



## The Effect of Digital Technology Use on Emotion Regulation of Elementary School Students

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### Article History:

Received: Jun 01, 2025

Revised: Jul 10, 2025

Accepted: Aug 06, 2025

Online First: Sep 19, 2025

### Keywords:

Digital Technology,  
Elementary School,  
Emotional Regulation.

### Kata Kunci:

Regulasi Emosi,  
Sekolah Dasar,  
Teknologi Digital.

### How to cite:

Rahayu, S., Wulandari, A., & Azainil, A. (2025). The Effect of Digital Technology Use on Emotion Regulation of Elementary School Students. *Edunesia : Jurnal Ilmiah Pendidikan*, 6(3), 1647-1658.

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**Abstract:** This study aims to examine the influence of digital technology use on the emotional regulation of elementary school students. The background of this research stems from the increasing intensity of digital device usage among children, which can have both positive and negative impacts on their emotional development. This research employed a quantitative approach, and data were collected through structured questionnaires distributed to fifth-grade students at SDN 008 Sungai Kunjang. The results indicate that most students responded positively to the use of digital technology in helping them recognize, manage, and express their emotions more effectively. The use of digital tools has been shown to support emotional regulation, particularly in areas such as social interaction and self-control. However, some students did not fully experience these benefits, highlighting the need for ongoing guidance from teachers and parents. The implications of this study underscore the importance of integrating digital technology effectively into the learning process, accompanied by adequate supervision, to support students' social-emotional development optimally.

**Abstrak:** Penelitian ini bertujuan untuk mengkaji pengaruh penggunaan digital teknologi terhadap regulasi emosi siswa sekolah dasar. Latar belakang dari studi ini adalah meningkatnya intensitas penggunaan perangkat digital di kalangan anak-anak, yang dapat memberikan dampak positif maupun negatif terhadap perkembangan emosional mereka. Penelitian ini menggunakan pendekatan kuantitatif serta pengumpulan data dilakukan melalui angket tertutup yang disebarkan kepada siswa kelas V di SDN 008 Sungai Kunjang. Hasil penelitian menunjukkan bahwa sebagian besar siswa merespons secara positif penggunaan teknologi digital dalam membantu mereka mengenali, mengelola, dan mengekspresikan emosi dengan lebih baik. Penggunaan teknologi terbukti mendukung kemampuan regulasi emosi, terutama dalam konteks interaksi sosial dan kontrol diri. Meskipun demikian, ditemukan pula sejumlah siswa yang tidak sepenuhnya memperoleh manfaat tersebut, sehingga pendampingan dari guru dan orang tua tetap diperlukan. Implikasi dari penelitian ini menekankan pentingnya integrasi teknologi digital secara bijak dalam proses pembelajaran, disertai pengawasan yang memadai, agar mampu mendukung perkembangan sosial-emosional siswa secara optimal.

## A. Introduction

Technology is a branch of science that involves skills in toolmaking, as well as methods of handling and managing objects, to understand various specific problems and routine activities in everyday life within society (Affarel, 2024). Digital technology is a change in which operations no longer rely heavily on human labor, but rather prioritize automated and sophisticated computer systems. Digital refers to the modernization or updating of technology, which is often associated with the emergence of the internet and information technology. With this technology, various tasks become easier to accomplish through sophisticated devices that provide convenience for users (Berutu et al., 2024).

Technological developments in human life began with simple processes encountered in everyday activities, until they reached the stage of fulfilling the needs and satisfying the desires of individuals as personal and social beings (Aprilia et al., 2025). The development of digital technology has brought about significant changes in various aspects of life, especially in the field of education and the growth and development of children (Yuliana et al., 2025). Children in elementary school today are growing up in a technology-filled environment, with increasingly easy access to digital devices such as smartphones, tablets, and computers (Ramadhani et al., 2025).

Along with this ease of access, uncontrolled use of social media and games has the potential to cause anxiety, stress, disturbances in social interaction, and overall child development (Anjani, 2025). Many children today prefer to spend time with digital devices rather than following their parents' instructions, a phenomenon that is a serious concern. This dependence on digital devices not only affects children's interactions with their surroundings but also impacts parenting styles and family communication (Anugrah et al., 2023).

As a result of this trend, children have become more prone to emotional disorders such as anxiety, depression, and difficulty managing anger. The lack of healthy social interaction and minimal direct guidance from parents can worsen their social development and emotional regulation (Afrahima & Mislan, 2025). This is reinforced by findings (Nurbaiti et al., 2025), which state that uncontrolled use of gadgets hurts children's mental health, and that a lack of parental supervision and unlimited access to digital content further exacerbate the situation.

