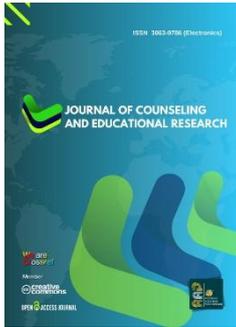


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The Effect of Loneliness on Nomophobia In Students at Yaspi Senior High School

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Original Article

The Effect of Loneliness on Nomophobia In Students at Yaspi Senior High School

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Abstract. The purpose of this study was to determine the description of Nomophobia in students who have feelings of loneliness, to determine the description of students who experience loneliness, and to measure how much loneliness affects Nomophobia in students at SMA Yaspi. Based on the Solvin formula with a 5% error rate, the researcher gave a questionnaire to 88 students with a population of 113 students. This study used the UCLA-LS Version 3 measurement scale for the balance variable and the NMP-Q measurement scale for the Nomophobia variable. The research method used was quantitative. The data analysis technique was carried out using Simple Linear Regression Analysis which was calculated with the help of the SPSS (Statistical Program for Social Science) 27 for windows program. The results of the study Loneliness has a positive and significant effect on Nomophobia in students at SMA Yaspi which can be interpreted that the higher the level of equality felt, the more Nomophobia behavior will increase. This is based on the results of the calculations produced that the $t_{count} > t_{table}$ ($2.660 > 1.663$) so that H_a is accepted. And the calculated F value = 7.075 with a significance level of $0.009 < 0.05$, then the regression model can be used to predict the participation variable or in other words there is an influence of the Loneliness variable on the Nomophobia variable. The implications of the research results can be used as a guidance and counseling service program creation at SMA Yaspi.

Keywords: Loneliness, Nomophobia, Students In High School.

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Introduction

In the digital era like today, there are rapid and sophisticated technological advances, causing many major changes in various aspects or areas of human life (Syahputra et al. 2020; Sesva et al. 2022). According to Danuri (2019) after sophisticated technology was created, technological advances continued to develop, covering all aspects or areas of life such as agricultural technology, industrial technology, information technology, communication technology. This can facilitate all activities and goals that will be obtained by humans. According to Danuri (2019) a change by using technology to gain efficiency and effectiveness has been carried out such as in the digital business sector with changes in technology, customers can order products easily, with transactions that can be carried out starting from ordering, payment, to checking delivery can be done digitally. And another example is in the field of education with the existence of e-learning, making it easier for students to access the information they need, or to learn anywhere and anytime.

In addition, according to Saefullah (2020), the field of communication has also made very rapid progress, such as the existence of smartphones, which can make it easier for someone to improve their communication. As in ancient times, long-distance communication could be done by sending letters for a long time, but along with technology, it is easier for someone to communicate with people who are far away easily and quickly using a smartphone (Syahputra et al. 2019; Sagita et al. 2020).

Currently, smartphones are not only a lifestyle, but have become a daily necessity. Smartphones can provide their users with various facilities that can be said to be complete, including the functions of several technologies so that users can carry out activities in 1 (one) smartphone device. This is in line with what was stated by Sobon & Mangundap (2019) that smartphones are not just communication tools, but can be used to make it easier for users to access information by reading e-books, shopping, transferring money, browsing the internet, games, listening to music, watching videos and many other things that can help human activities to be more effective and efficient.

With the sophistication and convenience provided to its users, smartphones also have a negative impact that can cause users to have an increase in the duration of smartphone use in one day. This is in accordance with a survey conducted by the American technology publication company Techspot by (Cibean, 2022) in the period from March 2 to March 9, 2022 and involving 1,965 people. This survey resulted in a person checking their cellphone approximately once every 3 (three) minutes during one day or as many as 352 times in one day.

