

The Application of Self-Management Techniques in Improving Adolescents' Self-Control Over Gadget Use at Darul Muta'allimin Junior High School: An Islamic Guidance and Counseling Perspective

Zhidan Tirta Yudhistira *, Muhammad Thohir

Universitas Islam Negeri Sunan Ampel Surabaya
Jl. Ahmad Yani No.117, Jemur Wonosari, Kec. Wonocolo, Surabaya, East Java 60237, Indonesia

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ABSTRACT

This study aims to explore adolescent gadget use behavior at Darul Muta'alimin Junior High School in Sidoarjo. Using a qualitative case study approach, data was collected through observation, in-depth interviews, and documentation. The study subjects consisted of junior high school students who actively use gadgets in their daily lives. The results indicate that adolescents' motivations for gadget use include information, entertainment, social communication, and as a learning medium. Although gadgets provide positive benefits such as supporting learning activities and broadening horizons, excessive use also leads to negative impacts such as sleep disturbances, decreased concentration, and a tendency to withdraw from social interactions. Furthermore this study found that most adolescents begin using gadgets at an early age and have made them an essential part of their daily lifestyle. Gadget use increases, especially outside of school hours, for accessing social media, watching videos, playing online games, and interacting with peers. Interviews revealed that adolescents view gadgets as an effective means of self-expression and gaining social recognition, but they tend to have difficulty controlling their usage time. Family environment, parental supervision, and school policies play a significant role in shaping healthy gadget use behavior. This study also revealed that support from teachers and schools can be a crucial factor in directing gadget use toward more productive outcomes, for example through technology-based learning activities or digital literacy training. Therefore, this study recommends the need for parental supervision and school policies that support balanced and responsible gadget use, so that adolescents can use technology wisely without neglecting their social, emotional, and academic aspects.

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Corresponding Author:

Zhidan Tirta Yudhistira
Universitas Islam Negeri Sunan Ampel Surabaya
Email: zhidantirta2003@gmail.com

INTRODUCTION

Setiawan (2020) argues that rapid developments in digital technology have had a significant impact on various aspects of life, including the lives of adolescents. Various forms and uses of electronic media are growing rapidly. Gadget users are not only adults and young people, but also young children who are beginning to be exposed to them. This has attracted the attention of many people because exposure to gadgets often has a negative impact on children's development (Diarti, E., Sutriningsih, A., 2020). Gadgets such as smartphones, tablets, and laptops are now not only communication tools, but also means of entertainment, learning, and online social interaction.

Among students, especially junior high school (SMP) teenagers, the use of gadgets has become an integral part of their daily activities (Sari, N. P., & Prasetyo, 2021). Teenagers are the bridge from childhood to adulthood (Rusuli, 2022). Based on a meta-analysis survey, the highest rates of internet addiction occur in the Middle East (10.9%), followed by North America (8.0%) and Asia (7.1%). Among Asian adolescents, particularly in China, the rate of internet addiction is 2.2-9.6%, Japan 3.1-6.2%, the Philippines 4.9-21.1%, and Hong Kong 3.0-16.4% (Lau & Gross, D.L., Wu, A.M.S., Cheng, 2019). One factor that influences gadget addiction is the behavior (actions) or activities of the person themselves.

According to Gerungan (Pratiwi & Malwa, 2021), behavior is an attitude toward a particular object, which can be an attitude of opinion or an attitude of feeling. However, it is an attitude accompanied by a tendency to act in accordance with that attitude toward the object. In line with Arifin's opinion (Pratiwi & Malwa, 2021) states that attitude or behavior is a tendency that drives a person to behave in a certain way towards a specific object. There are differences in opinion, but they are not significant in relation to determining the time frame of adolescence.

During this phase, individuals experience rapid physical, cognitive, and emotional development. Therefore, they tend to want to explore many things, including technology. Unfortunately, their ability to regulate and control gadget use is often not balanced with the level of responsibility required. This has the potential to cause various problems, such as a decline in academic achievement, health problems (e.g., sleep or eye disorders), reduced face-to-face social interaction, and gadget addiction.

