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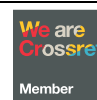
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Original Article

Social Interaction of Adolescents: An Impact Analysis of Phubbing Behavior

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Abstract. For adolescents, the need to interact is very important amidst the development of smartphone use for social, emotional, and psychological development has an influence on prioritizing and valuing direct social interaction. This study aims to determine the effect of phubbing behavior on social interaction in adolescents at SMP Negeri 74 Jakarta. The study was conducted using an associative quantitative research method with a data collection method using a questionnaire. The location of the study was at SMP Negeri 74 Jakarta and took place from May 2024 - June 2024. The respondents in this study were 150 adolescents who met the specified criteria. The data collection technique in this study used a nonprobability sampling technique with a purposive sampling approach, where the sample was used if it met the following criteria: adolescents aged 12-16 years calculated from the age of the study period before May 2024 and Have a smartphone and actively use a smartphone. This study used the Social Interaction Skills (SIS) instrument by Lamash et al., (2023) and had a reliability coefficient of 0.890 for social interaction and the Generic Scale of Phubbing (GSP) Chotpitayasunondh & Douglas, (2018) reliability coefficient of 0.769 for phubbing behavior. The data analysis technique used was a significant regression test, which produced a F_{hit} value (b / a) = 16.782 and a Sig. value of 0.000 < 0.05. The results showed that phubbing behavior had an effect on social interaction in adolescents at SMP Negeri 74 Jakarta. Furthermore, the results of the determination coefficient were 0.102, so that the contribution of phubbing behavior to social interaction was 10.2%. Adolescents who have high phubbing behavior will have low social interaction. The results of this study are to raise awareness of the negative impacts of phubbing on social interactions, especially schools, providing counseling services to students who are identified as being dependent on digital devices or who show signs of difficulty in social interactions. Counselors can help students develop social skills.

Keywords: Social Interaction, Phubbing Behavior, Adolescent Behavior

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Introduction

Humans are social beings, namely beings who in their lives cannot escape the influence of other humans. In addition, because in humans there is a drive to relate or interact with other people and there is a social need to live in groups with other people. This relationship reflects the importance of interactions that are established in life, and this social interaction is the main factor in forming relationships between individuals. The process of socializing or interacting during adolescence has a significant role, because at this time individuals have many demands in developing abilities and experiences. In addition, the development period also involves physical, psychological development, and no less important is social development. For

adolescents, the need to interact with people outside the family environment is very important and has a great influence, especially in interactions with peers (Widodo & Pratitis, 2013). In the school environment, students are involved in various types of interactions that reflect the dynamics of social life. Interaction between students can occur in the context of learning, such as group discussions, collaborative projects, and Q&A in class. In addition, social interaction is also realized through activities outside the classroom, such as extracurricular activities, clubs, and student organization meetings. Student interactions at school include various behaviors involving social, emotional, and moral aspects, all of which contribute to the formation of character and social skills (Widiyanti & Asri, 2023). There are problems in social interactions, namely not caring when having a conversation, tending to ignore because they are not focused on the other person, not participating actively during the conversation, not paying full attention, and even asking to repeat questions when discussing. Some problems that often occur in adolescents include difficulties in friendship, difficulties in adjusting to group activities, difficulties in realizing harmonious relationships, and difficulties in dealing with new social situations. The factors that determine the shift in interaction patterns in society consist of two. First, external factors: technological developments. Second, internal factors: smartphone dependence and phubbing behavior that occurs among adolescents today (Syahrroh. Iva St et al., 2020; Syahputra & Erwindi, 2020; Afdal et al., 2018).

