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THE EFFECT OF GADGET BAN POLICY ON STUDENTS' LEARNING MOTIVATION AND SOCIAL BEHAVIOR AT SMPN 1 LEMBANG, WEST BANDUNG REGENCY

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ABSTRACT
This study investigates the effect of a school-level gadget ban policy on students' learning motivation and social behavior at SMPN 1 Lembang, West Bandung Regency. Using an explanatory quantitative approach with a cross-sectional design, data were collected from 302 students selected through proportionate stratified random sampling. The main instrument was a valid and reliable Likert-scale questionnaire, supported by structured observation and documentation. Data were analyzed using simple linear regression. The findings show that the gadget ban policy has a positive and significant effect on learning motivation, contributing 32% to the variance. The unique value of the "bell-to-bell" mechanism lies in its consistent removal of smartphones from the beginning to the end of school hours. This creates a distraction-free learning space that supports attention, perseverance, and deeper academic engagement. The policy also has a stronger effect on students' social behavior, contributing 43% to the variance. By limiting gadget access throughout the school day, students are encouraged to rebuild face-to-face communication, reduce phubbing, strengthen empathy, and minimize cyberbullying opportunities. Thus, the "bell-to-bell" gadget ban functions not only as a disciplinary rule, but also as a practical pedagogical strategy for improving academic focus and social character.

INTRODUCTION

The challenges of 21st-century education require learners to not only master static cognitive content, but also possess a set of adaptive skills that include critical thinking, communication, collaboration, and creativity (4C) (Susilowati, 2021). The presence of information technology, specifically gadgets or smartphones, has become the main catalyst in this paradigm shift. On one hand, digital technology offers unlimited accessibility to global learning resources, but on the other hand, it presents a systemic risk to the cognitive focus and emotional stability of students (Sari, 2025). The phenomenon of gadget use among adolescents, particularly at the Junior High School (SMP) level,

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has reached a very high penetration point in Indonesia. Statistical data from various institutions show that Indonesia is one of the countries with the most active internet and social media users in the world (Smansakuto, 2025). Based on the latest report from the Association of Indonesian Internet Service Providers (APJII), the internet penetration rate in Indonesia in 2025 has reached 80.66%, which covers more than 229 million people out of the total population (Intimedia, 2025). Adolescents in the 13-17 age category, which is the main population of junior high school students, register themselves as one of the most intensive user groups (Data Reportal, 2025). It can be seen in the following table.

Table 1. Overview of Internet Penetration

Generation Category	Birth Year	Internet Penetration (%)
Millennial	1981 - 1996	89,12
Generation Z	1997 - 2012	87,80
Generation Alpha	2013 - 2024	79,73
Generation X	1965 - 1980	79,48

In addition, the very high dependence on gadgets among adolescents has a direct impact on learning motivation. Learning motivation, both intrinsic (drive from within) and extrinsic (drive from outside), is the main determinant of academic success and the development of student potential (Sago, 2025). In the context of the digital era, student learning motivation is often eroded by the phenomenon of digital distraction. Students tend to be more interested in spending hours accessing entertainment on platforms like TikTok, YouTube, or playing online games rather than completing school assignments (Sago, 2025). Uncontrolled use of gadgets causes a decrease in concentration ability or attention span, where students find it difficult to stay focused on subject matter that is considered less stimulating compared to fast and dynamic digital content (Sari, 2025).

Besides the aspect of learning motivation, the social behavior of students in the school environment has also experienced a significant paradigm shift. One of the most worrying manifestations of negative social behavior in the digital era is cyberbullying. Data from the Center for Digital Society (CfDS) in 2021 involving thousands of junior and senior high school students showed that nearly half of the respondents had experienced cyberbullying (Qolbya et al. 2023). This behavior includes insults, spreading false rumors, exclusion from online groups, to digital harassment (Seitz, 2026). It can be seen in the following table.

