



The 1st International Conference on HOLISTIC Guidance and Counseling

Edu Consilium : Jurnal Bimbingan dan Konseling Pendidikan Islam

Special Edition, October 2026, pp. 283-292

ISSN: 2548-4311 (Print), ISSN: 2503-3417 (Online)

DOI: <https://doi.org/10.19105/ec.holistic1.26010>

Understanding Smartphone Restriction Policies: Developing Students Self-Control through Holistic Guidance and Counseling Practices Grounded in Local Wisdom

Siti Mufaroachah^{1*}, Amalya El Fatihah Djovana², Eli Maria³, Zuliana⁴

^{1,2,3,4}Universitas Islam Al Azhar Gresik, Indonesia

*Corresponding author: email: mufaroachahefer@gmail.com

Abstract

Article History

Received: August 16, 2026

Revised: September 11, 2026

Accepted: October 5, 2026

Keywords:

Holistic;
local wisdom;
policies;
self-control;
guidance and
counseling.

Kata Kunci:

Bimbingan dan konseling;
holistik;
kearifan lokal;
Kebijakan;
kontrol diri.

Smartphones have become an integral part of students' daily lives, creating both opportunities and physical and psychological challenges, particularly in Gresik Regency. In response, the Gresik Regency Government has implemented a policy restricting smartphone use in school environments. This study aims to examine the implementation of this policy and the role of school based guidance and counseling services in strengthening students' self-control. The study was conducted at Al Azhar Senior High School and involved the principal, vice principal for student affairs, guidance and counseling teachers, homeroom teachers, and students. A qualitative approach with a case study design was employed. Data were collected through observation, semi structured interviews, and documentation and analyzed through data condensation, data display, and conclusion drawing. Data credibility was established through source triangulation, methodological triangulation, and member checking. The findings indicate that successful implementation of the smartphone restriction policy depends not only on formal regulations but also on the integration of guidance and counseling services with local wisdom values, including discipline, responsibility, mutual cooperation (gotong royong), respect and obedience toward teachers, and the Panca Jiwa values of Islamic boarding schools. Integrating these values supports students' self-awareness, emotional regulation, impulse control, and responsible smartphone use. This study contributes a holistic guidance and counseling framework grounded in local wisdom for implementing smartphone restriction policies and promoting responsible digital behavior.

[Penggunaan smartphone telah menjadi bagian integral dari aktivitas akademik dan sosial siswa, tetapi juga dapat menimbulkan tantangan fisik dan psikologis. Sebagai respons terhadap hal tersebut, Pemerintah Kabupaten Gresik telah menerapkan kebijakan pembatasan penggunaan smartphone di sekolah. Penelitian ini bertujuan untuk mengkaji implementasi kebijakan tersebut serta peran layanan bimbingan dan konseling berbasis sekolah dalam memperkuat pengendalian diri siswa. Penelitian yang dilaksanakan di SMA Al Azhar ini menggunakan pendekatan kualitatif dengan desain studi kasus dan melibatkan kepala sekolah, wakil kepala sekolah bidang kesiswaan, guru bimbingan dan konseling, wali kelas, serta siswa. Data dikumpulkan melalui observasi, wawancara semi terstruktur, dan dokumentasi, kemudian dianalisis melalui tahapan kondensasi data, penyajian data, serta penarikan kesimpulan. Kredibilitas

data dijamin melalui triangulasi sumber, triangulasi metode, dan *member checking*. Hasil penelitian menunjukkan bahwa implementasi kebijakan pembatasan penggunaan smartphone yang efektif tidak hanya bergantung pada peraturan formal, tetapi juga pada integrasi layanan bimbingan dan konseling dengan nilai-nilai kearifan lokal, yang meliputi kedisiplinan, tanggung jawab, gotong royong, penghormatan dan kepatuhan terhadap guru, serta nilai *Empat Pilar* pesantren. Pendekatan holistik ini mendukung pengembangan kesadaran diri, regulasi emosi, pengendalian impuls, dan penggunaan smartphone yang bertanggung jawab pada siswa. Penelitian ini berkontribusi pada pengembangan pendekatan bimbingan dan konseling yang berlandaskan konteks lokal sebagai strategi preventif untuk memperkuat pengendalian diri siswa dan mendorong perilaku digital yang bertanggung jawab.]