The results of a preliminary study conducted at SMP Negeri 74 Jakarta, from direct observations and interviews with guidance and counseling teachers, it was stated that most students have smartphones and each class has a social media group that is used for interaction in class. When interviewed with 10 students, 6 students said they preferred using smartphones rather than chatting with their friends. Students said they usually use smartphones during recess for 10 minutes by opening social media and games. When at home, students said they use smartphones more often with a duration of 2-3 hours each time playing smartphones and always carry their smartphones wherever they go, while 4 students said they do not use smartphones very often during recess. A significant change in student preferences regarding social interaction has occurred, with more involvement in virtual interactions via smartphones post-COVID-19.

Post COVID-19, there has been a significant shift in student preferences regarding social interactions, with more engagement in virtual interactions via smartphones. While mobility limitations may have been the initial trigger, adaptation to technology and comfort with this new form of interaction signal a change in students' social dynamics in the long term. Interactions are caused by a variety of things that are the basis of broader social events. Lack of social interaction will make it difficult for adolescents to achieve good relationships with other individuals. This is because in social life, adolescents are expected to be able to socialize and establish relationships with other individuals based on mutual respect and appreciation (Puteri & Wangid, 2018). Based on preliminary results, it was found that the presence of smartphones makes users rarely socialize with people around them. The ease of socializing with Smartphones actually makes it look anti-social in real life because Smartphone addicts will find it difficult to interact or chat with friends because they are more interested and their attention is only focused on Smartphones. A group of teenagers who are gathering together in one place, but the frequency of their conversations is lower than using their respective Smartphones. The phenomenon that occurs is not uncommon for teenagers to prefer playing or using smartphones in the middle of an activity or socializing with peers. This is evident when during recess several male students choose to stay in class to play online games. When they are together, they tend to be busy with their respective smartphones. When gathering which should be used to interact with each other directly but in reality, they are busy with their internet. Teenagers who are busy with their internet tend to be slow to respond and do not see who they are talking to. Teenagers who are addicted to the internet admit that their academic achievement has decreased due to excessive internet use. Often the dynamic interaction and communication and the reciprocity decrease in quantity and quality in face-to-face interactions. Currently, smartphone use has become an inseparable part of adolescent life, which causes changes in social interaction

patterns. Phubbing, the behaviour of ignoring others for electronic devices, has become an increasingly common phenomenon among adolescents (Syahputra, 2020). Phubbing can be described as individuals who choose smartphones when talking to others, dealing with cell phones and running away from interpersonal communication (Hafizah et al., 2021). Teenagers tend to be too attached to smartphones, using their free time to play games, access social media, or engage in other digital activities. As a result, direct social interactions with peers and family can be disrupted. Phubbing occurs because users are unable to use technology wisely (excessive smartphone users). This is because someone feels bored and less interested in socializing with their surroundings (Andina & Barida, 2021). A teenager who engages in phubbing behaviour, generally they will act indifferently and ignore other people by only focusing on their cell phones, this can really cause conflict with other people. In other words, a teenager who engages in phubbing has engaged in maladaptive behaviour. So, if you want to change this behaviour, you should not only change your behaviour, but also change things that concern your cognition (Meinanto et al., 2022).

The human need to interact with each other can be displaced by the existence of smartphones. As in previous studies, people who have been affected by the phubbing phenomenon will find it difficult to socialize with the people around them because they prioritize their cell phones over their surroundings. Ironically, even when communicating directly face to face, individuals still prioritize what to display on social media rather than how to build good interactions and relationships. So that the intensity of closeness is reduced even though they have met, in contrast to the intensity when meeting through social media on smartphones. This phubbing phenomenon will have a very bad impact on the problem of adolescent social interaction if left untreated at all (Kadafi et al., 2020). Phubbing is one of the causes of relationship rifts. Social interaction is decreasing because communication will not run smoothly if one of our interlocutors is always focused on a smartphone. Therefore, researchers are interested in finding out more about the impact of phubbing on the quality of social interaction that occurs between adolescents and their peers, entitled "The Effect of Phubbing Behaviour on Social Interaction in Adolescents of SMP Negeri 74 Jakarta".

