

Phone Snubbing Behavior and Social Interactions of Muslim Students

Perilaku *Phone Snubbing* dan Interaksi Sosial Pelajar Muslim

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ABSTRACT



This research aims to determine the relationship between phone snubbing (*phubbing*) behavior and social interaction. This research method is correlational quantitative. The subjects of this study were students as if the High School and were 11th grade students. The number of subjects was 181 students who were selected using purposive sampling technique. The instruments used are the *phubbing* behavior scale and the social interaction scale. Data analysis using SPSS version 26 for windows. The results of the hypothesis test showed a significance value of 0.000 $p < 0.05$, with Pearson-Correlation -0,583. It can be concluded that there is a negative relationship between *phubbing* behavior and social interaction of high school students. So that the hypothesis proposed in this study can be accepted. Based on the categorization of *phubbing* behavior variable scores, it can be concluded that 26 students (14%) fall into the low category, 127 students (71%) are in medium category, and 28 students (15%) are in the high category. This indicates that the majority of students exhibit a moderate level of *phubbing* behavior.

Keywords: Phone Snubbing, Social Interactions, Muslim Students

ABSTRAK

Penelitian ini bertujuan untuk mengetahui hubungan perilaku *phone snubbing* (*phubbing*) dengan interaksi sosial. Metode penelitian ini adalah kuantitatif korelasional. Subjek penelitian ini adalah siswa dan merupakan siswa kelas 11. Jumlah subjek sebanyak 181 siswa yang dipilih dengan menggunakan teknik *purposive sampling*. Instrumen yang digunakan adalah skala perilaku *phubbing* dan skala interaksi sosial. Analisis data menggunakan SPSS versi 26 for windows. Hasil uji hipotesis menunjukkan nilai signifikansi 0,000 $p < 0.05$, dengan skor Pearson-Correlation -0,583. maka dapat disimpulkan bahwa ada hubungan negatif yang signifikan antara perilaku *phubbing* dengan interaksi sosial siswa. Sehingga hipotesis yang diajukan dalam penelitian ini dapat diterima. Berdasarkan kategorisasi skor variabel perilaku *phubbing*, dapat disimpulkan bahwa 26 siswa (14%) masuk dalam kategori rendah, 127 siswa (71%) masuk dalam kategori sedang, dan 28 siswa (15%) masuk dalam kategori tinggi. Hal ini menunjukkan bahwa sebagian besar siswa menunjukkan perilaku *phubbing* pada tingkat sedang.

Kata Kunci: *Phone Snubbing, Interaksi Sosial, Mahasiswa Muslim*

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INTRODUCTION

In the modern era, technology is growing very rapidly. Nowadays almost all activities or activities are facilitated by the existence of sophisticated technology, especially in the development of communication technology. According to McLuhan (JAN et al., 2020) suggests that humans enter the age of the tribal age, the age of literacy, the print age, the electronic age, which is the era of the development of communication technology.

The first era was The Tribal Age, where in that era people were not familiar with writing so they only used speech to communicate. The second era is The Age of Literacy, where at this time letters were often used as a means of communication. The third era is The Print Age, in this era marked by the existence of printing presses as a means of communication. And the last one is The Electronic Age, in that era electronic devices such as mobile phones were discovered.

With the development of the times, cellphones that used to only be used to call and send messages. Has experienced good progress in form, features and even function. Mobile phones that have experienced this development are known to the public as gadgets. The emergence of this gadget is one form of the rapid development of existing communication technology. The presence of this gadget can have both positive and negative impacts.

The positive impact given by the existence of gadgets is that it makes it easier for people to find information and facilitate communication with other people. The negative impact is that people are busy with their gadgets instead of communicating directly with other individuals.

The use of this gadget has no age limit, including teenagers. Teenagers usually often use gadgets to access games and social media as a means of interacting without meeting face to face or as a place to express their emotions. This social media can be accessed easily anytime, anywhere and by anyone, as time goes by and technology develops, social interaction between humans is made easy in such a way. Humans themselves are social creatures where an individual needs to have good social interactions in the family, school, and community environment. This interaction involves one individual with another individual who is expected to be able to foster good relations with others.

