

Phubbing Behaviour in Indonesian Students

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This research is motivated by the increase in phubbing behaviour in Indonesian students . This behaviour does not only affect their learning activities but also disrupts their psychological and social life. The researchers will analyse the objectives of this research which focuses on the phubbing level among a student. The research approach is quantitative descriptive, with a sample of 1124 students. A purposive sampling technique is used. Collected data used includes phubbing inventory, with items reliability 0.96 and respondent reliability 0.92. The data analysed used descriptive and deferential analysis. The results showed that for the students whose phubbing behaviour was in the high category, there was no difference based on gender and ethnicity. It can therefore be concluded that there is a need for collaboration and a comprehensive effort to reduce the problem of phubbing.

Keywords: *Phubbing Behaviour, Student, Guidance and Counselling.*

Introduction

In this era, more daily activities use technology such as smartphones (Afdal et al., 2019; Anshari et al., 2016; Bungin, 2013). The preoccupation with smartphones has changed the way individuals interact with others (David & Roberts, 2017). Social relations that occur today are not only done by in person, they are also carried out by utilising smartphone technology. The ratio of smartphone users has increased from 2.5 billion in 2016 to 3.5 billion in 2020 worldwide (Holst, 2019). This trend can also be seen in Indonesia, making smart phones a consumer item that must be owned by everyone to communicate, socialise, and interact with media (Aziz, 2019). All forms of information and communication can be obtained easily through a smartphone. Smartphones are popular because of the effective, easy access they offer (Gill & Panda, 2015; Jocom, 2013; Maddison et al., 2017). Studies reveal that people are online continuously, hoping to be able to communicate with others at any time (Al-Saggaf & Macculloch, 2019). The more activities carried out through smartphones, the more difficult it is to keep a smartphone in a pocket, more likely always a smartphone than

keep it (Al-Saggaf & Macculloch, 2019; Anshari M., Alas Y., Hardaker G., Jaidin JH, Smith M., 2016).

Various issues that are occurring now cause psychological disorders including being unable to escape from a smartphone, known as phubbing behaviour (Al-Saggaf & Macculloch, 2019; David & Roberts, 2017; Hanika, 2015; Karadağ et al., 2016; Roberts & David, 2016; T'ng, Ho, & Low, 2018). The term phubbing comes from the word's phone and snubbing (Du, Xing, & Gong, 2017; Hong et al., 2019; Xie, Chen, Zhu, & He, 2019). Phubbing can be seen as the excessive use of smartphones which results in lost time (Al-Saggaf & Macculloch, 2019; Dietrich & Chakraborty, 2014). Phubbing behaviour is a tendency for someone to use a smartphone excessively and cause inappropriate behaviour including ignoring interactions with others. Research conducted by Chasombat (2014) found that the excessive use of smartphones is very apparent while eating with family or friends as there is a tendency to always hold a smartphone, resulting in a person ignoring the people around them.

Any intervention in this issue must acknowledge that the use of smartphones in daily life does not always have a positive impact, but also may cause misconduct. A phenomenon that occurs sometimes appears in the form of jealousy in the family due to the use of smartphones being misinterpreted (Krasnova, Abramova, Notter, & Baumann, 2016). Feeling alive without a smartphone, Chotpitayasunondh & Douglas, buys a smartphone instead other needs (De-Sola Gutierrez, de Fonseca, & Rubio, 2016). It has been proven in previous studies that although smartphones are useful, when used for an extended period, they can create new problems can change self-development (Drago, 2015; Misra, Cheng, Genevie, & Yuan, 2016; Wilmer, Sherman, & Chein, 2017). The urgency of this research is to exploit student problems, especially relating to behaviour. This article discusses the behaviour students in Indonesia. The findings of this study can later be a reference for various parties to explain the changes that occur in individuals to provide psychological intervention in dealing with these problems.

