ANALYSIS OF THE PHENOMENON OF *PHUBBING BEHAVIOR* IN SOCIAL INTERACTION AND ACADEMIC ACTIVITIES OF STUDENTS IN THE CITY OF MEDAN

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ABSTRACT

This study aims to understand the phenomenon of phubbing in one of the State Campus environments in the Pancing Area of Medan and its impact on students. Phubbing, or the act of ignoring people around because of being too focused on smartphones, is a special concern in the context of social interaction on campus. This study uses a qualitative approach with a descriptive analytical method to explore more deeply how phubbing occurs in the campus environment and how the situation affects the social, academic, and psychological lives of students. Data were collected through observation, interviews, and field documentation. The results of the study indicate that there is a Phubbing Phenomenon in the campus environment in a study conducted at one of the state campuses in the Pancing Area of Medan. The Phubbing situation affects the quality of students' social interactions, can hinder students' concentration in thinking, and has the potential to create social isolation and emotional gaps among students. This study is expected to provide insight into the development of policies and strategies to reduce the negative impacts of phubbing in the campus environment.

INTRODUCTION

The fourth industrial revolution has brought great changes in various aspects of human life, especially in the field of technology and information. New innovations have emerged and have a direct impact on the way humans communicate and carry out daily activities. One of the results of this progress is the development of smartphones into tools that are inseparable from modern human life. With fast internet connections and a wide range of applications, smartphones are now the main means of supporting individual activities (Farkhah, Saptyani, Syamsiah, et al., 2023). The existence of this device is very helpful in accessing information, learning, and building social relationships online.

However, behind all the convenience that technology offers, there are also social challenges that arise as a consequence. One of them is the phenomenon *Phubbing*, which is the behavior of ignoring others around because they are too engrossed in *Smartphone* (Rosdiana et al., 2023). This term comes from the combination of the word "*Phone*" and "*Snubbing*", which literally means rejecting or ignoring someone for the sake of a cell phone (Isrofin, 2020). According to Pranoto & Walisyah (2023) *Phubbing* It is a symbol of changes in the way humans interact in the digital era. People, especially the younger generation, are increasingly accustomed to establishing relationships virtually and are slowly ignoring face-to-face interactions.

Phenomenon *Phubbing* It is very common to find among college students, considering that this group is included in the category of active users of social media and digital technology (Ningtias et al., 2022). Students utilize smartphones not only for academic needs, but also for entertainment and communication. Despite its benefits, uncontrolled use can have a negative impact on social relationships. Students often focus more on their phone screens when they are in social situations such as group discussions, organizational meetings, or informal conversations (Akbar et al., 2018). This can reduce the quality of interaction and weaken the sense of togetherness.

According to Damayanti & Arviani (2023), *Phubbing* causes decreased satisfaction in interpersonal relationships and decreases the quality of communication. When a person feels neglected because the person they are talking to is too focused on their phone, there is a feeling of being unappreciated and not considered. In the long term, this condition can cause conflict, emotional distance, and even a fracture in social relationships (Firman, 2022). For students, this can have an impact on the ability to build networks, teamwork, and activeness in campus activities. Therefore, *Phubbing* become an important social phenomenon for further research.

Hasanah & Putri Research (2021a)It also highlights that phubbing affects not only the neglected individual, but also the perpetrator himself. Students who often phubbing tend to have difficulty building meaningful social relationships. They are more likely to feel isolated, less confident, and dependent on validation from social media. Interactions that were originally warm and personal turned into rigid and superficial. This suggests that dependence on digital devices can have an impact on a person's quality of social life.

Currently the phenomenon *Phubbing* began to receive attention, even though the term was not widely known in the community. However, the practice is already very visible in daily life, especially in the higher education environment. Students often use smartphones in the classroom, during discussions, and even when interacting with lecturers. In fact, the academic atmosphere ideally supports direct interaction and active participation in the learning process (Jihan & Rusli, 2019). If this phenomenon continues, it is feared that it will reduce the quality of education and interfere with the development of students' social character (Yusnita & Syam, 2017).

