

The Relationship Between Digital Well-Being Awareness and Students' Learning Consistency in The Era of Mobile Learning at SMAN 1 Lambitu

Syarif Hidayah*, Ady Irawan, Ahyar

Information Technology Education programme, STKIP Taman Siswa Bima.

*Corresponding Author e-mail: smbrbima@gmail.com

Abstract: The integration of mobile learning creates a paradox between the effectiveness of accessing learning materials and the risk of digital distractions that threaten students' learning consistency. This quantitative correlational study aims to describe the levels of digital well-being awareness and students' learning consistency, as well as to analyse the relationship between these two variables at SMAN 1 Lambitu. The research sample comprised 70 students selected using proportionate stratified random sampling. Primary data were collected via a four-point Likert scale questionnaire and a Research Data Validation Observation Sheet as a triangulation instrument. Statistical analysis included tests of classical assumptions, Pearson's product-moment correlation, the coefficient of determination (R^2), and simple linear regression. The results of the descriptive analysis showed that students' digital well-being awareness (81%) and consistency in learning (83%) tended to fall within the high category. Hypothesis testing confirmed the existence of a positive and significant correlation of moderate strength between the two variables ($r = 0.469$; $t_{\text{calculated}} = 4.376 > t_{\text{table}} = 1.995$; $\text{Sig.} = 0.000 < 0.05$). The R^2 value of 0.220 indicates that this awareness contributes 22% to learning consistency, as per the regression model $Y = 26.131 + 0.487$. These findings confirm that metacognitive awareness of device management serves as an essential anchor for the stability of students' focus and the sustainability of their learning routines.

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Introduction

Education in the 21st century is undergoing significant transformation in line with the widespread integration of digital technology into the classroom. In Indonesia, this phenomenon is reinforced by the adoption of mobile learning, an educational innovation that utilises mobile devices such as smartphones to create access to education that is unrestricted by time and place (Criollo-c et al., 2021). Theoretically, the implementation of mobile learning has consistently been shown to have a positive impact on students' cognitive, affective and psychomotor learning outcomes (Surawan & Saputra, 2025). This technology enables learning materials to be presented interactively through educational applications that can enhance active engagement and collaboration among pupils ((Criollo-c et al., 2021;

Surawan & Saputra, 2025; Yuhelmi et al., 2025). The implementation of this model makes the smartphone the primary tool, integral to pupils' daily academic activities (Surawan & Saputra, 2025).

However, despite its effectiveness, the use of digital devices in school settings, including at SMAN 1 Lambitu, presents a paradox between effectiveness and the risk of distraction (Abeele, 2021). Easy access to information often clashes with the phenomenon of digital distraction, which threatens students' academic focus (Steinert & Dennis, 2022). This distraction does not occur instantly, but rather through a multi-layered cycle that begins with an engaging digital stimulus and a shift in attention away from the main task; this condition is closely linked to a decline in students' self-regulation skills (Dariyono & Rizky, 2026; Steinert & Dennis, 2022). Without strong self-control, the integration of digital devices actually has the potential to widen the gap of distraction that hinders academic achievement. This risk is all the more evident given that intensive, uncontrolled use of mobile devices is often associated with issues such as smartphone addiction, sleep disturbances, and a decline in pupils' concentration in the classroom (Putri et al., 2024; Qureshi, 2024; Rahmayani & Surawan, 2025).

This phenomenon of weak digital self-regulation goes hand in hand with low consistency in students' learning (Rahayu et al., 2024). Research indicates that excessive screen time has a significant negative correlation with the ability to concentrate in the classroom (Putri et al., 2024). Based on the results of an initial interview conducted on 12 January 2026 with Mr Supriadin, S.Pd, at SMAN 1 Lambitu, it was revealed that there is a pattern linking the high level of temptation posed by digital devices with a decline in students' consistency in studying. This phenomenon is reflected in students' study behaviour, which has become sporadic or is only undertaken as exam time approaches (cramming). In fact, consistent study habits and regular repetition are crucial for the development of cognitive structures (Rahayu et al., 2024; Resya, 2021). When students lose focus due to digital distractions, they tend to exhibit academic procrastination the habit of delaying the completion of tasks which ultimately leads to a decline in overall academic performance (Pradnyanawati & Swandi, 2022).

