



## Gadget Addiction and Time Management of The University Student

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DOI: <https://doi.org/10.54099/aijb.v5i1.1468>

### ARTICLE INFO

#### Research Paper

#### Article history:

Received: 15 July 2025

Revised: 15 September 2025

Accepted: 4 October 2025

**Keywords :** gadget addiction, time management, student organizations, linear regression, productivity

### ABSTRACT

This study aims to analyze the effect of gadget addiction on organizational time management of students in the Management Study Program at Bumigora University. The method used in this study is a quantitative approach . Data were collected using a questionnaire that measures two main variables: gadget addiction (X) and time management (Y). A simple linear regression test was conducted to examine the effect of gadget addiction on time management. The results showed that gadget addiction has an effect on time management, with a regression coefficient value of 0.4723. Simultaneous testing also confirmed that gadget addiction has a significant influence on students' overall time management. In addition, the coefficient of determination ( $R^2$ ) of 0.5462 indicates that approximately 54.62 % of the variation in time management can be explained by gadget addiction. This study provides important insights for student organizations and educational institutions to improve time management by controlling excessive gadget use, in order to increase organizational productivity and performance.

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### INTRODUCTION

The rapid development of information technology has had a significant impact on various fields, including education and student organization activities. Devices such as smartphones, laptops, and tablets have now become an integral part of students' daily lives. On the one hand, these devices facilitate access to information, enhance communication, and support the learning process. However, excessive use can lead to addiction, ultimately impairing an individual's ability to manage their time and reducing their performance in carrying out organizational tasks (Wang et al., 2024) . Time management is an essential skill for ensuring the smooth running of various organizational activities. This ability is not only important in an academic context, but also in carrying out roles as members or administrators of student organizations, which require discipline, careful

planning, and a high level of commitment. When students are unable to manage their gadget use wisely, they tend to procrastinate, struggle to complete organizational responsibilities on time, and even decrease their active participation in collective activities (Damaiyanti et al., 2022). The complexity of the roles students play on campus often makes it difficult for them to manage their time optimally. The predominance of gadget use for non-academic activities, such as browsing social media, often takes up a significant portion of their time, thus reducing their effectiveness in carrying out organizational responsibilities.

Bumigora University's Management students are known for their active participation in various campus organizations, such as departmental associations, student executive boards (BEM), and academic and social activity committees. As management students preparing to become future leaders, they should be able to apply the time management skills they have learned in lectures. However, the reality on the ground shows a mismatch between theoretical understanding and practice. Initial observations and informal interviews with several student organization administrators revealed frequent meeting delays, slow activity reporting, and a lack of active participation from members. Some students even admitted that much of their time was consumed by entertainment activities using gadgets. This demonstrates the challenges in implementing time management effectively, caused by the distractions of uncontrolled digital technology use.

Previous research has extensively examined the impact of gadget addiction on students' academic achievement and mental health (Wang et al., 2024; Sadeghi et al., 2023). Meanwhile, the effectiveness of time management is also known to be influenced by several factors, both internal and environmental. Yuan et al. (2023) highlighted the importance of self-control in helping individuals prioritize and avoid distractions, including those from gadgets. Adnan et al. (2022) also added that academic pressure and environmental stressors contribute to weakening effective time management. However, most previous studies have focused on the impact of gadgets on individual academic performance, and few have examined the relationship between gadget addiction and dynamics within student organizations, especially through a human resource management approach. Based on these conditions, the main focus of this study is to examine how gadget addiction affects students' time management skills in carrying out their organizational roles. Disruptions to time management caused by digital addiction not only harm individuals personally, but can also negatively impact team performance, smooth internal communication, and the achievement of organizational goals. This phenomenon is a serious concern for higher education institutions, including Bumigora University, which is striving to develop students' soft skills and leadership through organizational activities. Therefore, this study is important to conduct in order to obtain a comprehensive picture of the extent of the influence of gadget addiction on students' time management skills, particularly in the Management Study Program environment. The results of this study are expected to provide theoretical contributions to the development of organizational behavior studies, as well as serve as a basis for developing policies and strategies for fostering student organizations that are responsive to the challenges of the digital era.

