

LEVEL OF PHUBBING BEHAVIOR IN CLASS IX STUDENTS OF SMP BHAKTI PRAJA PANGKAH

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Abstract

Phubbing is the behavior of deliberately ignoring the people around us to use or focus on the use of smartphones or other electronic devices. This study aims to determine the extent of students' phubbing behavior and provide suggestions for guidance and counseling service topics. The research method used is descriptive quantitative. The population in this study were students of class IX SMP Bhakti Praja Pangkah and the research sample involved the entire population with a total of 21 students with simple random sampling technique. Data collection techniques using questionnaires, observation and documentation. Data analysis techniques using percentage categorization techniques. The results showed that 15 students had phubbing behavior in the high category and 6 students had phubbing behavior in the medium category. There are 4 aspects of phubbing, namely aspects of nomophobia by 20.19%, interpersonal conflict by 47.76%, self isolation by 21.76% and problem acknowledge 23.05%. Meanwhile, in the statement item, the highest result of the 40 statement items is item number 7 with the statement "I am worried that if I don't open my cellphone I will miss important things", obtaining an average result of 4.57%. The second order is item number 11 with an average result of 4.43%, namely the statement "People say that I use my cellphone too much". Finally, in the statement "I feel anxious if I am away from my cellphone, item number 1 with an average result of 4.33%. Conclusion phubbing is a significant problem among adolescents in the school. Phubbing can be explained as a habit of ignoring people around by focusing attention on electronic devices, especially smart phones. The high level of phubbing behavior requires the right service as a prevention effort, the right service is through classical guidance services.

Keywords: Phubbing, Learners, Topics of guidance and counseling services

Introduction

The presence of technology and information media through the development of the society 5.0 era is very helpful for humans in finding information about anything

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through the use of technology (Salgues, 2018). The advancement of technology has a negative impact on individuals and the surrounding environment. One of these negative impacts is phubbing, this occurs due to addiction and cannot control itself in using technological tools, especially cellphones. The millennial generation has the potential to use technology, especially cellphones. The millennial generation is among the generations most familiar with cellphones, especially adolescents (McMahon & Pospisil, 2005; Pearson et al., 2010). Patterns of phubbing behavior in adolescents may now occur because they are wrong in finding role models or role models in their identity search journey (Sulastri et al., 2023).

The current phenomenon shows that smartphone users seem to be immersed in their own world. This disrupts the education process, encouraging procrastination of work or focus on education which should be the most important thing. Behind all this, a major problem is also related to human mental health, which is often ignored by users who are less aware of the harmful effects of smartphone dependence (Alavi et al., 2020; Harkin & Kuss, 2021; Sarwar & Soomro, 2013).

There has been a significant increase in the duration of internet use and the desire to access diverse content through online sources (Saloom & Veriantari, 2021; Yam & Kumcağız, 2023). This phenomenon suggests that internet usage needs to be the focus of attention. In the ever-evolving digital age, internet access has become an integral part of our daily routine. However, the impact of excessive and uncontrolled internet use also needs to be considered.

The easy and practical use of cell phones can also have a negative impact on the surrounding environment and one's attitude towards it. The ease of using cell phones often makes users lose track of time (Abivian, 2022; Akbar et al., 2018). They get caught up in the exciting virtual world and forget their physical presence around the neighborhood. This can lead to indifference to the surrounding environment and an indifferent attitude towards actual social interactions.

Phubbing refers to the behavior of someone who does not pay attention to their surroundings because they are more interested in using their devices than interacting or talking to people around them. The term “phubbing” comes from the combination of the words “phone” and “snubbing” (Aditia, 2021; Andiana & Barida, 2021). Phubbing refers to the behavior of ignoring someone in a social setting by paying more attention to the device, rather than interacting directly with the person.

In this context, phubbing reflects a person's tendency to focus too much on the use of devices, such as cellphones or tablets, thus ignoring the presence and conversation with people around them. The concept of phubbing refers to a person's tendency to focus more attention on their mobile device when interacting with others, to the exclusion of ongoing interpersonal communication (Allred, 2020; Karadağ et al.,

2015). Furthermore, the use of a cell phone while engaged in face-to-face communication can result in a decrease in emotional regard for the interlocutor (Kurnia, 2020). This implies that the presence of mobile phones in face-to-face communication situations can disrupt the quality of interactions and reduce the sense of appreciation that should be given to others when communicating face-to-face.

