PHONE SNUBBING (PHUBBING) CONDUCT AT SCHOOL: A REVIEW BASED ON ACADEMIC CYBERLOAFING, FEAR OF MISSING OUT (FoMO),LONELINESS AND SELF CONCEPT

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Abstrak. *This study intends to analyze whether the external or internal factors affecting a phubbing conduct, and how these two elements impacted on an individual's phubbing conduct. Internal factors are broken down into loneliness and selfconcept, whereas external factors into academic cyberloafing and Fear of Missing Out (FoMO). The researcher utilized a mixed strategic research plans (quantitative and qualitative). The utilized rating instrument is a psychology scale which contains; Phubbing Behavior, Academic Cyber loafing, Fear of Missing Out (FoMO), Loneliness and Self Concept. Thesampling technique utilized was purposive irregular inspection on 98 high school students aged 16 - 18 years old as the exploration subject. Quantitative information were dissected statistically by utilizing the SPSS 26 program on Windows (Multiple Linear Regression Analysis). The holistic information of the exploration were introduced by the organization and were examined by a quantitative and qualitative legitimate examination. The outcomes showed that there was a greater impact from loneliness and self concept on phubbing simultaneously up to 46.1% and lesser impact from cyber loafing and FoMO on phubbing up to 30.1% altogether. The idea and application to be accomplished from the output of this examination is that the supportability of the exploration information can be utilized as a sort of perspective for setting up a fit socialization and prepararation for the teenagers (high school students)related with phubbing conduct.*

Keywords: *Phone Snubbing (Phubbing) Behavior, Academic Cyberloafing, Fear of Missing Out (FoMO), Loneliness,Self Concept*

1. INTRODUCTION

Technology was created to help people do their jobs and one of the developments from technologicaladvances is the existence of smartphones. Based on a report from Katadata (2021) in 2020 Indonesia rankedfourth in smartphone users with 160.23 million users after China, India and the United States. With the increase in technology, smartphones have become a popular functional tool because they have many features and functions. Smartphones have communication between one another made easier. For the emergence of it have impacted humanity to a condition where meeting each other or sending letters from great distances aren't necessary due to smartphones are able to send messages quickly and from afar. Disregarding the fact that the state-of-the-art features of smartphones are able to simplify human's activites,it can also lure the users to indulge in using it for a long time and hesitant to stifle from it. In fact, smartphone users often ignore their interlocutors because they are too busy with their cellphones which is known as phubbing or phone snubbing.

Phubbing behavioural conduct is coexistant with disrupting connections in social environments suchas family, friendships, and friendships because this behavior ignores people who are in direct presence. Thephubbing phenomenon occurs at all ages, both young and old. Currently, the younger generation tends to prefer operating smartphones rather than interacting face-to-face with their social environment. The younger generation tends to have more interest in always operating a cellphone than interacting with their social environment so it can be concluded that they experience the phubbing phenomenon more often (EnyRatnasari, 2020).

One of the factors that may have an impact on phubbing behavior is loneliness. Someone

uses a smartphone more often when they feel lonely, because they think that using a smartphone will help alleviatethe feelings of loneliness felt (Karadag et al., 2016).

Thus, loneliness stimulates the use of smartphones, which may form a tendency for phubbing behavior, according to Kasin & Fein (in Subagio & Hidayati, 2017).

The groups that are vulnerable to loneliness compared to other groups are adolescents and early adults. Loneliness is a significant reason for high school students to rely on cell phone usage. In addition, according to Rianda (2019), self-concept is an important factor in socializing because one's behavior will be in accordance with one's self-concept. The self-concept of phubbing behavior is a self-evaluation inherent in one's mind towards an activity carried out on a smartphone. Teenagers who do phubbing consider that it is a natural thing to do.

Data quoted from the report by We Are Social (2020) shows that there were 160.0 million social media users in Indonesia in January 2020.

