

## Phubbing Phenomenon in Education: Descriptive Study in SMA Negeri 3 Banda Aceh

Dea Eka Safitri<sup>1\*</sup>, Sudrajat Sudrajat<sup>2</sup>

<sup>1,2</sup>Universitas Negeri Yogyakarta

\*Corresponding author, e-mail: [dekasafwel09@gmail.com](mailto:dekasafwel09@gmail.com)

### Abstract

The phenomenon of phubbing as a behavior of ignoring face-to-face interactions because of the focus on smartphones is increasingly prominent in the world of education, especially among secondary school adolescents. The high intensity of digital technology use has the potential to affect the quality of social interaction and the learning process at school. This study aims to describe in depth the phenomenon of phubbing in education among students of SMA Negeri 3 Banda Aceh, as well as identify its characteristics, causative factors, and implications for social interaction and learning. This research uses a descriptive qualitative approach with a literature study method. Data were obtained through searching scientific articles, theses, and research reports from various online databases with inclusion criteria published in 2020-2025 which are relevant to the context of secondary education. Data analysis was carried out through reduction, categorization, and synthesis of literature findings which were then contextualized with the conditions of SMA Negeri 3 Banda Aceh. The results showed that phubbing in students is influenced by the intensity of social media use, fear of missing out (FoMO), low self-regulation, and a digital environment that supports unlimited connectivity. This behavior has an impact on reducing the quality of social interactions, reducing academic engagement, and potentially weakening communication ethics in the school environment. It is concluded that phubbing is a social and pedagogical phenomenon that requires a comprehensive response through strengthening digital literacy, regulation of smartphone use, and character education based on social values and school culture.

**Keywords:** Academic engagement; Digital literacy; Phubbing; Secondary education.

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## Introduction

The development of digital technology has fundamentally reformulated the pattern of social interaction of learners in the context of education. Smartphones are now an almost inseparable part of teenagers' lives, including secondary school students. From one perspective, this device provides convenience in accessing information and supporting digital-based learning processes. However, the excessive intensity of use has led to phubbing symptoms, which is the tendency to ignore individuals around because the attention is focused on the device. In an educational environment, this behavior not only has implications for disrupting the dynamics of learning in the classroom, but also has the potential to weaken the quality of interpersonal communication and the process of internalizing social values in the formation of student character.

A number of empirical studies indicate that phubbing behavior is closely correlated with the level of smartphone addiction. Research findings indicate a positive and significant relationship between smartphone addiction and phubbing tendencies in college students (Han et al., 2022; Ismail et al., 2025; Safdar et al., 2023). These findings are reinforced by (Göker & Tekedere, 2022) who explained that phubbing behavior in secondary school students often co-occurs with social alienation and digital game addiction. In addition, in an academic context, smartphone addiction is reported to be able to explain about 47% of the variation in phubbing behavior (Isrofin & Munawaroh, 2021). Barbed-Castrejón et al. (2024) reported that more than 50% of school and university students in Spain have engaged in phubbing in both academic and social settings. The data suggests that the higher the degree of an individual's dependence on a smartphone, the

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more likely the individual is to neglect in-person social interactions. Thus, digital dependency not only impacts personal aspects, but also affects the quality of interpersonal relationships in educational settings.

In the realm of secondary education, problematic smartphone use has also been found to be associated with reduced academic achievement, increased stress levels, and psychological disorders in secondary school students (Spiratos & Ratanasiripong, 2023). Other findings show that phubbing behavior and internet addiction are associated with decreased perceptions of academic competence and low engagement in the learning process (Fernández-Andújar et al., 2022). In terms of psychological aspects, variables such as fear of missing out (FoMO) and social media addiction contribute to strengthening phubbing tendencies among adolescents (Chi et al., 2022; Yahya et al., 2024). Research by Jiang et al. (2023) revealed that parental phubbing or the behavior of parents who are busy with mobile phones can trigger academic burnout in adolescents and reduce their self-control in learning. Furthermore, this behavior is also associated with reduced quality of life and psychological well-being in the younger age group (Zainab & Kainaat, 2025). Taken together, these findings suggest that the impact of uncontrolled digital use is not only limited to academics, but also touches on the broader emotional and well-being dimensions of individuals.