Table 2. Detailing Various Platforms that Become the Main Media for Cyberbullying Acts

SOCIAL MEDIA	PERCENTAGE OF CYBERBULLYING ACTS (%)
Instagram	29,8
Facebook	26,2
Snapchat	22,0
WhatsApp	8,5
YouTube	7,1
Twitter/X	6,4

Responding to this phenomenon, the role of educational institutions in managing gadget use becomes absolutely necessary. The policy of banning gadget use at the school level is a strategic instrument to restore the function of the learning environment as a safe and conducive space (Antaranews, 2025). SMPN 1 Lembang in West

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Bandung Regency is one of the institutions that has proactively responded to this challenge. Although policy instruments and character programs are available, there is a real gap between the expected ideal conditions and the factual reality on the ground. The effectiveness of this policy in influencing students' affective aspects, such as empathy and social responsibility, has not been tested empirically and systematically through valid quantitative data (Halimah et al., 2021). Research by Halimah et al. (2021, 2022) provides a strong foundation that the strengthening of citizenship values and social interaction structures in schools has a real impact on the quality of student involvement (Halimah et al. 2021).

Research regarding the effect of the policy banning the use of gadgets on the psychosocial aspects of learners has been widely conducted by various researchers, both at the international and national levels. The research by Figlio & Ozek (2025), titled The Impact of Cell Phone Bans in Schools on Student Outcomes (Florida). This research used a panel data-based quasi-experimental method which showed that the policy banning the use of mobile phones in schools was able to improve student learning outcomes and reduce the rate of unexcused absences. King et al. (2024) conducted a research titled Evaluation of the South Australian Mobile Phone Ban. With a repeated-measures design, this study found that although there was no significant increase in short-term academic involvement, the mobile phone ban policy had a positive impact on reducing bullying cases in schools. Patrao et al. (2025) in their research Impact of School Smartphone Restrictions on Teens' Well-Being used quantitative and qualitative approaches. The results showed that restricting gadget use increases direct social interaction and reduces dependence on digital devices. Wang et al. (2024) conducted a meta-analysis regarding smartphone bans in schools and found that the impact was more significant on social well-being compared to academic improvement.

Based on the review of previous research, there are several research gaps that will be filled by this study: The majority of previous studies only tested the effect of gadgets on motivation partially or social behavior separately. In contrast to previous studies that tend to examine academic outcomes, bullying, well-being, or social interaction as separate variables, this study positions the gadget ban policy as a comprehensive school policy framework that simultaneously examines its contribution to both learning motivation and students' social behavior. This study simultaneously tests both of these variables within a single high school policy framework. Thus, the novelty of this research lies in its integrated approach, because it does not only measure the impact of gadget restriction on students' academic-related motivation, but also analyzes how the same policy contributes to shaping more positive social behavior in the school environment. Therefore, this study aims to investigate the extent to which the policy banning gadget use, integrated through the BANGJI BAGUS program and regional regulations, is able to contribute to increasing learning motivation and improving the social behavior of students at SMPN 1 Lembang.

METHOD

This research uses a quantitative approach as a methodological basis to test social phenomena objectively and measurably (Maryance, 2021). The research method implemented is the descriptive and verificative method (Magay et al. 2025). The research design used is an explanatory research design. This research uses a cross-sectional design, namely data collection is carried out at one specific time to describe the actual condition of the respondents after the policy banning the use of gadgets is applied consistently at the school.

This research involves three main variables, namely one independent variable and two dependent variables. The independent variable (X) is the policy banning the use of gadgets. The dependent variables consist of student learning motivation (Y1) and student social behavior (Y2). The target population is all active students at SMP Negeri 1 Lembang, West Bandung Regency, in the 2025/2026 academic year. Based on official Dapodik data, the total population reached 1,213 students (Putri, 2024). The determination of the number of samples in this study used the Slovin formula. With an error rate (e) of 5%, a sample size of 302 students was obtained. The sampling technique used is proportionate stratified random sampling.

