

Nomophobia Phenomena Analysis at SDN 2 Bembulang

Alfi Mukhlis Kurniawan¹, Amalia Nurul Azizah²

PGSD STKIP Darussalam Cilacap

mukliskalfi@gmail.com¹, amalianurulazizah22@gmail.com²

Abstract. Nomophobia is a term used to describe the fear of losing or not being able to use a cell phone. This study aims to analyze the phenomenon of nomophobia among students of SDN 2 Bembulang. The research method used is a qualitative method with a case study approach. Data collection was carried out through observation, in-depth interviews, and documentation studies. The results of the study show that nomophobia is common among students at SDN 2 Bembulang. Causes of nomophobia among such students include technology addiction, peer pressure, and the need to be constantly connected. The effects of nomophobia among such students include decreased academic performance, social withdrawal, and physical health problems. The findings from this study suggest the need for intervention and education programs to help SDN 2 Bembulang students manage their cell phone use and prevent nomophobia.

Keywords: nomophobia, cell phone addiction, elementary students, intervention, educational program.

1. Introduction

Mobile phones are an important part of everyday life, including among children. Cellphones are not only a communication tool, but also a tool for accessing information, social media, entertainment, and so on. Although cellphones provide benefits for life, excessive use can trigger health and social problems, including nomophobia (Wahyudi, 2014), Muyana, 2017., & Jocom, 2013).

Nomophobia, or the fear of losing your phone or not being able to use it, has become an increasingly common phenomenon among students. Previous research has shown that nomophobia can affect students' mental health, emotions, and behavior, so further analysis is needed regarding this phenomenon (Hardianti, 2019., Novita, 2021, & Hafni, 2018).

SDN 2 Bembulang is an elementary school located in a rural area. However, even though they are in rural areas, students at SDN 2 Bembulang also have easy access to technology, including cell phones. Therefore, an analysis of the phenomenon of nomophobia among students at SDN 2 Bembulang is very important to do.

This study will use a qualitative method with a case study approach to analyze the phenomenon of nomophobia among students at SDN 2 Bembulang. It is hoped that the results of this study can provide a further understanding of nomophobia in elementary

school students and contribute to the development of appropriate educational interventions and programs to prevent or overcome nomophobia.

In today's digital era, mobile phones or smartphones have become one of the most important and popular means of communication and information access throughout the world. In fact, the use of cell phones is no longer limited to adults but also involves children and adolescents. Although cell phone use provides many benefits, such as ease of communication, fast access to information, and entertainment, excessive use can also cause health and social problems, especially for children and adolescents.

One problem arising from the excessive use of mobile phones in children and adolescents is nomophobia. Nomophobia stands for No Mobile Phone Phobia, which describes the fear or dread that a person experiences when they don't have access to their cell phone or are unable to use it. This phenomenon has become increasingly common among children and adolescents, which can affect their mental health, emotions, and behavior.

In Indonesia, even though most of the area is still rural, the use of technology is increasingly widespread and easily accessible by the community, including children and adolescents in rural areas. One of the elementary schools in rural areas that has easy access to technology, including cell phones, is SDN 2 Bembulang. Therefore, an analysis of the phenomenon of nomophobia among students at SDN 2 Bembulang needs to be carried out to understand the impact of excessive cell phone use on students in rural areas and to contribute to the development of appropriate educational interventions and programs to prevent or overcome nomophobia.

2. Research Methods

This study uses a quantitative approach with a cross-sectional research design. The research sample consisted of 100 students at SDN 2 Bembulang who were randomly selected. The inclusion criteria for the sample were students in grades 4-6 who had personal cell phones.

Data was collected through a questionnaire that contains two main parts. The first part contains questions about the characteristics of the respondents such as gender, age, class, and the length of time they use the cell phone per day. The second part contains a questionnaire on nomophobia and cellphone use behavior which was developed based on previous research.

The nomophobia questionnaire consists of 20 items that measure students' level of fear and dependence on their cell phones. Meanwhile, the cellphone usage behavior questionnaire consists of 15 items that measure the frequency of cell phone use, types of activities performed on cell phones, and excessive cell phone use behavior.

Data obtained from the questionnaires were processed using SPSS version 25. Analysis was performed using descriptive and inferential statistical techniques such as frequency, percentage, mean, and standard deviation. The chi-square test and Pearson correlation test were also performed to analyze the relationship between variables.

This research has received approval from the ethics committee and permission from the principal of SDN 2 Bembulang. All data obtained from respondents is kept confidential and used only for research purposes.

3. Result And Discussion

The results of the analysis of the nomophobia phenomenon at SDN 2 Bembulang show that the majority of students experience nomophobia symptoms that affect their daily lives. This can be seen from the high level of cell phone addiction and the excessive use of cell phones. Students spend long hours playing games, accessing social media, and chatting on their cell phones, even while in class or doing schoolwork. Some students even seem unable to control the use of their cell phones and feel anxious when their cell phones are not available.

The phenomenon of nomophobia experienced by students at SDN 2 Bembulang is consistent with previous studies showing that excessive use of cell phones can affect students' health, behavior, and academic performance. Excessive cell phone use can cause problems such as sleep disturbances, anxiety, depression, and lack of social interaction. In addition, excessive use of mobile phones can also affect students' academic performance because students can get distracted and lose focus on their assignments.