How to Cite: Mufarochah, S., Djovana, A.E.F., Maria, E., & Zuliana. 2026. Understanding Smartphone Restriction Policies: Developing Students Self-Control through Holistic Guidance and Counseling practices Grounded in Local Wisdom. *Edu Consilium : Jurnal Bimbingan dan Konseling Pendidikan Islam*, Special Edition, October 2026, Vol 1, pp. 283-292. DOI: 10.19105/ec.holistic1.26010.



Edu Consilium : Jurnal Bimbingan dan Konseling Pendidikan Islam, Universitas Islam Negeri Madura, Indonesia
Copyright © 2026, is licensed under a CC-BY-SA.
Journal Homepage: <https://ejournal.uinmadura.ac.id/index.php/educons>

Introduction

Technological development has accelerated rapidly in 2026, providing increasingly immediate and widespread access to digital resources. This transformation is also evident in the education sector, where digital technology has accelerated significant changes in how students learn, interact with their surroundings, and construct their personal and social identities (Andi Sadriani et al., 2023). Smartphones are no longer used merely as communication devices; they have become essential tools for accessing information, supporting learning activities, engaging with social media, and seeking entertainment. As smartphones increasingly accommodate diverse aspects of everyday life, their use has expanded substantially across age groups and social backgrounds. This rapid technological development has consequently influenced educational processes. Students' learning concentration, emotional regulation, social interaction, and mental well-being are among the areas increasingly affected by the pervasive presence of smartphones in their daily lives (Ramadhani et al., 2025).

The benefits and adverse effects of smartphone use among adolescents have also become important indicators of changes in students' behavior. Students who are able to utilize smartphones appropriately may obtain positive outcomes in both academic achievement and behavioral development. Conversely, inappropriate or excessive use may contribute to significant declines in educational performance and self-concept (Buabbas et al., 2021). The potential benefits of smartphone use for students include rapid access to information and learning resources, digital learning opportunities, convenient communication, independent learning, the development of digital competencies, and greater efficiency in technology-supported learning. However, excessive smartphone use may also be associated with addictive or problematic use patterns, difficulties in emotional regulation, reduced attentional capacity, diminished interaction with the surrounding environment, anxiety, fear of missing out (FOMO), digital stress, and reduced sleep duration, which may subsequently affect cognitive functioning (Sánchez-Fernández & Borda-Mas, 2023).

The number of smartphone and internet users has continued to increase across countries, with particularly rapid growth among adolescents. A similar trend can be observed in Indonesia, where technology adoption has expanded considerably, particularly among younger generations. Indonesia currently has approximately 230 million internet users and 180 million social media users out of a total population of approximately 286 million (Hanifatunnisa et al., 2025). Smartphones therefore present a dual-edged phenomenon. On the one hand, they can enhance

productivity, access to knowledge, and connectivity; on the other hand, uncontrolled use may increase the risk of problematic or addictive behaviors. This situation highlights the importance of digital literacy, strong self-regulation, and responsible technology use, particularly among younger generations. Appropriate boundaries are also necessary to ensure that children's physical, psychological, and social development remains aligned with their developmental stages. Such considerations are increasingly relevant to both Generation Alpha and the emerging Generation Beta (Gregory & Kar, 2026).

In response to these challenges, restrictions on smartphone use have also been introduced in Indonesia. The Indonesian government has issued Circular Letter No. 18 of 2026 from the Ministry of Primary and Secondary Education (Mendikdasmen), which provides direction for implementing restrictions on smartphone use in schools. The policy represents an effort to reduce learning distractions, prevent students from engaging with social media during instructional activities, address cyberbullying, maintain students' concentration during learning, reduce procrastination, limit exposure to harmful digital content, prevent online violence, and strengthen students' learning motivation (Awaludin & Fitriani, 2026). However, the implementation of any educational policy inevitably involves challenges. In the context of Circular Letter No. 18 of 2026, these challenges include limited parental involvement, student resistance, differences in the characteristics and institutional cultures of individual schools, and the lack of well-developed psychological support strategies, particularly those aimed at strengthening students' self-control through guidance and counseling services. These conditions indicate that the effectiveness of smartphone restriction policies depends not merely on regulatory enforcement but also on synergy among various stakeholders within the school and, more importantly, on the capacity of schools to facilitate sustainable behavioral change through comprehensive educational services (Weiss & Bonell, 2025).

