INVESTIGATING STUDENTS MOTIVATION ON PHUBBING DURING EFL TEACHING AND LEARNING SESSION

Ratna Dwi Elia, Nuskhan Abid

Universitas Negeri Sunan Kudus, Indonesia

Ratnaeliaa04@gmail.com, nuskhan@uinsuku.ac.id

Abstract

The phenomenon of phubbing is increasingly found in English as a Foreign Language (EFL) learning, especially when smartphone use distracts students from interactions and the material being presented. This study aims to identify the internal and external motivations that drive students to phubbing during EFL learning. This study used a qualitative phenomenological design with five participants selected through purposive sampling. Data were collected through semi-structured interviews via WhatsApp and analysed using open, axial, and selective coding. The results revealed five main motivations: boredom and monotonous learning, notifications and checking habits, academic use, social influence, and coping strategies for boredom and difficulty understanding the material. These findings confirm that phubbing is not only triggered by technology, but also by psychological, social, and learning conditions. The implications of this study emphasize the importance of varied learning strategies and managing technology use in the classroom.

***Keywords**: Phubbing, EFL learning, Student motivation*

I INTRODUCTION

The increasing use of smartphones globally has given rise to a new social phenomenon in the classroom, namely phubbing, the act of ignoring face-to-face interactions because of being busy with a mobile phone (Balta et al., 2020). Phubbing makes people feel ignored, decreases attention when talking, and disrupts trust and intimacy (Chotpitayasunondh & Douglas, 2016). The impact not only affects the individual's emotions, but also damages social relationships in general. Therefore, recognizing and reducing phubbing is necessary to maintain the quality of interactions, especially among students who have a lot of social interactions (Rahmah & Sanyata, 2024). Gao et al (2020) found that excessive mobile phone use in EFL classrooms significantly decreased students' attention and academic achievement, indicating that digital distractions can harm language learning. In the EFL context, where verbal practice and interactive participation are essential, distractions such as phubbing have the potential to decrease students' attention and reduce the overall effectiveness of learning (Sari et al., 2023).

This study discusses how frequent smartphone use during EFL lessons distracts learners, reduces their participation, and affects learning outcomes. This phenomenon occurs due to the interaction between students' internal motivation and external pressure from the digital environment (Fitri & Hasmira, 2024). However, there are many factors have been identified by experts as causes of phubbing behavior. Musdalifah and Qamariah (2023) calls phubbing a form of technology addiction. Chotpitayasunondh and Douglas (2016) emphasized that internet addiction, fear of missing out, and low self-control trigger phubbing through smartphone use. Phubbing behavior is influenced by internal factors such as personality traits, including high neuroticism (anxiety and insecurity), extraversion (the tendency to seek social contact), and low conscientiousness (lack of self-discipline). Low self-control and fear of missing out also play a significant role in promoting excessive smartphone use (Parmaksiz, 2021). According to Karisma et al (2025), technological advancements and easy internet access are key external factors driving phubbing, as individuals increasingly rely on smartphones for communication and information access. Overall, previous studies indicate that phubbing is not merely a technological issue but a behavioral response rooted in psychological and social factors. Therefore, understanding the underlying motivations behind this behavior phubbing becomes essential to address its impact on students' engagement and learning in EFL classrooms.

Several studies have shown that one of the main reasons behind phubbing is internal motivation related to personal traits and psychological needs. Therefore, it is important to explore both internal and external factors influencing students' phubbing behavior during EFL learning. Students' motivations for phubbing can be analyzed through the Uses and Gratifications Theory (UGT) framework, which emphasizes that individuals actively use media to fulfil psychological, social, and emotional needs (Hajdarmataj & Paksoy, 2023). In the learning context, students tend to use smartphones not solely because of technological distractions, but for specific purposes, such as overcoming boredom, reducing academic pressure, and building social interactions outside of class (Chi et al., 2022). This finding aligns with Widyawati (2024), who revealed that students often phub as a response to boredom and social anxiety

when learning materials are perceived as less engaging. Furthermore, external factors such as frequent social media notifications, easy internet accessibility, and the pressure to stay constantly connected also reinforce phubbing behavior (Sun & Yoon, 2023) Therefore, phubbing behavior is not passive behavior, but rather an active strategy for students to fulfil personal and social needs, even at the expense of engagement in the EFL learning process.

Phubbing behavior in the classroom is currently a concern in the learning context because it can disrupt the learning process (Rahmah & Sanyata, 2024). Phubbing is the habit of ignoring other people in direct interactions because you are too focused on your cell phone, and this often happens during lectures (Chotpitayasunondh & Douglas, 2018). Among students, especially those who are already accustomed to technology, this behavior is appearing more and more frequently (Rahmah & Sanyata, 2024). Chotpitayasunondh and Douglas (2018) stated that smartphone addiction and the fear of missing out (FoMO) are the main causes. Gao et al. (2023) also added that boredom or disengagement in class drives students to phubbing. Chang (2021) explains, uncontrolled cell phone use can disrupt classroom dynamics, If students' attention is constantly distracted by their cell phones, not only will their focus be affected, but also the overall quality of learning. Therefore, it is important to understand more deeply the reasons or motivations for students to study, especially during learning activities.

Although various studies have addressed the impact of phubbing in learning contexts, this studies specifically exploring the motivations behind phubbing behavior among students in English as Foreign Language (EFL) classes are still very limited. However, academic engagement and effective study habits are significantly influenced by interaction patterns during the learning process. Understanding the internal and external factors that drive phubbing behavior among students is crucial so that lecturers and educational institutions can design more adaptive learning strategies that align with the characteristics of today's digital generation. Therefore, this study aims to analyze and dissect the various motivations underlying students' phubbing behavior during English as a Foreign Language (EFL) learning session.

II MATERIALS AND METHOD

2.1 PHUBBING IN TEACHING AND LEARNING CONTEXT

Phubbing, which comes from the terms phone and snubbing, describes the behavior of ignoring face-to-face interactions due to focusing on using a cell phone (Chotpitayasunondh & Douglas, 2016). Iliç and tanyeri (2020) emphasize that both teachers and students who are phubbed can reduce the quality of communication in the classroom and disrupt learning engagement. This is reinforced by the findings of Pratiwi et al (2024) which states that phubbing creates communication disturbance and increases obsession with mobile phones, both of which have implications for low attention during the learning process. In addition, research by Gao et al (2023) links the emergence of phubbing to psychological factors such as boredom and a lack of student engagement in learning activities. In this situation, students tend to seek distractions through smartphones, which then negatively impacts teacher-student interactions (Thapa et al., 2025). Chang (2021) found that uncontrolled mobile phone use during EFL learning reduces students' opportunities to practice the language, thus hindering the achievement of learning objectives. The findings added by Isrofin and Munawaroh (2021) that dependence on smartphones increasingly strengthens phubbing behavior, which cumulatively reduces the quality of academic engagement and teaching effectiveness.

The synthesis of these various studies shows that phubbing is not simply an individual behavior, but rather a phenomenon that impacts the dynamics of classroom interactions. Both teachers and students who phub create communication disruptions, reduce learning engagement, and potentially undermine the quality of the learning experience. Therefore, educational institutions need to develop learning policies and strategies that can manage technology use to ensure it aligns with teaching objectives.

Phubbing has become an increasingly concerning behavior in the digital era, affecting how people communicate and interact in everyday life (Nazir, 2025). The widespread use of smartphones makes individuals more likely to prioritize their devices over direct social interaction, leading to decreased attention, emotional detachment, and even relationship dissatisfaction (Bellini et al., 2025). In academic settings, this behavior not only disrupts social bonds but also interferes with students' ability to focus and engage meaningfully with learning materials (Hidayat MS et al., 2021). Several studies highlight that excessive smartphone use is associated with stress, low academic performance, and reduced empathy among university students (Sun & Yoon, 2023). These findings indicate that phubbing is no longer a trivial habit but a widespread behavioral issue that can harm individuals' mental well-being and social

connections. Therefore, it is important to study this phenomenon comprehensively to understand its underlying causes and potential strategies for prevention.

