

The Role of Homeroom Teachers in Addressing the Negative Influence of Smartphones on Elementary School Students

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ABSTRACT

The massive penetration of smartphones among elementary school-aged children demands the strengthening of the role of homeroom teachers as the primary companions of students in the school environment. This study aims to analyze the role of homeroom teachers in addressing the negative influence of *smartphones* on upper-grade elementary school students in Cluster 1 Labuhan Ratu. This study uses a quantitative descriptive approach with a population of all upper-grade homeroom teachers (grades IV, V, and VI) in Cluster 1 Labuhan Ratu, totaling 72 people. The research sample was determined using *purposive sampling* of 36 homeroom teachers, and data were collected using a questionnaire instrument. The results show that the role of homeroom teachers in addressing the negative influence of smartphones is in the moderately influential category, with 64% (23 of 36 respondents) of homeroom teachers in that category, while 28% are in the influential category and 8% are in the less influential category. This finding confirms that the role of homeroom teachers is already running but is not optimal, so strengthening the competence of homeroom teachers in accompanying students in facing digital risks in the smartphone era is still needed .

Keywords : *Role of Homeroom Teachers, Negative Influence of Smartphones , Elementary Schools*

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Introduction

The acceleration of information and communication technology in the era of globalization has brought about a fundamental transformation in the face of education, including at the elementary school level. Global demands push the educational sector to continually adapt technological developments to efforts to improve the quality of learning, so that the use of digital technology has now become an inseparable part of the teaching and learning process (Permana et al. , 2024; Fransisca et al. , 2023). This situation also presents new challenges for educators, as the influx of technology into classrooms cannot always be matched by the digital literacy readiness of all educational stakeholders (Karwati, 2021). One of the most widely used technologies across generations today is the smartphone . The presence of *smartphones* as a means of communication and entertainment has an ambivalent impact, namely benefits and risks for users, including elementary school-aged students.

On the one hand, the presence of *smartphones* reduces the barriers of space, time, distance, and communication costs, facilitates access to information, and can be used by parents as a supporting medium for children's learning. On the other hand, the negative impact of *smartphones* is seen in the tendency for social alienation, namely individuals preferring to be alone to use their *smartphones*, reduced intensity of face-to-face communication, and shifting patterns of social interaction in society. For elementary school students, unsupervised *smartphone use has the potential to have negative impacts, both on learning aspects and socio-emotional development* (Nikmawati et al., 2021; Wati et al., 2023; Kamaruddin et al., 2023). Various previous studies have also confirmed the impact of *smartphone use* on elementary school students, starting from cognitive and emotional aspects (Afidah et al., 2022), social interaction (Bhakti et al., 2024; Rismala et al., 2021; Julaeha, 2022), learning motivation (Lestari et al., 2026; Rahmawati, 2024; Wati et al., 2023), to the role of teachers and parents in overcoming it (Mudjiyanto et al., 2024; Utami et al., 2024).

The results of these studies reveal that *smartphone use* significantly changes individual communication patterns, considering that *smartphones* have become the primary communication medium for society. Data from the Central Statistics Agency shows that mobile phone ownership among Indonesians will reach 82.05% and internet users will reach 72.78% of the population aged 5 years and above in 2024 (BPS, 2025). Specifically for school-age children, a survey by the Indonesian Child Protection Commission reported that more than 71% of elementary school-age children own and use *smartphones* personally, with varying duration of use between rural and urban areas (Indonesian Child Protection Commission [KPAI], in Kulon Progo Communication and Information Service, 2024). The duration of *smartphone use* by children generally ranges from 2-3 hours per day in urban areas, with most use directed towards entertainment, and some children are at risk of addiction if usage is not controlled (Nikmawati et al., 2025). et al., 2021; Wati et al., 2023). High screen exposure duration has also been shown to be associated with decreased visual acuity and disturbed sleep quality in children, as found in children aged 10-12 years (Solikah & Trisnowati, 2022) and in school-age children more broadly (So et al., 2021).

The 6-12 year old age group, which is classified as the alpha generation, has a high level of curiosity and a great interest in new things so that they are able to master technological developments and operate various features on *smartphones* quickly (Bhakti et al., 2024). Various *smartphone* features, such as *games*, social media, video, audio, and images, are the most frequently accessed content. However, children aged 6-12 years still need adult guidance and direction; without adequate support, they are at risk of device addiction and digital literacy barriers (Maulidah, 2025; Roziki et al., 2025; Mauluddia & Yulindrasari, 2024). Excessive and uncontrolled *smartphone use has also been shown to weaken children's* interpersonal and social interaction skills, triggering behavioral changes such as withdrawal and reduced respect for teachers and peers (Utami et al., 2024; Khairani et al., 2024; Putri Ananda & Hadikusuma Ramadan, 2023).

