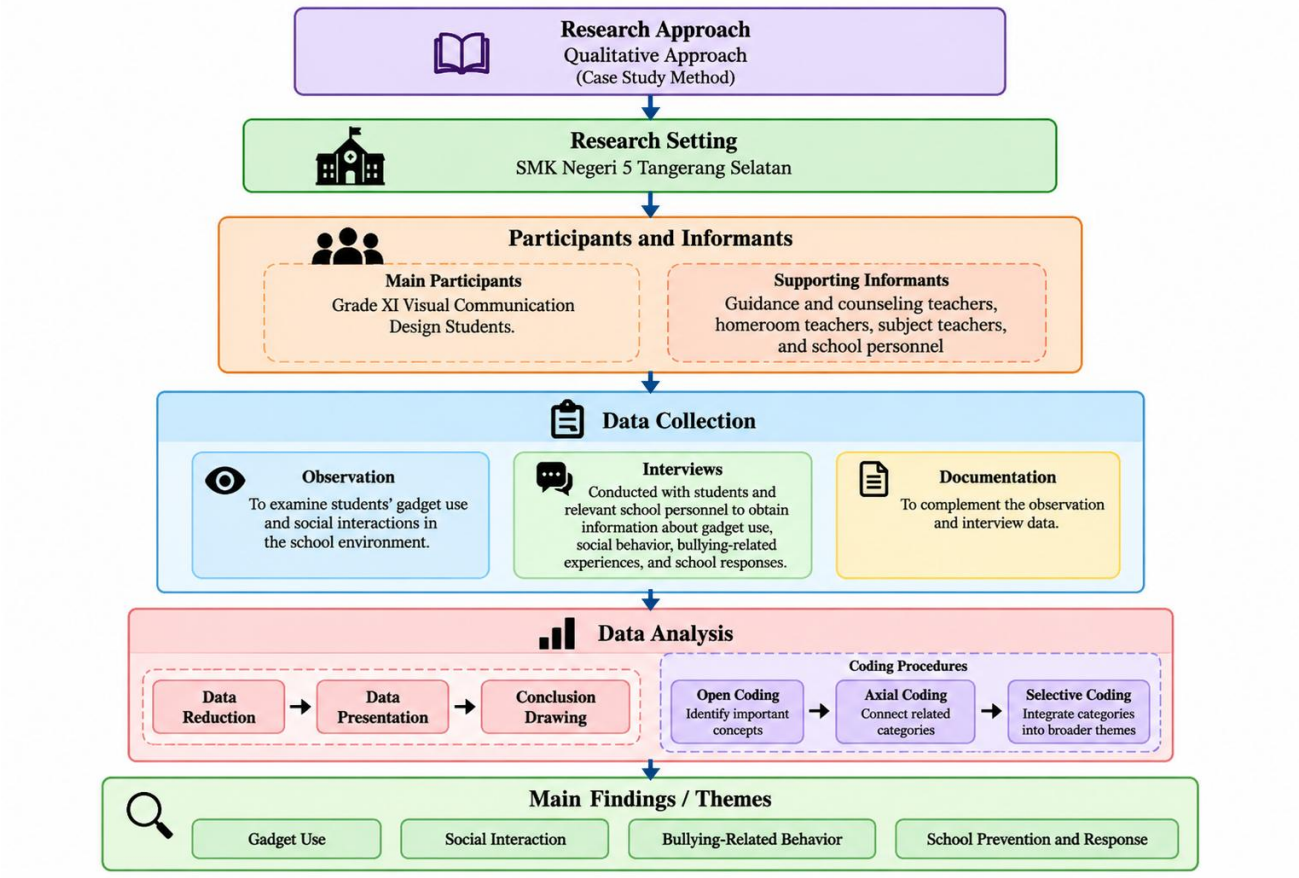


Figure 1: Research methodology framework

Data were collected through observation, interviews and documentation. Observations were conducted to examine students' gadget use and social interaction patterns in the school environment, including communication with peers and behaviours that may be related to bullying. In-depth interviews were conducted with students and relevant school personnel to gather information on gadget use, social behaviour, experiences of bullying, and school responses and prevention efforts. The documentation was used to support the observation and interview findings by providing information related to school regulations, student activities and relevant guidance or counselling programs. The collected data were analysed systematically through data reduction, data display and conclusion drawing. Coding procedures were also used to detect trends and themes in the qualitative data. During open coding, the researcher identified important concepts and statements related to students' gadget