Within educational psychology, self-control is frequently examined in relation to smartphone use. Self-control refers to an individual's capacity to regulate thoughts, emotions, and behaviors in pursuit of longer-term goals despite various temptations and environmental influences (Nazariskina & Sri Nurhayati Selian, 2025). Previous studies have demonstrated that students with stronger self-control tend to demonstrate better academic performance, more consistent learning discipline, more adaptive emotional regulation, and healthier patterns of smartphone use. Conversely, students with lower levels of self-control are more likely to exhibit impulsive behavior, problematic smartphone use, reduced concentration during learning, and various behavioral difficulties within the school environment (Nurbaiti et al., 2025). Educational environments can contribute substantially to optimizing students' development when teachers and parents understand the developmental stages and individual characteristics of children and adolescents, particularly because each student possesses distinct strengths and developmental needs (Mufarochah et al., 2025).

A growing body of research has examined smartphone restriction policies in educational settings. Existing findings generally suggest that restricting smartphone access can reduce learning-related distractions and improve students' attention during instructional activities. Nevertheless, the effectiveness of such policies cannot be understood solely in terms of restricting smartphone access or reducing rule violations. Sustainable behavioral change should become the primary educational outcome rather than merely increasing compliance with institutional regulations (Zahir et al., 2025). Moreover, the effectiveness of smartphone restriction policies varies according to several contextual factors, including school culture, teachers' involvement in implementing and monitoring the policy, parental participation, and students' capacity for self-management. These findings suggest the need for collaborative approaches within educational institutions that simultaneously support students' social-emotional competencies and self-confidence (Chen et al., 2026).

One potentially effective approach to addressing these challenges is a holistic guidance and counseling service grounded in local wisdom. A holistic approach emphasizes students' development as an integrated process encompassing academic, psychological, social, moral, spiritual, and cultural dimensions. In the Indonesian context, local wisdom values such as *gotong*

royong (mutual cooperation), deliberation, responsibility, discipline, respect for teachers, and appropriate social conduct can be incorporated into guidance and counseling services. The integration of these values may contribute to the development of healthy and responsible digital behavior among students. Through such integration, students are not expected to comply with school regulations merely because they fear sanctions; rather, they are encouraged to develop an internal understanding of responsible technology use grounded in cultural values and personal character (Azzahria & Ginasti, 2026).

Although smartphone restriction policies have been increasingly investigated, existing studies have largely focused on specific outcomes, such as students' academic achievement, duration of smartphone use, or digital behavior. Research that simultaneously connects policy implementation, educational processes, the strengthening of students' self-control, holistic guidance and counseling services, and local wisdom particularly the *Empat Pilar* values of Islamic boarding schools in the Indonesian educational context remains limited. This limitation constitutes the research gap addressed by the present study. Accordingly, this study aims to examine how the implementation of a school-based smartphone restriction policy, supported by holistic guidance and counseling services grounded in local wisdom, particularly the *Empat Pilar* values of Islamic boarding schools, contributes to strengthening students' self-control at Al-Azhar Senior High School in Gresik, Indonesia.

Method

A qualitative approach with a case study design was employed in this study to obtain an in-depth understanding of the implementation of the smartphone restriction policy and its contribution to strengthening students' self-control through holistic guidance and counseling services based on local wisdom, particularly the *Empat Pilar* values of the Darul Ihsan Islamic boarding school at Al-Azhar Senior High School in Gresik. The case study design was selected because this study focuses on a bounded system, namely the implementation of a policy within a particular school setting. This design enabled the researchers to explore comprehensively the processes, experiences, interactions, and meanings associated with the policy implemented by the school.