The campus environment at one of the public universities in the Fishing area, Medan, shows that phubbing behavior is quite high among students. At various points on campus such as canteens, libraries, and lecture halls, students are more often seen staring at cell phone screens than engaging in live conversations. They prefer to interact through social media even though they are in the same room. This shows that there is a shift in values in social interaction that needs to be studied more deeply. The campus, which was supposed to be a place for cooperation and communication, has instead turned into an individualistic space.

Impact *Phubbing* in the campus environment is not only felt in social interaction, but also in academic activities (P, 2020). Students who focus too much on their phones tend to pay less attention to the material delivered by the lecturer. They also become passive in discussions and are less able to work together in groups. As a result, the quality of learning decreases and educational goals are not optimally achieved. In addition, students miss out on the opportunity to develop social skills that are essential in the world of work (Sitorus, 2024).

In addition to concentration issues, *Phubbing* It can also lead to decreased empathy and social sensitivity. Students who are familiar with digital communication may have difficulty understanding facial expressions, body language, or emotions from the interlocutor (Zis et al., 2021). They can also become less concerned about their surroundings because their attention is focused on the virtual world. Healthy social interaction requires a genuine physical presence and emotions, which cannot be completely replaced by technology. If left unchecked, this will have an impact on the quality of relationships and students' ability to build social networks.

The problem of phubbing is also closely related to the low awareness of digital ethics among students. Many of them do not understand the limitations of using technology wisely in public spaces, especially in social or academic situations. Use *Smartphone* excessive can be considered a form of rudeness, especially when used while others are talking (Mustolah et al., 2022). Therefore, it is important for educational institutions to provide education about digital ethics and the responsible use of technology. Digital literacy is the key to building a generation that is not only technologically savvy, but also empathetic and socially conscious.

In a theoretical framework, this study uses the theoretical approach of technological determinism proposed by Marshall McLuhan (Gaddafi et al., 2020). This theory states that technological developments not only affect the way humans communicate, but also shape social and cultural structures. In context *Phubbing*, communication technologies such as smartphones have created a new social reality. College students are no longer dependent on physical interaction to establish relationships, because everything can be done online(Isrofin & Munawaroh, 2021). However, this comfort has consequences for changing communication patterns and social ethics.

Through the approach of technological determinism, this research aims to understand how technology affects student behavior in the campus environment. Has the intensive *use of smartphones* shifted social values that were previously upheld in campus life? Do students become more individualistic and less involved in the academic community because of phubbing? These questions are the basis for designing the research. The researchers hope to find patterns and trends that emerge from cell phone use habits in students' social and academic lives.

Previous research by Aditia (2021) emphasizing the need for guidance and counseling services in overcoming the negative impact of phubbing. According to him, this behavior can interfere with the psychological development of adolescents and students if not handled properly. Proper guidance can help students realize the importance of a balance between the use of technology and direct social relationships. Thus, educational institutions have an important role in creating an environment that supports healthy and balanced interactions. This balance is an important basis for the success of education and the development of student character.

Abivian (2022) also underlined that the digital revolution needs to be balanced with adequate digital literacy. Students as the digital generation must be equipped with the ability to think critically in using technology so as not to be trapped in dependence. If not controlled, excessive use of mobile phones will have complex psychological and social impacts. Therefore, educational institutions are expected to be able to develop curricula and activities that support the formation of positive digital characters. In this case, phubbing should be understood as a social issue that requires a multidisciplinary approach.

Based on this background, this study aims to analyze the phenomenon of phubbing in social interaction and academic activities of students in the city of Medan. This research focuses on how phubbing behavior occurs in the campus environment and its impact on the social life and learning process of students. In addition, this research also aims to provide insight into how educational institutions can manage the use of technology so as not to interfere with the quality of interaction. By understanding this phenomenon in depth, it is hoped that effective strategies can be formulated to create a balanced digital culture. This research is important to support the formation of an academic environment that is humanist and adaptive to technological developments.