In English as a Foreign Language (EFL) learning, where interaction and attention are key elements of success, phubbing behavior presents a serious challenge (Kartikasari et al., 2023). EFL classrooms emphasize active participation, listening, and meaningful communication practice. However, when students engage in phubbing, they miss essential opportunities to interact in English and develop authentic communicative competence (Chang, 2021). This behavior not only decreases student motivation but also weakens teacher–student relationships and classroom engagement (Kartikasari et al., 2023). Despite its clear negative impact, limited research has explored the underlying motivation both internal and external that drive students to phub during learning sessions. Investigating these motivations is essential for educators to design more adaptive strategies that balance the use of technology with pedagogical goals. However, studying phubbing within the EFL context provides valuable insights into modern learning behaviors and supports the development of more engaging and technology conscious classrooms (Capilla Garrido et al., 2021)

Students' smartphone use in English learning can be understood through the Uses and Gratifications Theory (UGT). This theory explains that individuals use media to fulfil specific needs, such as entertainment, social interaction, and information seeking (Hajdarmataj & Paksoy, 2023). Therefore, smartphone use in class cannot be viewed simply as a distraction, but also as students' efforts to fulfil their important needs. One internal motivation that drives students to phubbing is the tendency to feel bored quickly. Gao et al (2023) showed that when learning feels monotonous, students often use smartphones as a way to reduce boredom or psychological discomfort. In this context, smartphones function as a self-regulation strategy to maintain their comfort during the learning process. In addition to internal factors, there are external motivations that reinforce phubbing behavior, Chang, (2021) emphasized that the urgency from notifications, peer messages, and the Fear of Missing Out (FoMO) often make students feel the need to respond immediately, even while in class. These external factors increase social pressure, making it more difficult for students to fully focus on their learning.

Based on the synthesis above, students' motivation to use smartphones during English learning can be viewed from two dimensions, namely internal factors such as personal interest or boredom, and external factors such as social influence and digital environment.: internal and external. Internally, they use them as a means of coping with boredom and stress; while externally, notifications and social pressure encourage them to stay connected to the digital environment. This synthesis suggests that phubbing behavior in the EFL context is not solely a result of the availability of technology, but also the interaction between personal needs and social influences that influence their learning engagement.

2.2 RESEARCH CONTEXT

This study examines the phubbing behavior of students during English as a Foreign Language (EFL) learning. Phubbing is the habit of ignoring face-to-face interactions due to being preoccupied with their mobile phones. This behavior is increasingly common in classrooms due to the increasing use of digital technology. EFL learning requires active interaction, speaking practice, and high levels of focus to achieve learning objectives. If students use their mobile phones excessively during class, they will lose focus and reduce their engagement in the learning process. This research is important because most previous studies have only examined the negative impacts of phubbing, such as communication disruptions or decreased academic achievement. However, very little research has explored the motivations behind students' phubbing behavior, particularly in the context of EFL learning. Understanding these motivations, whether stemming from internal factors (e.g., boredom or anxiety) or external factors (such as the influence of notifications and social pressure), can help lecturers and educational institutions design more engaging and effective learning strategies. This way, the quality of classroom interactions can be improved, even when technology is still used.

2.3 RESEARCH DESIGN

This study employed a phenomenological qualitative design to explore in depth the motivations of students in phubbing during English as a Foreign Language (EFL) learning. The phenomenological approach was chosen because it allows the researcher to gain a deep understanding of students' lived experiences and the meaning they attribute to their actions in real classroom contexts (Gill, 2014). This approach was considered appropriate because students' phubbing behavior reflects complex psychological and social dynamics that cannot be measured numerically but can be meaningfully understood through their personal narratives and reflections (Duradoni et al., 2023). By capturing these lived experiences, the researcher aimed to reveal the essence of students' motivation behind phubbing and its implications for classroom engagement in EFL contexts.

2.4 PARTICIPANTS

The participants in this study consisted of eight students (n=8) from the English Education Study Program at the Islamic University of Indonesia. They were selected using purposive sampling techniques with specific inclusion criteria: active students who have engaged in phubbing behavior (using smartphones for non-academic purposes) during EFL learning sessions. Participants were also made sure to consent for voluntarily participation in interviews (Firmansyah & Dede, 2022). Potential participants were identified through classroom observations and informal discussions, then contacted them personally via a WhatsApp message to invite them to join the study. Out of the eight invited students, five students were used as the data source. Before the interviews, the researcher explained the purpose of the study and obtained written informed consent from each participant. Of the eight students who met the criteria, five agreed to participate. The participants' background information is summarized in Table 1 below.

Table 1. Participants

No	Participants	frequently used applications
1	F	WhatsApp, Game Catur, Youtube
2	S	Chat Gpt, Google, Instagram
3	A	Google, Game Roblox, WhatsApp
4	N	Google Translate, Tiktok, Game
5	Y	Tiktok, Instagram, Google

2.5 DATA COLLECTION

Data were collected through semi-structured interviews conducted online via WhatsApp with five participants. Each participant was interviewed once, and each session lasted approximately 15–20 minutes. The researchers sent questions via WhatsApp chat, while participants provided answers primarily via voice notes. Interviews were conducted in Indonesian to allow participants to express their thoughts and experiences more naturally and clearly. Voice notes were stored securely and password-protected to maintain the confidentiality of participant data. Interviews were chosen because this method was considered capable of eliciting in-depth and detailed information about students' personal experiences (Zaini et al., 2023). As a core qualitative method, interviews facilitate rich data collection by providing space for participants to elaborate on their experiences and perspectives in response to open-ended questions (Rutledge & Hogg, 2020). The interviews in this study specifically investigated the internal and external motivational factors that influence students to engage in phubbing during EFL learning, as well as its impact on their academic engagement. Similar research by Zulkarnain et al. (2025) also used phenomenological interviews to explore students' experiences with phubbing, as this method allows for the emergence of rich data regarding their feelings and perspectives.

2.6 INSTRUMENT

The semi-structured interview guide was used as the main research instrument. The interview questions were developed and adapted from (Kunene & Tsibolane, 2017). Based on the Uses and Gratifications Theory (UGT) framework. This instrument was designed to explore students' motivations and behavioral factors behind phubbing during English as a Foreign Language (EFL) learning. The questions were organized into four UGT-based categories-based categories adopted from Kunene & Tsibolane (2017): (1) reasons for mobile phone use, (2) usage patterns, (3) social influences, and (4) behavioral factors. Each category contained several indicators and guiding questions that helped elicit detailed responses. All interview questions were written in Indonesian to ensure that participants could express their experiences naturally and clearly. The interview guide was reviewed by a researcher in English Language Education to ensure content validity and appropriateness to the EFL learning context.

2.7 DATA ANALYSIS

The collected interview data were analyzed using a phenomenological qualitative data analysis approach (Hossain et al., 2024). The analysis process involved three iterative phases: data reduction, data

presentation, and conclusion drawing/verification (Rijali, 2019). Data reduction began with the transcription of interview results, followed by repeated reading of the transcripts to identify and code relevant information related to students' internal and external motivations for phubbing during EFL learning (Rijali, 2019). Data presentation was carried out by organizing the initial codes into emerging themes and categories, such as psychological factors, social factors, and the impact on academic engagement. The data was then systematically arranged to facilitate the identification of patterns and key findings. Conclusions were drawn and verified by interpreting the identified themes, understanding the meaning behind the students' experiences, and reviewing the original transcripts to ensure that the interpretations were consistent with the participants' statements. Findings were also linked to relevant literature and theoretical frameworks, such as Uses and Gratifications Theory (UGT), to strengthen the analysis.

III RESULTS AND DISCUSSION

This section presents the research findings based on interviews with five active seventh-semester students of the English Language Education Study Program. Data were analysed using open coding, axial coding, and selective coding. Open coding generated various initial codes, which were subsequently grouped into conceptual categories through axial coding. Selective coding then synthesized these categories into five major themes that describe students' motivations for engaging in phubbing during English language learning. The following subsections present these themes and discuss them in relation to existing theories and previous studies.