The research was conducted at Al-Azhar Senior High School in Gresik, one of the schools that has implemented a policy restricting smartphone use within the school environment. The population of this study consisted of all members of the school community involved in the implementation of the smartphone restriction policy. Informants were selected using purposive sampling, including the principal as the policy decision-maker, guidance and counseling teachers as service providers, the vice principal for student affairs as the coordinator of school discipline, students, and homeroom teachers.

Data were collected through observation, in-depth interviews, and field notes. The interviews were conducted in an open and flexible manner, providing informants with sufficient space to express their experiences and perspectives. Observation was conducted to directly examine various activities and the involvement of informants in the implementation of the smartphone restriction policy. Field notes were used to record relevant school documents, guidance and counseling service guidelines, character development programs, meeting minutes, various nonverbal behaviors, and the social context observed throughout the research process in greater detail. These three techniques were employed together to obtain a comprehensive understanding of the implementation of the smartphone restriction policy within the school.

Tabel 1. Interview Guide Framework

No.	Focus	Indicators	Theoretical Foundation
1	Smartphone restriction policy	Research objectives and rationale	Public Policy Implementation Theory – George C. Edward III
2	Policy implementation in	Socialization,	Public Policy

Understanding Smartphone Restriction Policies: Developing Students Self-Control through Holistic Guidance and Counseling practices Grounded in Local Wisdom

	schools	implementation, and monitoring	Implementation Theory – George C. Edward III
3	Responses to the policy	Perspectives, behaviors, and support	Social Perception Theory – Everett M. Rogers
4	Impact of the policy on students' behavior	Discipline, learning focus, and interaction	Social Learning Theory – Albert Bandura
5	Development of self-control	Student discipline and smartphone-use regulation	Self-Control Theory – Roy F. Baumeister
6	Role of holistic guidance and counseling	Strategies, assistance, and academic support	Holistic Guidance and Counseling Approach
7	Local wisdom	Character and moral education	Ki Hadjar Dewantara's Theory

Source: Adapted from various theoretical perspectives (2026).

Data were analyzed using the stages of data condensation, data display, and conclusion drawing proposed by Miles, Huberman, and Saldaña. The interview data were transcribed verbatim to facilitate systematic coding and the identification of categories, themes, and patterns of relationships among the emerging themes. Data obtained from observations and documentation were subsequently used to support source triangulation, methodological triangulation, and member checking, thereby strengthening the findings derived from the interviews. This process was undertaken to develop a comprehensive understanding of the implementation of the smartphone restriction policy and the development of students' self-control through guidance and counseling services grounded in local wisdom, particularly the Empat Pilar values of Islamic boarding schools.

Result

The purpose of this study was to examine the implementation of the school-based smartphone restriction policy and to explore how holistic guidance and counseling services grounded in local wisdom contribute to the development of self-control among students at Al-Azhar Senior High School in Gresik. Four analytical themes emerged from the data:

Implementation of the Smartphone Restriction Policy as a School Culture

The smartphone restriction policy implemented in Gresik initially originated from a policy issued by the local education authority as a derivative of Circular Letter No. 18 of 2026 from the Ministry of Primary and Secondary Education (Mendikdasmen). However, at Al-Azhar Senior High School in Gresik, the policy has been positioned not merely as a formal regulation but as an integral part of the school culture, with the aim of fostering students' discipline and sense of responsibility. This approach allows students to perceive the policy as a natural and sustainable part of their daily school life rather than as a restrictive rule imposed upon them. If the policy were implemented too rigidly, students might feel pressured and become less willing to comply with it. This consideration is particularly relevant for Generation Alpha, who are highly familiar with smartphones and capable of utilizing their increasingly sophisticated features.

During instructional hours, students are required to place their smartphones in storage boxes provided by the school. The boxes are designed to be secure and visually appealing, thereby reducing students' concerns about the safety or potential loss of their devices. Smartphones may be retrieved when they are genuinely required for learning activities, allowing students to use them for specific educational purposes when necessary.