In an effort to identify solutions to these complex issues, there is an urgent need to examine students' awareness of digital well-being (Al-mansoori et al., 2023; Dennis, 2021). Digital well-being is not merely about limiting screen time, but rather a psychological competence for maintaining a balance between life in the real world and the virtual world (Abeele, 2021; Al-mansoori et al., 2023; Büchi, 2024; Sulaiman et al., 2025). Through this awareness, pupils are expected to be able to manage their use of technology wisely to support their mental and emotional well-being (Dutta et al., 2025; Sulaiman et al., 2025). Digital well-being awareness among pupils encompasses crucial skills in managing notifications, minimising digital distractions, and distinguishing between productive and non-productive activities (Abeele, 2021; Al-mansoori et al., 2023; Sulaiman et al., 2025). This awareness serves as a metacognitive defence mechanism to help students remain focused on their learning objectives amidst a disruptive digital environment ((Büchi, 2024; Dutta et al., 2025; Sulaiman et al., 2025).

Several previous studies have explored this theme from various perspectives. Research by Yuhelmi et al. (2025), Büchi (2024), and Sulaiman et al. (2025) focused on ways of enhancing digital well-being through practical training and psychoeducation. Meanwhile, Rahmayani & Surawan (2025) reviewed its theoretical integration into school curricula for mental health, whilst Tsaniyah et al. (2025) examined the correlation between mobile learning and pupils independent learning patterns. Nevertheless, previous studies still leave room for further development due to their tendency to focus on short-term programme evaluations or macro-level analyses of technology use without specifically testing quantitative predictive modelling between these psychological variables. Therefore, this study is necessary to fill this gap by presenting objective empirical data on how levels of digital well-being awareness are linearly associated with the stability of students' learning focus. The novelty of this article lies in its quantitative correlational design, which specifically links the variable of digital well-being awareness directly to the index of students' sustained learning consistency in the era of mobile learning, and is reinforced by a data triangulation method using observation sheets of students' actual behaviour within the classrooms of SMAN 1 Lambitu.

Building on these problem areas and research gaps, this study is specifically directed towards achieving the research objectives that have been formulated. The primary objective of this study is to describe the level of digital well-being awareness among students at SMAN 1 Lambitu. Furthermore, this study aims to analyse the associative relationship and predictive power between digital well-being awareness and students' learning consistency in the era of mobile learning. By achieving these objectives, the findings of this study are expected to make a theoretical contribution by broadening understanding of the role of digital well-being awareness, as well as providing practical benefits for pupils, teachers and school authorities in optimising self-regulation in the digital age.

Research Method

This study employs a quantitative approach using a cross-sectional correlational research design, which aims to detect, test and explain the level and direction of relationships between variables in an objective, measurable and scientific manner (Sugiyono, 2016). Through this design, the study aims to map the extent to which digital well-being awareness, as the independent variable (X), is related to and predicts variations in students' learning consistency, as the dependent variable (Y), in the era of mobile learning. Contextually, the entire series of research activities was carried out at SMAN 1 Lambitu during the second semester of the 2025/2026 academic year. The selection of this location was based on the empirical consideration that the school had actively integrated the use of mobile technology (smartphones) into its daily learning activities.

The data sources in this study were grouped into two main categories: primary data sources and secondary data sources. Primary data were obtained directly from the research subjects through the completion of questionnaires by the respondents. The population for this study comprised all active pupils at SMAN 1 Lambitu, totalling 233 pupils. The sample size was determined using the Slovin formula with an error margin of 10 per cent. To ensure data representativeness, 70 respondents were selected using the proportionate stratified random sampling technique. The distribution of sample proportions across each class stratum is presented in Table 1.

Table 1. Distribution of the Study Population and Sample

Class Strata	Population Size (N _i)	Proportion Calculation	Sample Size (N)
Year 10	85	$(85/233) \times 70$	26
Year 11	78	$(78/233) \times 70$	23
Year 12	70	$(70/233) \times 70$	21
$n = \frac{N}{1 + N(e)^2}$			
Total	233	$n = \frac{233}{1 + 233(0,1)^2}$	70

Furthermore, the primary data was corroborated through triangulation techniques, incorporating data validation observation sheets to directly monitor pupils' academic discipline and digital behaviour in the classroom. Meanwhile, the secondary data was sourced from initial interviews with the mentor teacher, Mr Supriadin, S.Pd., documentary studies, and the school's institutional profile relevant to the focus of the study on the mobile learning ecosystem.