In Indonesia, specifically in January 2020, an increase of as much as 12 million (+8, I%) social media users in Indonesia which happened in between April 2019 and January 2020. Based on this data, social media seems to be more interesting than what is seen in real life. Based on these conditions, many people are afraid of missing out on information through internet access, which is called the fear of missingout (FoMO) (Sandjaja & Syahputra, 2019). FoMO is considered to be a factor that might lead to phubbingbehavior, while an intensification in FoMO will lead to an increase in student phubbing behavior. Studentswho experience FoMO will continue to use smartphones to get the latest information and will continue to check their social media even though the conversation is ongoing, causing phubbing (Sandjaja & Syahputra,2019). Apart from FoMO, academic cyberloafing is also thought to trigger phubbing behavior. The use of internet facilities at school while in class or while learning in class can cause students to ignore teachers orfriends so that cyberloafing is thought to trigger the development of student phubbing behavior (Fauzan, 2018).

Observations made by researchers to students at SMAN 2 Cikarang Pusat showed that the phenomenon of phubbing is almost a habitual sight for students. There were students who did not focus ontheir interlocutors, but chose to open their smartphones. It was seen that a group of students sat and talkedtogether but at that time they were also seen checking and playing their smartphones. Some students are also seen using cellphones while walking and talking to their friends.

The results of interviews conducted of 6 students of class XII grader at SMAN 2 Cikarang Pusat, asfollows: 1). Respondents often send messages, make phone calls, and check social media when chatting with friends, even 2 respondents have checked their cell phones silently when learning in class is taking place; 2). Respondents feel bored and worried when they cannot access social media because they are afraid they will not be able to find out the information that is currently circulating; 3). Respondents feel lonely because they do not have close friends so they overcome their loneliness by operating their cellphones; 4). Respondents feel confused if they cannot access social media because they cannot find outabout other people's posts and cannot find out the latest news. They feel anxious about not being up to dateso they have to check social media every day; 5). Respondents always check their cell phones and carry their cell phones everywhere, even to the bathroom; 6). Respondents often use the school's internet network facilities to use their smartphones while at school; 7). Respondents are more comfortable with friends onsocial media than friends in the real world because they feel more trusting and open when telling stories tofriends on social media.

Based on the background and problems described above, and supported by data from preliminary studies in the form of observations and interviews with several students at SMAN 2 Central Cikarang, the researcher is interested in conducting a study entitled "Phubbing Behavior in Review of Cyberloafing; Fearof Missing Out (FoMO), Loneliness and Self-Concept in High School Students". The novelty of this research compared to previous studies is that no one has examined and analyzed phubbing behavior in adolescents based on internal causal factors (Loneliness and Self-Concept) or external factors (Cybertoafingand FoMO). Which causal factors are more influential on phubbing behavior in adolescents, factors fromwithin (internal) or factors from outside the self (external). Therefore, the formulation of the problem or research question to

be analyzed and answered, as well as the hypothesis proposed is as follows. "Is cyberloafing and FoMO the greater or is loneliness and self-concept the greater influence on phubbing behavior?".

2. LITERATURE REVIEW

2.1. Phone Snubbing (Phubbing}

Phubbing is an abbreviation derived from the union of the two words "phone" and "snubbing" whichmeans "phone" and "snubbing". Phubbing is defined as a behavior that can hurt others during social interactions because it tends to ignore others and focuses more on smartphones than communicating face- to-face (Budiono, 2020). Phubbing can be described as individuals who are focused and busy with their smartphones while talking to their interlocutors, and ignore their interpersonal communication (Karadag et al., 2015). Phubbing behavior can risk disrupting connections in social settings such as family, friendships,and friendships because this behavior ignores people who are in their direct presence.

2.2. Loneliness

According to De Jong Gierveld (2006) Loneliness or loneliness is a condition that arises when the amount of social relationships that exist around is less than the social relationships expected or accepted byan individual which leads to an unfulfillment in intimacy of the individual. Loneliness is a condition of lossand unsatisfaction felt by an individual as a result from incompatibility of the expected social relation versusthe social relation that an individual had. (Peplau, & Perlman, in Vimanda, 2020). Meaning that, social relation is of importance for an individual to not feeling lonely. Peplau and Taylor (in Vimanda, 2020) alsoapprehended that loneliness as the individual feeling of discomfort is subjectively coherent when the invidual relation is not mutual.