RESEARCH METHODS

This study uses a qualitative approach with an analytical descriptive method. Qualitative research aims to comprehensively understand the phenomena experienced by the research subject, such as behavior, perception, motivation, and action. This understanding is obtained through descriptions with words or language that involve holistic aspects (Moleong, 2014). The analytical descriptive method involves collecting data according to real conditions, which are then compiled, processed, and analyzed to provide an overview of the problem being researched (Huldi, 2020). The main focus of this method is on the problems that are occurring during the research, so that the results can be processed and analyzed to produce relevant conclusions. Qualitative research was chosen because it is suitable for in-depth exploration of the phenomenon of phubbing in one of the campuses in the Medan Fishing Road Area. The researcher acts as an active observer, (as an instrument) with the aim of providing a comprehensive and detailed picture of the phenomenon of phubbing. The analytical descriptive method is used to provide an overview of the phenomenon that is the focus of the research, namely how the phenomenon *Phubbing* in the campus world. How about the phenomenon *Phubbing* in the campus environment, related to student behavior in their daily social and academic interactions.

This research was conducted on one of the campuses in the fishing area of Medan, with research subjects consisting of students, lecturers, and campus staff who have involvement in social interaction in the academic environment. The researcher aims not only to describe the existing situation, but also to provide an overview of the phenomenon of phubbing on campus, its causative factors, and its impact on students' social and academic interactions, so that it can provide a deeper and more relevant insight into phubbing that occurs in students on campus. Data collection techniques are carried out by observation, interviews, and documentation. Data obtained from interviews, observations, and documentation were analyzed using triangulation to ensure the validity of the data by confirming findings from various data sources (interviews, observations, and documentation). This helps in obtaining a more comprehensive picture. This study adheres to the ethical principles of the study by ensuring that participants give informed *consent*. The confidentiality of participants' identities and information is strictly maintained. The researcher also strives to maintain objectivity and fairness in data analysis and reporting of results.

RESULTS AND DISCUSSION
The Phenomenon of *Phubbing* in the Campus Environment

Behaviour *Phubbing* can be reflected as an individual who is looking at or using his mobile phone while talking to others, and is busy with his smartphone and ignores interpersonal communication with the other person. While *Phubber* is the name for people who do phubbing themselves, a phubber uses a smartphone as an escape to avoid discomfort in the crowd (Youarti & Hidayah, 2018).

Phenomenon *Phubbing* occurred significantly among students at one of the public campuses in the fishing area. This phenomenon is often seen in the campus environment, precisely in canteens, campus stops, and even in rooms during lectures. Students tend to interact with their gadgets more often than with fellow students or lecturers. This excessive use of smartphones interferes with face-to-face communication and leads to a decrease in the quality of social relationships. *Phubbing* It is also seen as a common behavior in peer groups, where previously intense communication turns to interaction through social media and instant messaging apps (Rosdiana & Hastutiningtyas, 2020).

According to Ekasari (2022) behaviour *Phubbing* can be identified through several traits that provide deep insight into their negative impact on interpersonal relationships. The first feature is the withdrawal of eye contact, which indicates that the individual is too focused on *Smartphone* tend to ignore the visual communication that is important in a conversation. By not maintaining eye contact, interpersonal interactions lose depth and intimacy.

The second characteristic of behavior *Phubbing*, as explained by Valiya Geovany (2020), is an emotional impact that can limit interpersonal relationships. Use *Smartphone* Excessive can lead to discomfort and feelings of being ignored by those around, hindering the ability to form and maintain strong connections. Thus, *Phubbing* Not only about the lack of face-to-face interaction, but also about disruption in the emotional dynamics between individuals (Rafinia, 2021).

Behaviour *Phubbing* It has several recognizable characteristics in everyday social interactions. First, individuals who do *Phubbing* tend to exhibit low-intensity communication in face-to-face interactions without intermediaries (Yang et al., 2023). They often ignore the presence of people around, use mobile devices when in public places, and even stay busy with their phones when they are at home with family members. Second, phubbing perpetrators generally always prioritize the use of smartphones rather than listening to other people in discussions. This can be seen from the habit *Multitasking* with mobile phones, excessive use, as well as a lack of awareness of the presence of others, which ultimately interferes with the quality of direct communication (Hanika, 2015).