use, social interaction, bullying-related behaviour, and school response. The relationships between related codes were then identified using axial coding, which grouped them into larger categories. Finally, selective coding was used to integrate the categories and develop core themes that reflect the findings. The analysis identified three broad areas of findings: gadget use, social interaction and bullying-related behaviour, and school prevention and response. This methodology provided an in-depth understanding of how students use gadgets and how that use may influence their social behaviour within the school environment. It also examined the school's role in promoting responsible gadget use, positive communication, and a safe, supportive learning environment.

4. Results and Discussions

The research was conducted at SMK Negeri 5 Tangerang Selatan with Grade XI Visual Communication Design students and school personnel, including guidance and counselling teachers, homeroom teachers, and subject teachers. Participants were chosen based on their direct involvement in or relevant knowledge of students' gadget use, social interaction, communication patterns and bullying-related behaviour. Combining student and teacher perspectives allowed the research to examine the phenomenon from multiple viewpoints. Students reported on their daily gadget use, peer relationships, and experiences, while teachers reported on classroom behaviour, school rules, supervision, and intervention practices. Using multiple sources also enhanced interpretation by allowing interview information to be considered alongside observations and documentation. The data collection techniques were observation, interviews and documentation. Observation was used to investigate students' actual use of gadgets and social interactions in a school context. Interviews gave a more detailed understanding of students' experiences, perceptions, communication patterns, and bullying-related situations, and teachers and school personnel explained their observations and responses. These sources were augmented by documentation of relevant school regulations, student activities, and guidance or counselling programs. Using these techniques provided a broader understanding of the phenomenon than relying on a single source.