In Indonesia, a number of studies have revealed a direct relationship between problematic smartphone use and phubbing behavior in university students (Noach et al., 2025). However, research that specifically examines the phenomenon of phubbing in Indonesian high school students is still relatively minimal in reputable scientific publications. Most of the available studies tend to focus on student populations and apply a quantitative correlational approach to examine the relationship between psychological variables and digital behavior. This suggests a research gap that deserves further attention, particularly in the context of secondary education.

SMA Negeri 3 Banda Aceh as one of the leading secondary education institutions has the characteristics of digital generation students who are active and familiar with the use of technology. As a public school known for its technological facilities, this school is inseparable from the dynamics of smartphone use in the learning environment. Based on initial observations, most students bring smartphones to school and often use them during learning activities. In various situations in the classroom, it was seen that some students were more focused on the phone screen than interacting with teachers and peers. This condition has an impact on reducing the intensity of social interaction between students and the emergence of indications of decreased attention to learning materials, as conveyed by several teachers. This phenomenon indicates a change in the social dynamics of learning that has the potential to affect the quality of communication, learning effectiveness and overall school culture.

Based on the literature review that has been described, it can be understood that the study of phubbing in the educational domain still leaves a number of significant gaps. Most previous studies have focused on university students as research subjects, while studies that specifically highlight high school students in Indonesia are still very limited. In fact, the psychosocial development characteristics of high school adolescents are different from college students, both in terms of self-control, social interaction patterns, and regulation of technology use. In addition, previous studies tend to use a correlational quantitative approach that emphasizes testing the relationship between variables, such as smartphone addiction, fear of missing out, and psychological well-being to phubbing. This approach has not provided an in-depth descriptive picture of how phubbing behavior emerges, is interpreted, and takes place in the daily dynamics of school life.

Furthermore, there has been little exploration of phubbing in the social and cultural context of specific schools, especially in areas of Indonesia characterized by distinctive values and norms such as Aceh. In fact, the cultural setting, school policies, and interaction patterns between teachers and students have the potential to influence the form and intensity of this behavior. However, this contextual dimension has not been a major concern in many previous studies. Therefore, a descriptive study is needed that specifically describes the phenomenon of phubbing among secondary school students in Indonesia, so that it can provide a more contextual, comprehensive, and relevant understanding of the educational reality at SMA Negeri 3 Banda Aceh.

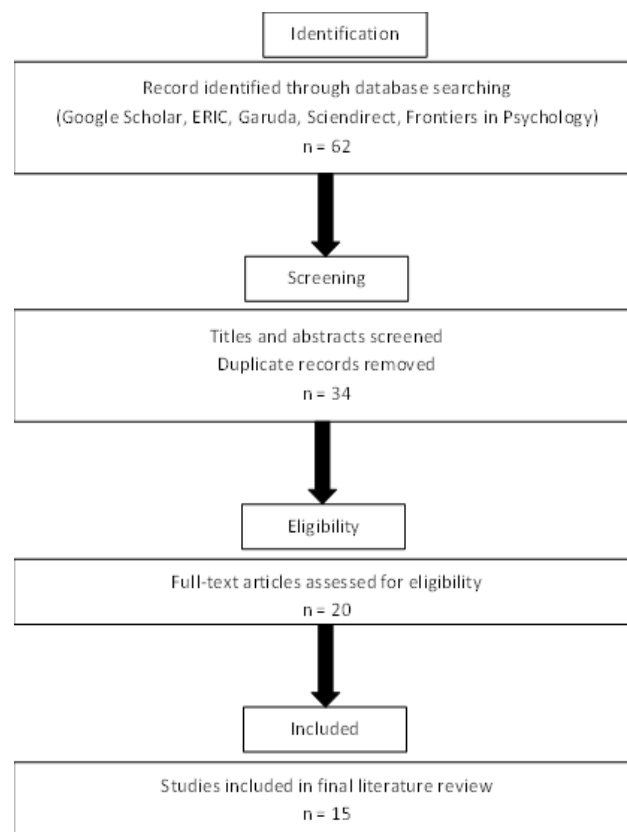
This study aims to describe in depth the phenomenon of phubbing in the world of education in SMA Negeri 3 Banda Aceh students through a review of relevant scientific literature, as well as identify its characteristics, causal factors, and implications for social interactions and the learning process in a secondary school environment. This study is expected to provide a scientific contribution to the literature on digital behavior of adolescents in Indonesia as well as a basis for schools in developing ethical policies for wise cellphone use and strengthening character-based learning strategies that balance technological skills and social intelligence.