Data collection was carried out using a closed-ended questionnaire with a four-point Likert scale (Strongly Disagree, Disagree, Agree, Strongly Agree). In terms of operationalisation, each variable had four indicators; the indicators for variable X were adapted from the concept of work-life balance (Abeele, 2021; Al-mansoori et al., 2023; Maulidia et al., 2025), time management and app control (Dennis, 2021; Sulaiman et al., 2025), and understanding the risks of technology's negative impacts (Qureshi, 2024; Rahmayani & Surawan, 2025). Meanwhile, variable Y is measured through indicators of learning rhythm resilience (Büchi, 2024; Pradnyanawati & Swandi, 2022; Rahayu et al., 2024; Resya, 2021), adherence to a schedule, stability of focus amidst distractions (Steinert & Dennis, 2022), consistency in routine management (Dariyono & Rizky, 2026; Qureshi, 2024; Rohmah et al., 2024; Tsaniyah et al., 2025). The distribution of the 15 items for each variable is presented in the grid in Table 2.

Table 2. Research Instrument Matrix

Variable	Main Indicators	Distribution of Item Numbers	Total Items
Digital Well-being Awareness (X)	1. Awareness Of Work-Life Balance	1, 2, 3, 4	15 Items
	2. Time & Screen Management	5, 6, 7, 8	
	3. App & Notification Control	9, 10, 11, 12	
	4. Understanding The Negative Risks of Mobile Devices	13, 14, 15	
Consistency	1. Consistency In Learning Rhythm	1, 2, 3, 4	15 Items

in Learning (Y)	2. Adherence To a Self-Set Schedule	5, 6, 7, 8
	3. Stability of Focus Amidst Distractions	9, 10, 11, 12
	4. Consistency In Routine Management	13, 14, 15

Before the questionnaire was used to collect actual research data in the field, it was first pilot-tested to ensure data quality. Validity was tested using the Pearson Product Moment formula, whilst reliability was measured using Cronbach's Alpha coefficient. A summary of the results of the instrument quality testing is presented concisely in the following table.

Table 3. Summary of Validity and Reliability Test Results for the Instrument

Research Variables	Items	r _{Calculated} Value	r _{table} Value	Validity Status	Cronbach's Alpha	Reliability Status
Digital Well-being Awareness (X)	X1	0,640	0,235	Valid	0,79	Reliable
	X2	0,467	0,235	Valid		
	X3	0,259	0,235	Valid		
	X4	0,641	0,235	Valid		
	X5	0,671	0,235	Valid		
	X6	0,649	0,235	Valid		
	X7	0,714	0,235	Valid		
	X8	0,736	0,235	Valid		
	X9	0,706	0,235	Valid		
	X10	0,554	0,235	Valid		
	X11	0,276	0,235	Valid		
	X12	0,614	0,235	Valid		
	X13	0,386	0,235	Valid		
	X14	0,762	0,235	Valid		
	X15	0,524	0,235	Valid		
Learning Consistency (Y)	Y1	0,552	0,235	Valid	0,87	Reliable
	Y2	0,506	0,235	Valid		
	Y3	0,441	0,235	Valid		

Y4	0,781	0,235	Valid
Y5	0,836	0,235	Valid
Y6	0,449	0,235	Valid
Y7	0,822	0,235	Valid
Y8	0,380	0,235	Valid
Y9	0,544	0,235	Valid
Y10	0,802	0,235	Valid
Y11	0,752	0,235	Valid
Y12	0,742	0,235	Valid
Y13	0,417	0,235	Valid
Y14	0,676	0,235	Valid
Y15	0,749	0,235	Valid

From the data presented in Table 3, it can be seen that all items for the variables digital well-being awareness (X) and consistency in learning (Y) yielded $r_{\text{calculated}}$ values greater than the r_{table} value (0.235), and are therefore deemed valid. Furthermore, the Cronbach's Alpha values for both variables were found to exceed the minimum threshold of 0.70, confirming that this instrument is reliable for use. It must be acknowledged as a limitation that the r_{table} value = 0.235 was obtained based on the analysis sample size ($N = 70$). Validity and reliability testing was conducted on the same group of respondents as the analysis sample due to limited access to subjects in the field.

