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SEMINAR "TIME MANAGEMENT IN THE GADGET ERA: SMART TEENS ARE NOT SCREEN ADDICTS AT SMA PASUNDAN 3 CIMAHI CITY"

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Abstract: *Gadget use among teenagers is increasing along with the development of digital technology, but excessive use can have a negative impact on physical and mental health, as well as academic achievement. This research aims to evaluate the effectiveness of the seminar: Time Management in the gadget era: smart teens are not screen addicts at Pasundan 3 High School Cimahi City in improving students' knowledge of the importance of time management in using gadgets,. The research design uses quantitative descriptive methods with pre-tests and post-tests on 44 students. Data collection is done through questionnaires. There was an increase in knowledge scores after the seminar, and participants showed a better understanding in understanding gadget usage management. This activity proves that structured and interactive education is effective in increasing adolescent awareness regarding the wise and balanced use of gadgets.*

Abstrak: Penggunaan gadget di kalangan remaja meningkat seiring dengan perkembangan teknologi digital, namun penggunaan yang berlebihan dapat berdampak negatif pada kesehatan fisik dan mental, serta prestasi akademik. Penelitian ini bertujuan untuk mengevaluasi efektivitas seminar: Manajemen Waktu di Era Gadget: Remaja Cerdas Bukan Pecandu Layar di SMA Pasundan 3 Kota Cimahi dalam meningkatkan pengetahuan siswa tentang pentingnya manajemen waktu dalam menggunakan gadget. Desain penelitian menggunakan metode deskriptif kuantitatif dengan pre-test dan post-test pada 44 siswa. Pengumpulan data dilakukan melalui kuesioner. Terdapat peningkatan skor pengetahuan setelah seminar, dan peserta menunjukkan pemahaman yang lebih baik dalam memahami manajemen penggunaan gadget. Kegiatan ini membuktikan bahwa pendidikan yang terstruktur dan interaktif efektif dalam meningkatkan kesadaran remaja mengenai penggunaan gadget yang bijak dan seimbang.

INTRODUCTION

The rapid development of digital technology has brought both opportunities and challenges to university students who are constantly engaged in screen based academic and social activities (Nugraheni, 2025). The COVID-19 pandemic has resulted in a 52% increase in screen time among children and adolescents, according to Sheri Madigan et al. (2022). Dietz WH et al (2023), Furthermore, the expansion of digital media (DM) is thought to have socioeconomic effects in addition to health ones. In a recent survey, almost 80% of participating parents stated that they think screen time fosters their children's imagination and creativity, despite evidence that suggests excessive screen time is detrimental to development. People in Indonesia spend the most time staring at their devices, making it the nation with the highest rate of gadget addiction worldwide. Over 19% of Indonesian youths are reported to be addicted to devices, according to a survey done in 34 different provinces. (Putri, 2024).

A number of negative health outcomes, such as infrequent physical activity, infrequent strength training, irregular sleep patterns, weight concerns, symptoms of anxiety and depression, infrequent social and emotional support, and insufficient peer support, were more common among teenagers who used screens more frequently outside of school (Zablotsky, 2025). The issue of gadget use has become a concern for STIKes Budi Luhur, leading them to design an educational program on time management for students, particularly regarding gadget use. A study conducted before the educational activity revealed that only 79% of students had a good understanding of gadget use management.

Adolescents who use gadgets excessively and uncontrollably have been linked to poor time management, procrastination, and diminished academic attention in addition to negative health and psychosocial effects. Teenagers frequently struggle to balance their academic obligations and recreational pursuits on digital platforms, which can result in poor study habits and worse academic achievement. In the digital age, self-regulating screen time becomes more difficult without proper guidance. Teenagers are known to need time management skills in order to efficiently manage their time for learning, relaxation, social connection, and digital involvement. According to research by Britton and Tesser (2024), pupils who have good time management skills perform better academically and are less distracted by technology.On the other hand, problematic gadget use and screen dependence are strongly associated with poor time management.