Table 3. Distribution of Population and Research Sample

Class	Population Size (Ni)	Sample Proportion	Sample Size (ni)
Class VII	428	(428 / 1.213) × 302	107
Class VIII	388	(388 / 1.213) × 302	97

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Clas IX	397	(397 / 1.213) × 302	98
Total	**1.213**		**302**

The main instrument in this research is a closed questionnaire arranged using a five-level Likert scale. The questionnaire was developed based on the indicators of each research variable. The gadget use ban policy variable (X) consists of 10 statement items, student learning motivation variable (Y1) consists of 15 statement items, and student social behavior variable (Y2) consists of 15 statement items, so the total number of questionnaire items is 40 statements. In addition to the questionnaire, data collection techniques are supported by structured observation and documentation study. Before being used in the main research, the questionnaire instrument was tested through validity and reliability testing. The validity test was conducted to determine whether each statement item was able to measure the intended variable, while the reliability test was conducted to ensure the consistency of the instrument in producing stable data. Instrument validity was tested using item-total correlation, while reliability was tested using Cronbach's Alpha with the help of IBM SPSS Statistics software. Items that met the validity criteria were retained, while invalid items were revised or eliminated. The research data obtained through questionnaires, observations, and documentation were analyzed using the help of IBM SPSS Statistics software. The analysis techniques used include descriptive statistics and inferential statistics. Hypothesis testing uses simple linear regression analysis, with a significance level of 0.05.

RESULTS AND DISCUSSION

General Overview of Research Location

SMP Negeri 1 Lembang is a junior high school educational institution located at Jalan Raya Lembang No 357, Jayagiri Village, Lembang District, West Bandung Regency. As a school with an A Accreditation, SMPN 1 Lembang has implemented the Independent Curriculum in its learning process. The school has a vision to print a superior character generation, one of which is realized through a flagship program called "BANGJI BAGUS" (Lembang Hiji Berkarakter, Aman, Gembira, Unik, dan Sehat). This program becomes a large umbrella for Character Education Strengthening (PPK) which involves all school members to create a disciplined and conducive environment.

The policy banning the use of gadgets at SMP Negeri 1 Lembang is based on the Circular Letter of the West Bandung Regency Education Office Number 100.3.4/1/DISDIK of 2025 concerning the Ban on the Use of Mobile Phones during the implementation of learning in the classroom. In its implementation, the school applies a "bell-to-bell" mechanism, where students are required to hand over gadget devices to the school or teachers in the morning during learning hours. Gadget use is only allowed if there are instructions from the teacher who needs the device for multimedia learning purposes or certain materials.

This study uses actual data obtained from 302 respondents (N=302) who are active students at SMP Negeri 1 Lembang. The sampling technique used is proportional random sampling, so that each class level obtains a proportional sample size according to its population size.

Based on the profile data of students at SMPN 1 Lembang, respondents consist of males and females who are in the early to middle adolescent age range (around 13-17 years).

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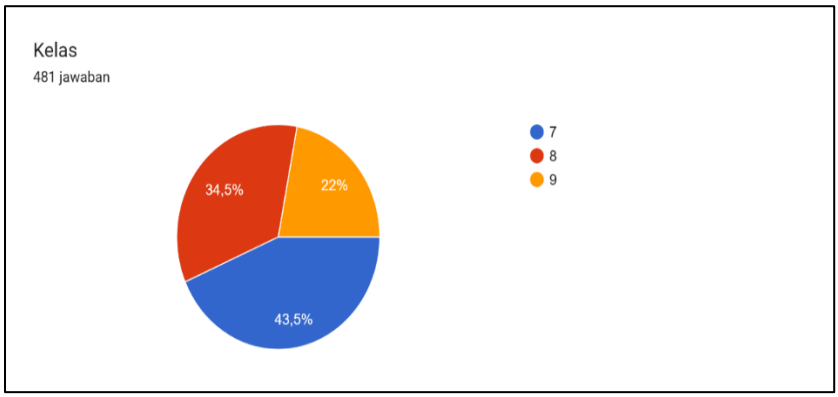

