



Gadget Policy and Discipline in The Technology Era: A Case Study of State Vocational High School 2 Batang Hari

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Abstract

This study aims to explore the background, impacts, and expectations surrounding the policy of banning mobile phones at SMK Negeri 2 Batang Hari. Data were obtained through interviews with the school principal and a teacher. The interviews revealed that bringing mobile phones to school contributed to the increasing frequency of student brawls, including those involving alumni, triggered by negative interactions on social media. The policy has had a positive impact on improving students' focus on learning and their social interactions, although challenges remain in utilizing technology for educational purposes. This study recommends a collaborative approach among teachers, students, and parents to promote the responsible use of mobile phones.

Keywords: mobile phone, vocational school, discipline, social media, brawls, social interaction.

INTRODUCTION

The term discipline comes from Latin *disciplina* as a form of activity in teaching and learning activities. In English, the term discipline means *discipline* which means orderly, obedient, self-control, and control over behavior; training to form, straighten, and perfect something that is mental ability and moral character. Punishment in the form of training and improvement, as well as a collection of regulatory systems for behavior (Amri, 2013). "Discipline is not just about rules, but includes provisions and regulations that must be obeyed.

While advances in information technology offer numerous benefits in education, they also pose unique challenges, particularly among students. One such challenge is the misuse of social media, which can trigger conflict and disrupt the learning process.

Human life, which was once simple, has now become highly modern. In this modern era, various tasks can be completed more efficiently and simply. This is due to technological advances that have been introduced to simplify various aspects of human life. Today, the world of information is highly dependent on technology. The use of technology by society has accelerated technological development. Communication, which once took a long time, is now incredibly fast and feels limitless thanks to technology.

Technology has both positive and negative impacts on its users. One positive impact is facilitating communication, allowing people to connect quickly. However, technology can also have negative effects, encouraging individualistic behavior. This occurs when people forget to interact and communicate directly with their surroundings because they

are more focused on their technological devices than on interacting with those around them.

Several schools have implemented technology discipline, particularly Batang Hari 2 State Vocational High School, which has implemented a policy banning gadgets as a preventative measure against the rise in violence and brawls fueled by social media. This study aims to describe the rationale behind this policy, compare conditions before and after the ban, and convey the school's expectations for student development going forward.

SMK Negeri 2 Batang Hari is one of the schools that has adopted a strict policy regarding gadget use within the school environment. This policy was implemented in response to the increasing incidence of student brawls triggered by pranks or teasing on social media. In some cases, these conflicts have even involved alumni and led to physical violence, endangering student safety and school order. Therefore, the ban on bringing gadgets to school is seen as a preventative measure to maintain security and order within the school environment.

This study aims to explore the background, implementation, and impact of the gadget ban policy at SMK 2 Batang Hari. The method used was direct interviews with the principal and a teacher, namely Mr. Maryadi as the principal and Mrs. Yeni as a permanent teacher at SMK Negeri 2 Batang Hari, who served as the primary sources of information.

RESEARCH METHOD

This research applies a qualitative method with a case study approach as the basis for its analysis. Data were collected through direct interviews with the principal and teachers of SMK Negeri 2 Batang Hari. The interviews were conducted face-to-face and recorded for transcription and data processing purposes. The questions posed included the reasons for the gadget ban, the policy's impact on students, and future expectations regarding the policy's implementation.

RESULTS AND DISCUSSION

Nowadays, gadgets have become an integral part of daily life. Gadgets are electronic devices designed to simplify human activities, such as obtaining information, facilitating communication, and expanding social networks. Some commonly used gadgets include smartphones, tablets, laptops, and computers.

While gadgets offer many benefits, such as ease of communication and access to information, excessive use can also have various negative impacts. Here are some of the negative effects that can result from excessive gadget use.

1. Addictions (Games, pornography, and Shopping)

The effects of gadgets on the human brain are not unlike those of drugs. Dr. Peter Whybrow (a researcher from the University of California, Los Angeles) described gadgets as "electronic cocaine." Some people can even become addicted. Experts

also call gadgets "silent killers" because they can cause a very high level of dependency, especially among children and adolescents.

2. Radiation,

Exposure to electromagnetic radiation from gadgets is very dangerous for health, research conducted by Swiss Tropical Institute And Institute of public health Research has shown that radiation from gadgets can lead to exposure to RF-EFM radiation, which can affect memory in adolescents. Martin Roosli, one of the study's researchers, said that RF-EFM radiation can be absorbed by the brain. Because the radiation is too intense, it can damage the brain and cause memory loss.

Therefore, limiting gadget use is now considered essential to maintain a balance between physical and mental health. Several ways to reduce dependence on gadgets include setting usage times, activating night mode on device screens, and regularly engaging in rest and physical activity (Sya'diyah et al., 2021).

Besides the negative impacts already explained, excessive gadget use can also affect the quality of social relationships between individuals. While digital devices make it easier to stay connected with others, uncontrolled use can actually reduce the ability to focus and complete work. This is due to the various distractions gadgets create, such as incoming social media notifications and messages, which can distract and disrupt concentration (Tirta Yanti, 2021).

Lack of concentration in students can be caused by various factors. Trusan Hakim explained that concentration is influenced by two main factors: internal and external. Internal factors are factors that originate within the student, such as physical and mental condition. External factors, on the other hand, encompass factors that originate outside the student, such as a conducive environment, air quality, room temperature, and the availability of learning support facilities.