## Method

This research uses a descriptive qualitative approach with a literature study method to describe the phenomenon of phubbing in the context of secondary education, specifically at SMA Negeri 3 Banda Aceh. This approach was chosen because it focuses on understanding the meaning and interpretation of social phenomena based on textual and conceptual data analysis (Creswell, 2020). Literature study was used as the main data source to systematically review and synthesize theories as well as findings from previous studies related to the phenomenon of phubbing in educational contexts (Snyder, 2019; Zed, 2018). The research data consisted of secondary data obtained from scientific publications, including international reputable journals indexed in Scopus and nationally accredited journals indexed in Sinta (Sinta 1, Sinta 2, and Sinta 3), published between 2020 and 2025. The data collection process was conducted through systematic searches in several academic databases, including Google Scholar, ERIC, Garuda, ScienceDirect, and Frontiers in Psychology. The search used combinations of keywords such as “phubbing,” “education,” “student behavior,” “digital literacy,” “smartphone addiction,” and “digital distraction.” These keywords were selected to capture studies discussing the behavior of smartphone use that potentially disrupts social interaction and learning engagement among students.

To ensure the relevance and quality of the selected literature, this study applied inclusion and exclusion criteria during the screening process. The inclusion criteria consisted of: (1) articles published between 2020 and 2025; (2) studies discussing phubbing behavior or its impact on adolescents within educational settings; (3) articles available in full-text format; and (4) studies containing empirical findings or theoretical discussions relevant to secondary education contexts. Meanwhile, the exclusion criteria included: (1) articles that did not undergo a peer-review process; (2) studies focusing on non-educational contexts such as marketing or purely technological usage without educational implications; (3) publications in the form of opinion papers, editorials, or non-scientific articles; and (4) articles that did not provide substantive discussion or empirical evidence related to the phubbing phenomenon.

The literature selection process followed a systematic screening procedure consisting of identification, screening, eligibility assessment, and final inclusion stages, as illustrated in Figure 1.



**Figure 1. Flow diagram of the literature selection process based on the PRISMA framework**

After completing the literature selection process as illustrated in Figure 1, a total of 15 articles were identified as relevant and included in the final analysis. These selected studies were then examined in depth

to identify patterns, similarities, and differences in the findings related to phubbing behavior among students. The analysis focused on several key aspects, including the characteristics of phubbing behavior among adolescents, factors contributing to the emergence of phubbing in educational settings, and the impact of phubbing on students' social interaction and academic engagement. The findings from these studies were subsequently synthesized to provide a comprehensive understanding of the phubbing phenomenon within the context of secondary education.

## Result and Discussion

### Result

To obtain a comprehensive picture of the phubbing phenomenon in the educational context, the researchers reviewed 15 scientific journal articles published in 2020-2025 that are relevant to phubbing behavior, problematic smartphone use, and its impact on adolescents' academic and psychosocial aspects. The articles included quantitative, qualitative and longitudinal approaches, with a focus on causal factors, impact on learning, and psychological and social implications in educational settings. The results of the review are summarized in the following table.