Initially, communication devices such as mobile phones and the internet were designed to facilitate the transmission of information to individuals who were in distant locations (Hanika, 2015). Their function was originally focused on sending relevant and important information. However, this view has changed over time. Ideally, internet usage should be managed in a time-effective and efficient manner. Unfortunately, there is a tendency for many people to misuse mobile phones with excessive use (Putri et al., 2022). As a result, a phenomenon known as phubbing emerges, where individuals tend to be too fixated on their devices, neglecting social interactions around them.

Phubbing is a behavior that overrides social interaction by directing excessive attention to the smartphone, resulting in a lack of attention to the interlocutor (Ariyanti, 2023). In the context of communication, this can lead to less intensive and less effective responses when interacting, although formally still responding to the interlocutor. This phubbing phenomenon has a negative impact, both for the individuals who do it and for the people around them.

Learners who experience cellphone addiction face difficulties in controlling themselves properly, which in turn disrupts their daily routine, especially in terms of learning at home and in the school environment. The uncontrolled use of mobile phones results in a decrease in the concentration of Learners. In the context of smartphone addiction, Learners display a pattern of uncontrolled use, lack of focus on daily activities, and a recurring habit of constantly checking their cell phones.

Learners who are addicted to mobile phones face great challenges in regulating themselves. If this behavior continues without the awareness to change, it will become a habit that is difficult to change. The characteristics of Learners who are addicted to mobile phones include the inability to control the desire to use the phone, anxiety and a sense of loss when not using the phone, a tendency to withdraw or avoid using the phone when feeling lonely or facing problems, and decreased productivity.

The phenomenon of phubbing displays a number of effects that include neglect of direct interaction, a cycle of responses back from the phubbing recipient (phubbee) to the phubber (phubber) that can increase the intensity of phubbing, decreased quality and satisfaction of interpersonal relationships, reduced levels of trust in communication relationships, rifts in relationships between individuals, the emergence

of feelings of jealousy, significant emotional impact on individuals, and may result in social isolation (Hanika, 2015). All of these impacts are consequences of phubbing behavior that damage the quality of social interactions and interpersonal relationships.

Phubbing behavior has several significant aspects (Al-Saggaf & O'Donnell, 2019; Benvenuti et al., 2020; Najah et al., 2022). First, there is nomophobia, which refers to the fear or anxiety individuals experience from being separated from or losing access to their cell phones. Nomophobia describes intense worry over the inability to communicate via mobile phone in situations where access to the device is limited or unavailable (González-Cabrera et al., 2017). The second aspect relates to interpersonal conflict, referring to the clashes individuals feel with others regarding the use of cell phones in social interactions (Gökdağ, 2018). Meanwhile, the third dimension is social isolation, where individuals use cell phones to avoid social activities and intentionally distance themselves from social interactions around them (Huamán et al., 2021; Stevic & Matthes, 2023). Finally, there is problem acknowledgment, where individuals have an awareness of the phubbing problem they are experiencing. They realize that their behavior in using mobile phones has created problems in social interactions and interpersonal relationships (Ilham & Rinaldi, 2019; Youarti & Hidayah, 2018).

There are several factors that trigger phubbing behavior (Parmaksız, 2021). One of them is internal factors which are the main cause of cell phone addiction in Learners. Among these internal factors, a low level of sensation seeking and a lack of self-control are factors that are very instrumental in causing dependence on cell phones. Sensation seeking refers to an individual's tendency to seek high stimulation experiences, while low self-control indicates a lack of ability to regulate the use of mobile phones wisely. Furthermore, external factors are also a big contributor to mobile phone addiction in Learners. Media factors have an important role in fostering dependence on mobile phones among Learners.

In addition to internal and external factors, situational factors also play a role in causing mobile phone addiction in Learners. Learning boredom is a significant situational factor in triggering excessive use of cellphones. Finally, social factors also have an important role in causing cellphone addiction in Learners. The concept of “connected presence” is a significant social factor, where the need to always be connected and virtually present through mobile phones can strengthen phubbing behavior in Learners.