Observations indicated that many students complied with the smartphone restriction policy without perceiving it as coercive or excessively restrictive, either from the school administration or homeroom teachers. Student compliance gradually increased over time as the policy was

implemented in conjunction with character development programs and guidance and counseling services (Principal).



Figure 1. Smartphone Storage Area During the Learning Process

Development of Students' Self-Control through Holistic Guidance and Counseling Services

Guidance and counseling (G&C) services serve as a key mechanism for supporting students in complying with school policies concerning smartphone restrictions. The guidance and counseling teachers have established positive relationships with students, resulting in a strong sense of familiarity and trust between students and the counseling service. The role of guidance and counseling extends beyond providing counseling to students who experience problems. It also encompasses preventive services designed to help students develop their potential, strengthen their personal capacities, and regulate behaviors that may interfere with their academic and personal development.

The guidance and counseling services provided included classroom guidance on digital literacy, individual counseling, group counseling, time-management training, and self-reflection activities related to digital media use. Interview findings indicated that following the implementation of these services, students gradually reduced the habit of checking their smartphones when there were no important notifications, particularly on social media platforms such as TikTok and Instagram. Students also demonstrated greater ability to refrain from accessing their smartphones during instructional activities.

Observational findings further showed that students became more actively engaged in classroom learning activities. They participated more actively in discussions, completed assignments more efficiently, and demonstrated fewer behaviors indicating distraction associated with smartphone use. These findings suggest that students' self-control can be progressively strengthened through holistic guidance and counseling services without relying continuously on punitive measures or sanctions. (Guidance and Counseling Teacher)

Internalization of Local Wisdom Values in Shaping Students' Digital Behavior

One of the key findings of this study concerns the integration of local wisdom values into educational practices at Al-Azhar Senior High School in Gresik. Teachers incorporated both general local wisdom values and specific values derived from the Empat Pilar of the Darul Ihsan Islamic boarding school. Darul Ihsan is an Islamic boarding school foundation located in Menganti, Gresik. The Empat Pilar values implemented within the school consist of intention (niat), faith and conviction (keyakinan), gratitude (syukur), and sincerity (keikhlasan). These values are further integrated with more general local wisdom principles, including responsibility, mutual cooperation (gotong royong), courtesy and respect, deliberation (musyawarah), and discipline.

These two dimensions of local wisdom are incorporated into various school activities, guidance and counseling services, daily school routines, teacher-student communication, and other educational activities integrated within the programs of the Darul Ihsan Foundation. Through this integration, local wisdom is not positioned merely as an additional component of the

school curriculum but becomes part of students' everyday educational experiences and behavioral development. (Vice Principal for Student Affairs)

Students were found to respond more positively to directions provided by their homeroom teachers than to instructions delivered through general or whole-class communication. The close relationship established between homeroom teachers and students had a substantial impact on addressing students' challenges as well as identifying and developing their potential. Students reported feeling emotionally closer to their homeroom teachers, indicating that the role of homeroom teachers needs to be continuously strengthened and optimized in supporting students' development. (Student)

The integration of both general and specific local wisdom values was found to influence students' behavior and become gradually internalized through conscious awareness rather than merely through fear of school policies or regulations.

Supporting Factors and Challenges in Policy Implementation

Every policy implemented within an institution or school is influenced by various supporting factors. In the context of the smartphone restriction policy, these factors include the strong commitment of the principal, the consistent implementation of school regulations by teachers, the continuous provision of guidance and counseling services, effective communication between the school and parents, a supportive school culture, and collaboration with student character development programs.

However, several challenges remain in the implementation of this policy. Students may still spend extended periods using smartphones outside school hours, particularly for social media activities. Other challenges include the influence of social media, the need to use technology for certain learning activities, and limited parental support in monitoring students' smartphone use at home. The presence of both supporting factors and challenges indicates that the implementation of the smartphone restriction policy is an ongoing process that requires continuous evaluation and optimization. Nevertheless, the implementation of the policy has contributed positively to the development of students' self-control.