Figure 1. Respondent Characteristics Based on Class

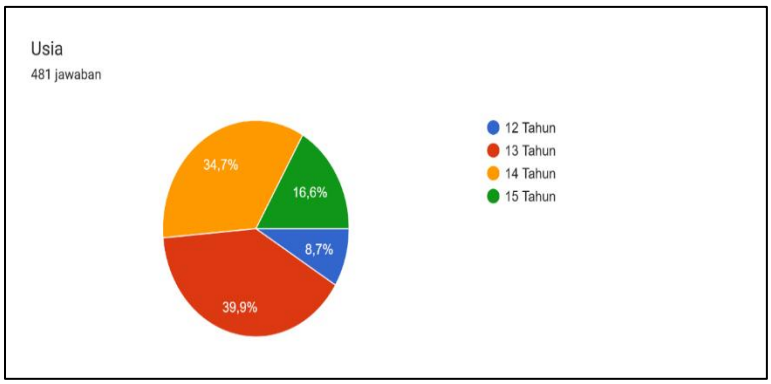

Figure 2. Respondent Characteristics Based on Age

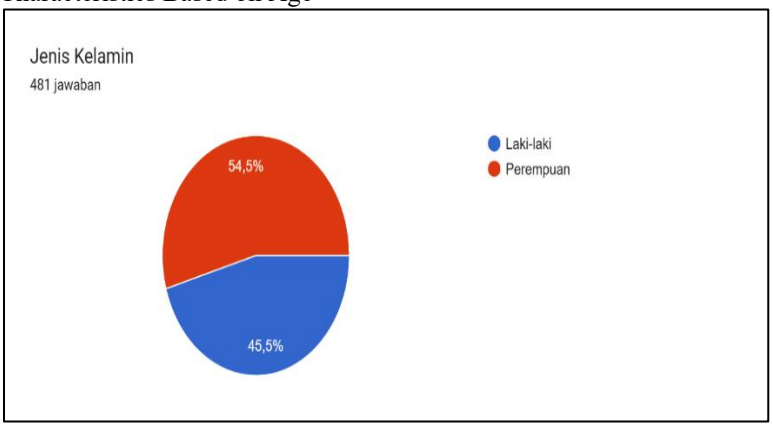

Figure 3. Respondent Characteristics Based on Gender

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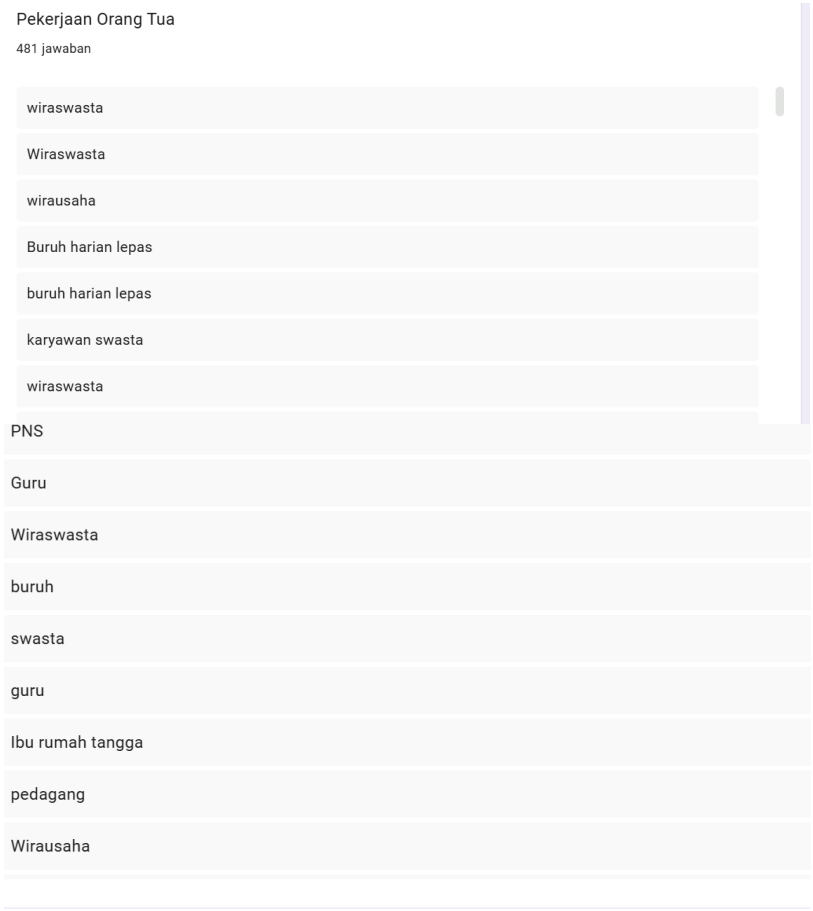