Emotional regulation is the process by which a person manages their emotions and understands the appropriate ways to express them (Rusmaladewi et al., 2020). Emotional regulation is an essential aspect of children's social and cognitive development. Parents need to pay attention to their children's ability to manage and communicate their emotions appropriately from an early age, as emotional regulation plays a crucial role in various aspects of a child's life (Angeling et al., 2024). Someone unable to control their emotions will have difficulty adjusting their feelings when trying to solve problems (Amanullah, 2022). The inability to control emotions can hinder clear thinking and effective decision-making, thereby affecting how individuals interact with their surroundings.

In general, students are still in a stage of development that requires direct stimulation through activities such as coloring with colored pencils, drawing, and playing with friends to support their emotional regulation. However, they tend to be highly interested in using gadgets in their daily lives, both at home and at school. Excessive gadget use has the potential to affect children's ability to regulate their emotions, which in turn impacts their social behavior when interacting with teachers and peers in the school environment (Asiah et al., 2022).

It has been widely demonstrated that gadgets have a profound impact on all stages of human life, from childhood to adulthood (Zuhra et al., 2022). Devices such as smartphones, laptops, tablets, and various other electronic devices are now ubiquitous in everyday life. This has become the norm in today's world, as many parents provide these devices to their children, allowing them to engage in activities more freely without needing constant supervision while they play. Children are naturally delighted when they receive devices from their parents (Rakhma & Barokah, 2025).

However, parents should take an active role in supervising their children's use of gadgets, whether through providing support, attention, or a sense of responsibility. Parents also need to be more aware of the adverse effects that can arise from excessive use of gadgets (Asmawati, 2021). Lack of parental supervision causes children to absorb all information from electronic devices without filters, resulting in addiction to games and the internet, as well as exposure to inappropriate content. Additionally, children's social development is hindered because they spend more time using electronic devices than interacting with their surroundings (Iftitah & Anawaty, 2021).

Therefore, collaboration between parents and schools is essential in creating an environment that supports students in managing the impact of digital technology on their emotional regulation. Synergy and cooperation enable the exchange of information and practical strategies to help students manage their emotions, develop self-control, and prevent the adverse effects of excessive digital exposure. Through open and supportive communication, both parties can collaborate to design and implement sustainable programs that focus on enhancing digital literacy, emotional awareness, and safety in technology use, enabling students to utilize technology in a healthy and balanced manner (Megasari et al., 2024).

Technology has two types of impacts: negative and positive. On the negative side, technology causes increased anxiety, symptoms of depression, difficulty concentrating, and even hyperactive and aggressive behavior (Anjani, 2025). On the positive side, technology acts as a means of conveying information, enabling news or events to be communicated quickly (Mashlahah & Arifin, 2023). Social media, as part of technology, also serves to build new social connections for individuals while reconnecting them with old friends who may have been out of touch. Additionally, technology facilitates access to new information, allowing people to gain knowledge at any time and from anywhere (Lestari et al., 2023).

For students, technology makes a significant contribution to supporting the learning process, particularly in facilitating access to a variety of relevant learning resources.

Through the use of technology, students can actively participate in class, making the educational process faster, more enjoyable, and more interactive. Technology also encourages student creativity by providing learning experiences that they cannot obtain in real life, such as simulations or virtual experiments (Ully & Nugraheni, 2024). Additionally, digital technology has become a source of entertainment and a means for people to showcase their presence in the virtual world. Equally important, technology facilitates communication even when the communicators are very far apart (Sundahry et al., 2023).

This study presents new insights into the relationship between digital technology use and emotional regulation in elementary school children within a more specific context, specifically at SDN 008 Sungai Kunjang, with fifth-grade students as the subjects. Unlike previous studies that have primarily focused on cognitive aspects and the general negative impacts of digital technology use, this research explicitly examines the affective aspect—emotional regulation, which has been relatively understudied at the elementary education level.

Another novelty lies in the quantitative approach used to empirically measure the relationship and influence of digital technology use on emotional regulation, involving primary data from students' own perceptions through a questionnaire instrument that has been tested for validity and reliability. This study not only highlights the relationship between the two variables but also calculates the extent of their influence through regression analysis, providing concrete numerical contributions indicating that the intensity of digital technology use can explain 39.8% of the variation in emotional regulation.

Additionally, this study emphasizes the importance of the contextual dimension, namely the role of teacher and parental guidance in bridging the positive impacts of technology. Thus, this study not only offers empirical findings but also provides a practical foundation for schools and families in developing learning and digital supervision strategies that support students' social-emotional development. Therefore, this study enriches the literature on children's social-emotional development in the context of elementary education with a more contextual, measurable, and applicable approach.

The primary focus of this research is to examine how the use of digital technology influences students' emotional regulation in elementary schools. This research is also expected to provide a clear picture of the relationship between the intensity of digital technology use and students' ability to manage their emotions effectively. Thus, the results of this study are expected to make a meaningful contribution to educators, parents, and policymakers in formulating more effective and responsive learning strategies that meet the needs of students, as well as in monitoring the optimal use of technology to support students' emotional development in the elementary school environment.