## LITERATURE REVIEW

### Time Management

Time management is an individual's ability to plan, organize, and allocate time effectively to achieve predetermined goals. Aeon and Aguinis (2017) define time management as a form of self-regulation that includes planning, monitoring, and adjusting time use according to changing conditions. Time management contributes to improved performance, reduced stress, and enhanced quality of life and academic performance (Zhou et al., 2021). Employee time management is influenced by various factors,

both internal and external. According to Ferrantino et al. ( 2022 ), an individual's ability to set priorities and avoid procrastination is a crucial element in time management, where self-discipline plays a central role. Meanwhile, Mopkins et al. (2024) highlight the importance of social support in the workplace, both from coworkers and superiors, in improving the effectiveness of time management and productivity. On the other hand, Wardani and Amaliah (2023 ) found that excessive workloads and limited ability to make decisions independently can hinder good time management, necessitating organizational efforts to create a balance in the workload. Furthermore, Dos Santos Tome and Van der Vaart (2020) show that mental health conditions such as stress and emotional exhaustion also affect employees' ability to plan and complete work on time.

An employee's ability to manage time effectively reflects their self-management skills. According to Muliati and Budi (2021), good time management can improve work motivation and overall performance. Conversely, poor time management is often associated with procrastination and a tendency to choose more enjoyable activities ( Pertiwi , 2022). In practice, four main aspects reflect effective time management. First, the ability to systematically design activity plans. Second, expertise in prioritizing tasks based on their urgency, which requires a balance between various work targets. Third, the use of various tools such as to-do lists, reminder alarms, and scheduled breaks as an integral part of planning. Fourth, the ability to avoid distractions that can disrupt concentration or hinder the task completion process (Madura, 2007). Overall, effective time management has a significant impact on individual work performance ( Pertiwi , 2020 ) .

The dimensions or indicators of time management in various studies generally cover five main aspects: (1) planning, namely the ability to create schedules and set targets; (2) prioritization, namely the ability to distinguish between important and urgent activities; (3) monitoring, namely awareness and evaluation of time allocation; (4) self-control, namely the ability to overcome procrastination; and (5) time awareness, namely the perception of the value of time and the tendency to avoid wasting time ( Pan et al., 2023 ). Research by Zhang et al. (2024) also shows that deviation from a balanced time perspective can reduce self-control and indirectly weaken the effectiveness of time management. Overall, the literature shows that the ability to manage time is closely related to psychological balance, efficiency of daily activities, and avoidance of digital distractions.

### **Gadget Addiction**

Gadget addiction is a form of psychological dependence on digital devices such as smartphones, tablets, and computers, characterized by excessive use and difficulty controlling this behavior despite negative consequences. According to Pan et al. (2023), gadget addiction falls within the spectrum of behavioral addictions similar to internet or digital gaming addiction and is associated with imbalances in self-control and time orientation.

Several factors that contribute to gadget addiction include young age , lack of self-control, academic stress, and exposure to addictive digital content. Liza et al. ( 2023) Studies have shown that high exposure to gadgets among school -age children leads to a tendency for cognitive decline. Furthermore, Yuan et al. (2023) added that poor time management skills and impulsivity also increase the likelihood of addiction. Social environmental factors, such as lack of parental supervision and peer pressure, also exacerbate this condition. A study by Surat et al. (2021) confirmed that social interactions shifting to the virtual world causes teenager more LotsRelying on gadgets as a means of escape from mental stress increases the risk of dependency.

Gadget addiction can cause various psychological impacts, such as anxiety, depression, sleep disturbances, and even social isolation. Zhang et al. (2024) found a significant association between deviations from a balanced time orientation and increased levels of gadget addiction, leading to psychological distress. Surat et al. (2021) also highlighted the high correlation between gadget addiction and mental health disorders in Generation Z, such as excessive stress and social dysfunction.

Uncontrolled gadget use negatively impacts concentration and working memory. Liza et al. (2023) noted that students addicted to gadgets are at higher risk of cognitive decline. This finding is supported by Wang et al. (2024), who showed that poor time management due to excessive gadget use correlates with a significant decline in academic achievement. Preventing gadget addiction requires the active involvement of parents, teachers, and schools. Masfufah and Darmawan (2023) emphasize the

importance of educating parents on controlling the duration and type of digital content their children consume. Surat et al. (2021) suggest a mental health-based digital education approach to mitigate the negative impacts of excessive gadget use. Time-based interventions, such as time management and self-control training, have also been shown to be effective in reducing addiction symptoms (Yuan et al., 2023).