As a formal setting for encouraging kids to engage in good digital conduct, schools play a crucial role. It has been demonstrated that educational interventions carried out in educational settings are successful in raising students' awareness and knowledge of responsible gadget use. Students can acquire useful techniques for controlling screen time, establishing usage limits, and making effective use of digital technology through structured instructional programs that include interactive learning techniques.

In order to address the growing problem of teen screen addiction, educational initiatives that emphasize time management in the context of gadget use are crucial as preventive and promotional tactics. Therefore, this community service activity aims to improve student's understanding of time management and responsible gadget use through an educational seminar at SMA Pasundan 3 Cimahi City.

METHOD

To determine the seminar's impact, this study uses a quantitative descriptive methodology. The event transpired on November 13, 2025, at SMA Pasundan 3, Cimahi City, West Java. Participants comprised 44 twelfth-grade students engaging fully in the seminar sequence. Total sampling was utilized, as the entire class was the focus of the educational initiative and consented to pre-test and post-test evaluations. The execution unfolded in three primary phases:

1. Pre-Activity: This involved an initial survey of baseline student knowledge
2. Main Activities: The seminar commenced with pre-test administration to evaluate starting comprehension. Subsequently, speakers delivered content interactively, sessions progressed with group talks, Q&A.
3. Post-Activity: Upon conclusion, attendees underwent post-tests to measure knowledge gains.

RESULTS AND DISCUSSION

Result

Seminar activities *"*Time Management In The Gadget Era: Smart Teens Are Not Screen Addicts At SMA Pasundan 3 Cimahi City" was held on the date of November 13, 2025 at SMA Pasundan 3 Cimahi City and was followed by 44 students as participants. The material focuses on common problems in time management, consequences of excessive mobile phone use, time management strategies**,** mobile phone usage settings.

Prior to the start of the exercise, pre-tests were administered to each participant to gauge their first understanding of time management. Following the delivery of the materials and interactive sessions, participants were given the identical problem on a post-test to gauge their level of comprehension. To determine the efficacy of the educational activities conducted, the pre-test and post-test data are quantitatively descriptively examined. The key conclusions are summarized as follows An assessment-based description of the student's knowledge level Pre-test**.** Here is a summary of the main findings:

Table 1 Distribution of Knowledge of SMA Pasundan 3 Cimahi Students about Time Management Based on Assesment Pre test

No	Value	Number of Students	Percentage (%)
1	50	4	9
2	60	6	14
3	70	5	11
4	80	10	23
5	90	12	27
6	100	7	16
Total		44	100

Source:Primary Data, 2025

Based on the score distribution table for 44 students, the following picture is obtained: The scores obtained by students ranged from 50 to 100. The majority of students scored between 80 and 100, indicating good to excellent academic achievement. The score of 90 was the most common, with 12 students (27%). This was followed by a score of 80, with 10 students (23%). This indicates that 50% of students scored in the 80–90 range, reflecting predominantly high learning performance. Seven students (16%) scored 100, indicating a group of students with excellent mastery of the material. Five students (11%) obtained a score of 70, which can be categorized as adequate achievement. Ten students (23%) obtained scores of 50 and 60. This group requires special attention, such as learning assistance or evaluation of learning methods. Overall, the distribution of scores indicates that student learning outcomes are relatively good, with the majority of students in the high score category. However, there are still some students with low to moderate scores who require academic intervention to improve their learning outcomes.

Table 2 Distribution of Knowledge of SMA Pasundan 3 Cimahi Students about Time Management Based on Assesment Post test

No	Value	Number of Students	Percentage (%)
1	60	2	4
2	70	3	7
3	80	6	14
4	90	18	41
5	100	15	34
Total		44	100

Source:Primary Data, 2025

Based on the distribution table of scores for 44 students, it can be seen that the majority of students achieved high scores. A score of 90 was the most frequently obtained, with 18 students (41%) receiving this grade, followed by a score of 100 for 15 students (34%). This indicates that more than three-quarters of the students (75%) scored 90 or higher, which suggests an excellent level of material mastery. Meanwhile, the number of students who scored 80 was 6 (14%), which still indicates good learning achievement. The number of students with scores of 70 and 60 was relatively small, with 3 students (7%) and 2 students (4%) respectively, so it can be concluded that only a small portion of students were in the medium to low score category. Overall, the distribution of scores tends to cluster around high values, indicating that the learning process is effective, the material is well understood by students, and the teaching and evaluation methods used are aligned with the expected learning outcomes.