Fulfilling a person's needs by using a smartphone can also cause some quite serious problems, such as growing compulsive behavior, and dependence on smartphones. This condition can result in the emergence of Nomophobia behavior, this term comes from the abbreviation "No Mobile Phone Phobia" which is a feeling of fear that someone has without a smartphone. This is in accordance with what was stated by SecurEnvoy in (Yildirim and Cooreia, 2014), Nomophobia is a symptom of mental illness due to a person's dependence on the use of a mobile phone, which can cause anxiety, excessive worry when not nearby or cannot be used.

Meanwhile, Fajri (2017) found that the effective contribution of smartphone use to nomophobia was 39.2%, but there were still 60.8% influenced by other factors besides smartphone use, namely self-control and loneliness. According to Tan, et al. in (Manurung, 2021) the results of a study conducted on 527 people found that loneliness had a significant relationship with smartphone use. According to Yuwanto (2010), loneliness is one of the factors that can influence the tendency of nomophobia, someone with feelings of loneliness will have a desire to be able to interact with other people. Therefore, there are many conditions where smartphones are a solution in dealing with this situation. Based on this, according to Durak in (Safaria et al., 2022) someone who is unable to meet social needs in their current life will turn to their online social environment. So that someone will build socialization with people in the facilities provided by smartphones to fulfill their loneliness. This is in accordance with what was stated by Safaria et al. (2022) smartphones can fill the empty space felt by lonely teenagers. The absence of friends, neglect from family and peers, or the inability to socialize are part of the adolescent development process. Forming a self-identity on social media is considered one of the ways that teenagers do. There is a lot of information, in the form of entertainment and others, which is considered capable of filling the emptiness felt by teenagers.

According to Hawkey in (Safaria et al., 2022) loneliness is a condition of emotional stress when someone feels isolated, does not have someone in emotional closeness, is misunderstood or rejected by others. According to Peplau in (Roseliyani, 2019) loneliness is caused not only when someone is in a situation of solitude without any social interaction, but a feeling of discomfort in the expected relationship can also cause loneliness. Someone who experiences loneliness will feel loss, dissatisfaction, and stress. This is influenced by the different levels of loneliness of a person and also the factors that influence loneliness. Based on the background that has been stated above, the author is interested in conducting research related to the problem

of loneliness towards Nomophobia which is considered an important problem in the social environment of adolescents, namely high school students. The purpose of this study was to determine the description of Nomophobia in students who have feelings of loneliness, to determine the description of students who experience loneliness, and to measure how much loneliness affects Nomophobia in students at SMA Yaspi.

Method

The research design used in this study is descriptive quantitative research. According to Sugiyono in (Abdullah et al., 2022), quantitative research is defined as a research method based on the philosophy of positivism or theory used as a guide to research on certain samples/populations, which is carried out randomly, with data collection using research instruments, in this study the data analysis is statistical/quantitative which aims to test the hypothesis. Abdullah et al. (2022) which states that the descriptive method is one of the quantitative research methods with the formulation of the problem as a research guide by exploring the social situation being studied comprehensively, broadly, and in depth. This method aims to describe facts systematically according to the characteristics of the population or field carefully and factually.

In this case, the population used was students at SMA Yaspi totaling 113 students. The technique of collecting research samples used the Solvin Formula contained in Sugiyono (2017) with an error rate of 5% of the population. Thus, the number of samples used in the implementation of the research at SMA Yaspi Jakarta was 88 students from grades X, XI, and XII with ages between 15-19 years.

In the data collection technique used in this study using a questionnaire or survey which is a data collection technique carried out by giving a list of written questions to the resource person or respondent, According to Sugiyono (2017) this data collection technique is used when the number of respondents is large. The loneliness measurement scale uses the UCLA-LS Version 3 questionnaire (UCLA Loneliness Scale) with the aspects used with this scale, namely personality, desire for social relationships, and depression. Aspects in the loneliness scale are applied with 20 questions.