**Table 1. Results of the reviewed articles**

No.	Researcher and Year	Research Type	Study Focus	Main Findings
1	(Fang et al., 2020)	Quantitative (cross-sectional survey)	The effect of emotional support from social media on phubbing, with mediation of FoMO and problematic social media use.	Emotional support has a positive effect on phubbing; FoMO and problematic social media use mediate the relationship.
2	(Fute et al., 2025)	Qualitative (multi-method: interview, observation, FGD)	Environmental & psychological factors influencing cell phone addiction while learning.	Environmental and psychological factors interact to trigger addiction; resulting in decreased engagement, concentration and academic performance.
3	(Harahap et al., 2025)	Descriptive qualitative	The phenomenon of phubbing and its impact on student learning behavior.	Phubbing decreases concentration, motivation, class participation and social interaction; teacher strategies include cell phone restrictions and increased interaction.
4	(Rahmah & Sanyata, 2024)	Qualitative phenomenological	The impact of phubbing on communication and interpersonal relationships of university students.	Phubbing decreases the quality of communication, brings up feelings of being ignored, not valued, decreases trust in friendship relationships. Coping strategies: direct communication, humor, adaptive distraction, and emotional awareness.
5	(Marini et al., 2025)	Quantitative (correlational survey)	The relationship between smartphone use/phubbing and adolescents' psychological well-being.	High intensity of smartphone use and/or phubbing behavior was associated with decreased quality of social interactions, increased negative emotions, and decreased psychological well-being of adolescents.
6	(Selak et al., 2025)	Quantitative longitudinal	The effect of parents' smartphone use on children's emotions & well-being.	Parental smartphone use during conversations increased children's angry/sad emotions and decreased well-being.
7	(Ayar & Gürkan, 2022)	Quantitative (cross-sectional, regression)	The relationship between phubbing, smartphone addiction, and psychosocial variables.	Phubbing was positively correlated with smartphone addiction and loneliness; negatively impacting psychosocial well-being.

8	(Almakky, 2025)	Survey research	The impact of smartphone addiction on academic performance by year of study.	There were significant differences in academic achievement; academic maturity influenced smartphone distraction management.
9	(Yue et al., 2024)	Quantitative (survey, serial mediation analysis)	The relationship between phubbing and depression with mediation of peer relations & frustration of psychological needs.	Phubbing was positively associated with depression; mediated by peer relationship quality and psychological need frustration (including serial mediation). Results applied to both males and females.
10	(Muñoz-Carril et al., 2025)	Quantitative (ex post facto, descriptive-correlational survey)	Prevalence of phubbing; differences by gender, age, frequency of internet connection, and academic performance; and predictive ability of sociodemographic variables on phubbing dimensions (attachment to mobile phone, communication disturbance, smartphone obsession).	The prevalence of phubbing was moderate-high. There were significant differences in the three dimensions of phubbing based on sociodemographic variables. Frequency of smartphone use significantly and positively predicted all three dimensions of phubbing.
11	(Bajwa et al., 2022)	Quantitative (cross-sectional survey)	The mediating role of phubbing between smartphone addiction and psychological well-being.	Smartphone addiction negatively impacted well-being and positively on phubbing; phubbing did not mediate the relationship.
12	(Krishna & Agrawal, 2023)	Quantitative (online survey, SEM)	Mediating psychological wellbeing & social media learning between cyberloafing behavior and activities.	Cyberloafing behavior decreases psychological wellbeing; social media learning has no effect on cyberloafing activities.
13	(Isrofin & Munawaroh, 2021)	Correlational	Analyzing the influence of smartphone addiction and self-control on phubbing behavior.	Smartphone addiction predicts phubbing by 47%; the rest is influenced by other factors.
14	(Barbed-Castrejón et al., 2024)	Quantitative (correlational survey)	Problematic smartphone, self-regulation, emotional factors, and well-being.	Problematic smartphone use is related to decreased psychological well-being and is influenced by self-regulation and emotional factors; self-control is an important factor in reducing the negative impact of smartphone use.
15	(Noach et al., 2025)	Quantitative (correlational survey)	The relationship of problematic smartphone use, academic cyberloafing, and phubbing.	Problematic smartphone use has a significant positive relationship with phubbing; a significant simultaneous relationship with academic cyberloafing.