## METHOD

According to Moloeng (2020), a research method is a series of steps a researcher must take to find a solution to a problem. In the context of the proposed title, the researcher used a quantitative approach. This approach aims to identify any influence on the object of study by utilizing statistical methods and collecting numerical data (inference) that can be proven through scientific formulas. The research location is at Bumigora University, Jalan Ismail Marzuki No. 22, Cilinaya, Cakranegara District, Mataram City, West Nusa Tenggara 83127. Research data collection was carried out using the survey method . and distributed a questionnaire. The measurement scale in this study used a 5-point Likert scale . The analytical tool used was simple linear regression analysis, which aimed to determine the effect of the relationship between gadget addiction variables and time management.

## RESULT AND DISCUSSION

### Results

#### Respondent Description

study involved 40 respondents who were active students of the Management Study Program at Bumigora University . All respondents were actively involved in various forms of student organizations , both at the study program level, such as the Departmental Student Association (HMJ), and at the university level, such as the Student Executive Board (BEM) and Student Activity Units (UKM). The selection of these respondents was based on the consideration that students who are active in organizations tend to have greater responsibility in managing their time, so it is relevant to be studied in the context of the influence of gadget addiction on the effectiveness of time management .

#### Validity Test and Reliability Test

According to Ghozali ( 2021 ), validity tests are used to measure the validity of a questionnaire. A statement item, instrument, or questionnaire is said to be valid if the statement item, instrument, or questionnaire is able to show a tendency towards truth value . The following is the accumulation of validity . in this study can be seen in the following table

Table 1 Validity Test

| Variables            | Item | <i>Coefficient Corolla (r)</i> | Information |
|----------------------|------|--------------------------------|-------------|
| Gadget Addiction (X) | X1   | 0.5148                         | Valid       |
|                      | X2   | 0.2768                         | Valid       |
|                      | X3   | 0.2223                         | Valid       |
|                      | X4   | 0.2780                         | Valid       |
|                      | X5   | 0.5329                         | Valid       |
| Time Management (Y)  | Y1   | 0.3777                         | Valid       |
|                      | Y2   | 0.5575                         | Valid       |
|                      | Y3   | 0.5255                         | Valid       |
|                      | Y4   | 0.1891                         | Valid       |
|                      | Y5   | 0.3924                         | Valid       |

Source: Data processed by the author, 2025.

validity test results in table el 1 The above has an r value of less than 0.05 , so it can be stated that all questionnaire items in this study have met the valid criteria.

Meanwhile, according to Ghozali (2021), an instrument is declared reliable if the value Cronbach Alpha is above 0.60 . The following is the accumulation The reliability of this study can be seen in the

following table.

Table 2 *Cronbach Alpha*

| Variables            | <i>Cronbach Alpha</i> | Information |
|----------------------|-----------------------|-------------|
| Time Management (Y)  | 0. 6122               | Reliable    |
| Gadget Addiction (X) | 0.6541                | Reliable    |

Source: Data processed by the author, 2025.

Based on table 2 above, it can be seen that the Cronbach's Alpha value for the independent variable, namely Gadget Addiction (X), is 0.6541 . The dependent variable, namely Time Management, obtained a value of 0.6122 . Both variables in this study produced a Cronbach's Alpha value greater than 0.60 , so it can be concluded that the instrument in this study is reliable.

### Classical Assumption Test

The results of the Kolmogorov-Smirnov test in this study can be seen in the following table:

Table 3 Normality Test Results

| N | Test Statistics | Asymp. Sig. (2-tailed) |
|---|-----------------|------------------------|
|   | 0.9668          | 0.2847                 |

Source: Data processed by the author, 2025.

Based on Table 3 above, using the One-Sample Kolmogorov-Smirnov Test, the criterion in this test is to see the level of significance greater than 5% alpha. The test results show a value

The significance value is 0.2847 . This value is greater than the significance value of 5% or 0.05. Thus, the data is normally distributed.

### Linear Regression Test

A simple linear regression test was used in this study to determine the relationship between gadget addiction and time management . The results of the regression test are shown in the following table.

Table 4 Regression Test Results

| Model            | Coefficient | t      | Significant | Information |
|------------------|-------------|--------|-------------|-------------|
| Constanta        | 13. 7362    | 2.9441 | 0.0060      | Accepted    |
| Gadget Addiction | 0.4723      | 6.3044 | 0.0000      |             |

Source: Data processed by the author, 2025.

Based on table 4 above, it can be seen that the regression coefficient value of Gadget Addiction is 0.4723. This shows that the higher the gadget addiction, the more it will affect time management.

### Simultaneous Test

The F statistical test shows that all independent variables included in the model have a joint influence on the dependent variable (Ghozali, 2021) . If the F test, P Value shows  $\alpha < 0.05$  , then the research model can be used. The following are the results of the simultaneous research test.