2.3. Self-Concept

Self-concept is a depiction and feeling of our ownselves (Rahmat, 2003: 99). Self-concept is mentaldescription of self-intelligence, self-assumption, and self-evaluation (Calhoun & Acocella, 1995: 90). Self- concept that serves as self-concern and self-comprehension is indoubtably reflects as a life-and-living- standard. Self concept can be categorized into two; primarily are positive; and negative. Both of them had opposite nature. The one with positive mental of ownself is able to response with clarity. Whereas, those with pessimistic self-concept responded almost everything negatively, except with stalwart in defending their self-concept by changing the self-concept continouosly or by ignoring new data of their currecnt circumstances.

2.4. Academic Cyberloafing

In accordance with Lim's (2002) statement of cyberloafing that is a conduct of web misuse by an employee during office hour whether it is for personal or email exploration. Akbulut et al., (2017) publicized that cyberloafing is the misuse of web by the employee in an organization purposively for individual benefitunrelated to the business during office hour. In academical field, academic cyberlaofing is an activity of either school's or personal's internet facility usage for individual benefit unrelated to work nor assignmentscoherent to the student's school activities.

2.5. Fear of Missing Out (FoMO)

Virnanda (2020) stated that FoMO is anxiety about social activities or fun events that the person cannot and will not participate in. The feeling of worry that individuals have in order to capture a momentthat occurs in everyday life, whether happy, funny, or sad. FoMO is a form of worry or fear that individualswill lose a certain moment when someone cannot access their social media (Calhoun & Acocella in Astuti,2021). FoMO is characterized by a desire to stay connected to what other individuals and groups are doingon social media (Przybylski, Murayama, Dehaan, & Gladwell, 2013).

3. METHODOLOGY

This research uses a mixmethod research method (quantitative and qualitative). Quantitative research method is a type of research whose specifications are systematic, planned and clearly structured from the beginning to the formation of the research project (Siyoto & Sodik, 2015). A more in-depth explanation in the discussion of research results is part of qualitative research (Creswell, 2017). Data collection methods with observation, interviews and psychological measurement scales.

The population of this study was 213 Xll grade students at SMAN 2 Cikarang Pusat, Bekasi. Sampling using purposive sampling technique with criteria ;1). XII grader students of SMAN 2 Cikarang Pusat in the 2022/2023 school year; 2). Male / female, and 3). Using smartphones even though they are communicating face-to-face with other people. The sample size was determined using the Slovin formulawith an error tolerance limit of 8%, so the sample size was 90 students. In this study, the number of students who participated in the study was 98, so this study used the entire sample.

The phubbing measurement tool was modified from the Phubbing Scale (PS) made by Karadag et al., (2015), which includes two aspects, namely communication disorders, and communication disorders. Italso includes two aspects, namely communication disturbance, and obsession with cell phones (phone obsession), totaling 14 items. The loneliness measuring instrument was modified from De Jong Gierveld (2006) who proposed a scale to measure everyone's loneliness. The scale was named A Rasch-Type Loneliness Scale includes two dimensions, namely emotional loneliness and social loneliness, totaling 12 items. The self-concept measure was adapted from the Tennessee Self Concept Scale (TSCS) compiled from Balester (1956, in Damayanti, 2010), Engel (1956, in Damayanti, 2010) and Taylor (1953, in Damayanti, 2010), which consists of two dimensions of self-concept, namely internal and external with a total of 100 items.

The cyberloafing measure was adapted from The Five Factor Cyberloafing Scale compiled by Akbulut et al (2016) which measures five factors, namely information sharing, online shopping, real time updating, accessing online content and gaming/gambling, totaling 30 items. The FoMO measuring instrument was modified from the Fear of Missing out Scale (FoMOS) made by Przybylski et al., (2013), which includes two dimensions, namely unmet relatedness psychological needs and unmet self psychological needs, totaling 10 items.The data obtained from the research subjects were then analyzed using multiple linear regression analysis techniques with the help of IBM SPSS Statistics 26 for Windows.