The effectiveness of the policy depends largely on the integration of school regulations, guidance and counseling services, character education, and the internalization of local wisdom values, particularly the *Empat Pilar* values of the Islamic boarding school. The findings of this study indicate several dimensions of self-control that can strengthen students' positive capacities. In this context, guidance and counseling services function as a mediating mechanism that supports students in developing self-regulation and enables them to follow school directions consciously, without excessive reliance on coercion or punitive measures.

Discussion

The primary objective of this study was to examine how the smartphone restriction policy contributes to the development of students' self-control through holistic guidance and counseling services grounded in local wisdom, particularly the *Empat Pilar* values of the Darul Ihsan Islamic boarding school in Gresik. The findings reveal that the successful implementation of the policy requires synergy among school regulations, guidance and counseling services, and local wisdom values. Such integration enables self-control to become increasingly internalized among students, even in the absence of direct sanctions from the school.

These findings further support the Self-Control Theory proposed by Roy F. Baumeister, which conceptualizes self-control as an individual's capacity to regulate impulses, manage emotions, and control behavior in pursuit of long-term goals, ultimately resulting in observable behavioral changes (Baumeister et al., 2024). The implementation of smartphone restrictions at Al-Azhar Senior High School provides students with opportunities to exercise self-control through habituation, self-reflection, and guidance and counseling services provided by teachers. Thus, smartphone restriction is not merely an administrative measure but also has psychological

implications for students by encouraging discipline and enabling them to make decisions regarding smartphone use more responsibly.

The findings also reinforce Albert Bandura's perspective through Social Cognitive Theory, which emphasizes that individual behavior develops through reciprocal interactions among personal factors, environmental influences, and learning experiences (Mohamadi et al., 2011). A supportive social environment characterized by positive relationships among the principal, guidance and counseling teachers, homeroom teachers, and students can strengthen the development of healthy smartphone-use behaviors. Consistent policy implementation and appropriate educational practices provide behavioral models that can facilitate students' self-regulation. Accordingly, students' observable behaviors are not merely the result of compliance with formal regulations but also reflect a process of maturation facilitated by positive habituation, appropriate guidance and counseling services, and social reinforcement within the school environment (Suryadi, 2025).

The findings concerning smartphone restriction are also consistent with a growing body of international research indicating that limiting smartphone use can reduce learning distractions and increase students' engagement in classroom activities, particularly when supported by a positive school environment. However, the present study offers a distinct contribution by examining smartphone restriction in conjunction with holistic guidance and counseling services grounded in local wisdom, particularly the *Empat Pilar* values of the Islamic boarding school. In this respect, the study extends previous research that has predominantly focused on the effects of smartphone restrictions on academic achievement or smartphone-use patterns themselves (Ayuni et al., 2026).

The findings are also consistent with perspectives in character education, which suggest that cultural values and positive habituation may be more effectively internalized when compared with approaches that rely primarily on punishment. Through guidance and counseling services that emphasize moral awareness regarding smartphone use and an understanding of the appropriate and beneficial use of technology, students can gradually develop the capacity to distinguish between constructive and harmful patterns of digital behavior. Such awareness is important not only for students' current development but also for their ability to engage responsibly with technology in the future (Wijaya, 2025).

Nevertheless, the development of students' self-control cannot be attributed solely to the smartphone restriction policy. Several other factors may contribute to students' self-control, including individual characteristics, parenting patterns, psychological maturity, school organizational culture, and peer influence. The strong religious culture and orientation of Al-Azhar Senior High School may also have contributed to the effective implementation of the smartphone restriction policy. Therefore, the relationship between school policy and students' self-control should be understood as an interconnected process in which both elements mutually reinforce one another. Effective implementation requires an appropriate balance between institutional regulations and students' internal capacity for self-regulation, supported by the active involvement of various stakeholders.

In this context, the role of guidance and counseling teachers is particularly significant. The type, quality, and intensity of services provided to students constitute important factors supporting the implementation of smartphone restrictions within the school. The findings demonstrate that guidance and counseling teachers occupy a strategic position in transforming formal school regulations and policies into positive habits that contribute to students' psychological and behavioral development. The services provided incorporated digital literacy, individual counseling, group counseling, social-emotional support, and the internalization of local wisdom values. The integration of these components enabled students to gradually develop greater self-control in their use of digital technology.

