
THE EFFECT OF PHUBBING ON STUDENTS' ACADEMIC PROCRASTINATION

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ABSTRACT

The purpose of the present study was to measure the effect of phubbing on university students' academic procrastination. This quantitative study employed Chopitayasunondh and Douglas's Generic scale of phubbing and Hariati's academic procrastination scale. The respondents were 278 university students, the number of the respondents were determined based on Isaac and Michael table. The collected data were analyzed using simple linear regression. The result of the study reveals a significant effect of phubbing on academic procrastination. This result contributes to the body of knowledge, showing that in addition to lowering relationship and life satisfaction, phubbing may result in academic procrastination.

Keywords: phubbing, academic procrastination, student

INTRODUCTION

Smartphone with sophisticating features has been a part of Indonesian people's lifestyle. Individuals of all ages, from children to adult, possess smartphone. However, smartphone and its features are found to affect people's social behavior. One of the effects of smartphone, in psychological aspect, is the emergence of phubbing phenomenon (Karadag et al., 2015). Phubbing refers to a behavior being more focused on smartphone screen and tend to ignore others during physical, direct interaction (Ugur & Koc, 2015; Abeele, Antheunis, & Schouten, 2016; Nazir & Pişkin, 2016; Abramova, dan Baumann, Krasnova, & Lessmann, 2017.)

This definition is supported by Chotpitayasunondh and Douglas's (2018) study that found that phubbing significantly and negatively affects the communication quality and relationship satisfaction. Meanwhile, Guazinni, et al. (2019) view phubbing as a form of addiction. In the same vein, Al-Assagaf, MacCulloch & Wiener (2018) state that phubbing lead to various negative effect on relationship quality and satisfaction, which is also supported by Aagaard's (2019) findings on adverse effect of phubbing. Despite its adverse effect, it is interesting to explore why people are still engaged in this harmful behavior. This condition occurs mostly on generation Z, i.e., those who are born between 1995 and 2010. The study conducted by Markplus Insight

Indonesia (Yulianti, 2014) reported that most of smartphone user (39%) are individuals aged from 16 to 21 years old.

In this age range, they are categorized as adolescent. The early adolescence period occur between 13 to 16 or 17 years old and the late adolescence period begin in 17 or 18 years old (Hurloc, 1980). Generation Z use to build relationship with people through social media since any information they need may be fulfilled through their smartphone screen.

It is undeniable that phubbing makes people comfort playing with their smartphone and possibly postponing their tasks or responsibilities. Such behavior of unnecessarily postponing tasks is also known as procrastination. In education context, smartphone is expected to help university students improve their access to information, yet the fact shows that they are preoccupied by smartphone and neglecting academic responsibilities.

Phubbing is assumed to correlates with academic procrastination, as stated by Muyana (2018), academic procrastination is caused by lack of belief in one's ability, concentration disorder, social factors, poor time management skills, lack of initiative, poor personality, and laziness.

Academic procrastination is a problem that should be properly treated since it results in poor academic achievement. Purnama and Tamsil's (2014) study in Faculty of Sport Science of Semarang State University found that students who are actively engaged with organizational activities report higher level of academic procrastination.

Meanwhile, our interview with Guidance and Counseling Department students of Universitas Lambung Mangkurat revealed that their activities are mostly done using smartphone, they stated that when they intended to search for materials for their assignment through smartphone, they could be distracted by news and social media.

Previous studies found that phubbing may affect one's relationship satisfaction with partners and colleagues (Wang et al., 2019; Abeele & Postma-Nilsenova, 2018). It was

also found that parents with phubbing behavior increase adolescents' smartphone addiction (Xie et al., 2019). Meanwhile, Erzen et al., (2019) state that individuals with neuroticism and conscientiousness personality trait tend to do phubbing. Umari, Rusandi & Yakub (2019) concluded that phubbing may affect relationship satisfaction and personal well-being.

Previous studies have not reported specific effect of phubbing on individuals' academic activity. Accordingly, the present study examined the effect of phubbing on students' academic procrastination.