Method

The study used associative research with a quantitative approach. The population in the study was 150 people. The sample of this study was 150 adolescents using purposive sampling, the sampling technique used was non-probability sampling. The data collection technique used a questionnaire that had been tested for validity and reliability. The questionnaire used for the Phubbing Behaviour variable was the Generic Scale of Phubbing (GSP) and for the Social Interaction variable was Social Interaction Skills (SIS). The validity test of the phubbing behaviour instrument used the Pearson product moment formula which after the calculation was carried out obtained 12 valid items, the reliability test used the Cronbach alpha formula, the value obtained was $0.769 > 0.60$ meaning that the 12 statement items were reliable and were in the very strong category. While the validity test of social interaction used the Cronbach alpha formula, the results of the reliability test on 19 statement items contained a value of $0.890 > 0.60$ which means that the 19 statement items were reliable and included in the very strong criteria. The data analysis technique used as a prerequisite test is the Kolmogorov Smirnov normality test and the linearity test. Furthermore, for the hypothesis test, this study uses the regression equation test, regression significance, and determination coefficient test.

Participant

1. Respondent Characteristics

Respondents in this study were 150 teenagers. The research location was conducted at SMP Negeri 74 Jakarta with an age range of 12-16 years and had smartphones and were active in using smartphones. Description of respondent characteristics based on age, gender, and duration of smartphone use).

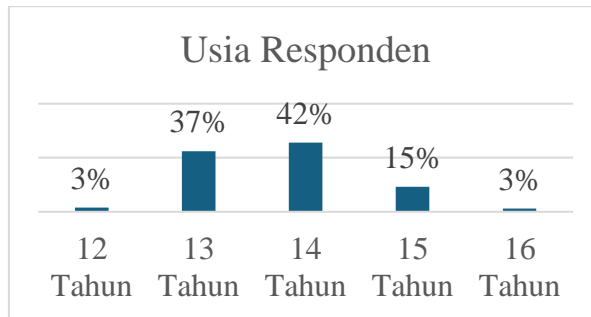


Figure 1. Distribution of Respondent Data Based on Age

It is known that the highest percentage of respondents' age is at the age of 14 years at 42% (64 people) and the lowest is at the age of 16 years at 3% (3 people). So the acquisition of respondent data based on age has the highest percentage in the range of 14 years.

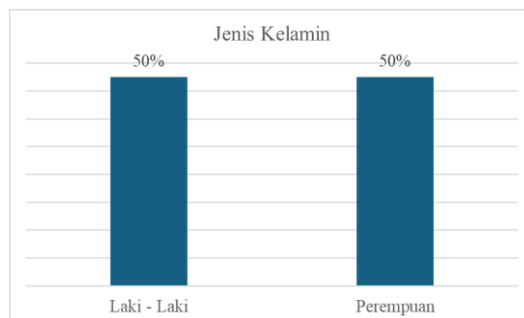


Figure 2. Distribution of Respondent Data Based on Class Level

It is known that the percentage of respondents based on gender is female at 50% (75 people) and male respondents at 50% (75 people). Based on these data, it is known that the number of female and male student respondents has the same number.

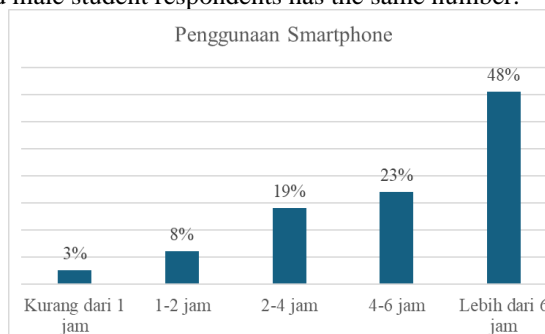


Figure 3. Distribution of Respondent Data Based on Duration of Smartphone Use

It is known that the percentage of respondents based on the duration of smartphone use is the highest at 48% with usage of more than 6 hours a day.