Based on the review of the 15 scientific articles, it can be understood that phubbing behavior in adolescents in educational settings is a phenomenon influenced by various psychological and social factors. These factors include smartphone addiction, fear of missing out (FoMO), low self-regulation skills, and problematic use of social media. The majority of research shows that phubbing has a negative impact on students' learning concentration, level of academic engagement, quality of social interaction, and psychological well-being. In addition, several studies identified that the intensity of smartphone use acts as a significant predictor of phubbing behavior as well as communication disorders in the context of classroom learning. These findings confirm that phubbing cannot be viewed solely as an individual habit, but rather as a social phenomenon that influences the dynamics of the learning process and school culture.

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## Discussion

### Characteristics of Phubbing in Secondary School Students

The phenomenon of phubbing in secondary school students can be understood as a form of digital distraction reflected in the tendency to divert attention from face-to-face interactions towards smartphone use, especially in social situations and learning activities. Conceptually, phubbing is defined as the behavior of ignoring the interlocutor because attention is more focused on the phone (Chotpitayasunondh & Douglas, 2018). In the context of school adolescents, this behavior does not only occur in informal situations, but also in classrooms when the learning process takes place. Research by Muñoz-Carril et al., (2025) showed that phubbing in students has three main dimensions, namely attachment to mobile phones, communication disturbance, and smartphone obsession, which together describe emotional and behavioral attachment to digital devices.

Forms of phubbing in the school environment generally include checking notifications when the teacher explains the material, opening social media during discussions, or doing academic cyberloafing during online and offline learning. This behavior is in line with the findings of (Tandon et al., 2022) who stated that the intensity of smartphone use among adolescents increases significantly in academic contexts and often interferes with attention to learning tasks. In the perspective of Uses and Gratifications theory, adolescents use digital media to fulfill their needs for entertainment, social connection, and self-validation so that the presence of notifications or online interactions becomes a stimulus that is difficult to ignore, even when in formal learning situations. The attachment to smartphone dimension indicates a strong emotional attachment to the device, which is often associated with anxiety when unable to access the phone. This is related to the concept of fear of missing out (FoMO), which is the worry of being left behind from information or social activities that occur online (Nurhayati & Azhar, 2023). Research by Fang et al., (2020) strengthens these findings by showing that FoMO and problematic social media use mediate the relationship between online emotional support and phubbing behavior. This means that students who obtain social validation through digital media tend to phubbing more often because they are encouraged to stay connected.

In addition, the communication disturbance dimension describes real disruptions in social interactions due to excessive focus on smartphones. Roberts & David (2016) explained that phubbing can reduce the quality of interpersonal communication and cause feelings of neglect in the interlocutor. In a secondary school environment, this condition has the potential to reduce the quality of interactions between students and teachers and among peers. From the perspective of symbolic interaction theory, face-to-face communication plays a crucial role in the process of social meaning formation (Blumer, 1969). Therefore, when direct interaction is disrupted by the presence and use of digital devices, the process of meaning construction and the formation of social relations is also distorted.

Behavioral addiction theory explains that smartphone use can trigger repetitive reinforcement patterns through notifications and social feedback, which results in dopamine release and reinforces usage habits (Giansanti, 2025). Isrofin & Munawarohm (2021) found that smartphone addiction significantly predicts phubbing behavior in adolescents, suggesting that the intensity and frequency of mobile phone use are important indicators in understanding the characteristics of phubbing. The characteristics of phubbing in secondary school students are reflected in a strong emotional attachment to smartphones, disruption of face-to-face communication, and compulsive use, especially in learning situations. This pattern of behavior is often triggered by social media notifications, the urge to stay socially connected, and low self-regulation skills in controlling digital distractions. Thus, phubbing in high school students cannot be understood merely as a spontaneous response to technology use, but rather as a manifestation of the psychosocial dynamics of the digital generation that grows and develops in a technology-based communication ecosystem.