Figure 4. Respondent Characteristics Based on Parents' Occupation

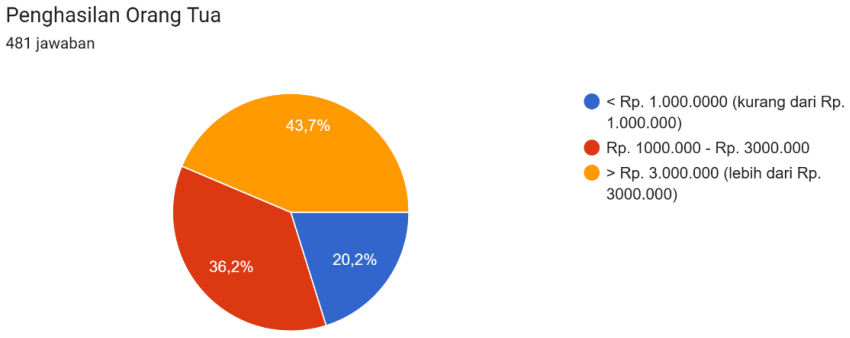

Figure 5. Respondent Characteristics Based on Parents' Income

Research Data Description

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This section presents a general description of the data collection results from research respondents. The data was obtained through a closed questionnaire with a five-level Likert scale distributed to class VII, VIII, and IX students according to the proportionate stratified random sampling technique.

Based on the analysis results, indicators related to the effectiveness of supervision (X.2.1) and the strictness of the rules (X.4.1) showed the most dominant strength, with correlation values of 0.744 and 0.728, respectively. In addition, this variable is also stated to have an adequate level of reliability with a Cronbach's Alpha value of 0.693.

The description of data on this variable (Student Learning Motivation) shows how school policies affect student academic drive. Based on the analysis results, all statement items measuring learning motivation are declared valid because they have correlation values above 0.217. Furthermore, the policy banning gadget use is known to contribute 32% to the variance of student learning motivation.

This variable (Student Social Behavior) describes the quality of interaction among students in the school environment after policy implementation. Based on the analysis results, the social behavior variable showed the highest level of reliability compared to other variables, namely 0.722. In addition, the policy banning gadget use is proven to have a significant impact, with a contribution of 43% to the quality of student social behavior.

Based on the normality test results using the Kolmogorov-Smirnov method, it can be concluded that the data has met the normality assumption, so further analysis such as regression can be carried out. Overall, the linearity test results show that all relationships between variables in this study meet the linearity assumption.

Table 4 Regression Results Table Model 1 (X Against Y1)

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	10.888	1.420		7.665	.000
	Kebijakan Larangan Penggunaan Gawai	.487	.041	.566	11.881	.000

a. Dependent Variable: Motivasi Belajar Murid

$$Y1 = 10.888 + 0.487X + e$$

The t-value of 11.881 compared to the t-table (302-1-1=300) 1.968, it can be concluded that the calculated t is greater than the t-table, which means the effect of the Gadget Use Ban Policy on Student Learning Motivation is significant. R^2 = 32%; which means that 32% of the variance in Student Learning Motivation is explained by the Gadget Use Ban Policy while the remaining 68% is explained by other factors.

Table 5 Regression Results Table Model 1 (X Against Y2)

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	7.761	1.433		5.417	.000
	Kebijakan Larangan Penggunaan Gawai	.621	.041	.656	15.034	.000

a. Dependent Variable: Perilaku Sosial Murid

$$Y2 = 7.761 + 0.621X + e$$

The t-value of 15.034 compared to the t-table (302-1-1=300) 1.968, it can be concluded that the calculated t is greater than the t-table, which means the effect of the Gadget Use Ban Policy on Student Social Behavior is significant. R^2 = 43%; which means that 43% of the variance in Student Social Behavior is explained by the Gadget Use Ban Policy while the remaining 57% is explained by other factors.

Hypothesis Testing Results

Hypothesis Decision (Y1): Reject H0 and accept H1. The regression analysis results show that the policy banning the use of gadgets has a positive and significant effect on student learning motivation.