Procedure

A sample is part of the number and characteristics of the population to be studied (Sugiyono, 2019). A sample is a portion of the population taken using a sampling technique. As explained above, the population in this study were students in grades VII and VIII who were aged 12-16 years at SMP Negeri 74 Jakarta and actively used smartphones. The number of classes taken as samples was 16 classes with 8 classes for grade VII and 8 classes for grade VIII. The sample size was 150 respondents consisting of male and female students in grades VII and VIII. The data collection technique in this study used a nonprobability sampling technique, namely, sampling that does not provide equal opportunities for each element or member of the population to be selected as a sample (Sugiyono, 2013). The sampling technique used a purposive sampling technique. The purposive sampling technique is a data source sampling technique with certain considerations such as people who are considered to be able to provide the expected information. The sample used in this study with the criteria of adolescents aged 11-14 years, having a smartphone and actively using a smartphone. The sample for this study was taken using purposive sampling, where the sample was used if it met the following criteria: adolescents aged 12-16 years calculated as of the research period before May 2024 and had a smartphone and actively used a smartphone.

Instrument

For data collection, this study used a questionnaire. A questionnaire is a data collection technique carried out by giving various written questions or statements to respondents to get answers (Sugiyono, 2011). A questionnaire is a series or list of questions that are arranged systematically (Nurdiani, 2014). The questionnaire chosen in this study was a direct questionnaire, meaning that respondents answered about themselves. This questionnaire uses a rating scale, which is a statement followed by columns that indicate levels.

The variables studied in this study were phubbing behavior and social interaction. Phubbing behavior used the Generic Scale of Phubbing (GSP) instrument. The Generic Scale of Phubbing (GSP) uses a Likert scale. The Generic Scale of Phubbing (GSP) contains 12 statements using a 4-point response scale "strongly agree, agree, disagree, strongly disagree". Social interaction was measured using the Social Interaction Skills (SIS) instrument. The Social Interaction Skills (SIS) instrument uses a Likert scale. The Social Interaction Skills (SIS) instrument contains 19 statements using a 4-point response scale "strongly agree, agree, disagree, strongly disagree".

Data analysis

Data collection techniques are the most strategic step in research because the purpose of research is to obtain data (Sugiyono, 2014). Data has the highest position in research, because data is a description of the variables to be studied, and data functions as a tool to prove the hypothesis (Taniredja & Mustafidah, 2014).

Results and Discussion

This study was conducted by students in grades VII and VIII who were aged 12-16 years and actively used smartphones. The number of classes taken as samples was 16 classes with 8 classes for grade VII and 8 classes for grade VIII. The sampling was 150 respondents consisting of male and female students in grades VII and VIII. This study uses inferential data analysis techniques with parametric types, the testing requirements that need to be met are normality tests and linearity tests. Testing was carried out with IBM SPSS Statistics 25. Based on the normality test, the data analysis calculation shows that the data from the phubbing behaviour and social interaction variables have a Sig value. $0.074 > 0.05$. So it can be seen that the Sig value is greater than the alpha value (0.05). It can be concluded that the sample data comes from a normally distributed population. Based on the results of the linearity test, the Sig value is obtained. on linearity shows the number $0.000 < 0.05$ so that the decision is taken that H_0 is accepted. Based on the data results, it can be interpreted that the regression equation of the Phubbing behaviour variable on social interaction has a linear relationship. This can be interpreted that the phubbing behaviour variable and the social interaction variable form a straight line.

The results of this study indicate that there is an influence of phubbing behaviour on social interaction in adolescents. This influence can be shown in the significance value of the regression equation which shows a figure of $0.000 < 0.05$. Furthermore, based on the results of the analysis, a correlation coefficient (r_{xy}) was obtained with a value of -0.319 , meaning that the higher the phubbing behaviour, the lower the social interaction. Furthermore, a hypothesis test was carried out to measure the influence of phubbing behaviour on social interaction. Based on the results of the simple linear regression test that has been carried out, a p-value of $0.00 < 0.05$ was obtained, with a coefficient of determination (R square) of 0.102 , which can be interpreted that the phubbing behaviour variable only has an influence on the social interaction variable of 10.2% . This can happen because 89.8% is influenced by other factors that were not examined in this study.

