

Level of Student Nomophobia: A Descriptive Study

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Received: 2024/03/19

Revised: 2024/04/20

Accepted: 2024/05/28

Abstract

This article is under:



Nomophobia (No Mobile Phone Phobia) is a new type of phobia that occurs due to the rapid development of technology. This study aims to determine the level of student nomophobia. This research design is descriptive quantitative research. The population in this study was 368 students of SMA Negeri 1 Palu. The sampling technique used was a saturated sample of the entire population with 183 women and 185 men. The research instrument used was the nomophobia scale. The research data were analyzed descriptively. The results showed that the classification of students' Nomophobia Level for female gender in the high category was 14%, 70% medium and 16% low. While the male gender in the high category is 17%, moderate 47% and low 3%.

Keywords

Nomophobia, Students,

How to Cite

Anniza'a, R., Lestari, M., Syahrani, R., & Nurwahyuni, N. (2024). Level of Student Nomophobia: A Descriptive Study. *Journal of Gifted Studies*, 1 (1).

Homepage

<https://journal.scidacplus.com/index.php/jgs/>

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INTRODUCTION

The development of modern technology is getting faster every time as time goes by, the technology produced is also increasingly advanced, the development of this era has facilitated humans with sophisticated technical tools that facilitate daily tasks (Haleem et al., 2022). The era of society is used in all human activities, even technology has become part of the human self (Gani & Fitryona, 2023). The increasingly modern era has found various types of technology with increasingly complex functions, one of which is mobile phones, the presence of mobile phones, with various application capabilities, of course, can make our daily work easier because of the convenience it offers, this situation makes it increasingly attractive to users, especially teenagers (Syazaid et al., 2022).

Mobile phones facilitate remote interaction and communication, helping users connect easily at any time (Than & Shan, 2021). The development of increasingly sophisticated technology requires the role of parents where the majority of users of the times are teenagers with the aim of guiding children to be directed in a positive direction (Budiman, 2022). The advancement of technological science at this time has made major changes to the world, one of which is in the field of education (Kusuma Rini & Huriyah, 2020).

Technology can be a very useful tool to enhance students' learning experience. The utilization of technology in learning can also lead to new problems such as the lack of social interaction between students and teachers, therefore it is important for educators and students to understand and apply intelligence to take advantage of technological opportunities and improve students' learning experience (Martini et al., 2019). The rapid changes in science and technology require us to be ready to face global changes, especially in the field of education, one form of change is society 5.0 (Muhtadin et al., 2023).

A survey conducted by the Pew Research Center on May 14 to August 12, 2018 of 30,133 respondents in 27 countries and Indonesia ranked 25th in the use of mobile phones (Alfarizi, 2019). At the same time, Indonesia is the country with the sixth largest number of mobile phone users

among developing countries (Alfarizi, 2019). The Indonesian Internet Service Providers Association (APJII) explained that the number of internet usage via mobile phones in Central Sulawesi reached 77.3%, this data shows that Central Sulawesi residents like to use the internet to access social networks (Urip, 2022). This condition is better known in Indonesia as addiction to gadgets, gadgets or smartphones, called addiction because the sufferer feels addicted or unable to break away from the mobile phone or internet or ignore the negative effects (Mulyati & NRH, 2018).

The news that received quite a lot of attention was delivered by Witjaksono (2019) describing the condition of children who had to be treated in a mental hospital due to device addiction and the results of a survey conducted by Hanika in 2018 revealed that 36% of respondents used cell phones and only 22% of respondents used them less than 10 times a day, respondents also reported that they felt anxious if they did not use their cell phones for a few hours, based on a sample of 650 students aged 16-19 years who used cell phones, it was found that 359 (55.2%) students experienced *nomophobia*, 68.9% (11.5 million) of the entire 25% (16.7 million) of students who used cell phones experienced *nomophobia* (Witjaksono, 2019).