This situation emphasizes the urgency of the homeroom teacher's role as a second parent for students while they are at school. As the figure closest to the students, the homeroom teacher not only acts as a teacher but also as a mentor, learning resource, facilitator, and innovator (Yestiani & Zahwa, 2020; Ariliani, et al., 2024). The main task and responsibility of the homeroom teacher in school is to provide guidance services, so both homeroom teachers and subject educators need to have a deep understanding of the characteristics of the students they are guiding. In developing students, the homeroom teacher has a strategic role, namely as a student partner who understands the character of the students, acts as a counselor, helps overcome obstacles experienced by students, develops students' intelligence and skills, and provides *rewards* and *punishments* to students (Ainun et al., 2023). This role aligns with the concept of parental and educator mediation in digital literacy, which places active guidance as a determining factor in controlling the risks of gadget use in children (Hidayatuladkia et al., 2021; Sarini et al., 2024).

However, the results of the researcher's initial observations at elementary school Cluster 1 Labuhan Ratu showed that the role of homeroom teachers in dealing with the negative impact of *smartphones* on students has not been implemented optimally, as reflected in indications of decreased learning concentration and disruption of the learning process due to uncontrolled *smartphone use*. This gap between the ideal role of homeroom teachers and conditions in the field is the basis for the importance of this research, with the aim of empirically analyzing the extent to which the role of homeroom teachers

has been implemented on each indicator of the negative impact of *smartphones* and formulating practical implications for strengthening it.

Methods

The research method used in this study is quantitative descriptive, namely a method that aims to describe a situation or event as it is without testing hypotheses, looking for causal relationships, or making predictions (Rakhmat, 2012). Data characteristics are obtained through measures of central tendency and distribution measures, with the aim of developing a rational and objective description of a phenomenon. This study aims to determine the role of homeroom teachers in dealing with the negative influence of *smartphones* on high-grade elementary school students in Cluster 1 Labuhan Ratu.

The research population was all homeroom teachers of grades IV, V, and VI in Cluster 1 Labuhan Ratu, totaling 72 people, with a sample of 36 homeroom teachers determined using a *purposive sampling technique*. Data were collected using a questionnaire instrument containing five indicators of the homeroom teacher's role in dealing with the negative influence of *smartphones*, namely: (1) disturbed learning concentration, (2) hampered teaching and learning process, (3) the emergence of various health problems, (4) the emergence of behavioral changes and wastefulness, and (5) the overall role of the homeroom teacher.

Respondents' answer scores for each indicator are grouped into three categories (less role, quite role, and role) by determining the length of the class interval using the formula $I = (NT - NR) / K$, where NT is the highest value, NR the lowest value, and K the number of categories. Next, the percentage of each category is calculated using the formula $P = (F/N) \times 100\%$, where F is the frequency of respondents in a particular category and N the total number of respondents. The results of the calculations for the five indicators are then presented in the form of a frequency distribution table and interpreted descriptively by strengthening the findings using expert opinions and the results of relevant previous studies.

Results and Discussion

Research data were collected from 36 homeroom teachers of grades IV, V, and VI in Cluster 1 Labuhan Ratu through a questionnaire containing five indicators of the homeroom teacher's role in dealing with the negative influence of *smartphones* on elementary school students. The scores for each indicator were grouped into three categories using the interval formula $I = (NT - NR) / K$, and the percentage of each category was calculated using the formula $P = (F/N) \times 100\%$. The following description presents the results of data processing on each indicator descriptively, which are then discussed and strengthened by expert opinions and findings from relevant previous studies.

1. Indicator of Disturbed Learning Concentration

In the disturbed learning concentration indicator, the highest score was 25 and the lowest score was 20, with an interval length of $I = 1.67$ rounded to 2. The results of the score grouping show that no respondents (0%) were in the less active category, 9 respondents (25%) were in the moderately active category, and the majority, namely 27 respondents (75%), were in the active category. The complete data distribution is presented in Table 1.