To minimise potential common-method bias arising from self-report questionnaire data, this study employed a triangulation technique by observing pupils' actual behaviour in the classroom. The observation process was carried out independently by two observers: the researcher and the supervising teacher of Information and Communication Technology, who acted as an external observer. Observations were conducted over three periodic sessions throughout the second semester of the 2025/2026 academic year, with each session lasting 2×30 minutes. To ensure the reliability of the observation instrument and avoid subjectivity, an inter-rater reliability test was carried out using the Percentage of Agreement formula with a minimum tolerance threshold of 50%, or via Cohen's Kappa index. Before going into the field, both observers were briefed to ensure a shared understanding of the 1-4 scoring rubric for each aspect of the indicators being observed.

Once all data had been collected and deemed to meet the criteria for validity and reliability, the next step was to apply data analysis techniques through several systematic statistical stages. The initial stage began with preliminary analysis tests, including a normality test to determine whether the data distribution was normal, and a linearity test to ensure that the relationship between the independent and dependent variables was linear. Once these classical assumptions have been met, the analysis proceeds to the core stage using Pearson's product-moment correlation analysis to test the strength and direction of the linear

relationship between variables. In addition, simple linear regression analysis was also used to determine the extent to which variations in the digital well-being awareness variable contribute to predicting fluctuations in students learning consistency in the era of mobile learning. As a final stage to test the validity of the research hypothesis, a t-test (partial test) was conducted at a 5% significance level to determine whether the correlation between the two variables was statistically significant.

Results and Discussion

Results

The collection of primary research data at SMAN 1 Lambitu was successfully carried out, involving 70 active students as the research sample. Based on descriptive statistical calculations of the questionnaire responses, a general overview of the conditions of the two variables in the field was obtained. The tabulated average scores for each variable are presented in detail in Table 4 as follows.

Table 4. Statistical Description of Research Variables

DWA & KBS Level Categories			Digital Well-being Awareness (X)	Learning Consistency (Y)
NO	Score	KET		
1	15 – 29 (25%-49%)	Low	-	-
2	30 – 44 (50%-74%)	Moderate	21 Students	10 Students
3	45 – 60 (75%-100%)	High	49 Students	60 Students
Average Percentage of Level			81%	83%
N (Total Number of Respondents)			70	70

Referring to the data presented in Table 4, the general trend in students' digital well-being awareness falls into the high category, with a mean score of 81%. On the other hand, the indicator of stability in the learning routines of students at SMAN 1 Lambitu shows results in the high category, with a mean score of 83%.

Based on the tabulation of secondary data from three observation sessions, a test of inter-observer agreement was conducted. The results of the test showed that the percentage of agreement between the two observers reached 53 per cent, which is above the minimum threshold for group assessment validity (>50%); consequently, the observational data were deemed reliable and free from personal subjectivity.

The findings from this questionnaire align with the results of on-site verification through the Validation Observation Sheet, as follows.

Table 5. Triangulation validation of student behavior

NO	Variable	Observation Aspect	Score (4-1)	Average Score	Feasibility Category
1	Digital Well-being Awareness (Variabel	Notification Control	3	3,2	Appropriate
		Screen Management	3		

2	X)	Application Discipline	3	3,25	Appropriate
		Physical Awareness	3		
		Social Interaction	4		
	Student Learning Consistency (Variable Y)	Task Persistence	3		
		Resilience	3		
		Environmental Focus	3		
		Neatness of Notes	4		

Based on the data presented in Table 4, the data triangulation process was carried out using the Validation Observation Sheet, which involved inter-rater assessment by two observers. Part I (Digital Well-being Validation) shows an average score of 3.2, confirming that the digital awareness claimed by pupils in the questionnaire is evident in the classroom, where pupils consistently manage to resist distractions from mobile devices, control notifications, and manage their screen time wisely. In line with this, Part II (Learning Consistency Validation) yielded the highest average score of 3.25, demonstrating that pupils at SMAN 1 Lambitu exhibited continuous task perseverance, resilience when faced with challenging material, and excellent adherence to timetables whilst the mobile learning ecosystem was in place.