The phubbing phenomenon at SMP Bhakti Praja Pangkah class IX involves Learners and even teachers who are very fixated on using their smartphones. As a result, social interactions among classmates or coworkers are neglected due to the focus on cell phone activities. Many Learners are involved in cell phone use during the learning process, they are distracted by playing games or doing chat activities. The

impact of this behavior damages the learning environment by disrupting interpersonal communication and reducing the quality of social interaction in the school environment.

The condition of the phubbing phenomenon that occurs specifically in class IX of SMP Bhakti Praja Pangkah is a major concern because it can disrupt the learning process. This disruption causes reduced concentration of Learners and also affects interpersonal relationships between them. Thus, it is important for schools and educational communities to pay more attention to awareness of the adverse consequences of phubbing behavior. In addition, it is also important to encourage the responsible use of electronic devices in the school environment to create a more productive learning environment and healthier social interactions.

Research Method

This research applies descriptive quantitative research methods. This method is a type of research that intends to describe or explain certain phenomena or variables in a population using quantitative-based data (Yuliani, 2018). This research is involved in the process of collecting data through measurements which are then statistically analyzed to present a clear and accurate picture of the phenomenon under investigation. In this study related to phubbing behavior in students. This research was conducted at Bhakti Praja Pangkah Junior High School, Tegal Regency, Central Java, with the sample subject being 9th grade learners from Bhakti Praja Pangkah Junior High School. The population in this study were 9th grade students of Bhakti Praja Pangkah Junior High School and the research sample involved the entire population with a total of 21 students with simple random sampling technique. Data collection methods involve distributing questionnaires, observation, and collecting documents. The questionnaire contains statements with answer options that include: Strongly Agree, Agree, Disagree, and Strongly Disagree. The questionnaire has been tested for validity and reliability with a Cronbach alpha value of 0.9 or can be categorized as having high reliability. Data analysis techniques using categorization analysis techniques.

Result

The initial description of the questionnaire data related to phubbing behavior in class IX students at SMP Bhakti Praja Pangkah was a study participated by 21 respondents. The questionnaire distributed contains 40 statements by discussing the main aspects potentially related to the phubbing phenomenon, including nomophobia, interpersonal conflict, self-isolation, and awareness of the problem.

The first aspect is Nomophobia by investigating the fear or anxiety that Learners may feel when they are not connected to technology. This gives an idea of

the extent to which Learners are dependent on technological devices, especially mobile phones, and how it affects their daily lives. Interpersonal Conflict is another aspect considered in the questionnaire. It refers to the tension or conflict that may arise in Learners' social relationships due to phubbing behavior. It describes the direct impact of excessive engagement with electronic devices on healthy social interactions.

Furthermore, Self-Isolation describes the tendency of Learners to move away from social interactions. This can occur because Learners are too focused on their devices, neglecting direct interaction with their surroundings, including classmates or family. Finally, Problem Awareness is an aspect that reflects how aware Learners are of the adverse effects of phubbing behavior. It reflects their understanding of the negative consequences that may arise from excessive engagement with technology.

From the initial results of this questionnaire, a more in-depth analysis will be carried out to understand the pattern of phubbing behavior among Learners in detail. The data collected will provide a more comprehensive picture of the extent to which the phubbing phenomenon affects the behavior of Learners at Bhakti Praja Pangkah Junior High School. A detailed analysis of each aspect of the questionnaire will help in formulating a deep understanding of the dynamics of phubbing behavior and its impact, as well as being the basis for recommendations for action to overcome the problem. Not only that, the information collected from this analysis will be a strong foundation for designing recommendations and appropriate action strategies to overcome and prevent the negative impact of phubbing behavior in the educational environment. It is hoped that the recommendations can contribute to creating a healthier and more supportive learning environment, as well as improving Learners' understanding of the importance of productive social interactions.