This study revealed that phubbing behaviour has a significant negative impact on adolescent social interactions, which are relevant at various stages of development, namely early adolescence (11-14 years) and middle adolescence (15-17 years). In early adolescence, individuals experience significant physical and emotional changes and begin to search for self-identity and build complex relationships with peers. In this phase, phubbing behaviour can hinder the development of essential social skills, such as understanding other people's feelings, starting conversations, and maintaining healthy social relationships, thus causing difficulties in adjusting to new social environments, increasing feelings of isolation, and reducing self-confidence. Early adolescents who are too focused on smartphones may be more susceptible to communication difficulties and the development of deep interpersonal relationships. In middle adolescence, individuals explore greater independence, develop a stronger identity, and build closer relationships with peers and begin to establish romantic relationships. Phubbing behaviour in middle adolescents can worsen the quality of social interactions that are very important in building self-identity and independence, by reducing the ability to resolve conflicts, empathize, and build meaningful relationships.

The results of this study indicate that social interaction in students is classified as low as measured by four dimensions of social interaction, namely the ability to understand feelings, the ability to start and maintain conversations, and the ability to resolve conflicts well. Based on the results of preliminary study interviews with several students, they felt less confident in starting conversations or interacting with their friends. Students have difficulty understanding other people's feelings, which affects their ability to interact well. Bad experiences in previous social interactions, such as being ignored or rejected, can make students hesitate to interact again. And excessive use of social media or technology can reduce direct social interaction and develop the necessary social skills (Syahputra, 2019).

Prerequisite Analysis Testing

Table 1. Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		150
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	6.20597924
Most Extreme Differences	Absolute	.069
	Positive	.069
	Negative	-.049
Test Statistic		.069
Asymp. Sig. (2-tailed)		.074 ^c

Based on the calculation of data analysis, it shows that the data from the variables of phubbing behaviour and social interaction have a Sig. value of $0.074 > 0.05$. So it can be seen that the Sig. value is greater than the alpha value (0.05). It can be concluded that the sample data comes from a normally distributed population.

Table 2. Linearity Test

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Interaksi Sosial * Perilaku Phubbing	Between Groups	(Combined)	1676.54	25	67.062	1.76	.022
			1			4	
	Linearity	650.721	1	650.721	17.1	.000	
					21		
		Deviation from Linearity	1025.82	24	42.743	1.12	.328
		1			5		
	Within Groups	4712.79	124	38.006			
	2						
Total		6389.33	149				
		3					

Based on the results of the data processing analysis, the Sig. value for linearity shows a figure of $0.000 < 0.05$, so the decision is taken that H_0 is accepted. Based on the data results, it can be interpreted that the regression equation of the Phubbing behaviour variable on social interaction has a linear relationship. This can be interpreted that the phubbing behaviour variable and the social interaction variable form a straight line.

Hypothesis Test Results

Table 3. Correlation Test

Correlations			
		Perilaku Phubbing	Interaksi Sosial
Perilaku Phubbing	Pearson Correlation	1	-.319**
	Sig. (2-tailed)		.000
	N	150	150
Interaksi Sosial	Pearson Correlation	-.319**	1
	Sig. (2-tailed)	.000	
	N	150	150

The hypothesis test that will be conducted in this study is a simple linear regression test using the assistance of IBM Statistic SPSS 25. It can be seen that there is a sig. (2-tailed) value

of $0.000 < 0.05$, H_0 is rejected. This means that there is a relationship or correlation between the phubbing behavior variable (X) and the social interaction variable (Y). Based on the correlation coefficient test (r), a value of -0.319 is obtained, so there is a negative relationship between phubbing behavior and social interaction with a low level of closeness.