According to Sarwono and Meinarno (Susanto et al., 2023), social interaction is a reciprocal relationship in which individuals and groups influence one another. It occurs between individuals, between individuals and groups, and between different groups. The motivation behind an individual's desire to engage in social interaction is often driven by the social rewards that they receive from these interactions, such as emotional support, recognition, or a sense of belonging.

The indicators for aspects of social interaction according to Sarwono (Hanum & Latiana, 2020), namely: communication, attitudes, and group behavior. Social interaction is a reciprocal relationship that influences each other between individuals and other individuals, individuals and groups, and groups and groups.

Based on data from the Central Statistics Agency or Badan Pusat Statistik (2021), it was recorded that 90.54% of households in Indonesia own or have access to at least one mobile phone number. This marks an increase from 88.46% in 2018, indicating a growing penetration of mobile phone usage among Indonesian households.

Entering adolescence statistically, more than half of the population in Indonesia or 56.2% have used someone's psychology to enter a period where a person can interact well with other individuals. According to Hurlock (Utari, 2021), Adolescence is a crucial phase marked by significant physical and mental development, shifts in values, and changes in attitudes. These changes in attitude during adolescence are influenced by the transition from childhood to adulthood, shaped by social and cultural roles. This period is characterized by identity formation, increased independence, and

evolving interpersonal relationships, all of which play a key role in shaping an individual's future behavior and decision-making.

In today's modern era, technology is growing and teenagers usually often use social media as a means of interacting without meeting face to face or as a place to express their emotions. This social media can be accessed easily anytime, anywhere and by anyone, with the passage of time and the development of technology, social interactions between humans are made easy in such a way.

In 2018, 63.3% of Indonesia's population used smartphones. A year later, this number continued to rise, and by 2025, it is estimated that 89.2% of the population will be smartphone users. Over the six years since 2019, smartphone penetration in Indonesia has grown by 25.9%, reflecting a increase in digital connectivity and mobile device adoption (Pusparisa, 2020). These statistical results illustrate that the rising use of smartphones has facilitated various activities, often causing individuals to overlook the negative impacts that come with it.

According to Karadag (Thabassum, 2021), the phenomenon of phubbing emerged with the emergence of smartphones and related addictions. However, individuals who engage in phubbing considered fail to recognize and respond to these immediate social cues, giving the impression that they are uninterested in the conversation.

Garrido., et al (2021) suggested that categories were determined inductively according to the topics that emerged during the coding process. After coding was complete, five categories were identified for the phubbing dimension: Psychological, Technological, Communication, Social and Cultural.

Rifayanti., et al (2021) concluded that the millennial generation experiences a fear of missing out (FoMO) due to the growing influence of smartphones and technology advances in social media. Their research found a positive relationship between Instagram usage and the fear of missing out, indicating that increased use of Instagram leads to a greater fear of loss. However, the study found no direct influence of phubbing behavior on the fear of missing out. Despite this, phubbing behavior has several negative consequences, including procrastination, low academic or work achievement, impaired concentration, reduced interpersonal communication, diminished social interaction, and social isolation.

Ratan., et al (2021) stated that smartphone addiction is triggered by problems with excessive internet use or internet addiction disorder. The increasing use of smartphones has resulted in a large proportion of people communicating every day online, as a result of interactive text and social media, instead of direct human contact. Because of its simplicity, consciously or not, humans eventually become apathetic towards others, and antisocial behavior is increasing. Social disturbances such as phubbing will certainly make the interlocutor feel unappreciated so that the close relationship between the victim of phubbing and the phubbing will become tenuous.

Wahyuningtyas., et al (2022) explain aside from smartphones, gadgets also bring both positive and negative impacts, each carrying its own risks. These risks may include poor socialization skills in children, effects on cognitive, heightened emotional sensitivity, and even indifference toward their surroundings due to early exposure to a digital comfort zone. Many young people still lack awareness of their environment, leading to a decline in face-to-face communication. Excessive gadget use, when not managed properly in terms of time and context, can further contribute to this issue.