Furthermore, the third characteristic of phubbing behavior is the presence of elements that can indirectly cause emotional damage to other people in the social environment. Individuals who phubb often focus on electronic devices while having a conversation, making the person they want to talk to feels ignored or unappreciated. Excessive preoccupation with smartphones can cause other individuals to feel offended or insulted due to the lack of attention given directly. This behavior also reflects a high fixation or attachment to the phone, which makes the perpetrator

Phubbing seems indifferent to the social situation around him (Ivanova et al., 2020). As a result, social relationships that should be built in a healthy way are disrupted due to the lack of emotional involvement from the perpetrators of phubbing (Emeraldien & Hidayat, 2019)

Phubbing *behavior* is influenced by several factors that often appear unconsciously in students' daily lives, especially in the campus environment. One of the factors that is quite dominant is the situation when the individual is alone. In one of the campuses in the Fishing area, Medan, many students were found using mobile phones when they had no friends to talk to or were waiting for lecture time. This activity is carried out as a form of diversion from boredom, or to fill time with activities such as checking WhatsApp messages, watching videos, doing assignments, looking for lecture material references, and simply surfing social media. Unknowingly, this habit makes them less sensitive to the presence of people around them and ends up tending to ignore direct social interactions.

In addition, another factor that contributes to phubbing behavior is internet addiction. The internet does provide many conveniences, ranging from wide access to information to various applications that support academic and entertainment activities. However, excessive use of apps on smartphones can cause individuals to become overdependent. This dependence triggers the habit of constantly connecting online, even in times that are not socially appropriate. As a result, attention to the surrounding environment becomes increasingly minimal because the main focus is on digital devices.

The third factor that also plays an important role is addiction to social media. Social media has become a very broad and versatile communication platform, encompassing games, conversations, information sharing, and various forms of multimedia content. Platforms like Instagram, TikTok, and Twitter actively encourage users to stay connected and provide various incentives for them to continue interacting online (Scott, et al., 2018). Excessive reliance on social media causes individuals to feel compelled to always check notifications, update status, or simply keep up with the latest trends. As a result, they are more focused on the virtual world and become unresponsive to social interactions in the real world, thus reinforcing phubbing behaviors in their daily lives.

The Phenomenon of *Phubbing* Outside the Classroom

Phenomenon *Phubbing* Outside the classroom, it is often seen in various areas of the campus, such as the cafeteria, library, campus parking area, and others. In the canteen, students tend to focus more on their phones rather than interacting directly with friends. In the library, although this place is supposed to be an area for studying, some students remain stuck in their digital activities, such as scrolling social media. *Phubbing* It is also seen in the campus bus stop area, where some students tend to be cool with their phones when waiting for transportation or waiting for their friends. In addition, in public areas, such as parks or parking areas, *Phubbing* It is increasingly visible, showing how dependence on digital devices has affected social interactions such as lack of concentration during learning activities in the lecture classroom and in the campus environment (Parmaksız, 2021).

***Phubbing* in the Canteen**

Phubbing, which refers to the act of ignoring people around in favor of paying attention to a cell phone, often occurs in campus cafeterias. The canteen, as a place for relaxed social interaction, is actually an area where students tend to be busier with their phone screens. This phenomenon occurs when students sit with friends, but focus more on social media, doing assignments, or text messages rather than communicating with each other.

Figure 1

The phenomenon of *phubbing* in the canteen.

Source: Researcher Findings Data, 2024

This can be seen in Figure 1, namely the phenomenon of *phubbing* in the canteen, the picture above was taken at the campus canteen / *food cort* during the lunch break at around 12:15 WIB. The image shows that there is indeed a group of students sitting in the cafeteria while playing with their phones. Based on the observations, it was seen that four students were engrossed in talking and discussing courses while waiting for food orders to arrive. However, one of them seemed to be busy with his phone, scrolling social media and checking messages on WhatsApp because he was worried about missing important information, whether from social media, friend groups, or lecture information. Based on the results of an interview conducted with a resource person with the initials MUS, data was obtained that when asked, "Have you ever felt neglected because your friends are more focused on their phones when they are with you?", MUS admitted that they had experienced this. He said that because of his phubbing behavior, he felt ignored by his own friends.

