


The Student of Phone Snubbing (Phubbing) Behavior on Students Social Interaction at SMA Swasta Katolik Tri Sakti Medan Viewed From Gender

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ABSTRACT

This study aims to determine the effect of phone snubbing (phubbing) behavior on the social interaction of students at SMA Swasta Katolik Tri Sakti Medan, as well as to examine the differences based on gender. This research employed a quantitative method with correlational and comparative approaches. The population consisted of 467 students, with a sample of 130 respondents (66 male and 64 female students) selected using a purposive sampling technique based on the following criteria: owning a smartphone, using it for more than five hours per day, and showing a tendency to ignore the surrounding environment while using it. Data were collected using a Likert-scale questionnaire that had been tested for validity and reliability. Data analysis was conducted using simple linear regression and Moderated Regression Analysis (MRA). The results showed that both phubbing behavior and students' social interaction levels were in the moderate category, with mean scores of 87.05 (SD = 13.56) and 101.44 (SD = 15.13), respectively. The simple linear regression analysis produced a correlation coefficient (r) of -0.610 with a significance value of $0.001 < 0.05$, indicating a negative and significant relationship between phubbing and social interaction. This means that the higher the level of phubbing, the lower the level of students' social interaction. Furthermore, the moderation regression test showed a significance value of $0.128 > 0.05$, indicating that gender does not moderate the relationship between phubbing and social interaction. Therefore, the negative effect of phubbing on social interaction applies equally to both male and female students.

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Introduction

The increasingly modern development of globalization has driven the emergence of various sophisticated innovations that have a significant impact on all aspects of human life. One of the most significant advancements is communication technology, which has extraordinary capabilities in transforming the way humans interact and adapt to their environment. The various functions of traditional communication devices are now integrated into a single, multifunctional technology called the smartphone (Basit et al., 2022). A smartphone itself is a mobile device capable of connecting to the internet and performing various functions. Smartphones can be used for playing games, listening to music, watching videos, and even accessing various social media platforms such as Instagram, TikTok, and WhatsApp (Hidayanto et al., 2021).

In Indonesia, a national survey conducted by the Indonesian Internet Service Providers Association (APJII) in 2019 showed that of a total population of 266.91 million, approximately 196.71 million people use smartphones, 91% of whom are teenagers aged 15-19 (Medika, 2023). Approximately 5 to 10% of smartphone users have the habit of touching their smartphones between 100 and 200 times per day. Assuming a person's productive time in a day is 16 hours or 960 minutes, then these smartphone users will touch their devices on average every 4.8 minutes. This indicates that they have almost no time limit on their smartphone use (Azhar Aziz & Hasmayni, 2023).

With easy access and a variety of features, smartphones significantly influence individuals' social communication patterns (Effendi, 2021). These applications facilitate social interactions because they can be accessed remotely, are affordable, and save time. However, behind this convenience, smartphone use also has negative effects on social interactions (Muhammad et al.,

2021). One phenomenon that arises from smartphone use is phone snubbing, better known as phubbing (Karadağ et al., 2015). Phubbing is an abbreviation of "Phone Snubbing" and is defined as a condition when someone shows excessive dependence on their smartphone to the point of ignoring social etiquette and disrespecting the presence of those around them (Karadağ et al., 2015). According to Chotpitayasunondh & Douglas (2016), phubbing occurs when two or more people are in a social situation, but their attention is more focused on their smartphone devices than interacting with each other.

Phubbing behavior often occurs unconsciously, but over time, it develops into a habit considered normal in everyday life. Individuals who phubber tend to feel as if they are interacting with others, even though the communication takes place via smartphone. However, without realizing it, the intensity of this interaction actually leads to a decline in the quality of social relationships in their surroundings, as individuals' attention is increasingly consumed by online activities via smartphones (Aziz, 2019).

Phubbing behavior has serious impacts on the quality of interpersonal relationships, whether within a family, friendship, or social context. The habit of ignoring others' presence in favor of focusing on one's smartphone can create feelings of disrespect, erode trust, and lead to a significant decline in the quality of social relationships (David & Roberts, 2017). Individuals who phub are often reprimanded by those around them. Although the behavior may stop momentarily after being reprimanded, the tendency to return to smartphone use will reappear shortly (Pratiwi, 2020). Teenagers, as a significant part of the technology-savvy generation, are often the primary targets of phubbing due to their high need for communication and socialization (Amalia Yunia Rahmawati, 2020). They tend to use their smartphones for five to seven hours daily, which translates to 300 to 420 minutes of active usage per day (Fitriana et al., 2021).