Table 1. Phubbing Behavior Questionnaire Results

No	Respondents	Score	Categorization	No	Responden	Score	Categorization
1.	AP	124	High	12.	MBR	113	Medium
2.	ALR	123	High	13.	MIF	108	Medium
3.	ASK	118	High	14.	NPP	123	High
4.	AR	125	High	15.	NRF	118	Medium
5.	AP	122	High	16.	NK	126	High
6.	CD	107	Medium	17.	RAS	119	Medium
7.	GA	128	High	18.	SAM	124	High
8.	KR	123	High	19.	WAL	122	High
9.	LA	125	High	20.	ZR	125	High
10.	MAYM	124	High	21.	ZDL	123	High
11.	MDE	110	Medium				

From the results of data analysis in the previous table, it can be observed that from a total of 21 respondents involved in the study regarding phubbing behavior among class IX students at Bhakti Praja Pangkah, there are 15 categories of results from respondents that indicate the existence of high levels of phubbing behavior, while there are 6 categories of results that indicate moderate levels of phubbing behavior. However, there is no data or category of results that indicate a low level of phubbing behavior. This implies that the majority of Learners tend to experience fairly high levels of phubbing, with a small minority showing moderate levels of phubbing behavior. The absence of outcome categories reflecting low phubbing behavior suggests that the majority of Learners may have significant levels of phubbing tendencies.

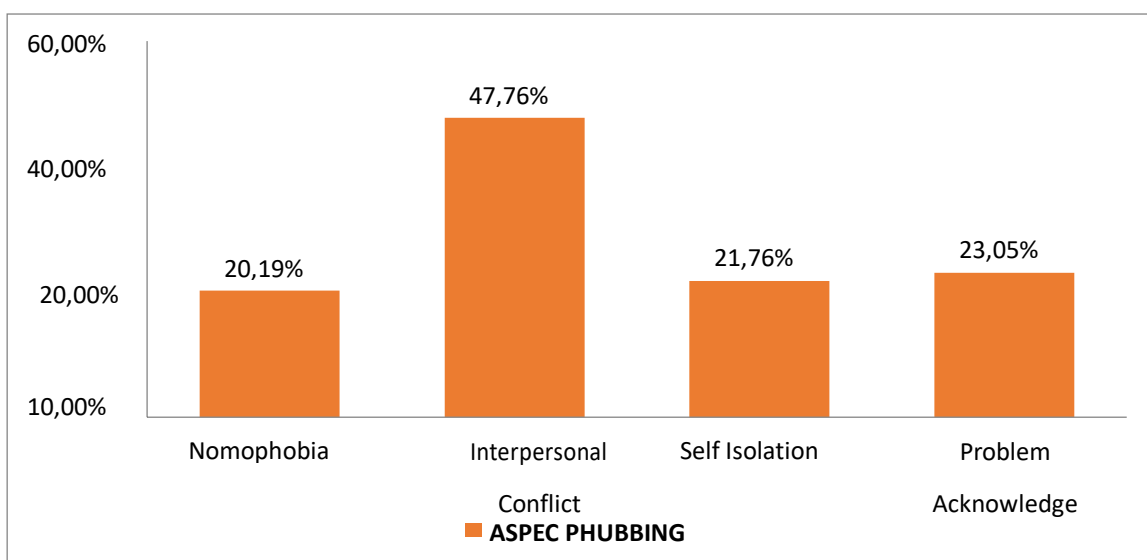


Figure 1. Bar Diagram of aspects of phubbing behavior

Data analysis regarding phubbing indicators shows that individual conflict holds the highest position with an average value of 47.76%. This indicates that participants tend to experience conflict or tension in their interpersonal relationships as a result of phubbing behavior. Followed by Recognition of problems which also has an average of 23.05%, describing individual awareness of problems that arise as a result of phubbing behavior. The indicator in third position is self-isolation with an average of 21.76%, which shows the tendency of individuals to withdraw from social interactions due to the impact of phubbing. Finally, anxiety about not carrying a cellphone with an average of 20.19%, reflecting the unrest or anxiety individuals feel when separated from technology. An in-depth analysis of each of these aspects can provide a richer

understanding of the impact and dynamics of phubbing behavior in interpersonal relationships.