This can also be found in the environment of Darul Muta'allimin Junior High School in Sidoarjo. As an Islamic-based school that integrates religious values with formal education, Darul Muta'alimin Junior High School certainly pays special attention to student behavior, including in terms of technology use. Research conducted by Indra (Kusuma Rini & Huriyah, 2020) shows that there is a relationship between internet addiction and depression in students. Another impact is loneliness. Loneliness is one of the effects influenced by internet addiction. However, easy access to gadgets and the internet still opens the door to unwise usage behavior.

Through exploring the behavior of adolescents in using gadgets at Darul Muta'allimin Junior High School in Surabaya, this study aims to explore adolescent behavior in gadget use with a case study approach at Darul Muta'allimin Junior High School in Surabaya and to obtain a real picture of gadget usage patterns, the motives behind their use, and the impacts experienced by students. With a qualitative approach, this study is expected to explore in depth how digital behavior is formed and developed among junior high school adolescents, as well as contribute to character building and digital literacy efforts in the school environment.

In previous research, there was an article that explained gadget addiction with self-control therapy. The results showed that before the application of self-control techniques, the students' level of gadget addiction was in the high category. The self-control technique intervention was carried out according to a scenario that had been prepared through four stages in four meeting sessions. During the implementation process, the subjects showed active participation and positive responses to each stage of the activity. After the intervention was carried out, the observation results showed a significant decrease in gadget addiction behavior (Amaliawati et al., 2022). My research differs from previous studies in that the previous studies used self-control techniques in the counseling process, while I used self-management techniques.

To overcome this problem, the researcher used the self-management technique to address the low discipline of students in learning. The self-management technique is a method where a person controls their own behavior (Nur Saniyyah & Endah Puspitaningrum, 2024). The self-management technique was chosen because it is considered effective and successful in changing individual behavior as desired.

Soetarlinah (Purwanta, 2015) outlines the stages of self-management techniques, namely self-monitoring, environmental control, self-evaluation, reinforcement, reinforcement, elimination, or punishment. Based on relevant research findings, self-management techniques have an impact and can be applied to oneself, thereby enabling the desired behavioral changes, such as reducing addiction to social media and gadgets or enhancing students' moral intelligence. Therefore, self-management techniques should be applied to students who exhibit tendencies toward gadget addiction in social media.

METHOD

This research was conducted using a qualitative approach, namely the Qualitative Research Methodology (Kusumastuti Adhi & Mustamil, 2019), which is an approach that emphasizes an in-depth and holistic understanding of phenomena from the perspective of the subject being studied. In this approach, researchers seek to explore the meanings, experiences, and perceptions of individuals or groups regarding a particular event or social situation. The main objective of the qualitative approach is to obtain a rich and contextual understanding of complex realities, rather than to measure or test hypotheses statistically.

The type of research used is a case study, (Ridlo, 2023), which is a research method that focuses on in-depth exploration of a single case or several cases in a real-life context. Case studies were chosen because they allow researchers to conduct detailed investigations into the background, dynamics, and interactions that occur in the cases being studied. The cases in question can be individuals, groups, institutions, programs, or specific events that are considered unique, interesting, or relevant for intensive study.

In this study, case studies are considered an appropriate method because they provide researchers with the opportunity to explore data in depth through various techniques, such as in-depth interviews, participatory observation, and document analysis. Thus, the qualitative approach of case studies allows researchers to gain a comprehensive understanding of the context and dynamics that occur in the case being studied, as well as to produce descriptive and interpretive findings that are rich in meaning.

The research topic is one of the students in Grade VIII at Darul Muta'allimin Junior High School. The data collection techniques in this study used observation, interviews, and. The data analysis technique in this study was carried out during continuous data collection, stored locally in relation to the main issues, and described the data involving data analysis to arrive at conclusions.