Nomophobia can also attack children or adolescents in the world of education, because those who currently use more mobile phones in learning tend to experience *nomophobia* (Syaputra, 2023). *Nomophobia* is seen as a contemporary type of phobia that has emerged in the digital era (Gezgin et al., 2018), which developed after the integration of mobile phones into society (Ali et al., 2017). The term *nomophobia* was first coined in 2008 and is considered to be a *modern* phobia (Notara et al., 2021). *Nomophobia* is a psychological problem and risk that arises from a person's inability to adapt to changes in behavior and habits in the industrial revolution (Dongre et al., 2017). In other words, *Nomophobia* is also defined by excessive anxiety, such as not being able to turn off *their mobile* phone for a moment, feeling anxious if their *mobile phone* battery dies, and checking their mobile phone more often for messages, calls, and social media, even people with *nomophobia* may bring *their mobile* phone to the bathroom because they are afraid of being away from their cellphone (Novita & Martiastuti, 2021). Aspects of *Nomophobia* specifically: (1) fear or anxiety of not being able to communicate with others, (2) fear of not being able to connect, (3) fear of not being able to access it directly, and (4) fear of being rejected because of the ease of mobile phone devices (Ali et al., 2017). People who are diagnosed with *Nomophobia* will spend more time with their mobile phones than interacting with the people around them (Juwariyah et al., 2023).

Many previous studies have been conducted related to *Nomophobia* in the fields of health science, psychology and education. As for the research carried out, it refers more to knowing how to Level of *Nomophobia* (No Mobile Phone Phobia) of Students by developing aspects of *nomophobia* in making research instruments in this study.

Rationale of Study

Adolescents aged 12-18 years are more prone to *nomophobia* (Yildiz Durak, 2019). Today's teenagers are faced with practical and dynamic circumstances with the development of the current era, namely the era of society 5.0 with the concept of integrating technology into everyday life (Tavares et al., 2022). The advancement of technological and communication developments that make adolescents closer to technology today, the use of information and communication technology is expanding rapidly causing significant changes in the way of communicating, shopping, schooling, accessing information and living everyday life and the most popular use of technology among adolescents is the use of mobile phones (Permana et al., 2021). The development of the 5.0 era, especially in information and communication technology among adolescents, has negative and positive impacts, the negative impact of excessive use of mobile phones is the behavior of teenagers who tend to be anti-social or also known as "dissenting personality" (Permana et al., 2021). Even if the negative impact is felt, it is considered unimportant because it prioritizes students' cognitive development, decreased learning motivation and disruption of moral

development, these negative impacts are caused by negative information received by students from online media through mobile phone applications. Positive impacts include facilitating long-distance communication quickly and at low cost, and learning that can be done online (Kusuma, 2019). Thus, this study aims to determine the picture and describe nomophobia among students.

METHOD

Research Design

This research uses a quantitative descriptive approach with the Survey method. Quantitative descriptive research is to describe, examine and explain something that is studied as it is, and draw conclusions from phenomena that can be observed using numbers. Research that only describes the content of a variable in research, is not intended to test certain hypotheses.

Participants

The population of this study were all X and XI grade students 368, in this study the sampling technique used was saturated sampling of all members of the study population with 183 women and 185 men.

Instrumentation

Data collection in this study used an instrument in the form of a questionnaire with a guttman scale to measure the description of student nomophobia. The questionnaire contains nomophobia statements consisting of 34 positive and negative statement items. Each statement is equipped with 2 alternative answer choices, namely Yes or No. The results of the validity test of the instrument were tested. The results of the instrument validity test tested on 40 participants showed that each item of the statement had a calculated r value greater than r table with a value and reliability test results of 0.840. Thus the results of the research instrument trial were declared valid and reliable.

Data Analysis

The research data in this study were analyzed using descriptive statistical analysis. Descriptive analysis techniques provide an overview of the level of student Nomophobia. This sampling used non-probability sampling with saturated sampling technique. With female and male gender calculated through the percentage formula.