Table 4. Regression Equation Test

Coefficients ^a						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	69.731	2.684		25.976	.000
	Perilaku Phubbing	-.395	.096	-.319	-4.097	.000

The linear regression equation of this study is $Y = 69.731 - 0.395X$. This shows that if the phubbing behaviour variable is increased by one unit, the social interaction variable will decrease by 0.395 at a constant of 69.731.

Table 5. Regression Significance Test

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	650.721	1	650.721	16.782	.000 ^b
	Residual	5738.613	148	38.774		
	Total	6389.333	149			

a. Dependent Variable: Interaksi Sosial

b. Predictors: (Constant), Perilaku Phubbing

Based on the results of the significant regression test obtained $F_{hit} (b/a) = 16.782$ and the Sig. value $0.000 < 0.05$, it was decided that H_0 was rejected. This means that the regression of the phubbing behaviour variable on the social interaction variable is significant or phubbing behaviour has an effect on social interaction in adolescents at SMP Negeri 74 Jakarta.

Table 6. Determination Coefficient Test

Model Summary ^b					Std. Error of the
Model	R	R Square	Adjusted R Square		Estimate
1	.319 ^a	.102	.096		6.227

a. Predictors: (Constant), Perilaku Phubbing

b. Dependent Variable: Interaksi Sosial

The regression significance test is a test that functions to see the extent to which the value of the independent variable contributes to the value of the dependent variable. Based on the results of the determination coefficient test analysis, the determination coefficient value $R^2 = 0.102$ was obtained. This can be interpreted that the phubbing behaviour variable contributes to the social interaction variable by 10.2%. The remaining 89.8% is influenced by other factors. Phubbing, or the act of snubbing someone in favor of one's smartphone, refers to an individual who, during a conversation with another person, becomes absorbed in their smartphone and

neglects interpersonal interactions (Karadağ et al., 2016; Karadag et al., 2015). Happiness in life is perceived as arising from an individual's gratitude for current circumstances. Phubbing among students adversely impacts psychological well-being, resulting in individual misery (Alizamar et al., 2019). The contribution of internet FoMO (X) was significant towards phubbing behaviour (Y), seen from the contribution given by FoMO internet by 35.2% to students' phubbing behaviour (Sandjajaa et al., 2019). Furthermore, the influence of internet use on moral behavior shows that the internet use has an effect on the moral. This means that increasing internet use can improve student morale (Sagita et al., 2020). According to the findings of research carried out by Adams and Kisler (2013), forty-seven percent of people get up in the middle of the night to respond to messages sent via text message and network from their cellphones, and forty percent wake up to answer calls made during the night. According to González-Rivera, Segura Abreu, and Urbistondo-Rodríguez (2018) and Wang, Xie, Wang, Wang, and Lei (2017), 80 percent of individuals check their mobile devices before going to sleep. Additionally, the first thing they do when they wake up in the morning is return to their mobile devices in order to check their cellphones. Research reveals that when people engage in phubbing behavior, it can have an effect on their level of self-involvement and apathy (Afdal et al., 2019; Chotpitayasunondh & Douglas, 2018; Kelly, Miller-Ott, & Duran, 2019).

Conclusion

Based on the results of the study conducted by the researcher, it can be concluded that there is an influence of phubbing behavior on social interaction in adolescents of SMP Negeri 74 Jakarta. The results of the study showed that the more phubbing behavior, the lower the social interaction of adolescents. Phubbing behavior has an influence on social interactions in adolescents of SMP Negeri 74 Jakarta. Therefore, it is important to develop strategies and interventions that can help adolescents manage their technology use more healthily, as well as promote positive and direct social interactions.

The results of this study can be used as reference data to conduct further research using other methods and factors that influence social interaction in adolescents, such as social environmental factors, academic achievement and mental health. So that it can produce research updates and produce better research on social interaction in adolescents.

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