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Hypothesis Decision (Y2): Reject H0 and accept H2. The analysis results show that the policy banning the use of gadgets has a positive and significant effect on student social behavior.

Discussions

The Effect of Gadget Policy on Learning Motivation

The research results show that the policy banning the use of gadgets has a significant effect on increasing student learning motivation. This finding indicates that restricting the use of gadgets in the school environment is not just a disciplinary rule, but also has strong pedagogical implications in creating more conducive learning conditions. This finding is in line with Distraction-Conflict Theory and Self-Determination Theory (Deci & Ryan). With the elimination of gadgets, external obstacles in the form of instant dopamine distraction from social media are reduced. This allows students to achieve deep focus (flow) and encourages intrinsic motivation to be actively involved in the subject matter.

In addition, these research results are also in line with the Self-Determination Theory developed by Edward L. Deci and Richard Ryan. This theory emphasizes the importance of intrinsic motivation in the learning process, which is the drive from within the individual to carry out an activity due to personal interest and satisfaction. In conditions where gadget use is restricted, students no longer depend on external stimuli that are instantaneous, such as notifications, short videos, or other digital interactions. This opens up space for the development of intrinsic motivation, because students are more encouraged to be directly involved in learning activities without interruption.

Furthermore, reducing exposure to what is often called "instant dopamine" from digital media also plays an important role in improving the quality of student attention. Gadgets, especially those connected to social media, are designed to provide fast and repetitive stimulation that can reduce an individual's ability to maintain long-term focus. By eliminating this access during learning, students have the opportunity to rebuild a more stable and deep concentration ability. This condition allows students to achieve what is known as flow, a state where individuals are fully engaged in an activity with a high level of concentration. In a state of flow, students tend to enjoy the learning process more, understand the material more deeply, and show active involvement in learning activities. Thus, the policy banning the use of gadgets indirectly creates an environment that supports the achievement of an optimal learning experience.

From an empirical perspective, the statistical test results showing a linear and significant relationship between the policy banning the use of gadgets and learning motivation strengthen the argument that this policy has a real impact in educational practice. That is, the more effective the implementation of the policy, the higher the level of learning motivation shown by students. This aligns with previous studies indicating that excessive gadget use contributes to a 16.2% decrease in learning interest (Ikhsan & Kuntari, 2021) and that "bell-to-bell" bans are highly recommended for improving academic performance (Johan, 2021). Research in Florida (2025) even found that total gadget bans led to a significant increase in national exam scores by the second year, particularly among male students and previously low-achieving groups (Figlio & Ozek, 2025).

However, it is important to understand that the policy banning the use of gadgets is not the only factor affecting learning motivation. The regression result shows that the gadget ban policy contributes 32% to student learning motivation, while the remaining 68% is influenced by other factors outside the scope of this study. This indicates that learning motivation is a complex psychological construct that cannot be explained only by the presence or absence of gadgets. Although gadget restriction can reduce distraction and help students focus, motivation is also shaped by internal and external factors such as students' interests, self-confidence, learning goals, academic anxiety, perceptions of subject difficulty, teacher teaching strategies, classroom atmosphere, parental support, peer encouragement, learning styles, academic achievement, and the availability of learning facilities.

The relatively lower contribution of the gadget ban policy to learning motivation compared to social behavior also shows that motivation is more internal and gradual in nature. Students may become more focused when gadgets are restricted, but they do not automatically become highly motivated if the learning process is still monotonous, the material is perceived as difficult, or the teacher does not use engaging instructional strategies. Therefore, the 68% unexplained variance emphasizes that improving learning motivation requires broader educational interventions, such as innovative learning models, meaningful learning activities, positive teacher-student relationships, appreciation of

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student effort, and family support. In this sense, the gadget ban policy functions as an important supporting condition, but not as a single determinant of student learning motivation.

Therefore, this policy should be seen as part of a broader strategy to improve the quality of learning, not as a single solution. The implementation of the policy banning the use of gadgets also needs to be done wisely and contextually. In the current digital era, gadgets actually have the potential to be effective learning media if used appropriately. Therefore, a balanced approach between restriction and technology utilization is important to consider. For example, gadgets can still be used in certain learning contexts that are directed and controlled, so students still benefit from technology without losing learning focus.