Table 3 Distribution of average values of knowledge SMA Pasundan 3 Cimahi Students about Time Management Based on Pre and Post Test

No	Average Pre Test	Average Post Test	Percentage Increase
1	79,3	91,6	12%

Source:Primary Data, 2025

The analysis results showed an increase in average scores after the intervention. The average pre-test score for respondents was 79.3, while the average post-test score increased to 91.6. This represents a 12% increase compared to the pre-intervention level. This increase in average scores indicates that the intervention or learning method implemented had a positive impact on improving respondents' knowledge and competency. The significant change in scores from "good" to "very good" indicates a significant improvement in understanding of the material after the intervention. Overall, these results confirm that the implemented program or strategy was effective in improving learning outcomes, as reflected in the difference in average scores between

the pre-test and post-test. The 12% rise in knowledge scores suggests that seminar-based educational interventions are successful in raising students' comprehension of time management and responsible technology use. This result is consistent with study by Madigan (2022), which claims that enhancing digital literacy and controlling screen time can lower the likelihood that teenagers will experience detrimental effects from using gadgets. Additionally, the process of internalizing knowledge is strengthened by an interactive instructional approach. This strategy is also expressed by Anisa (2023), who claimed that it is one of the relevant alternative strategies for resolving these problems. Annisa (2023) claims that Fun is an enjoyable teaching approach that emphasizes students' psychological needs and a supportive learning environment. Students benefit from a stress-free, dynamic, and captivating environment that can boost their drive to learn and comprehension of the material being taught. The rise in dominance in the group of very excellent scores (90–100) on the post-test suggests that many students are able to relate the content to everyday experiences in addition to having a cognitive understanding of it. This is significant since shifting gadget usage necessitates reflexive reasoning as opposed to theoretical comprehension.

A few researchers also contributed to the increase in students' understanding following the implementation of educational interventions. According to a systematic study by Twengw & Farley (2024), structured screen time management education programs have a significant impact on remaja's increased self-regulation and decreased problematic smartphone use. In addition, research by Keles et al. (2024) in Computers in Human Behavior indicates that school-based interventions that combine digital literacy and effective time management increase students' healthy gadget usage and have a positive impact on their psychological well-being. The research conducted by Domoff et al. (2025) also indicates that increasing awareness and awareness through education can act as a protective factor against gadget use if it is combined with school and family environments. This also highlights the results of the community's efforts to increase awareness. This activity has practical implications, such as: 1. School can include information about time management and digital literacy into student activities and counseling. 2. Collaboration between schools, individuals, health care providers, and educational institutions must be strengthened in order to encourage students to use gadgets in a methodical manner.

CONCLUSION

This community service-based educational intervention showed that students' understanding at SMA Pasundan 3 Cimahi City was improved by a seminar on time management and appropriate gadget use. The average score increased from 79.3 on the pre-test to 91.6 on the post-test, a 12% improvement, indicating a clear increase in students' comprehension. Additionally, there was a noticeable shift in the distribution of scores toward the "very good" category (90–100), indicating that most students attained a high level of comprehension following the intervention. These results suggest that adolescents' awareness and understanding of time management in the context of digital technology use can be greatly improved by organized, interactive instructional activities.

The seminar structure, which included talks, debates, and Q&A sessions, encouraged active learning and made it easier for students to internalize ideas like limiting screen time and utilizing technology sensibly. Overall, the program demonstrates that school-based instructional interventions are a workable and successful approach to dealing with problems associated with teenagers' excessive gadget use. Students may develop healthy digital behaviors and improve their academic concentration if time management and digital literacy instruction are incorporated into regular school activities and encouraged by cooperation between educational or health institutions, families, and schools.

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