4. RESULTS & DISCUSSION
RESULT

Based on the data obtained, it is known that most of the subjects who participated in this study werefemale with a total of 59 students (60.2%), while the number of male subjects was 39 students (39.8%). The age of the subjects who participated in this study was16 years old with a total of 62 students (63.3%), then subjects aged 17 years with a total of 32 students (32.7%), and subjects aged 17 years old with a totalof 32 students (32.7%).(32.7%), and the least subject was 18 years old with a total of 4 students (4.1%) (table.1.. Description of research subjects).

Table 1. Description of research subjects

No	Deskripsi Subjek Penelitian	Frekuensi	Presentase (%)
1.	**Jenis Kelamin**		
	Laki-laki	40	40,8%
	Perempuan	58	59,2%
	Total	**98**	**100%**
2.	**Usia**		
	16	62	63,3%
	17	32	32,7%

18	4	4,1%
Total	**98**	**100%**

.   Based on data from 98 students of XII grader students at SMAN 2 Cikarang Pusat who filled out the scale, on the phubbing scale, it is known that 13 respondents or 13.3% of students have a low level of phubbing, then 76 students or 77.6% have a moderate level of phubbing, and 9 students or 9.2% have a high level of phubbing. On the loneliness scale, it is known that 14 students or 14.3% have a low level of loneliness,then 77 students or 78.6% have a moderate level of loneliness, and 7 students or 7 ,I% have a high level of loneliness. On the self-concept scale, it is known that 11 students or 11.2% have a low self- concept, then 86 students or 87.8% have a moderate self-concept, and I students or 1.0% have a high self- concept. On the cyberloafing scale, it is known that 47 students or48.0% have a low level of cyberloafing,then 49 students or 50.0% have a moderate level of cyberloafing, and 1.0% have a high level of cyberloafing. moderate cyberloafing, and 2 students or 2.0% have a high level of cyberloafing. On the scaleofFoMO scale, it is known that 8 respondents or 8.2% of students have a low level of FoMO, then78 students or 79.6% have a moderate level of FoMO, and 12 students or 12.2% have a high level of FoMO.high level of FoMO (See Tabel. 2. Description of Research Variables)

Table 2. Description of Research Variables

Variabel	Kategori		
	Rendah	**Sedang**	**Tinggi**
Phone Snubbing	13 (13,3%)	76 (77,6%)	9 (9,2%)
Loneliness	14 (14,3%)	77 (78,6%)	7 (7,1%)
Konsep Diri	11 (11,2%)	86 (87,8%)	1 (1,0%)
Cyberloafing	47 (48,0%)	49 (50,0%)	2 (2,0%)
Fear of Missing Out	8 (8,2%)	78 (79,6%)	12(12,2%)

Based on table 3 of the results of multiple linear regression analysis of internal factors (Lonelinessand Self-Concept) on Phubbing, the following results are obtained:
1.   The significance value obtained on the loneliness variable is 0.020 ($p < 0.05$), meaning that the lonelinessvariable has an influence on the phubbing variable. Furthermore, the self-concept variable is known to havea significance value of 0.001 ($p < 0.05$), meaning that the self-concept variable has an influence on phubbing.2
2.   The significance value obtained in the F-count is 0.000 ($p < 0.05$), which means that there is a joint influence of phubbing.there is a joint influence of loneliness and self-concept on phubbing.
3.   The R square value obtained is 0.461, this implies that the variables of loneliness and self-concept simultaneously affect the phubbing variable by 46.1%, while 53.9% is influenced or predicted by other factors. 53.9% is influenced or predicted by other factors. (see Tabet 3. Test Results of Linear Regression Analysis of Internal Factors (Loneliness and Self-Concept) on Phubbing).

Tabet 3. Test Results of Linear Regression Analysis of Internal Factors (Loneliness and Self-Concept) on Phubbing

Model	Koefisien β	thitung	Sig (ρ)
Constants	12.053		0,007
Loneliness	0,286	2,367	0,020
Konsep Diri	0,182	3,464	0,001
F-hitung	12,820		0,000

R Square	0,461

Based on table 4 the results of multiple linear regression analysis of external factors tcybertoafing and FoMO) on phubbing, then the following results are obtained:

1. The significance value obtained on the academic cyberloafing variable is 0, 145 (p>0.05), meaning that the cyberloafing variable has no influence on the phubbing variable, Furthermore, the FoMO variable is known to have a significance value of 0.000 (p<0.05), meaning that the FoMO variable has an influence onphubbing,

2. The significance value obtained in the F-count is 0.000 (p <0.05), which means that there is a joint influence on phubbing. there is a joint influence of academic cyberloafing and FoMO on phubbing.