RESULTS AND DISCUSSION

Results

The results of the study based on descriptive analysis of students' Nomophobia level can be seen in Figure 1. In the classification of high Nomophobia level as many as 31 people with a total percentage of 17%, moderate Nomophobia level as many as 87 people with a total percentage of 47% and low Nomophobia level as many as 71 people with a total percentage of 39% And Male Gender with a total of 183 people, have different levels of Nomophobia.

The classification of female gender with a total of 185 people who have different levels of *nomophobia* can be seen in Figure 2. High nomophobia level is 26 people with a total percentage of 14%, moderate nomophobia level is 128 people with a total of 70% and low nomophobia level is 29 people with a total percentage of 16%, from the results of these percentages it can be seen that the classification of nomophobia in female gender indicates different levels.

Discussion

This study has a population of 368 and uses saturated sampling as a sampling technique if all members of the population are used as samples. This sampling is based on each class, namely X and XI classes which vary in number, and there are differences in the average nomophobia in terms of the level of nomophobia. These results also reveal that males have an average high level of nomophobia as many as 31 students who are represented by 17% of the total male population of 185 people and compared to females with a high level of nomophobia as many as 26 people who are represented by 14% of the total female population of 183 people even though the difference is 6. So there is no significant difference in nomophobia tendencies between women and men.

The results of this study also support previous research which states that there is no significant difference in nomophobia for both men and women. The use of the same intensity but the focus of its use is different, the ease of internet facilities also has an effect because it can be found in various places so that both men and women can use these facilities (Fitriyani et al., 2020). The above statement is reinforced by the results of the study, finding that there is no difference between men and women in the use of mobile phones, because the intensity of using mobile phones between men and women is the same, it's just that the focus of using mobile phones is different (Cheever et al., 2014).

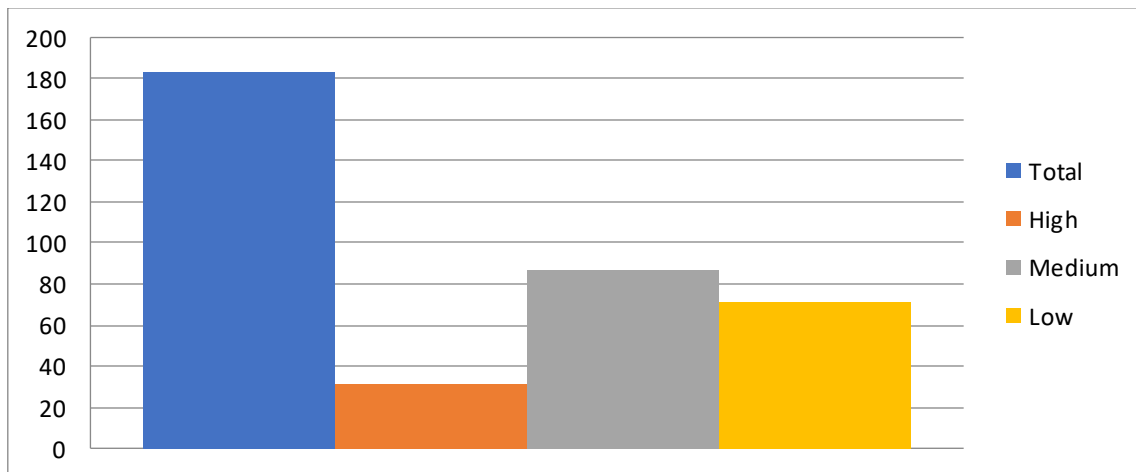


Figure 1. Nomophobia Level Classification (Male)