Phubbing behavior results in a lack of direct social interaction and reduces adolescents' ability to communicate effectively in interpersonal situations. Teens can lose sensitivity to important nonverbal cues in communication if they are too focused on their smartphone screens. This can reduce the depth of social interactions and hinder empathy and understanding of others. Communication, social relationships, empathy levels, and smartphone dependence are all affected by the current problem of phubbing among adolescents. All of these issues negatively impact the growth and quality of social interactions (Meinanto et al., 2022).

Several studies have shown differences in phubbing behavior based on gender. Karadağ et al., 2015, revealed that the prevalence is generally more pronounced in females than in males. This difference is influenced by the tendency of females to have a greater level of dependence on smartphone use, text messaging activities, and intense involvement in social media (Mariati & Sema, 2022). In contrast, research conducted by Hura et al., 2021, showed that the level of phubbing behavior is actually more pronounced in adolescent boys compared to adolescent girls. This tendency is related to the more instrumental use of smartphones in adolescent boys, such as playing games and watching live streaming.

Based on interviews with guidance counselors on Monday, December 9, 2024, at Tri Sakti Catholic Private High School in Medan, it was found that almost all students own smartphones, and each class has an online chat group for communication between students. While this medium is quite effective in supporting collective classroom communication, face-to-face interaction between individuals tends to be low. Observations conducted by researchers on Monday, December 9, 2024, during recess revealed that many students, even in groups or sitting alone, were preoccupied with their smartphones, resulting in minimal social interaction. Students only played with their smartphones during recess due to school regulations requiring smartphones to be collected during the learning process.

Based on interviews with ten students, it was found that six of them enjoyed using their smartphones more for social interaction than interacting directly with their friends. These students admitted that they generally used their 10–15 minutes of break time to access social media or play games on their smartphones. Meanwhile, at home, the intensity of their use increased significantly, with durations ranging from 8 to 16 hours per day, and they had the habit of carrying their smartphones with them wherever they went. In contrast, the other four students stated that they did not use their smartphones very often during break time, preferring to discuss lessons or share stories with friends in person.

Overall, phubbing behavior can significantly impact social interactions. This is in line with research by Yusnita & Syam (2017) that the more frequently someone phubs, the greater the impact

on the quality of social interactions. Dependence on smartphones makes individuals tend to focus more on their devices than on their surrounding social environment, so that face-to-face interactions are disrupted. Therefore, researchers feel it is important to deepen and understand how Phone Snubbing (Phubbing) Behavior Influences Social Interactions of Students at Tri Sakti Medan Catholic Private High School in Terms of Gender.

Method

This study employed a quantitative approach implemented through several important stages. Data collection was conducted using a Likert-scale questionnaire consisting of phone snubbing (phubbing) behavior and social interaction instruments, which had been tested for validity and reliability. The questionnaire was distributed to 130 students of Tri Sakti Catholic Private High School in Medan, selected using a purposive sampling technique, with filling in done directly via Google Forms within a maximum of 60 minutes. The collected data were then tabulated using Microsoft Excel, where each respondent was given a special code to maintain data confidentiality. Next, the data were input into SPSS for analysis through validity tests, reliability tests, and normality tests as prerequisite tests. After the data met statistical assumptions, a simple linear regression test was conducted to determine the effect of phubbing behavior on social interaction, and Moderated Regression Analysis (MRA) to examine the role of gender as a moderator variable. The results of the analysis are presented descriptively through frequency distribution tables and summary statistics, and inferentially through interpretation of the values of regression coefficients, correlation coefficients, and the level of significance of hypothesis testing.

Result

Table 1. Distribution of Phubbing Variable Categorization

Category	Score Limit	Frequency (f)	Persentase (%)
High	$X \geq 100.61$	27	20.77%
Medium	$73.49 \leq X < 100.61$	86	66.15%
Low	$X < 73.49$	17	13.08%
Total		130	100.00%

After the data was classified, the findings showed that the majority of respondents, 86 people (66.15%), fell into the Moderate category. This result indicates that the phubbing behavior of students in the study sample was generally at a moderate or average level.

Table 2. Distribution of Social Interaction Variable Categorization

Category	Score Limit	Frekuensi (f)	Persentase (%)
High	$X \geq 116.57$	24	18.46%
Medium	$86.31 \leq X < 116.57$	77	59.23%
Low	$X < 86.31$	29	22.31%
Total		130	100.00%

After classifying the data, the findings showed that the majority of respondents fell into the Moderate category, namely 77 people (59.23%). This indicates that the level of social interaction in the research sample was generally moderate or average.

Table 3. Simple Linear Regression Test Results

Independent Variable	Unstandardized Coefficients (B)	Standardized Coefficients (Beta)	t count	Sig.	Information
Konstanta	154.277	-	22.852	<0.001	-
Phubbing	-0.610	-0.572	-7.885	<0.001	Significant

The results of a simple linear regression analysis indicate that phone snubbing (phubbing) behavior has a negative and significant effect on students' social interactions. The regression coefficient values show $B = -0.610$, $\beta = -0.572$, with a t value = -7.885 and a significance of $p < 0.001$. This indicates that every increase in phubbing behavior is followed by a decrease in the level of students' social interactions. Thus, phubbing is a significant predictor of social interactions.

