



(MUDIMA)



## Revealing the Impact of Avoidant Attachment Style and Self-Regulation on Phubbing Behavior

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### ABSTRACT

Individual behavior that focuses on smartphones during face-to-face interactions that result in ignoring others is known as phubbing. Students who have a high level of phubbing will use smartphones more often when interacting. This study aims to determine the relationship between avoidant attachment style and self-regulation with phubbing in adolescents in Ketapang City. This study was conducted on 265 respondents who attended SMAN 02 Ketapang using a simple random sampling technique. The research instruments included a phubbing scale referring to the theory of Karadag et al. (2015), an avoidant attachment style scale referring to the theory of Hazan & Shaver (1987), and a self-regulation scale referring to the theory of Novak & Clayton (2001). The results of the analysis showed that avoidant attachment style and self-regulation had a significant influence on phubbing. Avoidant attachment style had a significant positive influence while self-regulation had a significant negative influence

## INTRODUCTION

The sophistication of smartphones with internet networks makes it easier for every individual to access various information, making it easier for individuals to interact virtually and carry out transactions just in the palm of their hand without being limited by space and time (Gladden, 2019; Shanahan & Bahia, 2024). Making smartphone users worldwide reach a total of 1.7 billion users and is expected to continue to increase until 2029 (Statiska, 2024). Although it cannot be denied that excessive smartphone use has an impact on mental, physical health and especially the quality of social interaction with others (Yerramilli et al., 2015; Kamaruddin et al., 2023).

A survey conducted by the Indonesian Internet Service Providers Association (2023) stated that now almost all groups can access social media, especially teenagers, where teenagers are the highest social media users with a percentage of 79.5%. Internet users among teenagers aged 13-18 years reached 99.16%, (Central Statistics Agency, 2022). This shows that the lives of teenagers cannot be separated from social media (Suwinda Deni, Rahmasari, and Maharani 2023).

Based on the results of the researcher's interview on August 2, 2024 with several parents who have teenagers, who complained that their children were more focused on using smartphones in various places and situations so that they seemed to ignore their environment. On the other hand, the results of an initial survey conducted by researchers on several teenagers, actually stated that the use of smartphones can make it easier for teenagers to communicate, find information about anything, and can make it easier for them to do schoolwork. However, the lives of teenagers seem less balanced, because teenagers prefer to be busy with smartphones, focus on smartphones when socializing, and are indifferent to the people around them (Andiana & Barida, 2021).

The quality of interaction decreases when individual behavior focuses on smartphones during face-to-face interactions, causing acts of ignoring others, known as phubbing (Karadag et al., 2015).

The phenomenon of individuals who prefer to play or use smartphones in the middle of interactions with other people is common among adolescents (Kamaruddin et al., 2023; Khodabakhsh & Ong, 2021). Teenagers prefer to communicate via smartphones rather than in person, which causes neglect of the social environment around them (Andiana & Barida, 2021; Sari & Kamal, 2021; Chaidirman et al., 2019; Rizqika et al., 2023). This condition causes adolescents to tend to be less sensitive to social life, less respectful of authority figures such as parents, teachers or peers (Christina, Yuniardi, and Prabowo 2019). According to Damayanti & Arviani (2024) in big cities such as Surabaya and Jakarta, adolescents are also often found to be phubbing with smartphone use five hours per day.

Phubbing behavior has been associated with avoidant attachment style in several studies. Research shows that individuals who phub as a way of individuals to manage their discomfort with intimacy and emotional closeness (Brennan et al., 1998; Feeney & Noller, 1990). Negative behaviors such as phubbing make individuals with avoidant attachment style choices to maintain emotional distance in interpersonal relationships (Sun & Miller, 2023; Purnamasari et al., 2020; Shams et al., 2019; Damayanti & Arviani, 2024). Individuals who tend to interact digitally rather than face-to-face have a higher avoidant attachment style (Han et al., 2022; Xu et al., 2022).

Hazan & Shaver (1987) describe individuals with avoidant attachment style as individuals who are uncomfortable in emotional and physical closeness with difficulty trusting people around them, difficulty depending on others, and anxiety about relationships between individuals who are too close. Phubbing for individuals with avoidant attachment style can provide an excellent strategy to distance themselves from interpersonal communication, escape from social interactions, and thus reduce intimate closeness, and the possibility of emotional ups and downs and jealousy (Perrotta 2021). Avoidant individuals feel safer when using their smartphones so they can avoid face-to-face

interactions because of their reluctance to have direct conversations with others and are more likely to be ignored (Oknita et al., 2023). Avoidant attachment style has a positive correlation with phubbing (Broning & Wartberg, 2022).

In addition to avoidant attachment style, previous studies have also shown that phubbing is one of the important components influenced by low self-regulation (Yang, Asbury, and Griffiths 2019). Previous studies have empirically shown how individuals who have difficulty regulating their emotions and behavior (low self-regulation) tend to be at greater risk of problematic behaviors such as compulsive smartphone use (Zahrai et al., 2022). Self-regulation is an important characteristic of a person's existence in society. However, its effective

## **METHODS**

### **Research Design**

The method used in this study is the correlational method, which aims to determine the strength and direction of the relationship between the measured variables (Azwar, 2019). This study uses multiple linear regression data analysis, therefore before data analysis is carried out, a classical assumption test is first carried out to ensure that the data used meets the requirements needed in regression analysis, namely normality test, linearity test, multicollinearity test, and heteroscedasticity test. This assumption test is important so that the results of the multiple linear regression analysis obtained can be considered valid and can be interpreted correctly.