The Effect of Gadget Policy on Social Behavior

The research results show that the policy banning the use of gadgets has a significant effect on student social behavior. This finding indicates that restricting the use of gadgets in the school environment not only has an impact on the academic aspect but also plays an important role in shaping the quality of social interaction among students.

Socioculturally, this policy effectively restores the school's function as a primary socialization container. The absence of gadgets reduces the phubbing phenomenon (ignoring others for the sake of gadgets) and forces students to engage in verbal interaction and cooperation. With the enactment of the policy banning the use of gadgets, phubbing behavior can be minimized, so students are encouraged to interact directly again. They become more active in communicating, discussing, and establishing social relationships with peers. The absence of gadgets in the learning environment also "forces" students to build more intense verbal interactions. In a situation without digital distraction, students have no other alternative but to interact directly, whether through conversations, group work, or other collaborative activities. This indirectly trains interpersonal communication skills, such as the ability to express opinions, listen actively, and respect different viewpoints.

This supports the character development theory where a physical environment without digital distractions strengthens empathy and cohesion among students. These findings are in line with the social learning theory proposed by Albert Bandura, which emphasizes that individual behavior is influenced by the social environment through the process of observation and interaction. In this context, a school environment free from gadget distractions allows students to observe and imitate more positive social behaviors from friends and teachers, such as mutual respect, cooperation, and empathy. Furthermore, this research supports the concept of character education proposed by Thomas Lickona, emphasizing the importance of forming moral values through a conducive environment. The physical environment with minimal digital distractions provides space for students to develop empathy, caring, and social cohesion.

The policy also proved effective in reducing instances of cyberbullying, which has become a serious threat to school social integrity, with nearly half of students having experienced it (Qolbya et al., 2023). Gadgets provide facilities for perpetrators to carry out aggression without having to face the victim directly, which often reduces the perpetrator's guilt due to the lack of immediate emotional feedback (Nuryati et al., 2025). Studies show that total school gadget bans reported by 54% of principals were able to significantly reduce cyberbullying incidence (Diliberti et al., 2025). By restricting device access, the school creates a safe zone where students are protected from digital attacks during school hours, making the school climate more harmonious and supportive (Sago, 2025).

From an empirical standpoint, the statistical test results showing a linear and significant relationship between the gadget ban policy and student social behavior confirm that this policy has a tangible impact on improving the quality of social interaction. Meaning, the more effective the implementation of the policy, the better the social behavior exhibited by students. This is corroborated by quantitative research showing a significant negative correlation between the duration of gadget use and social skills ($r = -0.173$) and emotional regulation ($r = -0.368$) (Altamirano & Nagata, 2025).

An important finding in this study is that the contribution of the gadget ban policy to student social behavior is greater than its contribution to learning motivation. The policy explains 43% of the variance in student social behavior, while it explains 32% of the variance in student learning motivation. This difference indicates that gadget restriction has a more direct and visible impact on students' social interaction patterns than on their internal academic

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drive. Social behavior is closely related to the availability of interaction space in the school environment. When gadgets are removed during school hours, students immediately lose access to individual digital activities, so they are more encouraged to communicate, cooperate, and interact directly with peers. Therefore, changes in social behavior can appear more quickly because they are strongly influenced by the physical and social environment created by the school.

In contrast, learning motivation is more psychological and internal, so its development requires a longer process and is influenced by more diverse factors. The absence of gadgets can reduce distraction, but it does not automatically guarantee that students will have high interest, confidence, and persistence in learning. Meanwhile, social behavior is more situational and observable. When the school creates a gadget-free environment, students are immediately placed in a condition that encourages direct interaction. This explains why the percentage of influence on social behavior is higher than on learning motivation.

However, this policy needs to be integrated with learning strategies that encourage active interaction, such as group discussions, collaborative learning, and project-based activities. The regression result also shows that 57% of the variance in student social behavior is influenced by other factors outside the gadget ban policy. These factors may include parenting patterns, peer group culture, school discipline climate, teacher role modeling, extracurricular participation, previous social experiences, emotional maturity, and the values developed in the family and community environment. Social behavior is not formed only through school regulations, but also through repeated social learning in various social contexts. Therefore, although the gadget ban policy contributes significantly to improving social behavior, its effectiveness will be stronger if integrated with character education programs, counseling services, collaborative learning, extracurricular activities, and consistent role modeling from teachers and school staff.