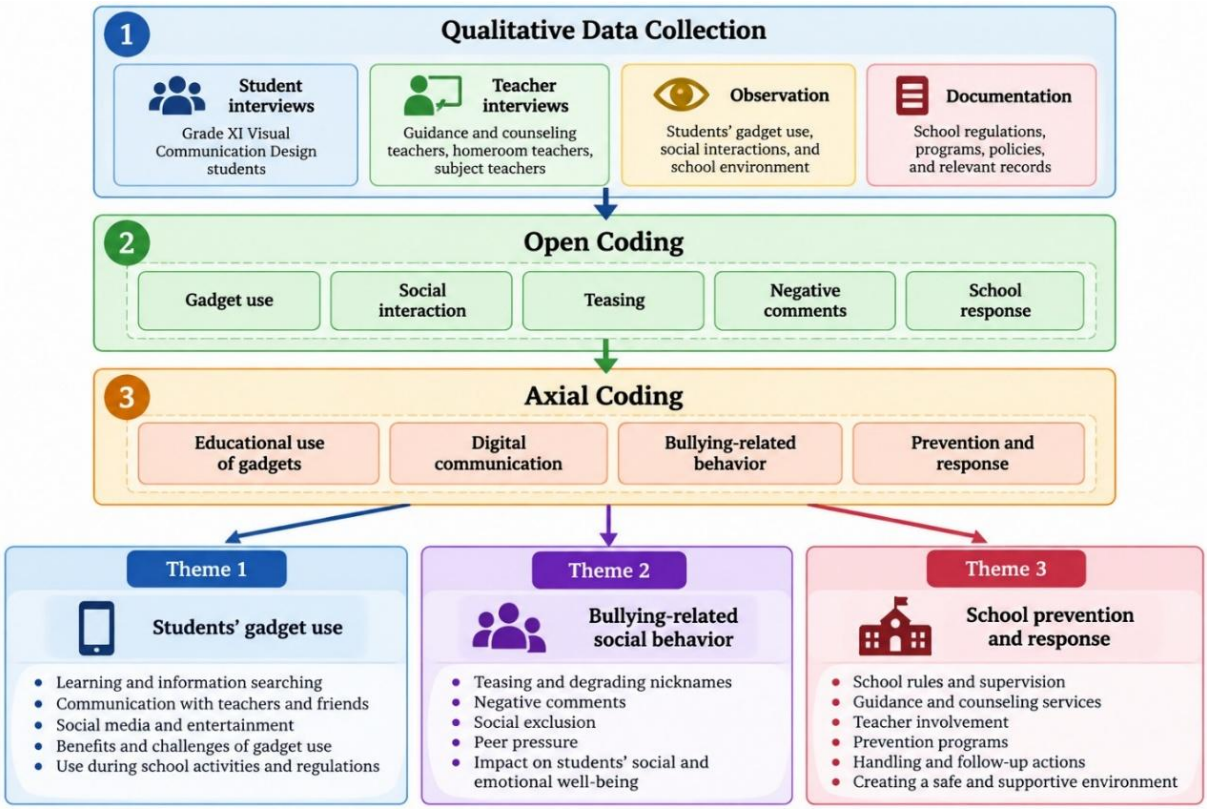


Figure 2: Coding process and main themes identified from the qualitative data

Data analysis was conducted through open coding, axial coding and selective coding. During open coding, data from interviews, observations and documentation were analysed to identify concepts related to gadget use, social interaction, bullying-related behaviour and school responses. Initial codes included learning activities, information searching, communication, social media, entertainment, teasing, degrading nicknames, negative comments, social exclusion, peer pressure, supervision, counselling, and school regulations. During axial coding, we grouped related codes into larger categories. Finally, selective coding integrated the categories into three central themes: students' gadget use, bullying-related social behaviour, and school prevention and

response. Figure 1 illustrates the coding process from raw qualitative data to meaningful concepts, categories and themes. This process allowed the researcher to identify recurring patterns within participants' experiences. The three themes are connected because students use gadgets in their social environment, while the school provides rules and guidance that influence how technology and communication are handled. The first major finding relates to students' use of gadgets. Gadgets have now become an important part of students' daily activities at SMK Negeri 5 Tangerang Selatan. Students use them to search for information, do homework, find learning materials, communicate with teachers and friends, use social media and enjoy themselves.

The results show that gadgets have obvious educational and communication benefits. Students have easy access to information, can find more learning resources, collaborate on assignments, and discuss school events. Therefore, gadgets should not be seen only as distractions; when used properly, they can help students learn and improve access to information. But the findings also hint at the need for proper supervision of gadget use during school activities. When students use devices for social media or entertainment during lessons, gadgets can be a distraction and reduce attention to classroom activities. School regulations are therefore important for setting boundaries. Effective supervision does not mean that the use of gadgets should be eliminated; it should encourage students to learn how to differentiate between productive educational use and inappropriate use. This balanced approach gives students the benefits of technology while still allowing them to focus and participate in learning. The second major finding is about social interaction. This relatively high intensity of gadget use may influence students' communication style. In some cases, students use messaging apps and social media more, which can reduce the likelihood of direct contact. But the findings don't mean gadgets replace students' social relationships altogether. Students still meet with others face-to-face, collaborate on group work, engage in school activities and maintain friendships. Thus, the effect of gadget use depends on how it is used, what it is used for, and the balance between digital and face-to-face communication. The third major finding involves social behaviour related to bullying. The study found abusive nicknames, negative comments, social exclusion and peer pressure. Not all students experienced these behaviours, and not all teasing is necessarily bullying. However, repeated unwanted, humiliating or harmful behaviour can negatively affect students (Table 1).