The behavioral triangulation process confirmed a consistent degree of alignment between students' perceptions of self-regulation as reported in the questionnaire and their actual behaviors in the classroom, particularly regarding their ability to maintain focus on learning while using mobile devices.

Before testing the hypotheses to measure the strength of the relationship between variables, the research data was first tested using a series of prerequisite analysis tests, including normality and linearity tests. A summary of the significance indices obtained from these two prerequisite tests is presented in Table 6 below.

Table 6. Results of the Normality and Linearity Tests

No	Type of Test Assumption	Variable	Significance Value (Sig.)	Decision Criteria	Notes
1	Normality Test (Kolmogorov Smirnov)	Digital Well-being Awareness (X)	0,171	Sig. > 0,05	Normally Distributed
		Consistency of Student Learning (Y)	0,103		
2	Deviation from Linearity Test	Digital Well-being Awareness (X) and Learning Consistency (Y)	0,891	Sig. > 0,05	There is a Linear Relationship

Based on the statistical calculations shown above, it is found that the significance value (Asymp. Sig. 2-tailed) for the digital well-being awareness variable is 0.171, while for

the learning consistency variable, the significance value is 0.103. In accordance with the decision-making criteria, since both significance values are greater than the 0.05 significance level (Sig. > 0.05), it can be concluded that the data distributions of both variables are normally distributed and meet the requirements for the use of parametric statistics. Meanwhile, for testing the assumption of linearity using the “Deviation from Linearity” parameter in the ANOVA table, a significance value of 0.891 was obtained. Since this significance value exceeds the minimum threshold of 0.05 (Sig. > 0.05), this empirically proves that the relationship between the variable “Digital Well-being Awareness” and the variable “Learning Consistency” is linear or follows a straight-line pattern.

After the basic assumptions were met, the direction, strength, and significance of the relationship between the variables were determined through the core test, namely Pearson’s Product-Moment Correlation Analysis, reinforced by a partial significance test (t-test). Statistical data regarding the correlation coefficient and the results of the t-test are presented in the following table.

Table 7. Results of Pearson’s Correlation Analysis and Significance Test (t-test)

Variable Relationships	Correlation Coefficient ($r_{\text{calculated}}$)	t-Test ($t_{\text{calculated}}$ value)	Significance Value (Sig.)	t_{table} ($\alpha=0,05;df=68$)	Conclusion
Digital Well being Awareness (X) and Learning Consistency (Y)	0,469	4,376	0,000	1,995	Moderate Significant, and Positive Correlation

Based on the statistical calculations in Table 7 above, the correlation coefficient ($r_{\text{calculated}}$) was found to be 0.469. Scientifically, this correlation coefficient indicates a moderate degree of relationship between the two variables. Furthermore, the positive sign of the coefficient reflects a direct relationship. This means that whenever there is a progressive increase in students’ level of digital well-being awareness, this will be followed by an increase in the stability and consistency of their learning in the era of mobile learning.

The significance of this correlation coefficient is demonstrated by comparing the $t_{\text{calculated}}$ value and the t_{table} value. The $t_{\text{calculated}}$ value of 4.376 exceeds the t_{table} value at a 5% significance level with 68 degrees of freedom, which is 1.995. Given a significance value of 0.000 (Sig. < 0.05), the test decision is to reject the null hypothesis (H_0) and formally accept the alternative hypothesis (H_1). These findings validly demonstrate that there is a significant relationship between digital well-being awareness and students learning consistency at SMAN 1 Lambitu.

To mathematically assess the predictive capacity and the magnitude of the independent variables’ contributions, the data analysis was supplemented by determining the Coefficient of Determination (R^2) and conducting a Simple Linear Regression Analysis. A structural description of the model estimation results (Summary) and regression coefficients is presented in Table 8 below.