Activities in this data analysis include reducing data, displaying data, and drawing conclusions. If data from qualitative research is considered and does not receive trust or recognition, the research results are meaningless and must be verified. To obtain data validity in this study, it must be considered. The research methodology includes three types of triangulation to confirm data validity, namely: a) Source triangulation is a source for testing the reliability of data by checking it through several sources. b) Technical triangulation is a technique for testing data production by checking the same data using different methods. c) Time triangulation is the triangulation period, during which data is often produced.

RESULTS

Based on the results of observations and interviews on September 25, 2025, the researcher obtained information from a counselor that there was a teenager with the initials R who had difficulty focusing during class, had irregular sleeping hours, and forgot about study time. This condition was caused by a lack of supervision from parents in controlling R's use of gadgets. The lack of supervision from parents meant that he was unable to manage his daily activities.

The counselor said that R often fell asleep during class, even when the teacher was explaining the material in class. In addition, R also had difficulty focusing on the material taught by his teacher. According to the counselor, this condition is closely related to R's habit of using gadgets late into the night, both for playing games and watching videos. As a result, his rest time is reduced and his concentration in studying decreases the next day. This behavior shows that R is not yet able to manage his time well and is not yet aware of the impact of excessive gadget use.

Table 1. Results of the Counselor and Parent Interviews

No	Subject	Interview Results
	Counselor	From what I've observed, R has been looking very tired in class lately. Almost every day, he seems sleepy, and sometimes even falls asleep during class. When I asked him about it, he said he often stays up late playing games and watching YouTube on <i>his gadget</i> . He said he has trouble sleeping unless he uses his gadget first. As a result, it's very obvious at school. During class, he is often sleepy, has trouble focusing, and doesn't seem to be paying attention to the material. When I ask him questions about the lesson that was just explained, he often stares blankly, gives nonsensical answers, or just stays silent. I also notice that his mind often wanders. Sometimes it seems like he is thinking about games rather than his lessons. During breaks, he rushes to open <i>his gadget</i> , as if he can't wait to play again. Actually, he is a smart kid, and if he focuses, he can do well (). But because he plays with his gadget too much, his motivation to study has decreased, he is rarely active in class, and

	his grades have started to drop. Several other teachers have said the same thing. It's a shame because he has great potential, but his habit of playing <i>with his gadget</i> has gotten out of hand.
2	Parents Actually, R started using <i>gadgets</i> frequently during the pandemic, because he was studying online, so we gave him <i>a gadget</i> so he could attend online classes. But after school started face-to-face again, his habit got even worse. Now he plays games for hours almost every day, sometimes until midnight without sleeping. I have often reminded him, "Go to bed early, you have school tomorrow," but his response is always, "Just a little longer, Mom" or "One more round." But then he ends up staying up until one or two in the morning. As a result, he wakes up tired and sleepy in the morning, and sometimes doesn't want to eat breakfast. The school has also informed us that R often falls asleep in class and has trouble focusing during lessons. His grades have started to drop, even though he used to be a diligent and high-achieving student. Now his enthusiasm for learning has changed; he often says he's tired or sleepy when asked to study at home. But when he's holding <i>his GADGET</i> , he's full of energy. His father and I have tried to set limits, such as limiting his play time, but it only leads to arguments. Sometimes he gets angry, saying, " <i>GADGETS</i> are for communicating with friends." So, we are also confused about what to do. It seems that he is already addicted to gadgets, finds it very difficult to let go, and it really affects his studies and his daily attitude.

Based on an interview with the Guidance and Counseling teacher at Darul Muta'allimin Junior High School in Sidoarjo, it was found that there are several students who have difficulty controlling their gadget use, one of whom is a student with the initials R. The counselor explained that R is one of the students who has a habit of using gadgets excessively, especially at night. As a result, R is often seen looking sleepy and falling asleep during class, even when the teacher is explaining in front of the class. The counselor said that this behavior has been observed for quite some time and has begun to have an impact on R's focus on learning and academic achievement. In class, R seems to pay little attention to the lesson and often fails to answer the questions asked by the teacher. This condition makes it difficult for R to concentrate and he quickly loses interest in learning. From a psychological perspective, the counselor assessed that R had difficulty managing his time and controlling his impulses, especially in terms of using gadgets for entertainment.