3. The R square value obtained is 0.301, this implies that the academic cyberloofing and FoMO variables simultaneously affect the phubbing variable by 30.1%, while 69.9% is influenced or predicted by other factors. (See Tabel.4. Test Results of Multiple Linear Regression Analysis of External Factors (Cyberloaftng and FoMO) to Phubbing) (See Tabet 4. Test Results of Multiple Linear Regression Analysisof External Factors (Cyberloaftng and FoMO) to Phubbing).

Tabet 4. Test Results of Multiple Linear Regression Analysis of External Factors (Cyberloaftng and FoMO)to Phubbing

Model	Koefisien β	thitung	Sig (ρ)
Constants	12,664		0,000
Academic Cyberloafing	0,050	1,471	0,145
Fear of Missing Out	0,729	5,691	0,000
F-hitung	20,431		0,000
R Square	0,301		

DISCUSSION

Based on the description of the subject data, it can be seen that the subjects who participated in thisstudy were female, totaling 59 students (60.2%), while the number of male subjects was 39 students (39.8%). It can be seen that most of the subjects who participated in this study were female. According toKaradag et al (2015), gender has a significant impact on phubbing, with a higher incidence in women thanmen. The age of the subjects who participated in this study was 16 years old with a total of 62 students (63.3%), then 17-year-old subjects totaled 32 students (32.7%), and the least aged subjects were 18 years old with 4 people. 18 years old amounted to 4 students (4, I%) who were included in the adolescent category.According to Karadag et al (2015) 87% of adolescents prefer to communicate through messages rather thancommunicating face-to-face.

Most of the phubbing experienced by students of class Xll SMAN 2 Cikarang center is in the moderate category totaling 76 students (77 ,6%). Loneliness and self-concept of students fall into the moderate category. The frequency of loneliness is 77 students (78.6%) and self-concept is 86 students (87.8%). Cyberloafing and FoMO of students are also included in the moderate category with a cyberloafing frequency of 49 students (50.0%) and FoMO of 78 students (79.6%). Based on these results,it is known that most of the students perform behaviors that involve the use of cellphones when having conversations with others so that they pay less attention to their interlocutors related to internal factors (Loneliness and self-concept) and external factors (cyberloafing and FoMO).

The results of multiple linear regression analysis of internal factors (Loneliness and self-concept) on phubbing are known that the significance value obtained in the F-count is 0.000 (p <0.05) which meansthat there is a joint influence of loneliness and self-concept on phubbing. The R square value obtained is 0.461, this implies that the loneliness and self-concept variables simultaneously affect the phubbing variableby 46.1%. Loneliness and self-concept have an

influence on phubbing both separately and together, with a significance value of loneliness of (p=0.020, p<0.05) and self-concept of (p=0.00 I, p<0.05). Yaseen et al., (2021) stated that loneliness is an important reason for high school students to rely on cell phone use. Students are more interested in making new friends or participating in other virtual meetings through smartphone media to relieve their isolation, but find it difficult to shape virtual interactions into in-person interactions. The smartphone acts as a medium for lonely people to engage in various social activities, suchas playing online games, chatting or searching for information because they do not need a lot of social cueswhen interacting and provide opportunities to limit face-to-face interactions, especially for lonely individuals, where they can choose to communicate with others through mobile phones or other applicationsrather than interacting with people around. Therefore, they will prefer social media to divert their actual interactions, causing phubbing (Aditia, 2021).