Thus, the remaining 57% confirms that the formation of positive social behavior requires a comprehensive ecosystem. The gadget ban policy can create a safer and more interactive school environment, but students still need continuous guidance to develop empathy, responsibility, cooperation, and emotional control. Without support from teachers, parents, peers, and school culture, the impact of the policy may not be optimal. Therefore, the policy should be understood as one strategic instrument within a broader character education framework.

In conclusion, the results of this study show that the policy of banning the use of gadgets has a strategic role in improving the quality of student social behavior. This policy not only reduces the negative impact of using gadgets but also opens up space for the formation of healthier, more empathetic, and collaborative social interactions in the school environment.

CONCLUSION

The research results lead to the conclusion that the gadget ban policy significantly increases student learning motivation at SMP Negeri 1 Lembang. With a regression coefficient of 0.487 and a contribution of 32%, the findings confirm that reduced digital distraction allows students to achieve higher intrinsic and extrinsic motivation, alongside improved perseverance and attention spans in the classroom. This policy creates a "restorative cognitive" environment where students can reach a state of deep focus (flow) without the constant interruption of digital notifications, ensuring that academic drive remains high and consistent throughout the learning process.

Simultaneously, the policy exerts a positive and significant influence on student social behavior, contributing 43% to the variance with a coefficient of 0.621. This institutional intervention successfully restores face-to-face social interactions, enhances capacity for empathy, and fosters social responsibility among students. By effectively reducing incidences of verbal, social, and digital bullying, the policy transforms the school into a safe and supportive social laboratory. Ultimately, the simultaneous implementation of this gadget management strategy ensures a more harmonious educational ecosystem, balancing disciplined academic focus with the development of resilient social character.

Based on these findings, several policy recommendations can be proposed. For SMP Negeri 1 Lembang, the gadget ban policy should be maintained through a consistent bell-to-bell mechanism, accompanied by clear standard operating procedures for collecting, storing, and returning students' devices. The school also needs to strengthen supervision during learning hours and breaks, while still allowing controlled gadget use when it is pedagogically

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necessary. In addition, the policy should be integrated with character education programs, counseling services, collaborative learning activities, and digital literacy education so that students do not only obey the rule, but also understand the ethical and responsible use of technology.

For teachers, this policy should be followed by more engaging learning strategies, such as project-based learning, group discussion, problem-solving activities, and interactive assessment. Without meaningful learning activities, the absence of gadgets may reduce distraction but may not automatically increase students' learning motivation. For parents, cooperation with schools is needed through consistent supervision of gadget use at home, especially in relation to screen time, social media access, and online gaming habits. For local education authorities and secondary education institutions more broadly, the results of this study suggest that gadget management policies can be adopted as part of school discipline and character-building programs, but they should not be implemented merely as a prohibition. Such policies need to be supported by digital literacy curriculum, teacher training, student counseling, and periodic evaluation of academic and psychosocial outcomes.

This study also has several limitations. First, the research was conducted only at SMP Negeri 1 Lembang, so the findings cannot be generalized fully to all junior high schools with different social, cultural, and institutional characteristics. Second, this study used a cross-sectional design, meaning that data were collected at one point in time, so it cannot explain long-term changes in student motivation and social behavior after the policy implementation. Third, the data were mainly obtained through questionnaires, which may contain subjective responses from students. Fourth, this study only examined two dependent variables, namely learning motivation and social behavior, while other important variables such as academic achievement, emotional regulation, digital literacy, parental supervision, teacher teaching style, and peer influence were not analyzed in depth.

Therefore, future researchers are encouraged to expand this study by involving more schools from different regions and educational levels, using longitudinal or mixed-method designs, and adding other variables such as academic achievement, school climate, digital literacy, emotional well-being, and parental involvement. Further research can also compare schools that implement total gadget bans, partial restrictions, and controlled educational gadget use, so that the most effective and balanced policy model for secondary education can be identified.

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