### Factors Causing Phubbing in Adolescents

Phubbing behavior in adolescents does not happen instantly, but is formed through a complex interaction between psychological and social factors in an increasingly intensive digital ecosystem. One of the most consistent predictors identified in various studies is smartphone addiction or problematic smartphone use. The study by Elhai et al (2020) showed that compulsive smartphone use is closely related to anxiety and emotion regulation difficulties, which then encourage individuals to continue to connect with their devices in various social situations. Similar findings were made by Busch & McCarthy (2021) who stated that smartphone addiction in adolescents was significantly correlated with academic distraction and impaired social interaction. In high school, this dependence makes students tend to prioritize digital notifications over direct communication in class. In addition to addiction, the Fear of Missing Out (FoMO) factor is an important mediator in explaining phubbing behavior. FoMO refers to social anxiety when individuals feel left out of activities or information that others experience online. The study by Fioravanti et al. (2021) found that FoMO plays a significant role in increasing problematic social media use in adolescents,

which in turn triggers phubbing behavior. Research by [Servidio \(2023\)](#) also confirmed that FoMO mediates the relationship between the need for social affiliation and excessive smartphone use. In a school setting, the need to always be “connected” makes it difficult for students to take their eyes off their phones, even when learning is taking place.

Self-regulation and self-control factors also have a major contribution to the emergence of phubbing. Self-Regulation theory explains that an individual's ability to control impulses and direct behavior towards long-term goals determines academic success ([Kitsantas et al., 2025](#)). Research by [Gökçearsan et al. \(2018\)](#) shows that low self-control in students is positively correlated with problematic smartphone use and impaired learning concentration. Similarly, research by [Tufan et al. \(2025\)](#) found that weak self-regulation increases the risk of phubbing through increased digital addiction. That is, students who are less able to manage the urge to check their phones are more prone to phubbing in class. The need for social affiliation and validation as a characteristic of adolescent development is also a significant driving factor. Social Identity Theory explains that adolescents are in a phase of identity formation that is strongly influenced by peer group recognition ([Tajfel & Turner, 1986](#)). In the digital context, such recognition is often obtained through likes, comments and social media interactions. A study by [Keles et al. \(2020\)](#) showed that the intensity of social media use to seek social validation is associated with increased anxiety and digital dependence. This condition makes smartphones the main tool for maintaining social connections, so phubbing behavior becomes an almost inevitable consequence in face-to-face interactions.

In addition to individual factors, the classroom environment and peer influence also reinforce phubbing tendencies. Research by [Domoff et al. \(2019\)](#) states that the norms of smartphone use in peer groups can shape the perception that it is normal to use cellphones during social interactions. When most students use smartphones in class, normative pressure makes other students follow this behavior. This is in line with Bandura's Social Learning theory which emphasizes that behavior is learned through observation and imitation of social models. Thus, a classroom culture that is permissive of smartphone use can increase the chance of collective phubbing. Overall, phubbing behavior in adolescents is formed through the interaction between psychological factors, such as smartphone addiction, fear of missing out (FoMO), and low self-regulation and social factors in the form of affiliation needs and peer group norms. In the context of high school, this condition makes phubbing not just an individual behavior, but a social phenomenon that develops in an increasingly digitized classroom culture. The findings suggest that interventions are not enough to limit device use, but also need to strengthen self-regulation, digital literacy, and classroom norms that support healthy face-to-face interactions.

### **The Impact of Phubbing on Social Interaction in the School Environment**

The phubbing phenomenon has a significant impact on the quality of social interaction in the secondary school environment, especially in the context of face-to-face communication between students and peers and teachers. Conceptually, the displacement hypothesis explains that the increased use of digital media tends to replace the time and quality of in-person social interactions ([Chen et al., 2025](#)). In line with that, ([Vanden Abeele, 2020](#)) showed that the presence of smartphones in social situations even when not actively used can decrease perceptions of communication quality and interpersonal closeness. When students are more focused on the screen than in-person conversations, the process of exchanging social meaning is hindered.

Communication breakdown due to phubbing also leads to feelings of neglect. [Chotpitayasunondh & Douglas \(2018\)](#) found that phubbing victims experienced decreased relationship satisfaction and increased feelings of being disrespected. These findings were reinforced by ([McDaniel & Radesky, 2017](#)), who showed a correlation between digital distraction and increased interpersonal conflict. In the context of secondary school, this could potentially affect friendship dynamics, as adolescents are highly sensitive to social acceptance. Furthermore, excessive smartphone use in social situations is associated with increased loneliness and decreased psychological well-being ([Dhir et al., 2018](#)). [Franchina et al., \(2018\)](#) also confirmed that the intensity of social media use is related to social anxiety and the need for external validation. As a result, a social paradox emerges in schools: students are physically present, but psychologically distracted in digital spaces.