Table 1: Themes from coding analysis results

Theme	Key Findings	Data Source
Students' gadget use	Students frequently use gadgets to learn, complete assignments, access information, communicate, use social media, and entertain themselves.	Students, teachers, school personnel
Gadget use and bullying-related social behavior	Gadget use may influence patterns of social interaction. Bullying-related behaviors include teasing, degrading nicknames, negative comments, social exclusion, and peer pressure.	Students, teachers
School efforts to prevent and address bullying	The school applies gadget-use supervision, school regulations, guidance and counseling, advice, and student development activities.	Teachers, guidance and counseling personnel, school

Students who experience negative events may feel uncomfortable, lose confidence, withdraw from peers, or be less likely to participate in social activities. Social exclusion may also decrease a student's sense of belonging and render the school environment less comfortable. The association between gadget use and bullying-related behaviour thus needs to be understood in the wider context of peer interaction. Digital platforms offer useful opportunities for communication, but also spaces for inappropriate comments, teasing or exclusion. Students sometimes communicate differently online because they cannot see the other person's emotional response in person. Therefore, people should use gadgets responsibly and communicate ethically. Students need to understand that respectful behaviour is the same in online communication as it is in face-to-face communication. This relationship is shown in Figure 2. Gadget use can aid learning and communication, but the way it is used can affect social interaction. Negative interaction can lead to bullying-related behaviours, while school supervision, counselling, and guidance can act as protective factors. The findings don't mean gadgets directly cause bullying. Instead, gadget use intersects with peer relationships, communication practices, individual behaviour, and the school environment. This matters because it suggests prevention should focus not on restricting technology, but on responsible use and positive social behaviour.

The findings also suggest that schools play an important role in preventing and addressing bullying-related behaviour. School efforts include supervising gadget use, implementing regulations on gadget use during learning activities, providing counselling and guidance, involving guidance and counselling teachers, and taking action when problematic behaviour is identified. These steps help create a safe and comfortable learning environment. Teachers are also important because they see students regularly and may notice changes in behaviour, conflict, withdrawal or inappropriate peer interactions. Guidance and counselling personnel provide more support by helping students understand interpersonal problems, manage conflict and develop healthier

communication strategies. Homeroom teachers and subject teachers can encourage positive behaviour by creating a respectful classroom environment and consistently responding to inappropriate behaviour. Hence, cooperation among teachers, counsellors, students and school management is needed to detect and address bullying-related behaviour early and appropriately. Responsible gadget-use education, digital ethics, character development, empathy, mutual respect and anti-bullying activities can also support the school's prevention efforts. Prevention should not be about restricting access to gadgets. Students also need to learn to use technology responsibly, communicate respectfully and respond when they experience or witness harmful behaviour. Including digital citizenship and communication ethics in student development programs can help students understand the consequences of improper online and offline behaviour (Table 2).

Table 2: Bullying-related behaviors, potential effects, and school attention

Behavior	Potential Effect on Students	School Attention
Teasing	Discomfort, embarrassment, or reduced willingness to interact	Monitor repeated or unwanted teasing and promote respectful communication
Degrading Nicknames	Reduced confidence and feelings of disrespect	Discourage humiliating labels and reinforce mutual respect
Negative Comments	Emotional discomfort and reluctance to participate	Address harmful communication and strengthen digital ethics
Social Exclusion	Isolation, withdrawal, and a reduced sense of belonging	Promote inclusive classroom and peer activities
Peer Pressure	Difficulty making independent decisions and emotional stress	Provide counseling and strengthen confidence and decision-making skills

Overall, the results show that gadget use provides significant benefits for students' learning, access to information and communication in SMK Negeri 5 Tangerang Selatan. At the same time, inappropriate or excessive use can shape social interaction patterns and create opportunities for negative communication. The bullying-related behaviours identified in the study indicate that students' social well-being can be affected when teasing, negative comments, exclusion, or peer pressure become harmful or unwanted. The findings therefore support a balanced approach that acknowledges technology's educational value while stressing responsible digital practices and healthy peer relationships. The results also have practical implications for the school. Clear rules about when and how to use gadgets should be accompanied by ongoing explanation and guidance so that learners comprehend the reasons for the rules (Figure 3).