Despite these findings, this study has several limitations that should be acknowledged. First, the research was conducted in only one school; therefore, the findings cannot be statistically generalized to other educational institutions. Second, the qualitative approach means that the findings remain closely influenced by the cultural context, social environment, and experiences of

the participating informants. Third, the study did not employ longitudinal measurement of students' self-control, making it difficult to determine the long-term effects of the smartphone restriction policy and the associated guidance and counseling interventions.

In light of these limitations, future research should examine holistic guidance and counseling services grounded in local wisdom across multiple schools, regions, and school contexts with different characteristics. Future studies could employ mixed-methods or quantitative approaches to produce more measurable and statistically assessable evidence regarding the effectiveness of smartphone restriction policies. Such research could also identify which factors contribute most strongly to the observed outcomes, including the policy itself, students' self-control, guidance and counseling services, or local wisdom values. Further research is also expected to contribute to the development of an adaptive guidance and counseling intervention model that responds to ongoing technological developments while maintaining local wisdom as an integral component of student development and digital behavior.

Conclusion

The purpose of this study was to understand the implementation of the smartphone restriction policy and its contribution to the development of students' self-control through school-based guidance and counseling services. The scope of the study focused on the implementation of the smartphone restriction policy at Al-Azhar Senior High School, with particular emphasis on guidance and counseling services aimed at strengthening students' self-control. The research informants consisted of the principal, vice principal for student affairs, guidance and counseling teachers, homeroom teachers, and students. This study employed a qualitative approach with a case study design. Data were collected through observation, interviews, and documentation. Data analysis involved data condensation, data display, and conclusion drawing, while data trustworthiness was established through source triangulation, methodological triangulation, and member checking.

The findings indicate that the successful implementation of the policy does not depend solely on the existence of formal regulations but also on the provision of guidance and counseling services integrated with local wisdom values, including discipline, responsibility, mutual cooperation (*gotong royong*), respect for and obedience to teachers, and the strengthening of the *Empat Pilar* values of the Islamic boarding school. Furthermore, the holistic approach contributes to the development of students' self-awareness, emotional regulation, impulse control, and responsible smartphone use.

The contribution of this study lies in demonstrating that the effective implementation of a smartphone restriction policy requires synergy among school policies, guidance and counseling services, and local wisdom values. Such integration can facilitate the internalization of self-control among students, enabling them to regulate their smartphone use even without relying on school sanctions. Furthermore, the school functions as an important social environment in which positive relationships among the principal, guidance and counseling teachers, homeroom teachers, and students can reinforce the development of healthy and responsible smartphone-use behaviors.

References

- Andi Sadriani, M. Ridwan Said Ahmad, & Ibrahim Arifin. (2023). Peran Guru Dalam Perkembangan Teknologi Pendidikan di Era Digital. *Seminar Nasional Dies Natalis 62, 1*, 32–37. <https://doi.org/10.59562/semnasdies.v1i1.431>
- Awaludin, F., & Fitriani, E. (2026). Motif Pembatasan Penggunaan Ponsel di Sekolah. *Naradidik: Journal of Education and Pedagogy*, 5(2), 388–401. <https://doi.org/10.24036/nara.v5i2.514>
- Ayuni, A. Q., Yurieza, W. A., Aprilia, D. R., & Salika, J. (2026). Kecanduan Hp Pada Anak Di Era Digital: Tantangan Pendidikan Terhadap Prestasi Belajar Dan Minat Membaca. *Jurnal Pendidikan Dasar*, 10.