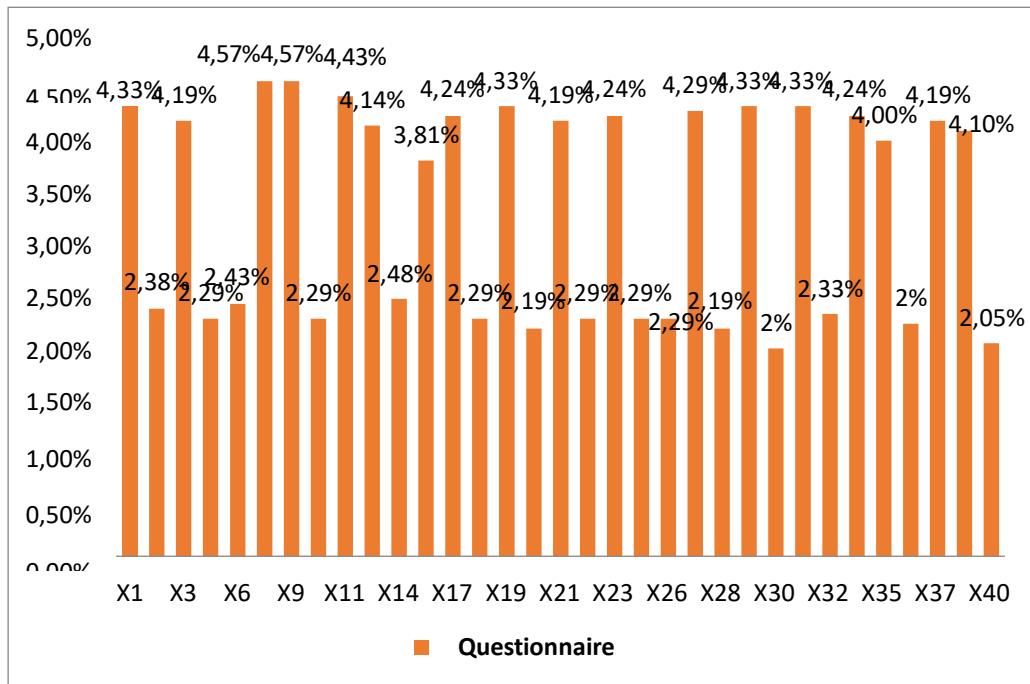


Figure 2. Phubbing Questionnaire

Based on the results of the diagram above, the highest result of the 40 statement items is found in item number 7 with the statement “I am worried that if I don't open my cellphone I will miss important things”, obtaining an average result of 4.57%. The second place is item number 11 with an average result of 4.43%, namely the statement “People say that I use my cellphone too much”. Finally, in the statement “I feel anxious if I am away from my cellphone, item number 1 with an average result of 4.33%. Statement items number 1 and 7 are included in the interpersonal conflict aspect and in the individual conflict indicator, while item number 11 is in the nomophobia aspect of the anxiety indicator for not carrying a cellphone.

Discussion

This research focuses on the phenomenon of phubbing, which refers to the tendency to intentionally ignore the people around us and focus too much on the use

of cell phones or gadget devices. The act of phubbing can have a negative impact on social and interpersonal relationships, especially among Bhakti Praja Pangkah junior high school students. Phubbing occurs due to human dependence on smartphones, causing them to be more indifferent and focused on gadgets rather than interacting with the surrounding environment (Kardiyanti et al., 2020). The phenomenon of phubbing that occurs during moments of togetherness is very concerning. Although a few times phubbing can be tolerated, especially by friends or elders, if done on an ongoing basis, it can damage the quality of relationships both between individuals and in groups. The level of phubbing behavior of class IX students of SMP Bhakti Praja pangkah shows that the highest aspect of phubbing, reaching 47.76%, is related to interpersonal conflict. This highlights the potential for tension in interpersonal relationships among Learners, possibly influenced by excessive use of technology. In second position, self isolation emerged with a significance of 21.76%. This indicates a tendency for Learners to move away from in-person interactions, preferring engagement in cyberspace through activities such as selfies or online interactions. Meanwhile, in third place, problem acknowledgment has a role of 23.05%. This indicates that Learners may face difficulties in acknowledging or overcoming problems that arise from excessive use of technology, such as encountering obstacles in dealing with its negative effects.

The highest indicator of phubbing is individual conflict, reaching an amount of 47.76%. This illustrates the potential for personal friction or conflict among Learners, possibly influenced by interaction with technology. Self-isolation dominates with an amount of 21.76% in second place. This indicates the tendency of Learners to move away from direct interaction, preferring to engage in cyberspace through activities such as selfies or online interactions. Furthermore, in third place, the indicator of problem recognition has a role of 23.05%. This shows that Learners may face difficulties in recognizing or dealing with problems that arise from excessive use of technology.