This is one of the authors' interests to research and analyze more deeply about phubbing behavior and social interaction. This research on phubbing behavior was carried out because researchers were inspired by everyday life, where nowadays there are many teenagers whose daily lives cannot be separated from smartphones, they always access them when lessons are in progress,

eat, and hang out with their friends, even phubbing perpetrators. he often ignores people who talk to him. So the authors are interested in doing this research.

METHODS

Research Approach

This study utilizes a quantitative research design, which focuses on collecting and analyzing numerical data to identify patterns, compute averages, make predictions, examine causal relationships, and generalize findings to a larger population. By applying statistical methods, this approach ensures objectivity and measurability, enabling researchers to derive meaningful conclusions based on empirical evidence (Bhandari, 2022). This quantitative method allows for determining the significance of differences between groups or the strength of relationships between the variables being studied.

The correlative method according to Giudice (2022) is a statistical technique used to explore the relationship between two or more variables. This involves measuring the degree of relationship or correlation between two variables and testing the strength and direction of their relationship. By looking at the extent of variation in one variable with variations in other variables. In this study, researchers wanted to examine the relationship between phubbing behavior and students' social interactions.

Population

Population is a complete set of individuals, organizations, objects, or entities that share a common characteristic. It can include people, companies, organisms, government bonds, or any other defined group. When samples are randomly selected from a population, they can be used to study associations or attributes that may accurately represent the larger population, allowing researchers to make meaningful inferences and generalizations (Momoh, 2022). The population in this study were 11th grade students at Islamic School X, in the city of Palembang. With a total population of 201 people.

Sample

Samples are used in statistical tests when the population size is too large to include all members or observations. To ensure accurate and generalizable results, the sample must be representative of the entire population and free from bias toward specific attributes. A well-chosen sample allows researchers to make valid inferences about the broader population while maintaining efficiency in data collection and analysis (Kenton, 2022). Sampling was done by purposive sampling technique. Nikolopoulou (2022) Stated purposive sampling is a non-probability sampling technique in which units are deliberately selected based on specific characteristics required for the study. In other words, the selection process is intentional to ensure that the sample aligns with the research objectives. To determine the research sample from the total population, the Isaac and Michael formula is used, allowing for an appropriate and representative sample size. In total, sample taken amounted to 181 students.

Method of collecting data

The data collection method in this study is the scale method, which is a measurement instrument for examining the psychology of individual humans through predetermined theoretical concepts (Reza, 2016).

The type of scale used is the Likert scale. Reza (2016) states that the Likert scale consists of 4 alternative responses. This study used four response options, namely Very Appropriate or *Sangat*

Setuju (SS), Appropriate or *Setuju* (S), Not Appropriate or *Tidak Setuju* (TS), Very Unsuitable or *Sangat Tidak Setuju* (STS).

This study consisted of favorable and unfavorable statement items. The favourable item is given 4 points if it is very suitable (SS) and 1 point if it is very unsuitable (STS), while the unfavorable item is given 1 point if it is very suitable (SS) and 4 points if it is very unsuitable (STS). The scale used in this study is 1) the social interaction scale, which refers to aspects of social interaction and 2) The phubbing behavior scale uses the scale used from the research conducted by Reza (2018) with reference to the phubbing dimension (Reza, 2021).

Data analysis

In this study, the researcher applied the Pearson Product Moment Correlation analysis method by comparing the significance value, The data analysis is determined by comparing the significance value: if the significance value is < 0.05 , the data is considered valid, whereas if the significance value is > 0.05 , the data is considered invalid. This test was conducted using SPSS version 26.0 for Windows.