## **B. Method**

This study employs a quantitative approach to investigate the impact of digital technology use on emotional regulation in elementary school students, while also providing an overview of the relationship between the intensity of technology use and their ability to

manage emotions. This approach was chosen because the data was collected through questionnaires given to the sample. The primary data source for this study was questionnaires administered to students. The questionnaire included statements necessary for the study. The study was conducted at SDN 008 Sungai Kunjang, involving 23 fifth-grade students as research subjects, who were selected using purposive sampling because fifth-grade students were considered to have more experience with digital technology.

To achieve the research objectives, the researcher employed a questionnaire as the primary data collection technique. This questionnaire served as a measuring tool to assess the level of digital technology use and emotional regulation abilities among students. Through the use of this questionnaire, this study was able to describe the relationship between the intensity of digital technology use and students' ability to manage emotions, thereby determining the influence of digital technology use on the emotional regulation of elementary school students.



**Figure 1.** Research Design Flow

### C. Result

To assess the validity of the instruments used in this study, the researcher conducted a validity test on the questionnaire, which measured the variables of digital technology use (X) and emotion regulation (Y). The validity test results indicated that 11 statements were deemed valid. Therefore, the 11 statements that met the validity criteria were retained and used in the subsequent analysis stage.

Then, to measure the internal consistency of the validated instrument, a reliability test was conducted using Cronbach's Alpha technique. The reliability value for variable X (after validation resulted in 4 items) was 0.713, which is above the minimum threshold of 0.6, indicating that the instrument has good reliability. Meanwhile, variable Y, consisting of 7 valid statements, yielded a Cronbach's Alpha value of 0.779, indicating a good and reliable level of reliability. A description of the instrument reliability test results is presented in the following table.

**Table 1.** Reliability Test Results

Variable	Number of valid items	Cronbach's Alpha	Description
digital technology (X)	4	0,713	Reliable
Emotional Regulation (Y)	7	0,779	Reliable

Next, a normality test was conducted to determine whether the data from each variable was normally distributed. The test was conducted using the Shapiro-Wilk method. The results of the normality test for (Use of Digital Technology) and (Emotional Regulation) are shown in the following table:

**Table 2.** Normality Test Results

Variable	Shapiro-Wilk Sig.	Description
Digital Technology (X)	0,000	Abnormal
Emotional Regulation (Y)	0,006	Abnormal

Based on the table above, the significance value (Sig.) of the Shapiro-Wilk test is below 0.05 for both variables. This indicates that the data is not normally distributed. Therefore, further data analysis was conducted using non-parametric statistical tests that were appropriate for the characteristics of the data distribution.

After determining that the data is not normally distributed, a Spearman correlation test was conducted to examine the relationship between the use of digital technology (X) and the emotional regulation of elementary school students (Y), given that the data is not normally distributed. The test results are shown in the following table:

**Table 3.** Spearman correlation test

	Digital technology	Emotional regulation
Correlation Coefficient	1.000	0.453
Sig. (2-tailed)	–	0.030
N	23	23

Based on the table above, the Spearman correlation coefficient value obtained was 0.453 with a significance value ( $p = 0.030 < 0.05$ ), indicating that there is a positive and significant relationship between the use of digital technology and students' emotional regulation. This means that the higher the use of digital technology, the more likely students are to experience increased emotional regulation.

To determine the extent to which digital technology use influences students' emotional regulation, a simple linear regression analysis was conducted. The results of the analysis indicate that the use of digital technology has a significant influence on emotional regulation, with an F value of 13.912,  $p < 0.05$ , and an  $R^2$  value of 0.398. This means that the

variable of digital technology use can explain 39.8% of the variation in students' emotional regulation.

The regression coefficient indicates that a one-unit increase in the digital technology usage score (X) results in a 0.445-unit increase in the Emotional Regulation score (Y), with a significance level of  $p = 0.001$ . This suggests that the regression model employed in this study is statistically valid and has a significant effect. The following table presents a summary of the results of the simple linear regression test:

**Table 4.** Simple Linear Regression Test Results

Component	Value
R	0.631
R square	0.398
F	13.912
Sig. (F)	0.001
Koef. B (X)	0.445
Sig. (X)	0.001

The results of this study indicate that the targeted and appropriate use of digital technology not only contributes to cognitive aspects but also has a positive impact on the emotional regulation abilities of elementary school students. Digital technology has proven to be an effective tool in helping students recognize, understand, and manage their emotions more healthily and adaptively. Therefore, the use of digital technology in an educational context can serve as an effective strategy in supporting students' social-emotional development and laying a strong foundation for their mental health at an early age.