Methods

This study used quantitative descriptive research by looking at phubbing behaviour of students in Indonesia. The researchers collected this data by using an online survey that is managed through the SurveyMonkey application. The researchers opened the online questionnaire on 17 September 2019 and closed it on 6 November 2019. 1124 participants were recruited through social media (links posted by the authors via Twitter and Facebook). Participants were considered eligible to be included in the study if they were at junior and senior high school education and owned or used a smartphone. Indonesians dominated the participants with an average of 53.69 men and 53.73 women. For further details regarding participant characteristics including demography, see Table 1.

Table 1. Characteristics of respondents

Demography	Frequency	Percentage
Gender		
Male	455	40.5
Female	699	59.5
Total	1124	100
Area		
Perdesaan	325	28.9
perkotaan	560	49.8
Pinggiran kota	239	21.3
Total	1124	100

Procedure

Individuals who took part in the survey first clicked on the survey link. This link takes them to the Survey Monkey application. The first page of the survey comprises an information sheet for participants, which outlines the purpose of this study, ethical considerations, and the rights of study participants such as getting a credit souvenir when completing this questionnaire. The bottom of the information sheet then thanks those who consider the invitation and inform them that by continuing the survey questions, they agree to take part in the study. As mentioned, previously, participants were considered eligible to be included in the study if they were at junior and senior high school and had/used a smartphone. After the information sheet, participants were asked to fill in their cell phone numbers if they want to enter the prize draw.

Data analysis

The researchers analysed data used the SPSS Application. The Statistical Analysis used descriptive statistics for all variables, the T-Test to assess gender, while ANOVA was used to determine the regional origin (rural, urban, suburban). In the social and behavioural sciences, it is important to always provide sufficient information to allow other researchers to adopt or replicate your methodology. This information is particularly important when a new method has been developed or an innovative use of an existing method is utilized. Last, please avoid to make a sub section in Method.

Results and Discussion

Description of Phubbing Behaviour Students

Students' Phubbing Behaviour data was collected through a questionnaire consisting of 19 items of statements given to 1124 respondents. From the analysis of these data obtained a mean of 53.72, the highest score is 71 while the lowest score is 33.

Table. 2 Phubbing Behaviour Students

Description	Interval	F	%
Very High	> 61	189	16.81
High	47-60	698	62.10
Low	33-46	237	21.09
Very Low	< 32	0	0.00

Table 2 demonstrates that the condition of students' Phubbing Behaviour is in the high category totalling 689 students as a percentage of 62.10%, and in the very high category, there are 189 people as a percentage of 16.81%. This means that the student's Phubbing Behaviour is in the high and very high category. This also proves that Indonesian people have the potential to be addicted to smart phones, especially among teenagers. Phubbing is an individual who focuses on their smartphone during a conversation with another individual, and avoids interpersonal communication (Karadağ et al., 2016).

Addiction to smartphones has many negative impacts, one of which is that people become apathetic and less concerned about the surrounding environment because they are more focused on smartphones. This behaviour occurs when people insult or ignore others at work and concentrate more on smartphones (Vanden Abeele, Antheunis, & Schouten, 2016). In addition, adolescents display what some people refer to as an addiction to smartphone use which is characterised by losing control, being comfortable with one's own life, and withdrawing from the environment (Chen, Liang, Mai, Zhong, & Qu, 2016; Smetaniuk et al., 2014).

Description of Phubbing Behaviour in terms of Gender

Table 3. Group Statistics Phubbing Behaviour

Group Statistics					
Gender		N	Mean	Std. Deviation	Std. Error Mean
Phubbing	Male	455	53.69	8.234	.386
	Female	669	53.73	8.176	.316

Table 3 shows that this study consisted of 455 male samples and 669 female samples. The results of data analysis showed that there were no significant differences between male and female Phubbing Behaviour seen from the average of 53.69 with 53.73. We can see more information in the Independent Samples Test Table in Table 4 below.