Table 1. Frequency Distribution of Indicators of Disturbed Learning Concentration

No.	Interval Class	Frequency	Percentage	Category
1	17-19	0	0%	Less Involved
2	20-22	9	25%	Quite a Role
3	23-25	27	75%	Playing a role
	Amount	36	100%	

The finding that the majority of homeroom teachers (75%) played a positive role in maintaining students' concentration indicates that most homeroom teachers have implemented anticipatory measures, such as admonishing students about *smartphone use* during class hours and redirecting students' attention back to learning activities. This finding aligns with the research

findings of Kamaruddin et al. (2023) showed that uncontrolled gadget use impacts students' mental health and learning motivation, making teacher intervention in the classroom a crucial factor in maintaining learning focus. However, the fact that 25% of homeroom teachers still play a moderate role indicates that *smartphone-induced concentration disruption* remains a real challenge in the classroom, as confirmed by Nikmawati et al. et al. (2021) found that excessive gadget use correlates with decreased learning outcomes and interest in elementary school students. This situation demonstrates the importance of consistent homeroom teachers in enforcing gadget use rules during teaching and learning activities.

2. Indicators of Impeded Teaching and Learning Process

In the indicator of the hampered teaching and learning process, with the highest value of 25, the lowest value of 20, and the same interval length ($I = 2$), the results obtained were that there were no respondents (0%) in the category of having less role, 14 respondents (39%) in the category of having a sufficient role, and 22 respondents (61%) in the category of having a role, as presented in Table 2.

Table 2. Frequency Distribution of Indicators of Impeded Teaching and Learning Process

No.	Interval Class	Frequency	Percentage	Category
1	17-19	0	0%	Less Involved
2	20-22	14	39%	Quite a Role
3	23-25	22	61%	Playing a role
	Amount	36	100%	

The proportion of homeroom teachers in the "moderately involved" category (39%) for this indicator is relatively higher than the "learning concentration" indicator, indicating that obstacles to the teaching and learning process caused by *smartphones* are more complex to overcome than simply maintaining individual student focus. Karwati (2021) explains that the presence of devices in the classroom requires educators to have digital literacy readiness and adaptive classroom management strategies, because teachers' delays in adapting to technology can widen the gap between potential disruptions and their capacity to handle them. In line with this, Mauluddia and Yulindrasari (2024) emphasize that consistent guidance from adults, including teachers, plays a crucial role in optimizing digital technology as a learning tool and not a source of distraction. Thus, the high percentage of homeroom teachers in the "moderately involved" category (61%) indicates that classroom management strategies based on agreements regarding device use have begun to be implemented effectively, although further strengthening is still needed for homeroom teachers in the "moderately involved" category.

3. Indicators of the Emergence of Various Health Problems

In the indicator of the emergence of various health problems, the results of the score grouping show that there were no respondents (0%) in the category of having little role, 6 respondents (17%) in the category of having a sufficient role, and 30 respondents (83%) in the category of having a role — the highest percentage among all indicators, as presented in Table 3.

Table 3. Frequency Distribution of Indicators of the Emergence of Health Problems

No.	Interval Class	Frequency	Percentage	Category
1	17-19	0	0%	Less Involved
2	20-22	6	17%	Quite a Role
3	23-25	30	83%	Playing a role
	Amount	36	100%	

The significant role of homeroom teachers in health indicators aligns with growing awareness of the physical risks of gadget use in children. Solikah and Trisnowati (2022) found that the duration

of gadget use was significantly associated with decreased visual acuity in children aged 10-12 years, while Solikah and Trisnowati (2022) found that the duration of gadget use was significantly associated with decreased visual acuity in children aged 10-12 years. et al. (2021) reported that the use of electronic devices before bedtime is associated with disturbed sleep quality in school-age children. These findings reinforce the relevance of the role of homeroom teachers in reminding students to limit the duration of device use and maintain viewing distance and body posture when using screens. This high level of awareness is likely driven by the nature of health problems, which are more easily observed by homeroom teachers than cognitive or socio-emotional disorders. Therefore, homeroom teachers tend to be more responsive in admonishing and educating students about the health risks of excessive *smartphone use*.

4. Indicators of Behavioral Change and Waste

In the indicators of the emergence of behavioral changes and waste, the results obtained were that there were no respondents (0%) in the category of having less role, 8 respondents (22%) in the category of having a sufficient role, and 28 respondents (78%) in the category of having a role, as presented in Table 4.