3.1 BOREDOM AND MONOTONOUS LEARNING ENVIRONMENT

One key factor that causes students to lose focus and engage in off-task behaviors such as using their cell phones during class is boredom. Boredom often arises when learning becomes repetitive, lacks variety, and does not provide new or meaningful challenges for students. (Kloppers, 2023) explains that boredom occurs when students feel disengaged and uninterested because learning activities do not stimulate their cognitive engagement. In line with this, Firman & S (2024) found that a monotonous classroom environment such as long lectures, repetitive explanations, and minimal interaction reduces students' motivation to participate. Furthermore, Zhang (2024) highlighted that students experience boredom when the learning rhythm remains the same for an extended period, causing them to feel overwhelmed or mentally exhausted due to the lack of variety in the format.

Research also shows that a monotonous learning environment makes students more susceptible to distraction. When lessons are delivered without interactive media, discussions, or varied learning tasks, students tend to withdraw from the learning process Tze et al (2015). This not only reduces engagement but also encourages students to seek more stimulating alternatives, such as checking their phones. In a study of digital learning, Balalle (2024) found that boredom significantly increased the likelihood of students engaging in non-academic mobile phone use, as they sought to escape the monotony. This finding supports the idea that when learning lacks variety, students become mentally disengaged and begin seeking activities that feel more rewarding.

In line with this study, the findings of this study indicate that some students experience boredom when classroom instruction becomes too long and repetitive. Their statements revealed that the lack of variety in learning delivery causes them to lose focus and ultimately turn to their phones for entertainment. The quote below illustrates how monotonous teaching leads to disengagement:

> Excerpt 1
>
> "I felt sleepy because I already understood the material presented and the explanation was too long-winded." (F, Personal Interview)

F's explained that long and repetitive explanations make the learning atmosphere feel slow and uninteresting. Because the student already understands the material, listening to lengthy explanations feels unnecessary and causes mental fatigue. This supports the idea presented by Kloppers (2023), who argues that when students no longer find novelty in the material, they disengage and become bored. The participant's statement also aligns with Lv & Wang (2023), who found that repetitive explanation is one of the strongest predictors of classroom boredom, especially in language learning contexts. The sense of disengagement prompts students to mentally disconnect from the class, leading to decreased focus and reduced attention.

Furthermore, the feeling of sleepiness expressed by the participant indicates that monotony in learning does not only affect motivation but also lowers cognitive alertness. When students are not actively involved through varied tasks or interactive activities, the classroom atmosphere becomes passive, making it easier for them to lose concentration. This is in line with the argument of Li & Xing, n.d, (2024) who

state that monotonous teaching reduces emotional engagement, causing learners to seek stimulation elsewhere. As seen in this study, some students respond to this boredom by turning to their phones, using them as a form of escape from the uninteresting classroom environment. Therefore, F's experience reinforces the idea that the lack of variation in delivering material can significantly trigger boredom and diminish the quality of student engagement in class.

Excerpt 2

> "Usually I get bored, of course I get bored when listening to lessons, so I open my phone to reply to chats or just scroll through Instagram because the material or lecturer's explanation is too monotonous, so I get bored and end up opening my phone while the lesson is going on." (S, Personal Interview)

The statement from S demonstrates that boredom directly triggers off-task digital behavior during learning. When students feel unengaged with the material, they instinctively seek stimulation from their phones, such as replying to messages or scrolling through Instagram. This response indicates that classroom activities are not sufficiently engaging to sustain students' attention, pushing them to shift their focus to activities that feel more rewarding or entertaining. This aligns with research by Akbari et al. (2021), who found that students experiencing boredom are more likely to use their phones to escape uninteresting classroom environments. In S's case, the act of checking social media reflects an attempt to fulfil emotional needs that are not met during monotonous learning sessions.

Furthermore, the excerpt highlights that students perceive scrolling social media as a convenient escape from learning fatigue. When lectures lack variation or interaction, students become mentally detached, and their attention drifts towards their digital surroundings. This behavior reflects a decline in engagement, which Ferdiansah et al (2024) argue is a common outcome of a passive learning environment. S's habit of turning to her phone not only disrupts her concentration but also illustrates how monotony in teaching reduces students' internal motivation. Consequently, her behavior reinforces the idea that boredom encourages students to engage in digital distractions rather than participate actively in the learning process.

Excerpt 3

> "If class feels monotonous, I let out my frustration by playing online games." (A, Personal Interview)

A's statement reveals that monotonous classroom environments push students to seek more exciting activities, with online gaming becoming a preferred alternative. This reflects a clear disconnect between the instructional approach and the students' need for stimulation. When learning lacks variation, students tend to disengage cognitively and emotionally, prompting them to look for interactive digital activities that provide immediate enjoyment. Alsaad et al (2022) note that students often turn to their devices when classroom experiences fail to hold their attention. In this context, online gaming serves as a more stimulating escape compared to the repetitive nature of classroom lessons.

Moreover, A's habit of using online games during lessons represents a shift in focus from academic tasks to entertainment-driven behavior. This indicates that classroom monotony not only reduces academic engagement but also leads students to prioritize leisure activities over learning. This pattern aligns with findings from Acedillo & Saro (2023), who explain that when students feel disconnected from the content, they are likely to seek external sources of excitement. A's response illustrates how the lack of interactive learning methods encourages students to retreat into digital entertainment as a coping strategy for boredom, ultimately affecting the quality of their participation in class.

Excerpt 4

> "The main reason I open my cell phone in the middle of learning English is because I'm bored or fed up. Sometimes I often open my cell phone during times when I'm prone to drowsiness, so sometimes I overcome the tendency to drowsiness by playing with my cell phone" (N, Personal Interview)

N's statement reinforces that boredom is a central factor driving students to open their phones during class. When learning activities fail to hold students' attention, they instinctively turn to their devices for quick engagement. This type of behavior reflects a disengagement process where students mentally withdraw from classroom activities because they find the learning atmosphere uninteresting. According to Kloppers (2023), students tend to disconnect from academic content when it lacks novelty or fails to stimulate their interest. N's experience aligns with this pattern, indicating that the learning environment is not providing enough cognitive engagement to maintain focus.

The excerpt also suggests that opening a phone becomes a habitual response when students experience boredom. Instead of attempting to re-engage with the learning material, students like N choose digital distractions as a more accessible alternative. This supports the argument by Acedillo & Saro (2023)

that students engage in c to avoid uninteresting classroom situations. The lack of variety in the teacher's delivery may contribute to N's reduced motivation, pushing her to seek instant gratification from her device. Thus, her statement highlights how monotonous teaching reduces the overall learning quality by encouraging students to retreat from academic tasks and engage in off-task digital behavior.

3.2 NOTIFICATION-TRIGGERED AND HABITUAL CHECKING

One factor that encourages students to check their phones during class is the sudden appearance of notifications. Notifications, whether in the form of vibrations, message sounds, or app pop-ups, can immediately grab students' attention and disrupt their focus. explain that digital notifications have the ability to interrupt the flow of concentration in just seconds, as the human brain naturally responds to new information Mumcu (2025) explain that digital notifications have the ability to interrupt the flow of concentration in just seconds, as the human brain naturally responds to new information. In the context of learning, this means that students are more susceptible to distraction every time their phones signal a new message. Furthermore, according to Mumcu (2025) the more frequently students receive notifications, the more likely they are to respond instantly, even when the message is unimportant

In addition to being triggered by notifications, many students also exhibit habitual checking behavior, which is the tendency to automatically check their phones for no apparent reason. This behavior arises because continuous phone use in daily life forms a reflexive habit. Joshi et al (2022) state that this habit forms when students frequently multitask using their phones, making checking their phones an unconscious activity. In learning situations, this habit can reduce student engagement because their attention is divided between the material being studied and the urge to check their phones. Joshi et al. (2022) added that habitual checking reduces students' ability to stay focused, as the brain becomes accustomed to switching from one activity to another in a short period of time.

The findings of this study align with this theory. Several participants revealed that notifications and habitual prompts made it difficult for them to stay focused on learning. Here are some quotes illustrating this phenomenon:

Excerpt 5

"I'm itching to open WhatsApp notifications because a notification pops up that makes me want to open my phone." (F, Personal interview)

F's statement indicates that the appearance of notifications immediately triggers a strong urge to check their phones. The term "itch" describes a discomfort and curiosity that is difficult to ignore, prompting students to immediately respond to notifications, even while in the middle of a learning situation. This indicates that students' attention is highly sensitive to digital stimuli such as vibrations or notification sounds. This finding aligns with research by Joshi et al (2022), which states that notifications, even brief ones, can disrupt focus and cause individuals to lose concentration from the main activity at hand. Notifications function as external triggers that instantly interrupt students' learning flow and redirect their focus to digital activities.