The Nomophobia measurement scale uses the NMP-Q (NoMoPhobia-Questionnaire) scale, this scale refers to the aspects put forward by Yildirim & Correia in (Safaria et al., 2022) which has four aspects, namely not being able to communicate (fear that individuals cannot communicate via smartphone), losing connectedness (fear of losing connection with social media), not being able to access information (fear of not being able to access information), and giving up convenience (giving up the comfort of using a smartphone or anxiety about losing the pleasure of using a smartphone, which is applied in 20 question items.

In calculating the validity of the scale items or measuring instruments that will be used using the Pearson Product Moment correlation technique, namely by correlating the scores obtained on each item with the total score of the item obtained from the sum of all item scores, the correlation between the item score and the total score needs to exceed the score based on a certain statistical measure.

By using the correlation technique in determining the validity of the item. The number of samples in the trial in this study was 55 respondents at r table with a significance level of 0.261, so based on the results of the variable statement it is said to be valid if $r_{\text{count}} > r_{\text{table}}$. After conducting a validity test on 20 questions on the loneliness variable, there were 19 items that could be declared valid and 1 item on the loneliness variable was declared invalid. After conducting a validity test on 20 questions on the Nomophobia variable, there were 20 variable items or all items that could be declared valid and could be used in the Nomophobia scale.

Based on the Reliability Test, the results of the calculation from SPSS can be presented as a Reliability test of the Loneliness variable. The results of the reliability test show that the

loneliness variable has an alpha coefficient of $0.932 > 0.60$ which can be interpreted as a reliable or consistent instrument. The results of the reliability test on the Nomophobia instrument variable show that the Nomophobia variable has an alpha coefficient of $0.949 > 0.60$ which can be interpreted as a reliable or consistent instrument.

Results and Discussions

Data Description

Based on the results of distributing questionnaires using a Likert scale to students at SMA Yaspi as many as 88 respondents. It was found that as many as 8 people (9.09%) of students experienced very high loneliness, as many as 19 people (21.59%) of students experienced high loneliness, 43 people (48.86%) of students experienced moderate loneliness, as many as 18 people (20.45%) of students experienced low loneliness, and 0 (0%) of students experienced very low loneliness.

Table 1

Description of Loneliness

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
Loneliness	88	36	72	49.64	8.933
Valid N (listwise)	88				

Source: SPSS 27 for windows

Based on Table 1, it is known that out of 88 students in the study, the minimum score was 36, the maximum score was 72, and the average score (mean) was 49.64. The loneliness questionnaire score in the categorization shows that loneliness is in the moderate category. Therefore, it can be concluded that the lonely behavior of students at SMA Yaspi is in the moderate category.

A total of 15 (17.05%) students experienced very high Nomophobia, 48 (54.55%) students experienced high Nomophobia, 21 (23.86%) students experienced moderate Nomophobia, 4 (4.55%) students experienced low Nomophobia, and 0 (0%) students experienced very low Nomophobia.

Table 2

Description of Nomophobia

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
Nomophobia	88	40	80	60.23	8.953
Valid N (listwise)	88				

Source: SPSS 27 for windows

Based on Table 2, it is known that from 88 students in the study, the minimum value is 40, the maximum value is 80, the average value (mean) is 60.23. The Nomophobia questionnaire value in the categorization shows that Nomophobia is in the high category. Therefore, it can be concluded that the Nomophobia behavior of students at SMA Yaspi is in the high category.