Table 8. Results of Simple Linear Regression Analysis and Coefficient of Determination (R²)

Regression Variables / Components	Regression Coefficient (B)	Significance Value (Sig.)	Description
Constant (a)	26,131	0,000	Regression Equation: $\hat{Y} = 26.131(a) + 0.487(X)$
Digital Well-being Awareness (X)	0,487	0,000	
Coefficient of Determination (R-Square)		0,220	Contribution of Influence: 22%

Based on the summary of statistical data in Table 8, the calculation of the Coefficient of Determination (R²) yielded a value of 0.220, indicating that variations in the level of digital well-being awareness account for 22% of the variation in learning consistency among students at SMAN 1 Lambitu. Meanwhile, the remaining 78% is influenced by other external determinants not covered within the operational scope of this study. Furthermore, the regression estimation results yielded the mathematical function $Y = 26.131 + 0.487(X)$. The constant (a) value of 26.131 represents the baseline stability of student learning when digital well-being awareness is assumed to be constant at zero. The regression coefficient (b) of 0.487 confirms a positive direction of change, indicating that every one (1) unit increase in the digital well-being awareness score is predicted to raise students' learning consistency score by 0.487 units.

Discussion

The results of the analysis indicate a positive and significant relationship between digital well-being awareness and students' learning consistency at SMAN 1 Lambitu, with a correlation coefficient of ($r = 0.469$). This finding is consistent with the research by Sulaiman et al. (2025), which states that psychoeducational interventions regarding digital boundaries have been proven effective in improving students' study time management. Students' awareness of controlling device notifications and limiting screen time directly minimises interruptions during independent study.

When compared with other relevant literature, these findings reinforce the analysis by Yuhelmi et al. (2025) and Büchi (2024), who emphasise that digital literacy is no longer limited to the technical ability to operate devices, but has shifted towards the ability to maintain mental well-being in the digital space. When students have a high level of awareness of the risks of the negative impacts of digital devices, they tend to develop more resilient and structured learning habits, similar to the patterns of self-directed learning identified by Tsaniyah et al. (2025) in a controlled mobile learning environment.

However, the coefficient of determination ($R^2 = 0.220$) indicates that digital well-being awareness contributes only 22% to the variance in students' learning consistency. There are 78% of other factors not examined in this model that also influence students' learning consistency at SMAN 1 Lambitu.

Given the geographical and social context of schools in the Lambitu area, these other factors are likely to include: 1) Family Environment and Parental Support: Parental upbringing and supervision of technology use at home play a crucial role in shaping children's discipline. 2) Digital Infrastructure Conditions: The stability of internet connections and the accessibility of devices in rural areas often present physical barriers that directly disrupt the continuity of students' learning. 3) Student-Internal Factors (Intrinsic Motivation and Self-Efficacy): Students' resilience in completing academic tasks is often driven by personal aspirations and interest in the subject, rather than simply their ability to manage digital devices. 4) Teachers' Pedagogical Competence: Interactive and engaging mobile learning designs created by teachers can hold pupils' attention, thereby reducing their inclination to switch to entertainment apps.

Therefore, whilst awareness of digital well-being is a significant factor, optimising the consistency of pupils' learning in the digital age requires a holistic approach involving the school ecosystem, families and infrastructure readiness.

Conclusion

Based on the overall results of the data analysis, statistical hypothesis testing, and comprehensive discussion presented in the previous chapter regarding the digital learning ecosystem at SMAN 1 Lambitu, several key research conclusions have been drawn. Firstly, the general picture of the level of digital well-being awareness among students at SMAN 1 Lambitu falls within the high achievement criteria, with an average cumulative percentage of 81%. Secondly, the characteristics of behavioural stability and the resilience of students' learning routines at SMAN 1 Lambitu in the era of mobile learning are generally also classified as high, with an average percentage of 83%. Thirdly, inferential statistical analysis validly confirms the existence of a positive, unidirectional and significant correlation, with a moderate strength of relationship, between digital well-being awareness and the consistency of students' learning at SMAN 1 Lambitu. The correlation coefficient ($r_{\text{(calculated)}}$) of 0.469, together with the finding that $t_{\text{calculated}} = 4.376 > t_{\text{table}} = 1.995$ at a significance level of 0.000, demonstrates that the more mature students' awareness of maintaining a balance in their digital lives, the greater the stability of their independent learning routines. Through linear regression analysis, the model function $Y = 26.131 + 0.487(X)$ was obtained, where the digital well-being awareness variable contributes a partial effect of 22% to the variation in students' learning consistency at SMAN 1 Lambitu.

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