> *"....I once felt neglected when I was talking to friends, but they were busy looking at their phone screens, so they didn't listen to me talk too much. I feel unappreciated. It feels like talking to themselves because they don't seem to be listening. Sometimes I choose to stop talking or repeat what I say until they realize..."*

The results of the above interview are also supported by documentary evidence in the form of photos taken during the interview. The following is a photo of the interview in picture 2

Figure 2

RJP Informant Interview

Source: Researcher Findings Data, 2024

Then the reason why students on campus often use their mobile phones when they are in a social environment such as the canteen, according to the RJP sister of the 7th semester student, based on interviews that have been conducted about this

"....Students often use their mobile phones because sometimes there is important information from WhatsApp, for example from lecturers or friends about assignments. In addition, sometimes there are interesting things on social media, so attention is divided. because of habit. At first, I might just want to check for a while, but because there was something interesting, it ended up being a continuation...."

As a result of the above interviews that have been conducted with the informant, data was obtained related to the reasons why *phubbing* occurs in the canteen, because students when gathering in the canteen feel bored When there is no interesting conversation when they are waiting for the order to come, then sometimes there is important information from their mobile phones, and Students sometimes often use time in the cafeteria to complete assignments, read e-books, or look for information, so that the phone becomes an indispensable tool, because it is focused on its mobile phone without realizing it ignores its nearby friends or the surrounding environment.

College students who engage in *phubbing* more often feel more isolated, even though they are in the middle of a crowd. These activities create emotional distance and reduce satisfaction in social relationships. In addition, the tendency to constantly check the phone also interferes with the moment of rest or mealtime that should be an opportunity to relax. *Phubbing* in the canteen is a reflection of how technology affects social habits. To create a more interactive atmosphere, a collective awareness of the importance of maintaining a balance between the digital world and the real world is needed.

Phubbing In The Library

Phubbing in libraries has an impact on social interaction and academic collaboration among students. In a study conducted by Valiya Geovany (2023), students who engage in group discussions in the library are often distracted by their cell phone notifications, which ultimately reduces the quality of group discussions and cooperation. Activity *Phubbing* It also interferes with interpersonal communication that should occur more intensely and deeply in shared learning spaces. This causes students to be more introverted and less involved in interaction, which can decrease the ability to collaborate on academic assignments. Students who are more often involved in *Phubbing* tend to find it difficult to develop the social skills necessary in an academic and professional environment.

Figure 3
The phenomenon of *phubbing* in libraries
Source: Researcher Findings Data, 2024

Figure 3 above is a *phubbing phenomenon* in the library at one of the public campuses in the Pancing Medan area, There are students who come to the library to access reading materials or complete assignments. This is due to multitasking habits, such as using a phone to search for references, reading e-books, or completing assignments, which sometimes turn to non-academic activities such as social media or entertainment. The library's quiet environment and free Wi-Fi access also encourage intensive mobile phone use. The results of the interview that have been conducted with RL are related, Whether the phenomenon of phubbing is more common in certain situations (such as in canteens, libraries, classrooms, and public areas) then statements according to RL related to *Phubbing* in libraries

> *"....despite being in the library, sometimes students occasionally check social media notifications, important chats, look for other reference sources or open other applications, When feeling bored, bored, or having difficulty finding material or understanding learning materials, mobile phones become a quick and easy escape to reduce boredom...."*

The results of the above interview are also supported by documentary evidence in the form of photos taken during the interview. The following is a photo of the interview in figure 4.

Figure 4
RL Informant Interview
Source: Researcher Findings Data, 2024

Phubbing can be an opportunity to increase the effectiveness of the use of technology in learning. With electronic devices such as mobile phones or laptops, students have wider access to digital learning resources, such as scientific journals, e-books, and learning support applications. Students can use technology to quickly search for information, discuss through online platforms, or organize joint assignments more efficiently.