An analysis involving 40 statements related to the use of mobile devices revealed that the highest tendency for intensive use was related to concerns about losing important information. The main statement reflecting this tendency was recorded in number 7, with the statement “I am worried that if I don't open my cell phone I will miss important things,” which showed the highest average result of 4.57%. This illustrates the high level of users' concern not to miss information that is considered important.

Statement number 11, “People say that I use my phone too much,” came in second with an average result of 4.43%. This indicates that perceptions from the surrounding environment regarding excessive use also influence individual thoughts regarding the intensity of cell phone use. However, statement number 1, “I feel

anxious if I am away from my cell phone,” came last with an average result of 4.33%. Nonetheless, this still indicates a tendency for anxiety to arise when away from cell phone devices. Overall, the analysis of the 40 statements confirms that fear of losing important information is the main factor driving intensive use of mobile devices, followed by perceptions of the surrounding environment regarding excessive use. This provides an important insight into the psychology of digital device use and how concerns can influence user behavior.

Overcoming the phenomenon of phubbing in class IX students at SMP Bhakti Praja Pangkah requires a holistic and structured approach. with the number of 15 participants who experience phubbing behavior, conducting two counseling sessions, both individual and group, can be an effective step in dealing with this problem. Classical Guidance is a proposed service that can provide opportunities for Learners to gain proper understanding by personally exploring the reasons behind their phubbing behavior. In this session, a counselor can guide them to understand the impact of this habit, help identify triggers, and design appropriate strategies to change behavior. In addition, classical guidance sessions can be a very useful platform to discuss the phenomenon of phubbing more broadly. In the classical service, Learners can support each other, share experiences, and design solutions together. Discussions in classical guidance sessions can broaden their understanding of the negative impact of phubbing, build awareness of the importance of more quality social interactions, and support behavior change through mutual support.

It is important to ensure that this classical service is conducted with an empathic, open and non-judgmental approach. Counselors should create a safe and trusting environment where learners feel comfortable to share their experiences and build solutions together. In this process, it is also important to involve the Learner's parents or guardians to support behavior change in the daily environment. Through structured classical services, both in individual and group sessions, it is hoped that Grade IX Learners can better understand the negative impact of phubbing and be able to adopt a more balanced pattern of behavior in using technology, maintaining the quality of social interactions, and building awareness of the importance of appreciating the presence and attention of others. The proposed classical guidance service topics that can be designed in this research are:

Table 2: Proposed Topics for Classroom Guidance Services

NO	ITEM	INDICATOR	ASPECT	TOPIC OF SUGGESTION	PURPOSE	METHODS
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1	Number 7. "I am worried that if I don't open my cell phone, I will miss important things"	Individual conflict,	<i>Interpersonal Conflict</i>	Notification and Important Information Management	Learners can form important information notification management well. (C6)	Discussion
2	Number 11. "People say that I use my cell phone too much"	Individual conflict	<i>Interpersonal Conflict</i>	Smart Use of Mobile Phone	Learners can design the smart use of mobile phones (C6)	Discussion
3	Number 1. "I feel anxious if I am away from my cell phone.	Anxiety about not carrying a cell phone.	<i>Nomophobia</i>	Impact of cell phone addiction	Learners can specify the impact of mobile phone addiction behavior (C5)	Discussion

Conclusion

Based on the results of research on the phenomenon of phubbing at Bhakti Praja Pangkah Junior High School, it can be concluded that phubbing is a significant problem among adolescents at the school. Phubbing can be explained as a habit of ignoring people around by focusing attention on electronic devices, especially smart phones. This study revealed that 15 Bhakti Praja Pangkah Junior High School students were involved in phubbing behavior, both as perpetrators and victims. This has a negative impact on social interactions among Learners, where the warmth and sense of friendship is neglected. In a school environment, phubbing can disrupt the learning atmosphere and reduce Learner productivity. In addition, this study also shows that the influence of the social environment, especially peers, plays an important role in influencing phubbing behavior in adolescents. The urge to stay connected to social media and get support from peers can strengthen the tendency of phubbing in Learners. The proposed topic of classical guidance services is expected to help provide the right solution in overcoming this problem.

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