Furthermore, the quote also indicates that checking their phones is no longer simply a conscious decision but has become an automatic response that occurs every time a notification arrives. When the urge to check their phones occurs repeatedly, the behavior can develop into a habit of checking or opening their phones without consideration. This aligns with the findings of Brown (2022), who explained that the more frequently students respond to notifications, the more easily a habit of constantly checking their phones becomes established. In a learning context, this habit can reduce the quality of student interactions because they frequently shift focus between the subject matter and their phones. Thus, F's statement reinforces the point that notifications are a powerful trigger for digital behavioral distraction, resulting in decreased concentration and reduced learning effectiveness.

Excerpt 6

"Sometimes suddenly there is a notification or the phone vibrates, usually the reflex is to immediately open it" (S, Personal Interview)

S's statement suggests that the appearance of a notification or phone vibration triggers a spontaneous response that is difficult to control. The term "reflex" indicates that the act of checking the phone is no longer a conscious effort, but has become an automatic response that occurs whenever there is a digital stimulus. This indicates that students' attention is highly sensitive to small stimuli such as vibrations or the sound of a message, easily disrupting their focus on learning. This finding aligns with research by Brown (2022), which explains that even brief notifications have a direct impact on attention and disrupt an individual's flow of concentration. In other words, these digital stimuli act as external triggers that immediately shift students' focus from learning to non-academic activities.

Besides being a reflex, S's act of checking her phone also demonstrates a tendency toward habitual checking—the habit of automatically checking the phone without considering its urgency. This habit develops due to continuous digital exposure, making the phone a primary source of attention even when it is unrelated to learning. Tufan et al (2025) state that this type of habit emerges when individuals frequently engage in digital multitasking, leading them to check their phones repeatedly for no apparent reason. In a classroom context, this habit causes students to repeatedly lose focus, thus decreasing their engagement with the material. Thus, S's statement illustrates that the combination of external triggers (notifications) and internal habits (reflexive impulses) reinforces distractive behavior, negatively impacting the learning process.

Excerpt 7

> "The main reason I open my phone during class is because I get distracted by notifications when there's class." (A, Personal Participant)

A's statement indicates that notifications are a major trigger that diverts students' attention from learning. The term "distracted" describes how the appearance of notifications immediately breaks focus and forces students to shift from learning activities to digital activities. This condition aligns with the findings of Stothart et al. (2022), who explained that notifications even brief ones can create cognitive disruption and reduce an individual's ability to refocus on academic tasks. Therefore, notifications function as a powerful external stimulus, making it difficult for students to maintain concentration when digital stimuli appear in the midst of the learning process. This situation indicates that the presence of notifications not only affects attention for a moment but also disrupts the continuity of learning overall.

Furthermore, A's statement also indicates that responding to notifications has become part of students' daily behavior. When a notification appears, students feel compelled to immediately check their phones, indicating the emergence of a pattern of notification-triggered checking behavior. Over the long term, this behavior can develop into a checking habit, which is the habit of repeatedly checking phones without considering whether the notification is important or not. According to Joshi et al (2022) this habit of checking their phones occurs when students frequently receive notifications, prompting them to stay connected, and this behavior persists even while they are studying. This results in decreased student engagement in the learning process because their attention is constantly divided. Therefore, this quote reinforces the point that notifications are a dominant factor triggering digital distractions and reducing the quality of focus during learning activities.

3.3 Academic Use of Phones in EFL Learning

The use of mobile phones in English language (EFL) learning is not always negative; in certain contexts, mobile phones can actually provide significant academic benefits. Various studies have shown that mobile devices can function as learning aids, particularly in supporting language skills such as vocabulary mastery, listening, and pronunciation. Santas & Attah (2025) points out that mobile phones help students access learning materials anytime, making the learning process more flexible and not limited to the classroom. Furthermore, language learning apps like Google Translate, Oxford Dictionary, and educational video platforms allow students to access authentic and contextual examples of language use, thereby improving their ability to understand English input.

In the EFL context, mobile phones also help students overcome obstacles during learning, such as when encountering difficult words, checking grammatical structures, or finding relevant example sentences. (Boroughani et al (2023) emphasize that the use of mobile technology facilitates self-regulated learning, where students can control their own learning process based on their individual needs. Furthermore, mobile phones allow students to access additional learning resources that are more engaging than traditional textbooks, such as learning videos, podcasts, and creative content from English language educators. Thus, academic use of mobile phones can strengthen student engagement and increase their motivation to learn English.

The findings of this study also indicate that some students use mobile phones productively during learning, primarily to look up word definitions, aid in understanding the material, or access relevant examples. The following excerpt illustrates the use of mobile phones for academic purposes:

Expert 8

> Sometimes I'm still confused or don't understand some of the words explained by the lecturer, so I open Chat Gpt to simplify the language that I don't understand yet, but on the other hand, I also often, even in every subject, I always open my phone, sometimes just to find out, but in the end I also open the TikTok application to watch interesting things so I don't get bored" (F, Personal Interview)

F's statement indicates that mobile phone use in learning is not only related to distraction but also serves as an important academic tool. When students encounter difficult-to-understand terms or explanations, they utilize applications like ChatGPT to simplify the language concepts or material explained by the lecturer. This aligns with Lai et al (2022) findings, which state that mobile phones can support self-directed learning by providing quick access to additional explanations, example sentences, and relevant language resources. With AI-based technology, students can quickly clarify confusing sections of the material without having to wait for further explanation from the lecturer. This practice strengthens self-regulated learning, as students actively seek solutions when encountering linguistic difficulties during learning.

However, F's statement also reveals another side of mobile phone use: the shift from academic to non-academic activities. After using mobile phones to understand material, students are often compelled to open other apps like TikTok as a form of entertainment or escape from boredom. This phenomenon is consistent with research by Gonz & Manuel (2023), who found that while mobile phones can enhance learning, quick access to entertainment content also increases the risk of digital distraction. In this context, cell phone use plays a dual role: it helps students understand difficult concepts, but at the same time opens up opportunities for off-task behavior. Thus, F's quote suggests that cell phones have positive potential as academic tools, but their effectiveness depends heavily on students' ability to control the shift between academic and non-academic use during learning.

Excerpt 9

"Open your cellphone to delve deeper into the lesson when you don't understand, such as opening Google or Chat Gpt, so you can understand the lecturer's explanation" (A, Personal Participant)

A's statement demonstrates that the use of mobile phones in learning has a strong academic function, especially when students struggle to understand a lecturer's explanation. In such situations, mobile phones become a learning aid, allowing students to search for additional information via Google or utilize artificial intelligence-based technologies like ChatGPT to obtain simpler, more understandable explanations. This practice aligns with research by Lai et al (2022) which states that the use of mobile devices facilitates self-directed learning and allows students to quickly access relevant learning resources. By using these applications, students can address gaps in understanding directly without having to wait for re-explanations from the lecturer, making the learning process more efficient and responsive to individual needs.

Furthermore, the quote demonstrates that mobile phones serve as a supporting medium for clarifying difficult concepts, especially in EFL learning contexts that often involve academic terminology or complex language structures. This is consistent with the findings of Darsih & Asikin (2020) who emphasized that mobile technology helps students access example sentences, translations, and more contextual grammar explanations. Thus, mobile phones serve not only as a source of information but also as a means to enhance students' conceptual understanding during learning. Academic use of mobile phones like this shows that technology can increase the effectiveness of learning if used appropriately and in a targeted manner, although it still needs to be balanced with students' ability to avoid non-academic distractions.