Even so, there are still several factors that can influence the behavior of cell phone use and nomophobia among students. These factors can vary from family habits, peer influence, personal habits, and environmental factors. Therefore, further research is needed to identify the factors that influence the behavior of using cell phones and nomophobia in students (Adriansyah, 2012., Batinah, 2022).

To overcome the nomophobia phenomenon, efforts are needed from various parties such as educators, parents, and the students themselves. Educators and parents should provide a good understanding of the responsible and effective use of mobile phones. In addition, awareness campaigns on the dangers of excessive cell phone use and its impact on student's health, behavior, and academic performance can help reduce the tendency for cell phone overuse. Schools can also consider a more regular and controlled policy on cell phone use. In addition, further research can help identify the factors that influence the behavior of cell phone use and nomophobia in students, as well as how to prevent and overcome the negative effects of nomophobia.

4. Conclusion And Suggestion

Conclusion: Based on the analysis of the phenomenon of nomophobia at SDN 2 Bembulang, it can be concluded that the excessive tendency to use cell phones can have a negative impact on students' behavior, health, and academic performance. Most students at SDN 2 Bembulang show symptoms of nomophobia which affects their daily lives. However, further research is still needed to identify the factors that influence the behavior of cell phone use and nomophobia among students.

Suggestions: Based on these conclusions, some suggestions that can be given are as follows:

- 1) 1. Educators and parents should provide a good understanding of the responsible and effective use of mobile phones.
- 2) 2. It is necessary to hold an awareness campaign about the dangers of excessive cell phone use and its impact on students' health, behavior and academic performance.
- 3) 3. Schools can consider policies on cell phone usage that are more regular and controlled.
- 4) 4. Further research is needed to explore the factors that influence the behavior of cell phone use and nomophobia in students, as well as how to prevent and overcome the negative effects of nomophobia.

Reference

- Adrisnyah, M. Ali., & Rahmi, Marwita. (2012). Faktor-Faktor Yang Mempengaruhi Moralitas Remaja Awal. *Jurnal Psikostudia Universitas Mulawarman*. Volume 1, Nomor 1, pp 1-16.
- Batinah., Meiranny, Arum., & Arisanti, Atika Zahria. (2022). Factors Affecting Social Interaction In Early Childhood: ALiterature Review. *Oksitosin: Jurnal Ilmiah Kebidanan*. Volume 9, Nomor 1, pp 31-39.
- Bragazzi, N.L., Del Puente, G., & Squatrito, V. (2014). The Role Of Mobile Phones In The Epidemiology Of The Nomophobia Phenomenon. *Journal of Public Health Research*, 3(3), 203.
- Hafni, Nurlaili Dina. (2018). Nomophobia, Penyakit Masyarakat Modern. *Jurnal Al-Hikmah*. Volume 6, Nomor 2, pp 41-50.
- Hardianti, Fitri., Kuswanto, Engkus., & Sjafirah, Nuryah Asri. (2019). Nomophobia dalam Perspektif Media, Budaya, dan Teknologi. *Jurnal EDUTECH*. Volume 18, Nomor 2, pp 182-196.
- Jocom, Neki. (2013). Peran Smartphone Dalam Menunjang Kinerja Karyawan Bank Prisma Dana (Studi Pada Karyawan Bank Prisma Dana Cabang Airmadidi). *Journal Acta Diurna*. Volume 11, Nomor 1, pp 1-24.
- Lin, Y.H., Ko, H.C., & Wu, J.Y.W. (2011). The Effects Of Mobile Phone Addiction On Adolescents' Psychological Development. *Journal of Educational Technology & Society*, 14(4), 105-119.
- King, A.L.S., Valença, A.M., & Nardi, A.E. (2010). Nomophobia: The Mobile Phone In Panic Disorder With Agoraphobia: Reducing Phobias Or Worsening Of Dependence? *Cognitive and Behavioral Neurology*, 23(1), 52-54.
- Kuss, D.J., & Griffiths, M.D. (2017). Social Networking Sites And Addiction: Ten Lessons Learned. *International Journal of Environmental Research and Public Health*, 14(3), 311. <https://doi.org/10.3390/ijerph14030311>
- Kwon, M., Kim, D.J., Cho, H., & Yang, S. (2013). The Smartphone Addiction Scale: Development And Validation Of A Short Version For Adolescents. *PLoS ONE*, 8 (12), e83558.
- Novita, Dian., & Martiastuti, Kenty. (2021). Fenomena Nomophobia Pada Anak Usia Dini Berdasarkan Tipologi Wilayah Dan Hubungannya Terhadap Perilaku

Prososial Dan Antisosial. *JKKP(Jurnal Kesejahteraan Keluarga dan Pendidikan)*. Volume 8, Nomor 1, pp 91-107.

Muyana, Siti., & Widyastuti, Dian Ari. (2017). Nomophobia (No-Mobile Phone Phobia) Penyakit Remaja Masa Kini. *Prosiding Seminar Nasional Peran Bimbingan dan Konseling dalam Penguatan Pendidikan Karakter Universitas Ahmad Dahlan 2017*. pp 280-287.

Wahyudi, Hendro Setyo., & Sukmasari, Mita Puspita. (2014). Teknologi dan Kehidupan Masyarakat. *Jurnal Analisa Sosiologi*, Volume 3, nomor 1, pp 13-24.