According to Rianda (2019), the self-concept of phubbing behavior is a self-evaluation inherent in a person's mind towards an activity carried out on a smartphone. People who think positively about everything will answer with certainty, will really want to understand and acknowledge various realities about themselves and will be confident in their activities and behavior. While people with a pessimistic self-image will answer everything with a pessimistic attitude, they will constantly change their mental self-portrait or follow their mental self-portrait enthusiastically by changing or ignoring new information from their current state. Self-concept grows through relationships with others and the idea of self makes a significant thought process in behavior. With their self-concept, individuals will have an assessment of themselves and and this will be reflected in all of the individual's behavior (Yuniati, Yuningsih, & Nurahmawati, 2015). Thus, adolescents who do phubbing consider that it is a common thing to do becausemany other adolescents also do it.

The results of multiple linear regression analysis testing of external factors (cyberloafing and FoMO) against it is known that there is a smaller influence of academic cyberloafing and fear of missing out (FoMO) on phubbing. Based on multiple linear regression analysis, the significance value obtained inF-score is 0.000 (p <0.05), which means that there is an influence of cyberloafing and FoMO at once, on phubbing. The R square value obtained is 0.301, this means that the cyberloafing and FoMO variables simultaneously affect the phubbing variable by 30.1%. Cyberloafing has a significant influence on phubbing if tested together with FoMO. However, when viewed separately, Cyberloafing is not significantto phubbing (p=0.145, p>0.05). While FoMO has an influence both separately and collectively with academic cyberloafing on phubbing (p=0.000, p<0.05).

The use of internet facilities at school while in class or while learning in class can make students ignore teachers or friends so that cyberloafing can trigger the emergence of student phubbing behavior (Fauzan, 2018). Cyberloafing in students is an action regarding the use of smartphones by utilizing internetconnections at school while learning is taking place for non-academic purposes carried out for personal purposes, for example sending messages, playing online games, watching online videos and downloading music (Manusakerti & Purwoko, 2020). Based on this, if cyberloafing behavior is continuously carried out by students during class learning, this makes them ignore teachers and friends because they are too focused on using smartphones, resulting in phubbing behavior.

The influence of FoMO on phubbing is based on the phubbing construct, that when a person looksat a cell phone while talking to others, the person concentrates on the cell phone and withdraws from interpersonal communication (Sandjaja & Syahputra, 2019). Based on this, it is concluded that when someone experiences FoMO, they will continue to deal with the cellphone to keep checking their social media even when the conversation is going on, causing phubbing. Basically, FoMO is a social anxiety thattends to increase since the development of the internet and is related to problematic use of smartphones andsocial media, which is a predictor of phubbing. Students who spend a lot of time using social networks display phubbing behaviors that cause indifference and neglect to those around them (Safitri et al., 2021),2021).

Several other factors that may influence phubbing behavior according to (Karadag et al., 2015), namely addiction to smartphones, addiction to the internet, and addiction to games. Griffiths (in Bahriyah,Afif, & Heryati, 2021) suggests that when someone experiences addiction,

they will waste time so that theydo not pay attention to their surroundings and do not appreciate the people around them which can lead to phubbing behavior. Another factor that is thought to influence phubbing is conformity. This is because

when someone uses a cell phone during a conversation, the interlocutor may follow to play their cell phoneas well because they feel ignored (Pemayun & Suralaga, 2020). Low self-control is also suspected to be afactor that can trigger phubbing behavior.

Provided with further examination, phubbing does not only have a negative impact. Phubbing can have a positive effect because when a person receives phubbing behavior from others, two possibilities mayoccur. First is they're also participating in phubbing conduct, or instead, they realized how hazardous phubbing is, hence the person who knew the effect of this phenomenon able to communicate well and buildreal social relation. The individual consciousness upon the negative impact of phubbing may consolidate social interaction for it will raise concerns of the lesser social interaction quality (Aditia, 2021).

CONCLUSION

Based on the discussion that has been presented, it is concluded that there is a greater influence of loneliness and self-concept (internal factors) on phubbing simultaneously by 46.1% and there is a smaller influence of cyberloafing and FoMO (external factors) on phubbing simultaneously by 30.1%. Suggestionsfor research respondents are expected to be wiser in using smartphones when socializing with others by notplaying smartphones and focusing on ongoing conversations or discussions in order to avoid phubbing behavior so that they are more respectful of the interlocutor.

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