3.4 SOCIAL INFLUENCE AND PEER PRESSURE

Social influence is one factor influencing students' cell phone usage behavior during the learning process. In the classroom context, students tend to imitate the behavior of their peers, especially when such actions are considered common or acceptable by the group. Morrin (2022) explain that individuals often follow group behavior due to a tendency to conform to prevailing social norms. This means that if most of their peers are using their phones during class whether to reply to messages, check social media, or simply look at the screen other students will perceive this behavior as normal. Xu et al (2023) also found that students' digital behavior is strongly influenced by peer behavior, where the presence of friends actively using their phones makes it easier for students to do the same.

In addition to social influence, peer pressure also plays a significant role in encouraging students to use their phones during class. This pressure doesn't always manifest directly, but often takes the form of a subtle urge to stay connected with the group, whether through chat, social media, or other digital activities. Research by Liu et al (2024) shows that students feel the need to engage in group conversations especially on digital platforms to avoid being perceived as passive or out of touch. This explains why students continue to use their phones even though they realize it can disrupt their focus on learning. Care et al (2025) adds that students tend to imitate the digital behavior of their peers to maintain social connections and avoid feeling "different" in the group. Thus, social influence and peer pressure not only

contribute to increased phubbing behavior but also reinforce a culture of irrelevant phone use during learning.

The findings of this study also reflect this phenomenon, with some students admitting to using their phones because they see their friends doing the same or because they feel the need to stay in the flow of group communication. The following quote illustrates how social influence and peer pressure encourage students to use their phones during the learning process:

Excerpt 10

> "Yes, sometimes when friends open our phones, it's like we get carried away, um, like we want to open our phones too, and sometimes there are friends who send funny video reels, so I open them, and in the end, I continue to open my phone while the lesson is going on." (N, Personal Interview)

N's statement demonstrates that cell phone use during learning is heavily influenced by the social environment surrounding students. The phrase "carried away by the current" illustrates that the act of checking a cell phone does not always arise from personal desire, but rather from a tendency to imitate the behavior of peers. When students see their peers checking their phones or sharing interesting content like video reels, they are compelled to do the same. This phenomenon aligns with the findings Careem (2019), who stated that individual digital behavior is heavily influenced by group norms and the tendency to adapt to the behavior of the majority. In other words, students perceive checking their phones during learning as "allowed" or "normal" because their peers are doing it too, blurring the boundaries between academic and non-academic behavior.

Furthermore, N's quote also demonstrates how peer pressure works subtly but effectively in shaping students' digital habits. When a friend sends a funny video, students feel compelled to check it, which then triggers further behavior such as scrolling or other activities unrelated to learning. Chen (2024) explain that social pressure doesn't always take the form of direct coercion, but can also manifest as a desire to stay connected to the group to avoid feeling left behind or "out of touch." In N's case, opening a video from a friend was the initial trigger that led her to continue using her phone during class. This suggests that social influence not only drives phubbing behavior but also reinforces students' tendency to remain active in digital interactions irrelevant to learning. Thus, N's experience reinforces that social influence and peer pressure play a significant role in increasing phone use during the learning process.

Excerpt 11

> "Very often. For example, if my friends start opening their phones, I also open my phone without realizing it, for example, focusing on the lecturer, usually I get bored, I don't know, maybe the learning is not fun, it feels tense, it ends up making me sleepy, especially if the lesson is 3 hours long, wow, that makes me very sleepy listening to the lecturer's explanation, Sometimes friends also invite me to watch something, like trending issues that make me curious or video reels that they say are funny" (Y, Personal Interview)

Y's statement indicates that cell phone use behavior during learning is not only influenced by individual factors but also greatly influenced by the social conditions surrounding the student. When her friends start using their phones, she "unconsciously" follows suit, indicating an automatic imitation mechanism of group behavior. This phenomenon aligns with the social influence theory proposed by Xu et al (2023), which states that individuals tend to imitate the behavior of those closest to them due to the need to fit in and avoid feeling different. In other words, Y doesn't use her phone out of a specific need, but because she sees her friends doing so first. This demonstrates that cell phone use can be a social behavior that is imitated, not just a personal act.

Furthermore, Y also links cell phone use behavior to learning conditions that are perceived as uninteresting, too tense, or too long. When learning continues for hours without variation, students become sleepy and lose focus. This situation further strengthens peer influence, as students are more easily encouraged to engage in more engaging alternative activities rather than following the lecturer's monotonous explanations. This finding aligns with Petrucco & Agostini (2023), who stated that peer pressure is more likely to emerge when students are bored or emotionally disengaged. In Y's case, fatigue and boredom during learning intensified the urge to imitate her peers' cell phone use, making cell phone use a form of escape from the uninteresting classroom atmosphere. Therefore, this quote suggests that the combination of social influence and the monotony of learning significantly contribute to increased cell phone use during the learning process.

3.5 PHONE USE AS A COPING STRATEGY FOR BOREDOM

Boredom in the context of learning is a condition when students feel unchallenged, unengaged, or don't see the relevance of the material being presented. In this situation, students tend to seek alternative activities to alleviate their boredom. Pekrun et al. (2023) explain that boredom often triggers escape behavior, which involves diverting attention to activities perceived as more enjoyable. One of the most common forms of escape behavior among students today is using their cell phones to entertain themselves or temporarily divert their focus from lessons perceived as monotonous. This suggests that cell phone use acts not only as a distraction but also as a strategy to cope with the emotional discomfort that arises from boredom.

In English language (EFL) learning, boredom can arise when lecturers' explanations are too long, the material is repetitive, or the teaching method lacks variety in activities. When classroom conditions are unable to maintain student engagement, cell phone use becomes a quick coping strategy that offers instant entertainment, such as watching videos, playing games, scrolling through Instagram, responding to messages, or simply opening apps without a clear purpose. Elhai et al. (2023) found that students who felt bored while studying were more likely to seek out digital content as a way to reduce emotional tension and improve their mood. Therefore, cell phone use in this context is not simply impulsive behavior, but rather a form of coping mechanism that helps students balance boredom with more engaging activities.

The findings of this study also support this concept, as several students admitted to using cell phones as a way to reduce boredom and maintain comfort while studying. This use emerged when the material was considered uninteresting, the class duration was too long, or the presentation method lacked variety. The following quote illustrates cell phone use as a strategy for coping with boredom:

Excerpt 12

> "Sometimes when the class feels monotonous, I just play online games, usually Mobile Legends, because by playing games, I don't just focus on the lecturer's explanation, I can avoid feeling sleepy. If I only focus on the lecturer's explanation, I can feel sleepy and not focus during the lesson, so I vent by playing games." (A, Personal Interview)

A's statement indicates that playing games is used as a strategy to overcome boredom and maintain alertness during lessons perceived as monotonous. When the classroom atmosphere doesn't provide sufficient stimulation, students seek alternative activities that can more effectively capture their attention. In this case, online games like Mobile Legends offer an interactive, challenging, and enjoyable experience, thus reducing drowsiness and boredom. This aligns with the opinion of Guo & Chang (2023), who stated that boredom in learning often triggers escape behavior, the urge to divert attention to more emotionally satisfying activities. A uses games as a form of outlet to control the boredom that arises from repetitive and unvaried material delivery.

In addition to functioning as a distraction from drowsiness, the use of online games also reflects an emotional coping strategy that emerges when students feel disengaged in learning. Benedetto et al (2024) explain that entertaining digital activities like games are often used by students to regulate their mood and avoid the discomfort caused by less engaging learning. In A's context, playing games is not only an entertainment activity but also a way to maintain focus and stay alert, even though it ultimately distracts from the subject matter. This suggests that students' chosen coping strategies can have a dual impact: helping to alleviate boredom but simultaneously reducing academic engagement. Thus, this quote reinforces the idea that mobile phones, particularly through online gaming, serve as a coping mechanism used by students to avoid boredom and maintain comfort during learning.

Excerpt 13

> "Sometimes I overcome the tendency to feel sleepy by playing on my phone, whether it's opening Instagram or TikTok or cooking games. Those are the applications I often open during class. How do I do it? It feels like it's become a habit for students, not just me." (N, Personal Interview)

N's statement suggests that cell phone use during learning functions as a coping mechanism to overcome drowsiness and boredom. By opening Instagram, TikTok, or playing light games like cooking games, students seek to provide more enjoyable stimuli when learning feels uninteresting or too monotonous. This aligns with the explanation of Pekrun et al. (2023), who stated that boredom in learning drives students to seek alternative, more emotionally engaging activities to stay awake and feel "connected." The activities N chose represent a form of escape behavior, namely an attempt to divert attention from boring situations to digital activities that offer instant entertainment.