According to Pasaremi (2012), the causes of learning difficulties in children are divided into internal and external factors. Externally, one cause of decreased concentration is an unsupportive environment, such as a noisy place. A noisy atmosphere tends to disrupt the learning process compared to a conducive environment. Furthermore, permissive parenting—a parenting style that gives children too much freedom in the learning process—also affects a child's focus. This parenting style can leave children with a lack of boundaries and direction in their learning. Psychological factors also play a significant role; children under emotional stress will have more difficulty concentrating.

Other internal factors that can hinder concentration in learning include developmental disorders in the brain and hormonal imbalances, particularly those produced by neurotransmitters. These imbalances can make it difficult for children to focus solely on the subject matter without being distracted by other things.

At State Vocational High School 2 Batang Hari, the Principal issued a policy prohibiting students from bringing gadgets to school, after a riot occurred between students of SMK N 2 Batang Hari and other outside schools which started from a case of mutual teasing between students of SMK N 2 Batang Hari and students of SMK N 3 Jambi city through social media which triggered a physical conflict between schools.

There was even an incident involving the police until midnight. Therefore, to prevent the bad influence of social media such as brawls and motorcycle gangs, the principal issued a policy to prohibit students from bringing gadgets to school.

Participant A said,

"There was a conflict between students due to social media, such as Jakil-Jakilan (mutual mockery on social media) between students of SMK Negeri 2 Batang Hari and SMK 3 Jambi City, which resulted in the formation of motorcycle gangs and the potential for brawls between schools."

"An incident almost occurred in Penerokan, where children were carrying dangerous objects (sharp weapons), but when they were about to start their action, the community saw them and immediately reported it to the authorities."

Affirmation of the prohibition;

Gadgets cause disruptions during learning, because when teachers are late for class, students immediately play with their gadgets; for example, Instagram, TikTok, etc. The principal stated that the ban on bringing gadgets does not mean completely closing off access to technology. He opened the opportunity for students to use gadgets in learning, provided that teachers are fully responsible for their use. For example, if a teacher needs students to access digital-based assignments, then gadgets may be used under supervision. After the activity is completed, gadgets must be returned to the relevant teacher. However, gadget use must remain limited and controlled to maintain discipline and learning effectiveness.

In general, the principal assessed that since the gadget ban policy was implemented, the school environment has become more conducive. There have been no more conflicts between students or attacks from other schools. The learning process has become more effective and focused. He emphasized that while gadgets are essential tools in the technological era, their negative impact must be controlled for the sake of students' futures.

Participant B said;

Ms. Yeni, as participant B, said, "The teacher provides a perspective that balances the positive and negative impacts of gadget use by students. "When students are still allowed to bring gadgets, there are indeed advantages in the form of easy access to information or learning materials via the internet. This supports technology-based learning and improves students' digital literacy. However, the negative side is more dominant, especially regarding the use of social media."

Ms. Yeni stated that "students often mock each other on social media, leading to personal and inter-school conflicts. This can lead to brawls or clashes, as has happened before. Furthermore, the use of gadgets also creates a culture of individualism and a lack of interaction among students. Even though students sit together in groups, they are busy with their gadgets and neglect direct social interaction." This hinders the creation of a healthy social climate in schools.

Since the gadget ban was implemented, Ms. Yeni has observed an increase in social interactions between students and teachers, as well as among fellow students. "The sense of family and togetherness is increasingly felt. Students are communicating more directly, which has a positive impact on harmony in the school environment." Furthermore, Ms. Yeni hopes that even though students are not allowed to bring gadgets to school, digital competency must still be improved. She encourages all school members, including teachers and students, to continue developing technological skills such as understanding AI and coding, so they can compete with schools in big cities.

CONCLUSION

Interviews with the Principal and Mrs. Yeni, a teacher at SMK Negeri 2 Batanghari, revealed that the policy prohibiting gadgets from being brought to school was implemented as a preventative measure against the various negative impacts caused by students' excessive use of gadgets. One of the main triggers for this policy was the case of "jakil-jakilan" or mutual teasing on social media between SMK Negeri 2 Batanghari students and students from other schools, which resulted in fights, the formation of motorcycle gangs, and even physical clashes that involved the police.

The principal emphasized that gadgets have become a source of distraction during the learning process, especially when teachers are not present in class. Many students use gadgets to play TikTok or engage in other entertainment activities, thus neglecting their studies. Therefore, the gadget ban was implemented to create a comfortable and safe learning environment and to help students stay focused during the learning process.

However, this policy is not absolute. The principal remains open to the use of gadgets in schools, but only under certain conditions and with full teacher supervision. Gadgets may be used for learning purposes that truly require technology, such as creating designs or online assignments. After use, gadgets must be returned to the teacher. This means that the responsibility for gadget use rests entirely with the teacher who assigned the assignment.

Ms. Yeni added that the use of gadgets does have positive aspects, such as making it easier for students to access information and expand their technological knowledge. However, negative impacts such as teasing each other on social media and individual student attitudes are far more dominant. Ms. Yeni observed that after the gadget ban was implemented, social interactions between students and between students and teachers increased. The atmosphere of family and togetherness was more felt, and students. Overall, the policy of banning cell phones at SMK Negeri 2 Batanghari aims to create a safe, conducive, and more effective learning environment, while still considering students' needs for technology in directed and responsible learning.

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