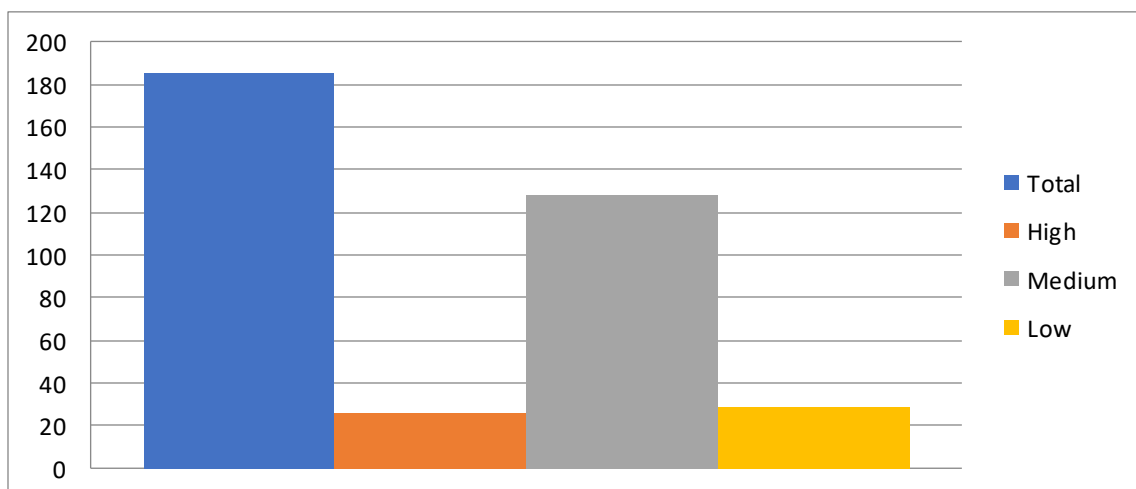


Figure 2. Nomophobia Level Classification (female)

Female and male nomophobia levels have differences in mobile phone usage. The use of mobile phones in men spends more time on online games while women access more social media. Research results (Duggan, 2015) revealed that men tend to use mobile phones for their pleasure orientation, while women use the mobile phone more for social pleasure.

Mobile use in men and women has different needs. This statement has been carried out by research by Pamungkas (2021), which shows that women's need to connect with their social groups encourages consistent use of mobile phones while men use mobile phones to play games or betting applications.

The characteristics of someone who experiences nomophobia include frequent use of mobile phones and spending a lot of time playing mobile phones, always carrying a charger, not calm if the signal is not good, carrying a mobile phone in various circumstances, anxious when the mobile phone is not in hand, always checking the mobile phone, and setting aside money to buy internet kouta on the grounds that you cannot access the internet in a day (Karindra, 2022; Khairani et al., 2022).

In line with research conducted by Yildirim (2014), which states that people who check mobile phones every 15 minutes or more a day show high nomophobia compared to an individual who checks a mobile phone less a day. Research conducted by Bragazzi & Del Puente (2014), about the characteristics of nomophobia, states that one of them is spending money just to use a mobile phone.

Implications

This research shows that nomophobia in students needs to be considered by the school or parents of the students concerned. Nomophobia among students today has many negative impacts including, students spend more time using mobile phones, cannot be away from mobile, so that with these circumstances students lack communication with the surrounding environment.

Limitations and Future Research Direction

The researcher's limitation in this study is that the number of respondents needed in this study is still not much, and the researcher provides recommendations to future researchers related to nomophobia including: further researchers can provide services starting from orientation services in the form of information services related to nomophobia and can provide services in the realm of guidance and counseling related to the state of students who are indicated by nomophobia.

CONCLUSION

Based on the results of the research above, that the Level of Nomophobia (No Mobile Phone Phobia) Students. Being in the moderate category, it means that the use of Mobile Phones by students already needs to be paid attention to by the teacher as one of the closest people to students in the school environment, so that with the actions and treatment carried out by the teacher to students, there are changes as desired. And the teacher also needs to coordinate with parents or guardians of students to give warnings and attention to children regarding the use of their *mobile phones*. The classification of *Nomophobia* in female gender consists of, high level 14%, medium level 70% and low level 16%. The classification of *Nomophobia* in the male gender consists of, a high level of 17%, a moderate level of 47% and a low level of 36%.

ACKNOWLEDGMENT

We would like to thank all those who have helped, provided input and been involved in this research.

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