Furthermore, the statement "it's become a habit for students, not just me" indicates that this behavior is not just an individual behavior, but has become a common pattern among students. This finding is consistent with research by Elhai et al. (2023), which states that digital distractions often emerge as a

collective habit in learning environments when learning is unable to maintain student interest and engagement. This suggests that cell phone use to overcome boredom is not only influenced by internal factors such as drowsiness, but is also reinforced by social norms and group habits. Thus, N's quote suggests that mobile phones serve as an easily accessible coping tool and are a common strategy for students to avoid boredom and maintain comfort during learning, even though they can ultimately decrease academic engagement.

Excerpt 14

> "The main reason I check my phone during English lessons is usually because I'm bored and ultimately fall asleep because it's hard to follow the material the lecturer is presenting. Sometimes the explanations are too fast, so I find it difficult or don't understand everything." (Y, Personal Interview)

Y's statement indicates that boredom and difficulty understanding the material are the main triggers for cell phone use during learning. When lecturers' explanations are perceived as too fast and difficult to follow, students lose the opportunity to process the information optimally. This condition leads to fatigue and drowsiness, leading to the use of cell phones as a coping strategy to overcome this discomfort. This finding aligns with Abdellatif (2022), who explain that academic boredom often arises when material cannot be fully understood or when cognitive load exceeds students' capacity. In such situations, students tend to seek alternative activities that are easier to digest and provide a light sensation, such as checking their cell phones. Thus, cell phones serve as an escape from learning situations that feel stressful and difficult to follow.

Furthermore, this statement shows that learning that is not aligned with students' rhythms or needs increases the likelihood of off-task behavior. When lecturers' explanations are too fast, students feel they don't have enough time to digest the material, thus decreasing their motivation to stay focused. Duncan (2012) state that in situations where students feel left behind or have difficulty following the learning, they tend to turn to digital devices as a form of emotional regulation and distraction. In Y's case, cell phone use wasn't just due to boredom, but also an inability to keep up with the pace of the material. This reinforces the idea that cell phone use can be a coping mechanism that emerges in response to academic pressure and low comprehension, ultimately leading to decreased engagement and learning effectiveness.

3.6 DISCUSSION

The findings of this study indicate that students' phubbing behavior during English as a Foreign Language (EFL) learning is the result of an interaction between psychological, social, and pedagogical factors. Boredom and a monotonous learning environment are the main triggers for this behavior. Students reported losing focus when lecturers' explanations were too long, repetitive, and lacked variety, This finding aligns with Amir (2023) who revealed that students often experience boredom when classroom instruction becomes overly repetitive, lacks meaningful variation, and fails to provide sufficient cognitive stimulation. They emphasized that long and monotonous explanations reduce students' emotional engagement, making them more likely to disengage and turn to alternative activities to maintain their attention. In fact, Tam & Inzlicht (2024) emphasized that boredom drives students to engage in non-academic digital activities as a form of escape. In this study, students tended to access social media or play games when the material was deemed uninteresting, suggesting that phubbing is often a direct response to a less varied learning environment.

Besides boredom, digital notifications are a significant factor disrupting focus on learning. Students describe how vibrations or text messages spontaneously prompt them to check their phones, often without a clear purpose. Mumcu (2025) states that notifications can disrupt concentration within seconds, while Joshi et al (2022) add that repeated notifications can foster habitual checking, the habit of automatically checking their phones. Deng et al (2024) also found that this habit becomes increasingly difficult to control in students accustomed to multitasking. The results of this study support these findings, as students were shown to respond immediately to every digital stimulus, even while in the learning process.

Interestingly, this study also found that mobile phone use is not entirely negative. Students use mobile phones to aid comprehension, such as searching for translations, checking grammar structures, or requesting additional explanations through applications like Google and ChatGPT. This practice aligns with the findings of Lai et al (2021), which show that mobile technology can enhance self-regulated learning and make it easier for students to overcome academic difficulties quickly and independently. However, as Sutisna et al (2020) noted, this academic use can easily shift into non-academic use, especially when students are compelled to open entertainment apps after completing academic assignments on their mobile phones. In addition to academic factors, social influences also play a significant role in shaping phubbing behavior. College students revealed that they frequently check their

phones because they see their friends doing the same or because they want to stay connected with their peers. Zillich (2024) explained that digital behavior is strongly influenced by social norms, while Care et al (2025) found that pressure to stay engaged in group conversations encourages students to check their phones even during class. This research aligns with Synnott (2018), which states that the culture of cell phone use in the classroom is often shaped by the behavior of the majority of peers, making phubbing a habit that is considered normal.

Furthermore, students also use cell phones as a coping strategy to deal with boredom, drowsiness, or difficulty understanding material. When lecturers' explanations are perceived as too fast or too difficult, students feel more comfortable diverting their attention to lighter digital activities. Xie 2021) stated that boredom drives escape behavior, while Wartberg et al (2021) found that digital activities often function as emotional regulation for students experiencing academic stress. Benedetto et al (2024) also emphasized that games and entertainment content can be tools for maintaining emotional well-being while simultaneously reducing student engagement in learning.

Overall, the findings of this study demonstrate that phubbing is not solely caused by technological dependency, but rather an adaptive response by students to their learning conditions, social needs, and emotional state. Therefore, efforts to reduce phubbing require simultaneous consideration of psychological, social, and pedagogical factors. Learning that is more varied, interactive, and relevant to student needs can help create a more engaging learning environment and reduce the likelihood of digital distractions.

IV CONCLUSION

This study successfully identified the main factors that drive students to phubbing during English as a Foreign Language (EFL) learning. Qualitative analysis revealed five primary reasons for this behavior: boredom and a monotonous learning environment, notifications and checking habits, cell phone use for academic purposes, social influence and peer pressure, and cell phone use as a coping strategy for boredom and difficulty understanding the material. These factors collectively indicate that phubbing is not solely triggered by technological dependency, but rather results from an interaction between psychological needs, social dynamics, and learning conditions that are not fully capable of maintaining student engagement.

In the learning context studied, students described phubbing as a response to a lack of varied teaching methods, repetitive material explanations, and presentations that were too fast, making them difficult to understand. Digital notifications and checking habits amplified distraction, while peer influence normalized cell phone use in the classroom. These findings suggest that students' digital behavior is shaped by internal motivations and external triggers, working in conjunction with pedagogical factors that are not fully aligned with students' learning rhythms and needs.

Overall, as digital technologies evolve to shape students' learning behaviors and preferences, understanding the motivations behind phubbing becomes crucial for improving teaching practices. By addressing the psychological, social, and pedagogical factors that influence this behavior, educators and institutions can create more engaging, relevant, and distraction-free learning environments, thereby increasing students' focus, participation, and effectiveness in EFL learning.

REFERENCES

Abdellatif, M. S. (2022). *Modeling the Relationships Between Academic Boredom, Self-Compassion, and Quality of Academic Life Among University Students*. December, 1–14. https://doi.org/10.1177/21582440221141703

Acedillo, N. B., & Saro, J. M. (2023). *Students' Lack of Interest, Motivation in Learning, and Classroom Participation: How to Motivate Them? Students ' Lack of Interest, Motivation In Learning, And Classroom Participation: How To Motivate Them?* March. https://doi.org/10.5281/zenodo.7749977

Akbari, M., Seydavi, M., Palmieri, S., Mansueto, G., Caselli, G., & Spada, M. M. (2021). Fear of missing out (FoMO) and internet use: A comprehensive systematic review and meta-analysis. *Journal of Behavioral Addictions, 10*(4), 879–900. https://doi.org/10.1556/2006.2021.00083

Alsaad, F., Binkhamis, L., Alsalman, A., Alabdulqader, N., Khalil, M. S., & Ghamdi, K. S. Al. (2022). *Impact of Action Video Gaming Behavior on Attention, Anxiety, and Sleep Among University Students*. January, 151–160.