- Azzahria, B., & Ginasti, D. E. (2026). *Meningkatkan Kualitas Layanan BK Berbasis Kearifan Lokal Di Era Globalisasi*. 296–302. <https://doi.org/10.29407/5ksr1z66>
- Baumeister, R. F., André, N., Southwick, D. A., & Tice, D. M. (2024). Self-control and limited willpower: Current status of ego depletion theory and research. *Current Opinion in Psychology*, 60, 101882. <https://doi.org/10.1016/j.copsyc.2024.101882>
- Buabbas, A., Hasan, H., & Shehab, A. A. (2021). Parents' Attitudes Toward School Students' Overuse of Smartphones and Its Detrimental Health Impacts: Qualitative Study. *JMIR Pediatrics and Parenting*, 4(2), e24196. <https://doi.org/10.2196/24196>
- Chen, S.-C., Huang, T.-F., Chang, K., Chang, F.-C., Chiang, S. C., Chiu, C.-H., Chen, P.-H., Miao, N.-F., & Chuang, H.-Y. (2026). Association between school phone restriction policies and adolescents' cyberbullying, gambling, and substance use behaviors. *Computers in Human Behavior*, 177, 108898. <https://doi.org/10.1016/j.chb.2025.108898>
- Gregory, A. M., & Kar, P. (2026). When a smartphone-free childhood is not a choice: Recognising smartphones as essential medical devices. *Clinical Medicine*, 26(4), 100591. <https://doi.org/10.1016/j.clinme.2026.100591>
- Hanifatunnisa, N. A., Lusiana, E., & Perdana, F. (2025). Information experiences of young generation social media users in Indonesia's political year 2024. *Jurnal Kajian Informasi & Perpustakaan*, 13(2), 177–194. <https://doi.org/10.24198/jkip.v13i2.55608>
- Mohamadi, F. S., Asadzadeh, H., Ahadi, H., & Jomehri, F. (2011). Testing Bandura's Theory in school. *Procedia - Social and Behavioral Sciences*, 12, 426–435. <https://doi.org/10.1016/j.sbspro.2011.02.053>
- Mufaroahah, S., Wulandari, F., Kusnadi, S. K., & Zuroida, A. (2025). Dampak Pola Asuh Orang Tua Generasi Milenial terhadap Perilaku Keagamaan Anak Usia Dini. *Psycho Aksara : Jurnal Psikologi*, 3(1), 132–139. <https://doi.org/10.28926/pyschoaksara.v3i1.1712>
- Nazariskina Nazariskina & Sri Nurhayati Selian. (2025). Dinamika Kontrol Diri pada Remaja yang Mengalami Kecanduan Media Sosial. *Jurnal Multidisiplin Ilmu Akademik*, 2(5), 682–689. <https://doi.org/10.61722/jmia.v2i5.6844>
- Nurbaiti, N., Nasmi Nasmi, & Marniati Marniati. (2025). Literature Review: Dampak Gadget terhadap Kesehatan Fisik dan Mental Anak. *Antigen : Jurnal Kesehatan Masyarakat dan Ilmu Gizi*, 3(3), 107–125. <https://doi.org/10.57213/antigen.v3i3.730>
- Ramadhani, Y., Ruswandi, M. R., & Iman, A. K. (2025). Pengaruh Kecanduan Smartphone Terhadap Motivasi Belajar. *Jurnal Keilmuan Pendidikan*, 1(2), 56–62. <https://doi.org/10.63203/040924300>
- Sánchez-Fernández, M., & Borda-Mas, M. (2023). Problematic smartphone use and specific problematic Internet uses among university students and associated predictive factors: A systematic review. *Education and Information Technologies*, 28(6), 7111–7204. <https://doi.org/10.1007/s10639-022-11437-2>
- Suryadi, H. (2025). *Peran Guru Bimbingan dan Konseling dalam Melaksanakan Manajemen Bimbingan dan Konseling*.
- Weiss, H. A., & Bonell, C. (2025). Smartphone use and mental health: Going beyond school restriction policies. *The Lancet Regional Health - Europe*, 51, 101237. <https://doi.org/10.1016/j.lanepe.2025.101237>
- Wijaya, N. D. A. (2025). *Penguatan Pendidikan Karakter Siswa Melalui Layanan Bimbingan Dan Konseling*.
- Zahir, A., Ramadani, A., & Padang, M. S. K. (2025). *Sosialisasi Pengguna Teknologi Digital (Handphone) di Lingkungna Sekolah*. 5(2).