To help overcome this, the counselor then applied self-management techniques in Islamic guidance and counseling activities. R was guided to be able to recognize his own habits through recording his gadget usage activities (self-monitoring), then invited to compile a balanced study and entertainment schedule (self-control), and given motivation to reinforce positive changes (self-reinforcement). The counselor will play an important role in the counseling session. The counseling stages carried out are as follows:

1. Self-Monitoring

In the initial stage (self-monitoring), the counselor helps R recognize his own behavior patterns. R is asked to record his gadget usage activities every day, starting from the time he starts using it, the duration, to the types of activities carried out through the gadget. From the results of the records collected, it can be seen that most of his time is spent playing games and watching entertainment videos, while the time for studying and resting is very little.

2. Self Evaluation

After that, the counselor encouraged R to reflect on the results of his records. R began to realize that his habit of playing with gadgets had made him tired and unable to concentrate while studying. The counselor then linked this to Islamic values, that time is a trust from Allah SWT and should be used for beneficial things. The counselor conveyed the moral message that refraining from excessive pleasures is a form of *mujahadah an-nafs*, which is the struggle against one's desires so as not to fall into negligence.

3. Self Control

During the self-control stage, the counselor and R work together to create a daily schedule. In this schedule, gadget use is limited to a maximum of two hours per day, and only is allowed after study time and Maghrib prayers. In addition, R is also asked not to bring gadgets to the bedroom so that he can sleep on time. The counselor teaches simple strategies to control the urge to play with gadgets, such as putting away phones while studying, turning off notifications, and replacing activities with positive ones.

4. Self-Reinforcement

Entering the self-reinforcement stage, the counselor gave praise and positive reinforcement every time R successfully carried out his schedule. Reinforcement was given in the form of words of appreciation and instilling gratitude for the small successes that had been achieved. In each session, the counselor not only focuses on behavioral change but also cultivates spiritual awareness that managing time and controlling oneself are part of a Muslim's responsibilities. With this approach, R begins to understand that excessive gadget use can be detrimental to himself, both academically and religiously.

5. Evaluation and Follow-Up

The counselor then conducted a final evaluation, and the results showed that the application of self-management techniques combined with an Islamic guidance and counseling approach can help students improve their self-control skills. Through guidance oriented towards self-awareness and spiritual values, students are able to reorganize their daily habits, manage their time better, and strengthen their commitment to becoming more disciplined and responsible individuals.

Furthermore, the researcher conducted an interview with R with the aim of understanding the changes and strategies implemented after the individual counseling session.

Table 2. Interview Results with R

No	Subject	Interview Results
1	R	Honestly, I find it quite difficult to control myself from playing <i>with my gadgets</i> . At first, I only played online games with my friends during the holidays. Since the next day was a holiday, my parents didn't mind if I played until late at night. But over time, this habit continued, and even on school days, I often played until late. Besides playing games, I also like watching movies, watching YouTube, and scrolling through TikTok. Sometimes, once I pick up my <i>gadget</i> , I lose track of time. I end up going to bed really late, and in the morning, I'm often sleepy at school. When the teacher is explaining something, I often can't focus, my mind wanders. I realize that this habit makes me lazy to study. Sometimes I also use <i>gadgets</i> to relieve boredom or to avoid stressing about assignments. But when my parents try to forbid or limit <i>my gadget</i> usage, I get annoyed, like I'm being bothered. After counseling, I started to think again, and realized that there are indeed many negative effects. Now I'm trying to slowly change my habits. I've started not bringing <i>my gadgets</i> to my room when I go to sleep; I leave them in the living room so I won't be tempted to play with them. Then, when I'm studying, I turn off notifications so I won't be tempted to open <i>my gadgets</i> . I haven't been able to do it completely yet; sometimes I still want to play, but at least now I'm starting to realize it and am trying to control myself so I don't go overboard again.