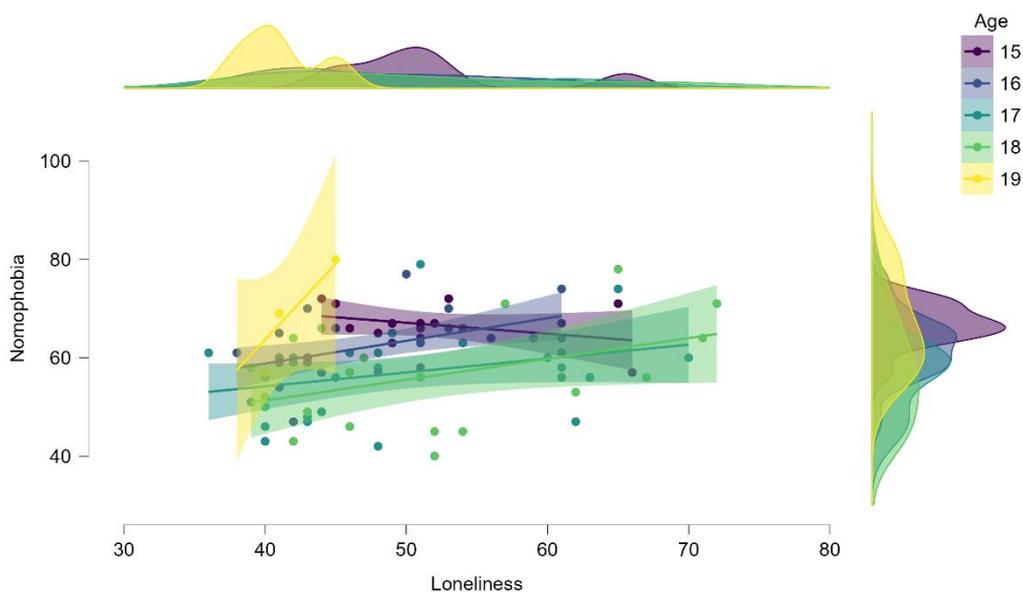


Figure 1. Loneliness – Nomophobia Based on Age

Based on the table above, the respondents totaling 88 respondents were dominated by students aged 17 years, totaling 27 respondents or 30.7% of the total respondents consisting of students in grades X (ten), XI (eleven), and XII (twelve) with an age range of 15 to 19 years, in accordance with Cosan (2014) that more teenagers expressed feelings of loneliness compared to other age groups.

Data analysis

Normality Test, based on the results of the normality test carried out using the results of the One Sample Kolmogorov Smimov (K-S) test, the significant value of the variable probability is 0.77, the significance is greater than the value of $\alpha = 0.05$. So that in the test it can be stated that the data has a normal distribution or it can be said that the data is normally distributed.

Linearity Test, based on the results of the Linearity test, the value that can be known is the significance value of 0.199, this value is greater than the significance value of Deviation from Linearity, which is $\alpha = 0.05$.

Simple Linear Regression Analysis, it is known that the positive a value (constant value) of 46.183 indicates a positive influence on the Loneliness variable. So if the Loneliness variable increases or has an effect in one unit, then the Nomophobia variable will increase or be affected. Based on the regression coefficient X of 0.281, it states that loneliness increases by one unit, then Nomophobia behavior will increase by 0.281 or 28.1% at a constant of 46.183.

Hypothesis Testing

T-test, Based on the value of the calculation, the resulting t-count value > t-table (2.660 > 1.663) so that H_a is accepted, namely there is a significant influence between the variables. So that the results of the T-test show that loneliness has a significant effect on the Nomophobia variable.

Determination Coefficient Test (R^2), Based on the value of the test results, it states that the R square value is 0.076, which means that the loneliness variable can influence the emergence of Nomophobia behavior by 7.6% while 92.4% is influenced by other factors not examined in this study.