RESEARCH METHODOLOGY

This quantitative study aimed to find out the effect of phubbing, as the independent variable (X), on academic procrastination as the dependent variable (Y). The population of the study was 433 students of Guidance and Counseling Department of Universitas Lambung Mangkurat. Probability sampling technique was applied to recruit the participants, the number of participants were determined based on Isaac and Michael table with 1% significance level, resulting in 278 students as participants. To measure phubbing behavior, Chopitayasunondh and Douglas's (2018) Generic Scale of Phubbing (GSP) was employed. The scale was back-translated and adopted into Bahasa Indonesia, the translated version was validated and the Cronbach's alpha coefficient was 0.807. Meanwhile, academic procrastination scale developed by Hariati (2015) was used to measure the students' academic procrastination. The Cronbach's Alpha of the instrument was 0.901. The collected data were analyzed using simple linear regression.

RESULT AND DISCUSSION

The following table 1 displays the result of linearity test of deviation from linearity with $f\text{-hit} = 0.994$, and $p\text{-value} = 0,00 > 0,05$. Thus, the regression equation of Y on X was considered linear in Table 1.

Table 1
Linearity Test

"ANOVA Table"				
		d	F	sig.
		f		
Procrastination*Phubbing	Linearity	1	35,059	.000

The hypothesis was tested using simple regression analysis, as displayed in Table 2. The R-square value was 0.113, indicating that phubbing affects academic procrastination by 11.3%.

Table 2
Simple Regression Test Result

"Model Summary"			
R	R Square	"Change Statistics"	
		sig. F Change	
.336 ^a	.113	.000	

a. Predictors: (Constant), Phubbing

Regarding the constant and linear regression shown in column B, the regression equation was $Y = 13.983 + 0.714X$. $t_{hit} = 5,924$ and $p\text{-value}$ of $0,000 < 0,05$ indicate that phubbing affects academic procrastination, as displayed in Table 3 below.

Table 3
Coefficient of Correlation

Coefficients ^a				
"Model	"Unstandardized Coefficients	T	sig.	
	G			
1	"(Constant)	103,983	11,202	.000
	Phubbing	.714	5,924	.000

a. Dependent Variable: Procrastination

Anova test was conducted to see whether the regression model of phubbing affects students' academic procrastination.

The analysis result shows that phubbing affected students' academic procrastination. Another study conducted by Saman (2017) on students of Education psychology and Guidance of Makassar State University report students' procrastination as low.

It is necessary to take the finding of the present study into account. Latifah and Nuraeni (2013) found that some of factors leading to procrastination are students' priority on organizational activity, laziness,

and lack of interest in the given tasks. Students who reported high level of academic procrastination delayed doing the given tasks and prefer to do other activities such as playing games, browsing the internet, watching movie. Some students were found to have a part-time job that makes them difficult to manage their time for doing the academic tasks given.

This is different from views on the effect of phubbing on general procrastination (Al-Assagaf, MacCulloch & Wiener, 2018; Gultom & Alifiati, 2018; dan Guazzini, *et. All.*, 2019) where it was found that spending leisure time is the cause of individuals to be preoccupied by false relationship and life satisfaction. This is also consistent with the result of Umari, Rusandi, and Yakub's (2019) study on the adverse effect of phubbing.

CONCLUSION

In general, it could be concluded that phubbing affects students' academic procrastination in Guidance and Counseling Department of Universitas Lambung Mangkurat. Students need to understand the impact of phubbing on their academic life. As Aagaard (2019) highlights, losing identity in communication due to smartphone make human lose their humanity.

This result contributes to the body of knowledge by showing that in addition to lowering relationship and life satisfaction, phubbing may result in academic procrastination, which is harmful for students. Based on this result, future students are recommended to develop counseling intervention to treat phubbing behavior.

Despite its contribution, the limitation of the present study was that this study had not view phubbing behavior based on gender or other factors, particularly individuals' specific interest and specific phubbing behavior, such as playing online game, types of social media. It is also necessary to view the pattern of interpersonal communication to discover more dynamics.

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