Based on the interview with R above, it was revealed that R often stays up late because he frequently plays with his gadgets, lacks focus during lessons, and even often sleeps in class. When asked about his feelings and awareness of this habit, the counselee admitted that he regrets it but finds it difficult to change his habits. He feels he has become too accustomed to using gadgets as an escape from boredom and academic pressure. He also added that when his parents try to limit his usage, he often feels annoyed and angry because he feels restricted.

From the results of the interview above, it can be concluded that there is a sense of boredom and lack of control in adolescents who use gadgets excessively, which can lead to a lack of self-control.

Table 3. Research Results R

Initials	Age	Before Counseling	After Counseling	Daily Application
R	14	Often stays up late at night, always falls asleep during lessons, lacks focus during lessons, academic performance declines	Can now manage to sleep earlier, never sleeps in class, can focus during lessons, academic grades are starting to improve	Before sleeping, places gadgets in the living room, sets aside time for studying and using <i>gadgets</i>

After undergoing counseling sessions, R began to show significant results. He said that he was no longer dependent on gadgets and was able to control himself or control his gadget use from before. Some of the feelings he had before when he wanted to use gadgets are now reduced by doing other things that keep him busy so that he does not use gadgets excessively anymore. The counseling approach using the self-management technique can provide control for the counselee to manage their time and control themselves so that they do not use gadgets excessively. This condition makes the counselee feel better than before. Based on observations and interviews, the Application of Self-Management Techniques in Improving Adolescents' Self-Control Over Gadget Use at SMP Muta'allimin: An Islamic Guidance and Counseling Perspective.

CONCLUSION

Based on the results of research conducted at Darul Muta'allimin Junior High School, it can be concluded that adolescent behavior in using gadgets is influenced by various internal and external factors. Gadgets are used not only for entertainment, but also as a means of learning and communication. However, uncontrolled usage can have negative impacts such as addiction, decreased academic performance, and physical and mental health problems. Therefore, cooperation between the school, teachers, and parents is needed to provide appropriate guidance and supervision so that adolescents can use technology wisely and in a balanced manner. With an educational and preventive approach, gadget usage can be directed to become a tool that supports positive development for adolescents.

This study also reveals various dynamics of adolescent behavior in using gadgets in the environment of Darul Muta'allimin Junior High School in Sidoarjo. Based on in-depth interviews with students, teachers, and parents, it was found that the main motivations for adolescents to use gadgets were for entertainment, communication, and learning. Students frequently accessed social media such as WhatsApp, Instagram, and TikTok, both to interact with peers and to follow the latest trends. In addition, they also used gadgets to complete school assignments and search for lesson information, which shows the positive side of utilizing this technology. However, in practice, students' gadget usage patterns show unhealthy tendencies. Most students use gadgets for more than four hours a day, with high intensity at night before bedtime. In fact, some students bring gadgets to school, even though there are rules limiting their use. This has various impacts, both positive and negative.

On the positive side, gadgets make it easier for students to access learning materials and improve the efficiency of communication, both with teachers and friends. Gadgets also play a major role in supporting online learning, which is still used partially in schools. However, the negative side cannot be ignored. Many students show symptoms of gadget addiction, such as feeling restless when not holding their cell phones, constantly checking social media, and procrastinating on work or studying because they are engrossed in their gadgets. Some students also admit to experiencing sleep disturbances due to using gadgets late into the night. In addition, there is a tendency to withdraw from direct social interaction because it is more comfortable to interact digitally.

The role of parents and schools in guiding gadget use has not been optimal. Parents tend to give their children freedom to use gadgets without adequate supervision, while schools still face challenges in enforcing gadget use rules. Therefore, this study recommends the need for a consistent and collaborative educational approach between parents and schools to foster healthy digital awareness among adolescents.

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