Table 4. Frequency Distribution of Behavior Change and Waste Indicators

No.	Interval Class	Frequency	Percentage	Category
1	17-19	0	0%	Less Involved
2	20-22	8	22%	Quite a Role
3	23-25	28	78%	Playing a role
	Amount	36	100%	

Behavioral changes due to excessive *smartphone use*, such as the tendency to withdraw from social interactions and reduced respect for teachers and peers, have been widely documented in previous studies (Putri Ananda & Hadikusuma Ramadan, 2023; Rismala et al., 2021; Julaeha, 2022). The finding that 78% of homeroom teachers have played a good role in this indicator indicates homeroom teachers' sensitivity to changes in student behavior in the school environment, for example by reprimanding consumptive behavior related to excessive purchases of credit or data quotas or changes in students' social attitudes. However, aspects of behavior and waste are essentially rooted in habits formed in the family environment, so the role of homeroom teachers ideally needs to be accompanied by synergy with parents at home so that these behavioral changes can be handled more comprehensively, as emphasized in the concept of parental mediation regarding children's digital media use (Hidayatuladkia et al., 2021).

5. The Role of Homeroom Teachers in Addressing the Negative Influence of Smartphones on Students as a Whole

Overall, the combined score of the five indicators shows the highest value of 98 and the lowest value of 85, with an interval length of $I = 4.67$ which is rounded to 5. The results of the score grouping show that 3 respondents (8%) are in the category of having less role, 23 respondents (64%) are in the category of having a sufficient role, and 10 respondents (28%) are in the category of having a role, as presented in Table 5.

Table 5. Overall Frequency Distribution of Homeroom Teacher Roles

No.	Interval Class	Frequency	Percentage	Category
1	85-89	3	8%	Less Involved
2	90-94	23	64%	Quite a Role
3	95-99	10	28%	Playing a role
	Amount	36	100%	

The recapitulation results show that the role of homeroom teachers in addressing the negative influence of *smartphones* on elementary school students in Cluster 1 Labuhan Ratu is generally in

the moderately influential category (64%). This pattern is interesting to observe: at the indicator-by-indicator level, the majority of homeroom teachers are in the moderately influential category (61%-83%), but when all indicators are combined into a composite score, the largest proportion shifts to the moderately influential category. This indicates that the role of homeroom teachers has not been consistently implemented across all aspects at once — some homeroom teachers excel in one or two specific indicators, such as health or behavior, but are not optimal in other indicators, such as managing the teaching and learning process. This condition is in line with the views of Sarini et al. al. (2024) that the effectiveness of mediation on gadget use in children is greatly influenced by digital literacy and the consistency of adult guidance around the child, so that partial roles tend to result in the category of playing a moderate role rather than playing a full role.

This finding strengthens the argument that homeroom teachers, as second parents for students in the school environment (Yestiani & Zahwa, 2020; Ariliani et al. , 2024), requires continuous competency strengthening so that its role can be fully implemented across all indicators simultaneously, not just in more easily observed aspects such as physical health. This strengthening can be achieved through digital literacy training for homeroom teachers and students (Firdausi et al. , 2023), strengthening communication and cooperation with parents at home (Hidayatuladkia et et al. , 2021; Sarini et al. , 2024), as well as the implementation of consistent and integrated device usage policies between schools and families. Thus, the results of this study empirically confirm that the role of homeroom teachers in addressing the negative influence of *smartphones* is already underway, but its sustainability requires strengthening more integrated and consistent strategies across all aspects.

Conclusion

Based on the results of data analysis and discussion, it can be concluded that the role of homeroom teachers in dealing with the negative influence of *smartphones* on high-grade elementary school students in Cluster 1 Labuhan Ratu — viewed from the indicators of disturbed learning concentration (75% play a role), hampered teaching and learning processes (61% play a role), the emergence of various health problems (83% play a role), and the emergence of behavioral changes and wastefulness (78% play a role) — is compositely in the category of quite playing a role, with 64% (23 of 36 respondents) of homeroom teachers being in that category. This finding indicates that homeroom teachers have carried out most of their mentoring functions, especially in the more easily observed aspects of health and behavior, but strengthening competencies and strategies is still needed so that this role can be carried out consistently and comprehensively across all indicators at once.

Strengthening the role of homeroom teachers can be achieved, among other things, through digital literacy training for homeroom teachers and students (Firdausi et al. , 2023; Mauluddia & Yulindrasari , 2024), strengthening communication and synergy with parents through an integrated digital mediation scheme (Hidayatuladkia et et al. , 2021; Sarini et al. , 2024), as well as the implementation of consistent device usage policies in schools. The results of this study are expected to serve as a reference for educational institutions in formulating policies for student support in the digital era, while also opening up opportunities for further research with a broader sample size and a more in-depth approach, for example through mixed methods . methods), and direct involvement of parents' and students' perspectives .

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