Phubbing in the Campus Bus Stop Area

Phubbing In the campus parking area, it is a behavior that often occurs when students focus more on their electronic devices, such as cell phones, than interacting with people around them. This can be seen from students who are engrossed in scrolling through social media, reading e-books, or watching videos while waiting for transportation (Siregar, 2024). This situation creates an atmosphere where direct social interaction becomes minimal, even though the bus stop is a potential space to build communication between students. Sulastri Research (2023) suggests that reliance on technology and the desire to stay digitally "connected" are the main causes of this behavior.

In today's digital era, students use their mobile phones more to read academic articles, access information about transportation schedules in a timely manner. *Real-time*, or discuss with friends through digital platforms (Cahyadewi et al., 2022). Additionally, technology can encourage collaboration, such as sharing ideas or discussing group tasks even when in a public place. With good time management, the use of electronic devices can also provide comfort while maintaining awareness of the surrounding environment. The combination of technology and direct communication allows students to maintain positive social relationships, creating a dynamic and productive atmosphere at the campus bus stop (Ramadhani et al., 2024).

The Phenomenon Of *Phubbing* In The Classroom

Phenomenon *Phubbing* In the classroom, it occurs among students, where they focus more on their phones than on the material delivered by the lecturer. *Phubbing* in the classroom can hinder the teaching and learning process of students, and reduce their ability to understand the subject matter optimally. According to research conducted by (Hasanah & Putri, 2021b), more than 50% of college students admit to being frequently distracted by their phones while in class, whether to check social media, reply to messages, or open other important apps.

Figure 5
Phubbing in the classroom.
Source: Researcher Findings Data, 2024

This can be seen in figure 5 above, namely *Phubbing* in the classroom. The picture above was taken in the Semester 5 classroom at 13:20 WIB. The picture presents that it is true that there are students who use mobile phones when lecturers explain lecture materials to find references related to lecture learning materials, but this can be switched to other activities such as social media or entertainment. Some students record lecture material directly on their phones or devices, which can invite distractions from notifications or other applications. The reliance on social media makes it difficult for students to ignore notifications that appear during lectures, so they are tempted to check their phones. Students feel that they have to do several things at once, such as listening to lecturers while replying to messages or checking other applications. This is in line with the following excerpt of an interview with RAS,

> "....Phubbing occurs because sometimes the teaching method is monotonous or less interactive, so students feel bored and choose to look for entertainment through mobile phones. In addition, because dependence on technology also now plays a big role. Because I think that now mobile phones have become a versatile tool, not only for taking notes or looking for additional information, but also for doing tasks. However, it is undeniable that sometimes students turn to social media or other entertainment when they feel bored in class...."

The results of the interview took place on campus, precisely in front of *the exmal* classroom when students finished lectures during the day. The results of the interview simply presented that *phubbing behavior affects students'* focus and concentration. In addition to the interviews, the following documentary evidence also supports the results of this study. Here is the documentation photo

Figure 6
Interview with RAS
Source: Researcher Findings Data, 2024

Then regarding the question, do you think *phubbing* affects the relationship between lecturers and students in class, according to E. Safitri based on interviews that have been conducted

> *"...Phubbing can make the relationship between lecturers and students less close. Because when students focus more on their mobile phones than on their lecturers, students who are often busy with their mobile phones, they can lose their understanding of the material presented. In addition, lecturers may feel unappreciated because students look unenthusiastic when attending lectures...."*

From the results of the above interviews that have been conducted, data related to the phenomenon *of phubbing* in the classroom occurs due to the increasing dependence on electronic devices that provide quick access to information, entertainment, and digital communication. Students often use their phones or laptops to search for references related to the material being discussed, take notes, or complete assignments directly. This reflects how technology has become an integral part of the modern learning process. In addition, the need to stay digitally connected, both with friends and other social networks, is also the main reason for *phubbing behavior*.

While it can disrupt face-to-face interactions, the use of this technology, if managed wisely, can bring positive benefits in supporting learning. With the right guidance from lecturers, students can be directed to use electronic devices productively and focus on academic activities. Therefore, the phenomenon of *phubbing* does not always show negative impacts, but it also reflects a great opportunity to integrate technology into more interactive and innovative learning.