In terms of Social Presence theory, face-to-face interactions allow for emotional closeness through nonverbal expressions and direct responses ([Oh et al., 2018](#)). However, smartphone distraction reduces the level of social presence and the quality of interpersonal relationships. Research by [Karisma et al., \(2025\)](#) shows that phubbing is associated with decreased empathy and social responsiveness, which impacts relationship satisfaction. This is relevant for adolescents who are in a phase of intensive social development. In addition, increased smartphone use is driving a shift in interactions from in-person to screen-based communication ([Jensen et al., 2019](#)). These changes have the potential to weaken social skills such as

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empathy, active listening and conflict resolution, as well as affect classroom culture and the quality of academic collaboration.

It can be concluded that phubbing can affect social interactions in the school environment including the disruption of face-to-face communication, the decline in the quality of relationships between peers, the emergence of feelings of neglect, and the shift in adolescent interaction patterns towards digital communication. Previous research findings confirm that phubbing is not solely related to the ethics of cell phone use, but is a social phenomenon that impacts students' emotional well-being and the quality of interpersonal relationships. Therefore, intervention efforts in schools need to be directed at strengthening digital literacy, establishing classroom norms that support healthy interactions, and developing interpersonal communication skills as an integral part of character education in the digital era.

### **Impact of Phubbing on Students' Learning Activities**

The phenomenon of phubbing in secondary schools has real implications for the learning process, especially on aspects of concentration, academic engagement, cyberloafing behavior, and student achievement. Based on Cognitive Load Theory, human attention capacity is limited, so digital distractions such as notifications and social media access can interfere with information processing during learning (Sweller, 2020). Dontre (2020) showed that smartphone use in class is negatively correlated with attention and comprehension of material due to the division of focus. As a result, when phubbing occurs, students' cognitive processing quality decreases. The decrease in concentration has direct implications for academic engagement. In the Student Engagement framework, engagement includes behavioral, emotional, and cognitive dimensions (Fredricks et al., 2004). Tanil & Yong (2020) found that smartphone use for non-academic activities decreased verbal participation and retention of material. Similar findings were presented by Amez & Baert (2020), who showed a negative relationship between smartphone use outside of learning and academic performance. Phubbing is also related to academic cyberloafing, which is the use of the internet for non-academic purposes during study hours. Akbulut et al. (2016) confirmed that this behavior is influenced by low self-control and high intensity of smartphone use. Świątek et al. (2023) showed that problematic smartphone use is a significant predictor of cyberloafing in class, which ultimately has an impact on lowering achievement. In the context of secondary school, phubbing can be understood as a concrete form of cyberloafing that occurs during learning.

Further impact is seen in academic achievement. Wedikandage & Zahir, (2024) found that high frequency of smartphone use correlated with lower grade point average due to reduced effective study time. (Domoff et al., 2019) confirmed that problematic smartphone use is associated with impaired self-regulation and decreased learning outcomes. This suggests that the impact of phubbing is not only temporary, but also potentially long-term. In addition, phubbing affects classroom dynamics and the quality of learning interactions. In the Classroom Social Climate perspective, a conducive learning atmosphere is formed through collective attention and active interaction. Konold et al., (2018) showed that technological distraction can reduce the quality of classroom climate and the effectiveness of instructional communication. When students' attention is fragmented, teachers need to expend additional effort to restore learning focus. Overall, phubbing results in decreased concentration, weakened academic engagement, increased cyberloafing, lowered achievement and disrupted classroom dynamics. This phenomenon is not just a social habit, but a pedagogical challenge that affects the quality of learning in secondary schools. Therefore, a comprehensive approach is needed through strengthening self-regulation, digital literacy, and directed smartphone use policies so that the balance between technology utilization and learning effectiveness can be maintained.