#### D. Discussion

Based on the study's results, it is evident that the use of digital technology has a positive and significant relationship with emotional regulation in elementary school students. This was achieved through several stages of statistical analysis, including validity and reliability testing of the instrument, normality testing of the data, and correlation and regression analysis. The validity test results indicate that the instrument used is appropriate, with all items meeting the validity criteria. Meanwhile, the reliability values obtained from both variables indicate that the instrument has good internal consistency.

However, the normality test results show that the data is abnormally distributed, so the analysis was continued using a non-parametric test, namely Spearman's correlation. The analysis results indicate a positive and statistically significant relationship between the use of digital technology and emotional regulation, with a correlation coefficient of 0.453 and a significance level of 0.030. This finding indicates that the higher the level of digital technology use by students, the better their ability to manage emotions.

Simple linear regression analysis reveals that the use of digital technology has a significant impact on students' emotional regulation, accounting for 39.8% of the variance.

This means that nearly 40% of the variation in students' emotional regulation abilities can be explained by the level of digital technology use. The remainder is influenced by other factors not examined in this study. The positive value of the regression coefficient further supports the conclusion that appropriate use of digital technology can enhance students' ability to understand, control, and express their emotions more adaptively.

These results align with previous research (Judijanto et al., 2025), which states that intensive interaction between children and digital platforms can influence the development of emotional and social skills. Support for this finding is also found in research (Ahmad et al., 2023), which states that emotional regulation is a crucial skill for achieving psychological balance, particularly in a learning environment. Through interactive digital content, students can learn to recognize emotions, channel feelings in a healthy way, and increase self-awareness. However, these results also underscore the importance of the role of teachers and parents in accompanying children's interactions with digital technology, so that the benefits obtained can be optimized and negative impacts such as addiction or social behavior disorders can be avoided.

These results reinforce previous literature emphasizing the importance of supervision in the use of digital technology. As stated by Sundahry et al (2023), the role of parents and teachers in guiding and supervising children is crucial for maximizing the positive impact of technology and minimizing its adverse effects. Thus, this study not only confirms the results of previous studies but also provides new insights into the success of emotional regulation through digital media, highlighting its high dependence on the context of use and adult involvement.

Thus, this study not only demonstrates the relationship and influence between the use of digital technology and students' emotional regulation but also provides an important foundation for educational practice, particularly in designing learning strategies that integrate technology in a healthy and balanced manner to support children's social-emotional development at the elementary school level.

## E. Implication

The results of this study contribute to learning practices in elementary schools, particularly in the use of digital technology to support the development of students' emotional regulation. The findings show that most students respond positively to the use of technology in learning processes related to emotion management. This indicates that technology has the potential not only as a cognitive aid but also as a medium that can support students' social-emotional skills.

Practically, this research highlights the importance of integrating digital technology thoughtfully and purposefully into elementary school learning activities. Teachers and school administrators need to design activities that allow students to interact with technology productively and support emotional development, such as exercises in emotion recognition, self-control, and empathy building. The use of technology should be

accompanied by adequate supervision and guidance from teachers and parents to ensure optimal benefits and avoid negative impacts.

Additionally, the findings of this study can serve as a foundation for developing technology-based learning programs that are not only focused on academic achievements but also on students' emotional well-being. With a balanced approach, the educational process is expected to foster individuals who are not only intellectually intelligent but also capable of managing their emotions and building healthy social relationships.

## F. Limitation and Suggestion for Further Research

This study has several limitations that need to be considered. First, the relatively limited number of respondents and their origin from a single elementary school may limit the generalizability of the study results. Second, the instruments used are still quantitative in nature and do not capture the depth of students' emotional experiences when using digital technology. Third, this study has not considered other external factors that may influence emotional regulation, such as family environment, parenting style, or socioeconomic conditions.

Therefore, future research is recommended to involve participants from diverse school backgrounds and regions to obtain a more representative picture. Researchers may also consider qualitative or mixed-methods approaches to explore students' subjective experiences more deeply. Additionally, developing more comprehensive instruments and considering mediating or moderating variables such as the role of teachers or the intensity of technology use could provide a more holistic understanding of the impact of digital technology on students' emotional development.

## G. Conclusion

Based on the study's results, the use of digital technology has a positive and significant relationship with emotional regulation in elementary school students. The more effectively students utilize digital technology, the better their ability to recognize, manage, and express emotions healthily. This finding indicates that digital technology not only impacts cognitive aspects but also contributes to the development of students' affective aspects, particularly in terms of emotional regulation.

This study also emphasizes the importance of guidance from teachers and parents in helping students use technology wisely, so that its benefits can be maximized and it does not hurt their social-emotional development. Thus, digital technology can be utilized as an effective supportive medium in learning and the formation of students' emotional character if used in a targeted and responsible manner.

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