Phubbing Positive Behavior In The Classroom

Phubbing Generally considered a negative behavior, some aspects of its use in the classroom can bring benefits if done appropriately. In academic contexts, students often use their phones to support the learning process, such as looking for additional references, jotting down important information, or checking relevant material online. Students involved in *Phubbing* for academic purposes, such as reading *E-book* or access scientific journals during lectures, tend to be more active in class discussions and have a deeper understanding of the topics being discussed. In this case, *Phubbing* can help students enrich their insights and support the learning process directly, as long as it is done in a controlled manner and does not interfere with their attention to the lecturer (Constantine & Setijadi, 2023).

Moreover *Phubbing* It can also be used as a collaboration tool in the classroom. Students often use messaging apps or social media to communicate quickly with their group members while working on assignments together. They can share information resources or discuss subject matter more efficiently through digital devices. It also allows them to get direct input from classmates or lecturers regarding the assignment or project they are working on. The use of mobile phones for activities such as monitoring academic schedules, setting assignment reminders, and storing digital records can improve students' time management and regularity in carrying out their academic activities, thus making phubbing a positive behavior when used wisely.

Phubbing and Students' Critical Thinking Skills

Phenomenon *Phubbing* It doesn't just happen right away. Behavior that continuously uses smartphones unconsciously forms behaviors that lead to *Phubbing*. As well as the results of studies that show where excessive smartphone use has a positive correlation with behavior *Phubbing* (Nugraha et al., 2022). Social media use is also one of the determining factors *Phubbing* in a person (Karadağ et al., 2015).

Research by Farkhah, Saptyani, & Syamsiah (2023) showed that the integration of technology in learning increases student active participation, while Budiman & Anditasari (2024) confirms that mobile-based apps support the development of analytical and problem-solving skills. Therefore, phubbing has the potential to be a useful learning tool, as long as its use is managed with a positive and planned purpose. The results of the interview that has been conducted with RA's mother. So related data was obtained, whether phubbing had an impact on students' academic performance, according to Mrs. RA, she said

> *"... Phubbing can affect students' insights and knowledge, in the past students were called bookworms, but now students have switched to mobile phones when looking for information on learning materials more easily without having to go to the library which takes time, so that with this convenience it can affect student*

performance to be easier to find material or explore learning using mobile phones such as reading from e-books, watching presentations, or national and international seminars and others, so that it can increase students' insight in critical thinking...."

From the results of the interview above, it can be concluded that *Phubbing*, which is often considered a disturbance in social interaction, can be a positive opportunity to support students' critical thinking skills if used wisely. Mobile phones, as one of the causes of phubbing, can be used to access information in real-time, which enriches insights and supports more in-depth data analysis. In the context of education, mobile phones also serve as an effective tool to support academic collaboration through various digital applications. Students can discuss flexibly with classmates and lecturers, explore subject matter, and complete group work. The use of appropriately directed mobile phones provides an opportunity to obtain constructive feedback that can strengthen students' evaluative abilities in assessing arguments, making decisions, and encouraging creative and innovative solutions.

Phubbing and participation in class discussions

Phubbing, or the behavior of ignoring social interaction in favor of focusing on the phone, does have a significant impact on student participation in class discussions. However, this phenomenon can also be an opportunity to educate students about the importance of a balance between the use of technology and involvement in the social environment. When students understand the negative impact of phubbing on learning, they can be motivated to be more aware of their active role in the classroom. Research by Arisna (2022) which shows that 68% of college students feel that mobile phone use reduces their involvement in discussions can be used as a source for reflection. With the guidance of lecturers, students can be encouraged to adopt positive habits, such as setting a specific time to use their phones and focusing on direct interaction during discussions.

After an interview with informant S. Bangun about, How phubbing affects student participation in group discussions or class activities on campus, in line with this

"....In my opinion, phubbing affects student participation in group discussions or class activities. Sometimes when we are discussing group assignments, there are friends who are busy with their phones, whether they are on social media or doing other things. As a result, the discussion becomes less effective, and we have to repeat or wait for them to refocus...."