RESULTS AND DISCUSSION

Variable Categorization

Based on the research data description, the categorization of each research variable can be determined. This study applies a categorization method based on empirical scores, including the mean and standard deviation of each variable. The detailed results of these categorizations can be observed in the following table, which presents the empirical scores for each research variable:

Table 1. Description of Research Data

Variable	X score obtained (Empirical)			
	X min	X max	Mean	Standard Deviation
Social Interactions	143	222	179	16
Phubbing Behaviors	45	151	89	20

In the table above, the empirical scores of the social interaction and phubbing behavior variables serve as a reference for categorizing these two research variables. The categorization has been determined by the researchers, along with the corresponding frequency and percentage for each category. The details of these categorizations can be seen in the following table:

Table 2. Categorization of Social Interaction Scale

Score	Categorization	N	%
$X < 163$	Low	24	13%
$163 \leq X < 197$	Medium	130	72%
$x \geq 197$	High	27	15%
Total		181	100%

Based on the categorization of social interaction variable scores, it can be concluded that 24 students (13%) fall into the low category, 130 students (72%) are in the medium category, and 28 students (15%) are in high category. This suggests that the majority of students exhibit a moderate level of social interaction.

Table 3. *Categorization of The Behavioral Scale Phubbing*

Score	Categorization	N	%
$X < 68$	Low	26	14%
$68 \leq X < 109$	Medium	127	71%
$x \geq 109$	High	28	15%
Total		181	100%

Based on the categorization of phubbing behavior variable scores, it can be concluded that 26 students (14%) fall into the low category, 127 students (71%) are in medium category, and 28 students (15%) are in the high category. This indicates that the majority of students exhibit a moderate level of phubbing behavior.

Normality test

The normality test results for social interaction and phubbing behavior can be seen in the table below:

Table 4. *Description of Normality Test Results*

Variable	Statistic	Sig.	Information ($p > 0.05$)
Phubbing Behaviors	.065	.061	Normal
Social Interactions	.066	.051	Normal

Based on the normality test table, the significance value for the Phubbing Behavior variable is 0.061, and for the Social Interaction variable, it is 0.066. According to the criteria, a variable is considered normally distributed if the significance value is greater than 0.05. Since both values are > 0.05 , it can be concluded that both variables meet the assumption of normality.

Linearity Test

The results of the linearity test between the two variables can be seen in the following table:

Table 6. *Description of Linearity Test Results*

	F	Sig.	Ket. (< 0.05)
<i>Liniearity</i>	103.646	0.000	Linier
<i>Deviation From Liniearity</i>	1.324	0.094	Linier

From the table above, it can be observed that the significance value for linearity is 0.000, which is less than 0.05. This indicates a significant linear relationship between the social interaction variable and phubbing behavior ($0.000 < 0.05$). Therefore, the assumption of linearity is met.

Hypothesis testing

The research hypothesis test aims to determine whether there is a relationship between variable X (Phubbing Behavior) and variable Y (Social Interaction). The results of the hypothesis testing for these two variables are presented in the following table:

Table 7. *Description of the Hypothesis Test Results*

Variable	Pearson-Correlation	Sig.	Ket.
Phubbing Behaviors \times Social Interactions	-0,583	0.000	Sig.

Based on the results, it was found that the magnitude of the analysis behavior variable above the phubbing correlation coefficient with social interaction was -0.583 with a significance value of 0.000 where $p < 0.05$, this result means that phubbing behavior has moderate negative linear correlation with social interaction in students.

Based on the description above, it can be concluded that there is a negative relationship between phubbing behavior and social interaction in students. So the hypothesis that there is a relationship between phubbing behavior and social interaction in students can be accepted. Thus it is stated that the proposed hypothesis is proven.

This study aims to determine whether there is a relationship between phubbing behavior variables and social interaction in students. The data analysis technique used parametric analysis, namely the Pearson correlation which was carried out to see the relationship between the two research variables, namely, phubbing behavior variables with social interaction in students. Based on the data analysis that has been done, it has been proven that there is a relationship between phubbing behavior and social interaction among students. This is proven through a significance value of 0.000 where $p < 0.05$, it can be concluded that the hypothesis proposed, there is a significant relationship between phubbing behavior and social interaction in students is proven and acceptable.

Phubbing has a negative impact on face-to-face social interactions. A study published in the Journal of Computer-Mediated Communication in 2020 found that phubbing was negatively associated with the quality of face-to-face social interactions. In particular, phubbing was associated with reduced levels of empathy and decreased feelings of social connection among participants (Roberts & David, 2020). As well as age and gender differences in phubbing behavior, a study published in the Journal of Adolescence in 2020 found that younger individuals and men were more likely to engage in phubbing behavior than older individuals and women. In addition, this study found that phubbing was negatively related to social competence, indicating that those who phubbing may experience difficulties with social and communication skills (Koc & Gulyagci, 2020).