Amiri, E. M. (2023). *International Journal of Language and Literary Studies Academic Context*. January. https://doi.org/10.36892/ijlls.v4i4.1140

Balalle, H. (2024). Social Sciences & Humanities Open Exploring student engagement in technology-based education in relation to gamification, online / distance learning, and other factors: A systematic literature review. *Social Sciences & Humanities Open, 9*(October 2023), 100870. https://doi.org/10.1016/j.ssaho.2024.100870

Balta, S., Emirtekin, E., Kircaburun, K., & Griffiths, M. D. (2020). Neuroticism, Trait Fear of Missing Out, and Phubbing: The Mediating Role of State Fear of Missing Out and Problematic Instagram Use. *International Journal of Mental Health and Addiction, 18*(3), 628–639. https://doi.org/10.1007/s11469-018-9959-8

Bellini, D., Mascia, M. L., Conti, R., & Penna, M. P. (2025). Smartphone overuse and distraction: which relationship with general well-being across different generations? *BMC Public Health, 25*(1). https://doi.org/10.1186/s12889-024-21269-z

Benedetto, L., Rollo, S., Cafeo, A., Rosa, G. Di, Pino, R., Gagliano, A., German, E., & Ingrassia, M. (2024). *Emotional and Behavioural Factors Predisposing to Internet Addiction: The Smartphone Distraction among Italian High School Students*. 1–15.

Boroughani, T., Xodabande, I., & Karimpour, S. (2023). Self regulated learning with mobile devices for university students: exploring the impacts on academic vocabulary development. *Discover Education*. https://doi.org/10.1007/s44217-023-00028-z

Brown, A. (2022). *European Journal of Educational Research*. July. https://doi.org/10.12973/eu-jer.11.3.1487

Capilla Garrido, E., Issa, T., Gutiérrez Esteban, P., & Cubo Delgado, S. (2021). A descriptive literature review of phubbing behaviors. *Heliyon, 7*(5). https://doi.org/10.1016/j.heliyon.2021.e07037

Care, J. C., Amalia, A., Febriani, R. D., Sukma, D., Hariko, R., Konseling, B., & Padang, U. N. (2025). *The Relationship between Peer Conformity and Students' Phubbing Behavior Tendency. 09*(01), 75–84. https://doi.org/10.22202/JCC.2025.v9i1.10091.The

Careem, M. A. (2019). *How does technology changes the behaviour of individuals in society*. June, 0–7.

Chang, L. Y. (2021). Complexity, Conflict, and Uncertainty: Smartphone Use and the Efficacy to Learning on University Students in EFL Classrooms. *Studies in English Language Teaching, 9*(3), p79. https://doi.org/10.22158/selt.v9n3p79

Chen, S. (2024). *The Relationship Between Social Pressure. 26*, 555–560.

Chi, L. C., Tang, T. C., & Tang, E. (2022). The phubbing phenomenon: a cross-sectional study on the relationships among social media addiction, fear of missing out, personality traits, and phubbing behavior. *Current Psychology, 41*(2), 1112–1123. https://doi.org/10.1007/s12144-021-02468-y

Chotpitayasunondh, V., & Douglas, K. M. (2016a). How "phubbing" becomes the norm: The antecedents and consequences of snubbing via smartphone. *Computers in Human Behavior, 63*, 9–18. https://doi.org/10.1016/j.chb.2016.05.018

Chotpitayasunondh, V., & Douglas, K. M. (2018). The effects of "phubbing" on social interaction. *Journal of Applied Social Psychology, 48*(6), 304–316. https://doi.org/10.1111/jasp.12506

Darsih, E., & Asikin, N. A. (2020). *Mobile Assisted Language Learning: Efl Learners ' Perceptions Toward The Use Of Mobile Applications In 8*(2). https://doi.org/10.25134/erjee.v8i2.2999.Received

Deng, L., Zhou, Y., & Broadbent, J. (2024). *Distraction, multitasking and self-regulation inside university classroom*. 23957–23979.

Duncan, D. K. (2012). *Digital Devices, Distraction, and Student Performance: Does In-Class Cell Phone Use Reduce Learning?* December. https://doi.org/10.3847/AER2012011

Duradoni, M., Raimondi, T., Buttà, F., & Guazzini, A. (2023). Moving beyond an Addiction Framework for Phubbing: Unraveling the Influence of Intrinsic Motivation, Boredom, and Online Vigilance. *Human Behavior and Emerging Technologies*, 2023. https://doi.org/10.1155/2023/6653652

Firman, E., & S, K. D. S. (2024). *The Effect of Learning Environment on Students' Motivation in Learning. 10*(4), 6–11. https://doi.org/10.58258/jime.v

Firmansyah, D., & Dede. (2022). Teknik Pengambilan Sampel Umum dalam Metodologi. *Jurnal Ilmiah Pendidikan Holistik (JIPH), 1*(2), 85–114.

Fitri, N. D., & Hasmira, M. H. (2024). Phubbing dalam Interaksi Sosial di Lingkungan Mahasiswa UNP. *Jurnal Perspektif, 7*(1), 162–171. https://doi.org/10.24036/perspektif.v7i1.939

Gao, B., Liu, Y., Shen, Q., Fu, C., Li, W., & Li, X. (2023). Why Cannot I Stop Phubbing? Boredom Proneness and Phubbing: A Multiple Mediation Model. *Psychology Research and Behavior Management, 16*, 3727–3738. https://doi.org/10.2147/PRBM.S423371

Gill, M. J. (2014). Phenomenology as qualitative methodology. *Qualitative Analysis: Eight Approaches*, 73–94.

Gonz, D., & Manuel, J. (2023). *Digital Distractions from the Point of View of Higher Education Students*.

Grewal, N., Bajaj, J. K., & Sood, M. (2020). Impact of Mobile Phone usage on Academic Performance and Behaviour of Medical Students. *International Journal of Medical and Dental Sciences, 9*(1), 1–5. https://doi.org/10.18311/ijmds/2020/24477

Guo, Z., & Chang, Y. (2023). *A conceptual research of college students' boredom, learning attitude, academic achievement, and behavior. 18*(April), 63–72. https://doi.org/10.5897/ERR2022.4300

Hajdarmataj, F., & Paksoy, A. F. (2023). Uses And Gratifications Theory in Social Media Applications: Today's Active Users, Characteristics and Obtained Gratifications. *Current Studies in Communication*, January, 24–34. https://www.researchgate.net/publication/367298924_Uses_And_Gratifications_Theory_in_Social_Media_Applications_Today's_Active_Users_Characteristics_and_Obtained_Gratifications

Hidayat MS, M. T., Anita, A., Narayani, N. W. E., & Mariana, M. (2021). Causes and impacts of phubbing on students in a public university. *Public Health of Indonesia, 7*(4), 153–158. https://doi.org/10.36685/phi.v7i4.430

Hossain, M. S., Alam, M. K., & Ali, M. S. (2024). Phenomenological Approach in the Qualitative Study: Data Collection and Saturation. *ICRRD Quality Index Research Journal, 5*(2). https://doi.org/10.53272/icrrd.v5i2.4

İliç, u., & tanyeri, t. (2020). Is phubbing a matter for educators: A case for pre-service and in-service teachers. *Malaysian Online Journal of Educational Technology, 9*(1), 70–79. https://doi.org/10.17220/mojet.2021.9.1.246

Isrofin, B., & Munawaroh, E. (2021). The Effect of Smartphone Addiction and Self-Control on Phubbing Behavior. *Jurnal Kajian Bimbingan Dan Konseling, 6*(1), 15–23. https://doi.org/10.17977/um001v6i12021p015

Joshi, S. C., Woodward, J., & Woltering, S. (2022). Cell phone use distracts young adults from academic work with limited benefit to self regulatory behavior. *Current Psychology*, 0123456789. https://doi.org/10.1007/s12144-022-03830-4

Karisma, S. P., Susiati, S., Tobing, C. M. H., Oktara, T. W., Arifin, D. D. C., Melamita, A., Nasri, W. O. L. A., & Syahputra, Y. (2025). Smartphone addiction and phubbing behavior: Risks of technology for social media users. *Bulletin of Counseling and Psychotherapy Smartphone, 7*(1), 1–8.