Table 4. R2 Test Results of Moderation Model

Model	R	R Square (R ²)	Adjusted R Square	Std. Error of the Estimate
1	0.628	0.394	0.379	11.361

The analysis results show a coefficient of determination of $R^2 = 0.394$, which means that phone snubbing (phubbing) behavior is able to explain 39.4% of the variation in students' social interactions. Meanwhile, 60.6% of the variation in social interactions is influenced by other factors outside the research model. The R value = 0.628 indicates a fairly strong relationship between phubbing and social interactions, with a Std. Error of the Estimate of 11.361.

Table 5. Moderation Regression Test Results (Influence Reviewed by Gender)

Variabel	B	T	Sig.	Keterangan
Phubbing (X)	-0,246	-1,045	0,298	Tidak signifikan
Gender (M)	26,428	2,040	0,043	Signifikan
Phubbing × Gender	-0,227	-1,533	0,128	Tidak memoderasi

The results of the moderation regression test showed that the interaction between phubbing behavior and gender ($X \times M$) was not significant ($B = -0.227$; $p = 0.128$), so gender did not moderate the relationship between phubbing and students' social interactions. The gender variable had a significant direct effect on social interactions ($B = 26.428$; $p = 0.043$), while the effect of phubbing in the moderation model showed a negative direction but was not significant ($B = -0.246$; $p = 0.298$).

Discussion

The results of the study indicate that phone snubbing (phubbing) behavior and social interactions among students at Tri Sakti Catholic Private High School in Medan fall within the moderate category. This finding indicates that most students have demonstrated a tendency toward fairly intense smartphone use, but not yet at an extreme level. However, even moderate levels of phubbing still have the potential to disrupt the quality of students' social interactions in daily life, particularly in the context of face-to-face interactions at school. The results of a simple linear regression analysis indicate a significant negative effect between phubbing behavior and students' social interactions. This means that the higher the level of phubbing behavior exhibited by students, the lower their level of social interaction. This finding supports previous research suggesting that phubbing can disrupt interpersonal communication, reduce the quality of social relationships, and create feelings of abandonment in the interlocutor. Smartphone dependence causes students to focus

more on digital devices than on their social environment, resulting in less than optimal face-to-face interactions.

Theoretically, the results of this study align with the view of Chotpitayasunondh and Douglas, who stated that phubbing is a form of avoidance of interpersonal communication due to excessive smartphone use. This condition hinders two-way communication, reduces empathy, and weakens social engagement. In the context of adolescents, who are at a crucial stage of social development, phubbing behavior can impact the ability to build healthy and meaningful social relationships. Based on the aspect analysis, students' phubbing behavior is primarily seen in aspects of communication disruption and obsession with their phones. Students tend to check their smartphones, reply to messages, or pay attention to notifications even when they are in direct social situations. This behavior indirectly reduces the quality of social contact and social communication, which are key components of social interaction. This explains why the increase in phubbing is accompanied by a decrease in students' social interactions.

The results also showed that gender did not act as a moderating variable in the relationship between phubbing and social interaction. In other words, the negative impact of phubbing on social interaction was equally pronounced among both male and female students. This finding suggests that despite differences in smartphone usage patterns between males and females, the impact of phubbing on the quality of social interactions is not significantly influenced by gender. These results also confirm that phubbing is a common phenomenon among adolescents, regardless of gender. Overall, the results of this study confirm that phubbing is a significant factor contributing to the decline in the quality of students' social interactions. Therefore, schools, particularly guidance and counseling teachers, need to focus on designing preventive and intervention efforts aimed at raising students' awareness of the negative impacts of phubbing and encouraging more informed smartphone use in social situations.

Conclusion

Based on the data analysis and discussion, it can be concluded that students at Tri Sakti Catholic Private High School in Medan generally fall into the moderate category in both phone snubbing (phubbing) and social interaction behavior. The average phubbing score was 87.05 (SD = 13.56) and the average social interaction score was 101.44 (SD = 15.13), with the majority of students falling into the moderate category for both variables. The results of the assumption test indicate that the data are normally distributed and the relationship between variables is linear. Simple linear regression analysis indicates a significant negative effect between phubbing and social interaction ($r = -0.610$; $p < 0.05$), meaning that the higher the student's phubbing behavior, the lower the quality of their social interactions. Furthermore, the results of the moderated regression analysis indicate that gender does not moderate this relationship ($p > 0.05$), indicating that the negative effect of phubbing on social interaction applies equally to both male and female students.

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