Based on the results of calculating the score categorization of the social interaction variable, it can be concluded that there were 24 students or 13% included in the low category, 130 students or 72% included in the medium category and 28 students or 15% included in the high category in students. From these categories it can be concluded that students are included in the medium category. According to Porda., et al (2022) Social interaction is a relationship between one or more people whose behavior or actions are responded to by others. In human life need to interact socially.

Based on the description above, phubbing can negatively impact trust in interpersonal relationships. A study published in the journal *Computers in Human Behavior* (Lapierre and Yang, 2021) found that phubbing behavior is linked to lower levels of trust in interpersonal relationships. Participants who experienced phubbing reported feeling less confident in their partners and were less comfortable sharing personal information with them. This suggests that phubbing not only disrupts social interactions but also weakens emotional connections and trust between individuals (Lapierre & Yang, 2021). In addition, phubbing can diminish the quality of social interactions. A study published in the journal *Communication Research Reports* (Lapierre and Yang, 2021) found that phubbing is negatively correlated with the quality of face-to-face interactions. Specifically, participants who experienced phubbing reported feeling less connected to their conversation partners and expressed lower overall satisfaction with the interaction. This indicates that phubbing not only disrupts engagement but also weakens the depth and meaningfulness of social connections (Sarıçam & Bayrakdar, 2021).

From the categorization of phubbing behavior scores among 181 students as respondents, it was found that 26 students (14%) fell into the low category, 127 students (71%) were in the medium

category, and 28 students (15%) were in the high category. Based on these results, it can be concluded that phubbing behavior among students is predominantly at a moderate level.

According to Sun and Sampb (2022), phubbing is a newly emerging phenomenon. The term is derived from two words: *phone* and *snubbing*, referring to the act of disregarding someone during a face-to-face conversation by looking at or using a smartphone instead of giving full attention to the interaction.

An individual with phubbing behavior has indications of hurting other individuals by pretending to pay attention when asked to communicate, but his gaze is sometimes fixed on the cellphone in his hand. Those who are busy with their cell phones are often preoccupied with things that are virtual, not real, and sometimes even useless. Islam encourages its people not to exaggerate or exceed the limits in every action. Phubbing behavior itself is formed due to excessive smartphone use. Allah SWT forbids his people to be excessive, both in terms of worship and in the activities of daily life. Anything in excess generally does not bring anything good. It is mentioned in the Al-Qur'an Surah Al-Maidah verse 77: interact with it. By carrying out phubbing behavior, individuals can unwittingly interfere with the process of social interaction in the environment.

Meaning: "Say, O People of the Book, do not exaggerate (exceed the limits) by not being right in your religion. And do not follow the desires of those who went astray before (before the arrival of the Prophet Muhammad) and they misled most (people), and they strayed from the straight path".

In the view of Islam, phubber is a negligent group. Becoming phubbing makes a person addicted to using information technology with growing facilities and encourages crime, injects negative values, so that it can encourage consumption and wasteful actions. Phubbing behavior is finally considered as something negative by society. Even though the use of cellphones in the middle of an interaction is considered normal by some people. But still, they will feel annoyed if the other person is too focused on using their cellphone, especially if this is done during the interaction.

CONCLUSION

Based on the research that has been carried out, it can be concluded that this study aiming to the correlation between phubbing behavior and social interaction among students. This study employs a quantitative research method. Total sample that used is 181 people using the Issac and Michael method. The research instruments used in this study were the phubbing behavior scale and the social interaction scale which were analyzed using Windows SPSS V26 software. The hypothesis test results indicated a significance value of 0.000 ($p < 0.05$), confirming a statistically significant relationship.

By this finding, it can be concluded that phubbing behavior is related to students' social interaction. This suggests that as phubbing behavior increases, social interaction decreases, and higher social interaction is associated with lower levels of phubbing behavior. Therefore, the hypothesis proposed in this study is supported.

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