Kartikasari, W. A., Firman, F., & Syukur, Y. (2023). Students' Phubbing Behavior: A Multicultural Counseling Review. *Indonesian Journal of Counseling and Development, 5*(2), 143–153. https://doi.org/10.32939/ijcd.v5i2.2796

Kloppers, M. M. (2023). *The happy learner: Effects of academic boredom, burnout, and engagement*. January, 1–14. https://doi.org/10.3389/fpsyg.2022.974486

Kunene, K., & Tsibolane, P. (2024). *To Ban or Not to Ban: Uses and Gratifications of Mobile Phones among High School Learners*. ArXiv Preprint Arxiv:2406. 11062, July.

Lai, Y., Saab, N., & Admiraal, W. (2021). University students' use of mobile technology in self-directed language learning: Using the Integrative Model of Behavior Prediction Computers & Education University students' use of mobile technology in self-directed language learning: Using the integrative model of behavior prediction. *Computers & Education, 179*(December), 104413. https://doi.org/10.1016/j.compedu.2021.104413

Lai, Y., Saab, N., & Admiraal, W. (2022). Learning Strategies in Self directed Language Learning Using Mobile Technology in Higher Education: A Systematic. In *Education and Information Technologies*. Springer US. https://doi.org/10.1007/s10639-022-10945-5

Li, Z., & Xing, L. (n.d.). *Foreign language anxiety, enjoyment, and boredom among Chinese secondary students: a control-value theory approach*. 2024, 1–9. https://doi.org/10.1057/s41599-024-03049-7

Liu, N., Zhu, S., Zhang, W., & Sun, Y. (2024). *The relationship between fear of missing out and mobile phone addiction among college students: the mediating role of depression and the moderating role of loneliness*. March, 1–9. https://doi.org/10.3389/fpubh.2024.1374522

Lv, S., & Wang, H. (2023). The Effect of College Students' Boredom Proneness on Phubbing: The Chain-Mediating Effects of Fear of Missing Out and Online Vigilance. *Perspectives in Psychiatric Care*, 2023. https://doi.org/10.1155/2023/9713789

Mayra Musdalifah, & Zaitun Qamariah. (2023). The Effect of Phubbing In Group Learning. *Atmosfer: Jurnal Pendidikan, Bahasa, Sastra, Seni, Budaya, Dan Sosial Humaniora, 1*(3), 98–108. https://doi.org/10.59024/atmosfer.v1i3.215

Morrin, T. N. (2022). *Teacher Perceptions of Appropriate Norms for Smartphone Use Walden University*.

Mumcu, B. B. (2025). *You have a notification: the role of push notifications in shaping students' engagement, self-regulation and academic procrastination*.

Nazir, T. (2025). Phubbing in the digital age: Understanding and mitigating the impact on social interactions and relationships. *Anadolu University Journal of Education Faculty, 9*(3), 273–292. https://doi.org/10.34056/aujef.1672999

Parmaksiz, i. (2021). Relationships Between Phubbing and The Five Factor Personality Traits. *Kastamonu Eğitim Dergisi, 29*(4), 32–42. https://doi.org/10.24106/kefdergi.795620

Petrucco, C., & Agostini, D. (2023). *Problematic Smartphone Use and University Students' Academic Performance. 19*(2), 30–38.

Pratiwi, A. S., Setiyowati, A. J., & Khalid, F. (2024). Validity and Reliability of Instruments for Measuring Phubbing Behavior in High School and Equivalent Students. *Buletin Konseling Inovatif, 4*(2), 115–121. https://doi.org/10.17977/um059v4i22024p115-121

Rahmah, M., & Sanyata, S. (2024). Phubbing and Its Impact on Student Communication and Relationship: A Qualitative Study on Coping Strategies and Social Implications. *AL-ISHLAH: Jurnal Pendidikan, 16*(4), 4876–4889. https://doi.org/10.35445/alishlah.v16i4.5801

Rijali, A. (2019). Analisis Data Kualitatif. *Alhadharah: Jurnal Ilmu Dakwah, 17*(33), 81. https://doi.org/10.18592/alhadharah.v17i33.2374

Rutledge, P. B., & Hogg, J. L. C. (2020). In-Depth Interviews. *The International Encyclopedia of Media Psychology*, April, 1–7. https://doi.org/10.1002/9781119011071.iemp0019

Santas, T., & Attah, E. Y. (2025). *Mobile Devices in Student Learning: Enhancing Engagement or Contributing to Distractions?* June.

Sari, L., Nurbayani, S., & Kurniawati, Y. (2023). The Influence of the Phubbing Phenomenon on Social Skills in Developing Life Skills among Social Sciences Education Students at the Indonesian University of Education. *Jurnal Kependidikan, 12*(4), 1153–1160. https://jurnaldidaktika.org1153

Sun, J., & Yoon, D. (2023). Not My Fault to Phub Friends! Individual, Social, and Technological Influences on Phubbing and Its Consequences. *Human Behavior and Emerging Technologies*, 2023. https://doi.org/10.1155/2023/4059010

Sutisna, D., Widodo, A., Anar, A. P., Indraswati, D., Teacher, E., Study, E., & Mataram, U. (2020). *Identification Of Mobile Phone Usage's Shifting. 9*(2), 87–97.

Synnott, C. K. (2018). *Smartphones in the Classroom and Students' Misperceptions: Faculty*. 33(July), 119–135. https://doi.org/10.2139/ssrn.3038013

Tam, K. Y. Y., & Inzlicht, M. (2024). *Fast-Forward to Boredom: How Switching Behavior on Digital Media Makes People More Bored*.

Thapa, P., Sharma, P., Goundar, S., Tsirkas, P., Valamontes, A., & Adamopoulos, I. (2025). *Digital Distractions in the Classroom Among Students: A Cross-Sectional Study*. Preprints.Org, February, 1–15. https://doi.org/10.20944/preprints202502.1931.v1

Tufan, C., Köksal, K., & Griffiths, M. D. (2025). The Impact of Smartphone Addiction, Phubbing, and Fear of Missing Out on Social Cooperation and Life Satisfaction Among University Students. *International Journal of Mental Health and Addiction*, 0123456789. https://doi.org/10.1007/s11469-025-01477-3

Tze, V. M. C., Daniels, L. M., & Klassen, R. (2015). *Evaluating the Relationship Between Boredom and Academic Outcomes: A Evaluating the Relationship Between Boredom and Academic Outcomes: A Meta-Analysis*. October. https://doi.org/10.1007/s10648-015-9301-y

Wartberg, L., Thomasius, R., & Paschke, K. (2021). Computers in Human Behavior The relevance of emotion regulation, procrastination, and perceived stress for problematic social media use in a representative sample of children and adolescents. *Computers in Human Behavior, 121*(March), 106788. https://doi.org/10.1016/j.chb.2021.106788

Xie, J. (2021). *The Effects of Boredom on EFL Learners' Engagement. 12*(September), 10–13. https://doi.org/10.3389/fpsyg.2021.743313

Xu, X., Han, W., & Liu, Q. (2023). *Peer pressure and adolescent mobile social media addiction: Moderation analysis of self-esteem and self-concept*. April, 1–9. https://doi.org/10.3389/fpubh.2023.1115661

Zaini, P. M., Zaini, P. M., Saputra, N., Penerbit, Y., Zaini, M., Lawang, K. A., & Susilo, A. (2023). *Metodologi Penelitian Kualitatif* (Issue May).

Zhang, J. (2024). *Effect of College Students' Smartphone Addiction on Academic Achievement: The Mediating Role of Academic Anxiety and Moderating Role of Sense of Academic Control*. March, 933–944.

Zillich, A. F. (2024). *The Impact of Social Norms on Adolescents' Self-Presentation Practices on Social Media*. https://doi.org/10.1177/20563051241299829

Zulkarnain, Sadikin, M., & Rochman, A. (2025). Phubbing in social interaction: A phenomenological study on the urban young generation in pontianak. *International Journal of Health, Economics, and Social Sciences (IJHESS), 7*(2), 957–962. https://doi.org/10.56338/ijhess.v7i2.7593