Table 5 Simultaneous Test Results

| Model |            | Df | F       | Sig.   |
|-------|------------|----|---------|--------|
| 1     | Regression | 1  | 39.7421 | 0.0000 |

Source: Data processed by the author, 2025.

Table 5 shows that the resulting significance level is  $0.000 < 0.05$ , indicating that gadget addiction has a significant effect on time management simultaneously. Thus, the model can be used in research.

### Coefficient of Determination

The coefficient of determination, expressed as  $R^2$ , indicates how well the independent variables explain variation in the dependent variable. A low  $R^2$  value indicates that the independent variables only explain a small amount of variation in the dependent variable. Conversely, a close  $R^2$  value indicates that the independent variables almost completely explain variation in the dependent variable. The following are the results of the coefficient of determination analysis in this study.

Table 6 Analysis of the Coefficient of Determination

| Model | R      | R Square |
|-------|--------|----------|
| 1     | 0.7391 | 0.5462   |

Source: Data processed by the author, 2025.

Based on table 6 above, the magnitude of the influence given by the independent variable on the dependent variable can be seen from the R Square value of 0.5462 which means that 54.62 % of the influence of Gadget Addiction on Time Management. In addition to looking at the R Square value, there is an R value in this study of 0.7391 which shows the strength of the relationship between the dependent and independent variables of 73.91 %.

### DISCUSSION

The results of this study indicate that gadget addiction significantly impacts students' time management within student organizations. This finding aligns with the regression test results, which showed a significance value of  $0.000 < 0.05$  and a regression coefficient of 0.4723. This means that the higher the level of gadget addiction experienced by students, the more impaired their effectiveness in optimal time management within the organization. This reinforces Surat et al.'s (2021) research, which highlights that Generation Z experiences a high emotional attachment to digital devices, disrupting psychological stability and daily productive habits, including time management. This condition creates problems with self-discipline, prioritizing activities, and balancing time between academic, social, and organizational activities. Research by Liza et al. (2023) also showed a negative correlation between excessive gadget use and cognitive function, including decreased ability in planning and decision-making. Two important aspects of organizational time management. In this context, students involved in student organizations need to be sharp in scheduling, coordinating with their team, and completing assignments on time. When gadget exposure is uncontrolled, these abilities decline significantly.

Furthermore, Masfufah and Darmawan (2023) revealed that gadget addiction in adolescents and young adults often results in disorganized daily behavior and a tendency to procrastinate. This supports the results of the coefficient of determination of 54.62% in this study, indicating that more than half of the change in students' time management effectiveness can be explained by the level of gadget addiction. In line with this, Pratama et al. (2020) found that the intensity of media use Social media and entertainment features on gadgets significantly influence adolescents' decreased focus and study time management. In this study, students tended to be distracted by notifications, short videos, and other online activities irrelevant to their organizational agenda.

The results of this study also support the findings of Santoso and Nabila (2021), who highlighted that Indonesian adolescents addicted to gadgets exhibit decreased productivity and increased anxiety related to assignment deadlines. Students active in organizations also become less adaptable to time demands, as their attention is absorbed by digital activities that do not support academic or organizational goals.

Based on the regression results and the high significance of the simultaneous model ( $F = 39.7421$ ;  $p = 0.000$ ), it can be confirmed that this research model is strong enough to explain the phenomena occurring among organizational students. However, it is important to note that the  $R^2$  value of 0.5462



also implies that there are still around 45.38% of other variables outside of gadget addiction that also influence the effectiveness of time management. such as internal motivation, leadership style within the organization, and academic load. This research contributes to the development of a conceptual understanding of student digital behavior and its impact on organizational performance. Furthermore, these findings can serve as a basis for developing policies to control gadget use on campus and suggest more thoughtful and measurable digital education programs.

## CONCLUSION

Based on the research results, it can be concluded that gadget addiction has a significant impact on organizational time management among students in the Management Study Program at Bumigora University. Excessive gadget use can disrupt students' time management skills, which in turn impacts their organizational productivity. This study shows that the higher the level of gadget addiction, the greater the impact on students' time management. The results of the regression analysis show that gadget addiction has an effect on time management, with a coefficient value of 0.4723. In addition, simultaneous tests confirmed that gadget addiction had a significant effect on students' time management. The importance of understanding effective time management and discipline for students, especially in the context of student organizations that require solid and efficient teamwork.

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