### **Contextual Interpretation of the Phubbing Phenomenon in Secondary School Environments**

Based on the synthesis of the reviewed literature, phubbing behavior among adolescents is generally manifested through smartphone use during face-to-face interactions, including during classroom learning and peer communication. Previous studies indicate that excessive engagement with smartphones may lead to digital distraction, which potentially reduces students' concentration in learning activities and weakens the quality of interpersonal communication in educational environments. In many secondary school settings where access to digital technology and internet connectivity is increasingly widespread, students tend to integrate smartphones into their daily social and academic interactions. When this usage is not accompanied by adequate digital awareness and clear institutional regulations, the intensity of smartphone engagement may increase and gradually influence students' attention during classroom activities.

From a sociocultural perspective, phubbing behavior among adolescents is closely related to the characteristics of the digital generation that grows within a culture of continuous connectivity. Teenagers often feel a strong need to remain connected through social media, respond to messages instantly, and follow the ongoing flow of online information. As a result, virtual interactions are sometimes prioritized over direct

interpersonal communication, including in educational settings. In classroom situations, such behavioral tendencies may influence students' collective attention, reduce active participation in discussions, and affect the dynamics of interaction between teachers and students. Therefore, phubbing can be interpreted not merely as an individual habit, but as an indicator of changing communication patterns and attention structures in contemporary educational environments.

From an educational perspective, this phenomenon highlights the importance of developing balanced policies regarding smartphone use in schools. Restrictive approaches that focus solely on prohibiting smartphone use may be less effective if they are not accompanied by the development of students' digital literacy and self-regulation. Conversely, educational strategies that integrate technology use with character education and digital responsibility may provide a more sustainable approach in addressing the challenges of phubbing behavior among students.

Overall, the literature indicates that phubbing behavior among adolescents emerges from the interaction of multiple factors, including individual aspects such as the need for connectivity and self-regulation abilities, environmental factors such as access to technology, and broader social dynamics within the digital generation. Consequently, addressing this phenomenon requires not only technological regulation but also pedagogical strategies that strengthen digital literacy, communication ethics, and responsible technology use in secondary education.

## Conclusion

This study aims to comprehensively describe the phenomenon of phubbing in the context of education in students of SMA Negeri 3 Banda Aceh through the analysis of relevant scientific literature, as well as to identify its characteristics, causal factors, and implications for social interaction and learning processes in secondary schools. Based on the review of 15 scientific articles and contextual analysis of school conditions, it can be concluded that phubbing is a form of digital distraction that is real in the educational environment and has a multidimensional impact. Substantively, phubbing in students is reflected in the tendency to divert attention to smartphones during face-to-face interactions and learning activities. This behavior is influenced by several main factors, including the high intensity of social media use, the need to stay connected online, including the fear of missing out phenomenon, low self-regulation skills, and a digital environment that provides unlimited access to technology. In the context of SMA Negeri 3 Banda Aceh, these conditions indicate a shift in students' attention and communication patterns that have an impact on the decline in the quality of social relations, reduced active participation in learning, and the potential for weakening the values of communication ethics that have been upheld in school culture and Acehnese culture in general. Thus, the purpose of this study has been achieved, which is to present a descriptive picture of the characteristics and dynamics of phubbing in a secondary school environment, especially at SMA Negeri 3 Banda Aceh. The findings confirm that phubbing cannot be viewed solely as an individual habit of using cellphones, but rather as a social and pedagogical phenomenon that affects the quality of interpersonal relationships and the effectiveness of the learning process.

Based on the results of the study, several recommendations can be proposed. First, schools need to formulate a more directed and educative smartphone use policy, not only based on restrictions, but also emphasizing digital literacy and strengthening student self-regulation. Second, teachers are encouraged to develop learning strategies that are adaptive to technological developments, for example by utilizing smartphones in a controlled manner as a learning medium so that they do not merely become a source of distraction. Third, strengthening character education needs to be directed at the formation of communication ethics, mutual respect in social interactions, and a balance between technological competence and social skills. In addition, further research is recommended to use a field approach, such as in-depth interviews or participatory observation, to obtain more direct empirical data on phubbing behavior in schools and enrich the findings that have been generated through literature studies.

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