The interview took place on campus, precisely in front of the exmal classroom when students finished lectures during the day. The results of the interview simply presented that *phubbing behavior affects students'* focus and concentration. In addition to the interviews, the following documentary evidence also supports the results of this study. Here is the documentation photo

Figure 7
Photo Interview with SB
Source: Researcher Findings Data, 2024

In addition, according to Mrs. AY, regarding how *phubbing* affects student concentration and participation in lectures, she said that

> *"....I think it is very influential, because their interest in learning has decreased because their focus on smartphones when discussing in class or listening to lecturers when explaining, they do not understand the material delivered by their own friends or lecturers Smartphones are like knives that can be used for good things, looking for a reference idea or new things, It can also be used for bad things. Students are not interested in learning and focus is diverted to cellphones...."*

From the results of the interview above, it can be concluded that educational institutions can take advantage of this situation to encourage a more collaborative and interactive learning culture. *Phubbing* which is often considered a barrier can be turned into an opportunity to practice communication skills and strengthen social connections between students. For example, through flexible classroom rules, such as phone-free discussion sessions, students can be more focused and feel connected to their learning environment. This approach not only helps reduce negative perceptions of *phubbing*, but it also improves group dynamics, builds mutual respect, and encourages active participation. Thus, *phubbing* can be a learning moment for students to develop skills that are relevant to the professional world while creating a more positive academic environment.

Phubbing and critical problem-solving

Phubbing, which is often thought of as a disruption in social interaction, can actually be a positive opportunity to support students' critical thinking skills if managed wisely. Mobile phones, as one of the causes of phubbing, can be used to access information in real-time, which enriches insights and supports more in-depth data analysis. In the context of education, mobile phones also serve as an effective tool to support academic collaboration through various digital applications. Students can discuss flexibly with classmates and lecturers, explore subject matter, and complete group projects. The use of appropriately directed mobile phones provides an opportunity to obtain constructive feedback that can strengthen students' evaluative abilities in assessing arguments, making decisions, and encouraging creative and innovative solutions. Research by Alkautsar (2023) showed that the integration of technology in learning increases student active participation, while Raharjo (2021) confirms that mobile-based apps support the development of analytical and problem-solving skills. Therefore, *Phubbing* has the potential to be a useful learning tool, as long as its use is managed with positive and planned goals.

Phenomenon *Phubbing* in this study involves the theory of technological determinism, which is put forward by Marshall McLuhan The theory that information and communication technologies not only influence human behavior and ethics, but also bring about a revolution in the operation of social systems (Budiyana et al., 2024). With this approach, the research aims to understand how technological developments have changed patterns of social interaction, especially in the context of practice *Phubbing*. Through the analysis of the theory of technological determinism, researchers seek to explain how the use of technology, especially smartphones and social media, has had a significant impact on communication behavior and relationships between humans, as well as how phenomena *Phubbing* is a manifestation of this change in social dynamics. Through targeted educational efforts, *Phubbing* What was initially perceived as a challenge can be turned into an opportunity to train students in managing distractions, improving focus, and strengthening their social skills. Thus, phubbing can be a starting point to develop a learning culture that supports critical thinking skills, both individually and in groups

CONCLUSION

The phenomenon *of phubbing* among students at one of the public campuses in the Medan fishing area actually reflects how technology has become an integral part of daily life, both in social and academic environments, such as in classrooms, canteens, libraries, and bus stops. While *phubbing* is often associated with a focus on mobile phones that reduces direct social interaction, electronic devices also open up great opportunities for students to access information, increase productivity, and support independent learning. In class discussions, for example, technology can be used to seek additional references or participate through digital platforms that support collaboration. If well

directed, *phubbing* behavior can be utilized to strengthen critical thinking skills and increase participation in academic activities. Lecturers and students can jointly create a more interactive campus atmosphere by integrating the use of technology in a balanced manner. In addition, students can maintain healthy social relationships by setting aside time for face-to-face communication, so that a balance is created between the use of technology and interpersonal relationships. With this approach, the academic and social environment of the campus can become more conducive, innovative, and support the development of students' skills holistically

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