Discussion

This study aims to determine the effect of loneliness on Nomophobia in students at SMA Yaspi. This study used respondents consisting of students with grades X (ten), XI (eleven), and XII (twelve) with an age range of 15 to 19 years according to Cosan (2014) adolescents are more likely to express feelings of loneliness compared to other age groups, with a population of 113 students and based on the Solvin formula, an error rate of 5% and a confidence level of 95%, the subjects of this study consisted of 88 students. Based on the results of the normality test, the One Sample Kolmogorov Smimov (K-S) coefficient value is 0.77, where it is known that the p value > 0.05 so that with a scale of $0.77 > 0.05$ it is declared normal. And in the linearity test, it produces a Sig. value. deviation from linearity 0.199 where it is known that the value is greater than 0.05, with a value of $0.199 > 0.05$, it can be seen that there is a linear relationship between the Loneliness variable (X) and Nomophobia (Y). The results of the statistical hypothesis calculation using a simple linear regression analysis technique produced using SPSS (Statistical Program for Social Science) 27 for windows show that there is a significant influence between the Loneliness variable (X) on Nomophobia (Y) in students. The value of a (constant value) is known to be 46.183 and the loneliness value is 0.281. Based on the constant value and the coefficient, the regression equation is obtained $Y = 46.183 (\alpha) + 0.281 (X)$. This value shows a positive regression coefficient of 0.281 with a significance level of 0.009 which is smaller than $\alpha = 0.05$. Based on the regression coefficient X of 0.281, it states that loneliness increases by one unit, then Nomophobia behavior will increase by 0.281 or 28.1% at a constant of 46,183. So the hypothesis is accepted, which means that the Loneliness variable has a positive and significant effect on Nomophobia.

According to Hawkley in (Safaria et al., 2022) loneliness is a condition of emotional stress when someone feels alienated, does not have someone in emotional closeness, is misunderstood or rejected by others. Loneliness is one of the factors that influences the emergence of Nomophobia, this is in line with Yuwanto (2010). Someone who experiences loneliness will have a desire to have interactions with other people. Someone who cannot fulfill their desire to have social relationships will turn to their online social environment. By using smartphone facilities to fulfill their loneliness. This is also in line with Safaria et al. (2022) smartphones can fill the void felt by lonely teenagers, and when someone cannot have it in real life, smartphones can be a solution to deal with this situation. This is a factor in the occurrence of Nomophobia behavior. According to Gezgin et al. (2018) someone who experiences nomophobia has characteristics such as feeling empty or lonely, checking and checking their smartphone continuously, when not using a smartphone they will feel bored, disappointed when the battery runs out, and worried when they cannot use their smartphone.

The results of the determination coefficient test (R^2) R square value of 0.076 means that loneliness can influence the emergence of Nomophobia by 7.6% while 92.4% is influenced by other factors not examined in this study. Therefore, further research is needed to determine other variables or factors that can reduce Nomophobia in students. This is in accordance with Yuwanto (2010) who stated that the factors that cause nomophobia consist of internal factors

such as self-control, low self-esteem, personal pleasure, or because of situational factors such as stress, sadness, loneliness, anxiety. Other factors are also stated to be the cause of nomophobia, namely social factors and external factors. Based on the results of the analysis, someone who feels lonely has limited social interaction with others, but someone who is lonely wants social relationships because basically humans are social creatures, but someone who experiences loneliness tends not to get it in real life. The development of technology, especially on smartphones, can provide solutions to people who feel lonely because they will be able to establish social relationships online. This behavior can have negative impacts such as Nomophobia. Based on the results of this study, loneliness has a positive and significant relationship with nomophobia, thus it can be interpreted that the higher the loneliness, the higher the nomophobia. This is in accordance with what was stated by SecurEnvoy in (Yildirim and Cooreia, 2014), Nomophobia is a symptom of mental illness due to a person's dependence on the use of a mobile phone, which can cause anxiety, excessive worry when not nearby or cannot be used.

Conclusion

Based on the results of the study on the effect of loneliness on nomophobia among students at SMA Yaspi, it can be concluded that the level of loneliness behavior is categorized as moderate, while the level of nomophobia behavior is categorized as high. Furthermore, loneliness has a positive and significant effect on nomophobia, indicating that higher levels of loneliness lead to increased levels of nomophobia among students. Therefore, it is recommended that the school develop guidance and counseling programs to help students overcome loneliness, such as through group activities or mentoring programs that encourage positive social interactions. The school can also provide education on healthy technology usage to reduce excessive dependency on mobile phones. Parents are encouraged to actively build communication with their children at home to minimize feelings of loneliness. Further research is recommended to explore other factors influencing nomophobia and to develop more comprehensive intervention strategies.

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