Table 4. Independent Samples Test

Independent Samples Test		t-test for Equality of Means			
		Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
					Lower
Phubbing	Equal variances assumed	.937	-.039	.498	-1.017
	Equal variances not assumed	.937	-.039	.499	-1.018

Table 4 shows the significance value of 2-tailed (t-tailed) $0.937 > 0.05$. Therefore, there is no significant difference between male and female phubbing behaviour. This demonstrates that there is no tendency that occurs between men and women. The results of this study explain that men and women have the same tendency in phubbing behaviour (Afdal et al., 2019; T'ng et al., 2018).

Description of Phubbing Behaviour in the area of residence (Rural, Suburbs, Urban)

Table 5. Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
.522	2	1121	.594

Before continuing the test, the researchers kept in mind that one of ANOVA's assumptions is the same variance. Table. 5, in the test of homogeneity of variance, demonstrated that the test results show that the variants of the three groups are the same (P-value = 0.594), so the ANOVA test is valid for testing this relationship. To see whether there are differences in these three groups, please refer to Table 6 ANOVA.

Table 6. ANOVA

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	28.124	2	14.062	.209	.811
Within Groups	75407.630	1121	67.268		
Total	75435.754	1123			

Table 6 shows the ANOVA table, from that table, in the Sig. P-value got (P-value) = 0.811. Thus, at the significant level = 0.05 accept H_0 so that the conclusion drawn is that there is no significant difference in the mean based on the three groups. The results of this static analysis explain that the tendency of phubbing behaviour has entered urban areas, suburbs, or villages. Technological advances that exist in the current area do not hamper phubbing behaviour. Aagaard's (2019) research, found that phubbing occurs automatically, people show phubbing

behaviour without intending, out of habit, but this phubbing behaviour has a bad impact if not intervened wisely.

Description of Phubbing Behaviour in terms of Education (Middle and High School)

Table 7. Group Statistic Phubbing Behavior

Group Statistics					
Educational stage		N	Mean	Std. Deviation	Std. Error Mean
Phubbing	Middle	99	53.88	8.566	.861
	High School	1025	53.70	8.164	.255

Table 7 show the level of junior high school education has 99 respondents, and high school has 1025 respondents. The results of data analysis showed that there was no significant difference between junior and senior high school phubbing behaviour seen from an average of 53.88 with 53.70. The results of this analysis indicate that phubbing behaviour in middle and high-school students is not much different. Studies focusing mainly on young populations show that in some settings, phubbing behaviour is no longer considered rude but has become quite normative (Vanden Abeele, Hendrickson, Pollmann, & Ling, 2019)

Table 8. Independent Samples Test

		t-test for Equality of Means			
		Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower
Phubbing	Equal variances assumed	.834	.181	.863	-1.512
	Equal variances not assumed	.840	.181	.898	-1.597

Table 8 shows the significance value of 2-tailed (t-tailed) $0.834 > 0.05$. There is no significant difference between Phubbing Behaviour for middle and high-school students. This proves it dominates internet users in Indonesia by teenagers aged 15-19 years (Akbar, Dewanto, & Wibowo, 2018). Based on previous studies derived from surveys with questionnaires, and other literature studying phubbing behaviour concluded several reasons for the tendency of phubbing behaviours are not only personal reasons, such as the need to communicate with others, the need to fill spare time, the need to get information in time and need to relax, but also social reasons, such as various cell phone functions (Yan & Wan, 2017). Phubbing behaviour has penetrated adolescents, even to children (Ugur & Koc 2015). The findings of this study to focus on students experiencing and behaviour, both in terms of gender, residential area, education level even though the previous findings are different. This finding helps to understand correctly and comprehensively about behaviour.



Conclusions

The lives of adolescents today cannot be separated from the name of technological advancements. Technology advancements do not always have a good impact on individuals, one problem that occurs is the excessive use of smartphones for social media, which results in avoiding direct communal interaction. We call this phubbing behaviour. The results that the tendency of is behaviour in adolescents in Indonesia is relatively high, seen from the gender, there is no significant difference, and in terms of the region (urban, suburban, and rural), and education levels. The result studies found advantages of technology do not always provide a new direction about themselves. Smartphones being one technology can be very helpful, but when it experiences psychological a necessity, addiction will cause him to problems that need to be alleviated.

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