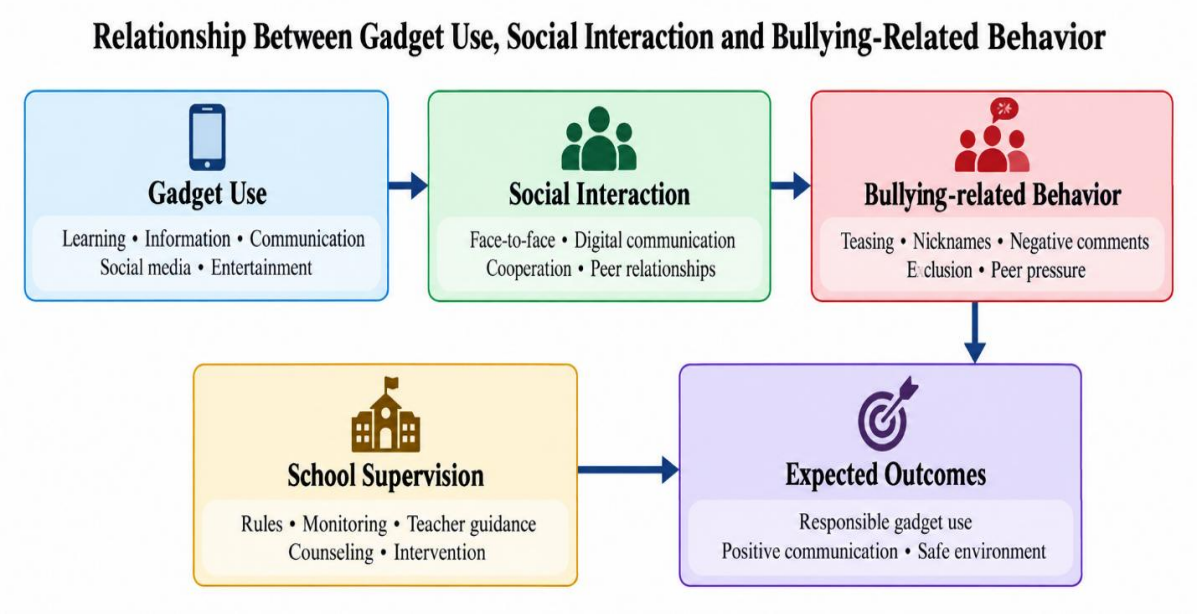


Figure 3: Relationship between gadget use, social interaction, bullying-related behavior, and school response

Teachers should promote healthy technology use while learning and be sensitive to situations where digital communication may breed conflict or exclusion. Students facing social challenges should be able to utilise counselling services. Regular character development and digital-ethics activities create opportunities for students to develop empathy, responsibility and

respect for others. To summarise, the research shows that gadgets have become an indispensable part of students' academic and social life. In themselves, they are neither good nor bad, but their impact depends on how they are used, how intensively they are used, and to what end. Gadgets can be used to facilitate learning and communication when used appropriately, but when used inappropriately, they can influence social interaction and contribute to bullying-related situations. Thus, strong supervision in schools, clear regulations, counselling support, digital ethics education, and character development are essential to ensure that technology supports education without undermining students' social relationships. These findings lay the foundation for improving school strategies that promote a safe, comfortable, respectful and supportive educational environment.

5. Conclusion

Based on the research findings, gadget use among students at SMK Negeri 5 Tangerang Selatan is relatively high and has become part of students' daily activities. Students use gadgets for learning, completing assignments, accessing information, communicating, using social media, and entertainment. Therefore, gadgets can provide significant benefits when used appropriately and according to students' educational needs. However, the findings also show that gadget use may influence students' social interaction patterns. Communication through digital media can reduce some forms of direct interaction, while inappropriate communication may contribute to negative social behavior. Bullying-related behaviors identified in the study included teasing, degrading nicknames, negative comments, social exclusion, and peer pressure. These behaviors may cause students to feel uncomfortable, lose confidence, and withdraw from their social environment. The school plays an important role in preventing and addressing these problems. Supervision of gadget use, school regulations, guidance and counseling, advice, and student development activities are important measures for creating a safe and supportive school environment. The school is also expected to continue developing education and guidance concerning responsible gadget use and mutual respect. Overall, gadget use should not be viewed solely as a negative phenomenon. Its influence depends on how students use technology and how the school environment guides and supervises its use. Responsible gadget use, appropriate digital communication, effective supervision, and continuous character development are therefore important for maintaining positive social relationships among students.

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