Data analysis in this study used multiple linear regression analysis which aims to prove the research hypothesis. This multiple linear regression analysis technique was chosen because this thesis research consists of 2 independent variables and 1 dependent variable, all three of which have interval data and the correlation between each independent variable and the dependent variable is tested, namely the relationship between avoidant attachment style and self-regulation with phubbing behavior. Data calculations are assisted by the IBM SPSS Statistics 23 for Windows program.

### **Objectives and Hypothesis**

This research aims to examine the relationship between avoidant attachment style and self-

development depends on various external and internal factors (Mahmoodi et al., 2014). The problem of self-regulation, especially among young people, is said to be very acute, namely students. Self-regulation problems in students can arise for various reasons. Adolescents who have the ability to regulate themselves or have good self-regulation will plan their future well too (Beni & Latipun, 2019).

Avoidant attachment style and self-regulation are two important factors that influence phubbing behavior, especially for teenagers. Based on the background description above, phenomena, data and previous research results, the researcher is interested in conducting a study entitled "The relationship between avoidant attachment style and self-regulation with phubbing in teenagers".

Examining the relationship between avoidant attachment style and phubbing. Also, examine the relationship between self-regulation and phubbing.

Based on the description above, the assumption in this study is the first (H1) that there is a relationship between avoidant attachment style and self-regulation with phubbing in adolescents of SMAN 02 Ketapang City. The second assumption (H2) in this study is that there is a significant positive relationship between avoidant attachment style and phubbing. The third assumption (H3) of this study is that there is a significant negative relationship between self-regulation and phubbing.

### **Participants**

The population in this study were teenagers who had smartphones who attended SMA 2 Negeri, Ketapang City, West Kalimantan, totaling 833 students. A sample of a study is part of the population to be studied which has the same characteristics as the population (Azwar, 2019). Based on this review, the sampling technique in this study used simple random sampling. The simple random sampling technique allows researchers to randomly select each member of the population to be the subject of the study because each member of the population has the same opportunity to become a research sample (Creswell, 2012).

The determination of the number of samples in this study uses the help of the Krejcie and Morgan (1970) table. Based on the table, with a population of 833 students, the minimum sample set is 265 people.

Based on the results of the respondent data investment by gender, it can be seen that the total number of participants in this study was 265 subjects, with details of 178 women (67%) and 87 men (33%).

### **Instruments**

**Phubbing Scale.** The development of the phubbing measurement tool in this study was compiled by researchers using the phubbing aspects proposed by Karadag et al (2015) there are two aspects of phubbing behavior, namely: (1) Communication disorders, Communication disorders can be observed through indicators of receiving or replying to incoming calls and messages when communicating directly and the tendency to always check social media notifications when communication is taking place; (2) Obsession with cellphones, Obsession with cellphones can be observed from indicators of attachment to cellphones or restlessness when away from cellphones and difficulty controlling cellphone use. These aspects are then described in the indicator reference into 32 statements in which each type contains 16 favorable items and 12 unfavorable items with the test results obtained a score of  $\alpha = 0.908$  which mean the phubbing scale proved reliable.

**Avoidant attachment style scale.** The avoidant attachment style scale in this study was compiled by the researcher. referring to the theory of avoidant attachment style, which was put forward by Hazan and Shaver (1987) Avoidant attachment style with dimensions: (1) Fear of intimacy, namely tending to keep a distance in interpersonal relationships and avoiding deep conversations about feelings; (2) Emotional highs and lows, namely experiencing changes in mood from happy to sad quickly when interacting with people close to you and feeling guilty after arguing with people close to you, even though you previously felt right; (3) Jealousy, namely feeling less valuable or not recognized when seeing people close to you getting attention from others and expressing feelings of discomfort or

displeasure directly or indirectly. These dimensions are then described in the indicator reference into 48 statements in which each type contains 24 favorable items and 24 unfavorable items with a score of  $\alpha = 0.903$  which means the avoidant attachment style scale has been shown to be reliable.

**Self-regulation scale.** The self-regulation scale in this study was compiled by researchers, there is a relationship with emotional, behavioral, and cognitive control (Novak and Clayton 2001). (1) Emotional, namely emotional regulation that is able to control anger and avoid emotional outbursts or excessive emotional restraint; (2) Behavioral, namely the ability to control hyperactive, restless and aggressive behavior from the outside and the ability to maintain a polite and rational attitude even in bad situations; (3) Cognitive control, namely showing forward thinking and planning and the ability to reject negative impulses. The results of the reliability test on the Self-regulation scale using SPSS 23 for windows with the Cronbach's alpha method showed 0.920 in the first round with 48 scale items tested and the last round of analysis with 37 valid items showed a Cronbach's Alpha value of 0.930 with the meaning that the Self-regulation scale was proven to be reliable.

### **Normality Test**

The normality test is used to determine the fulfillment of the normal curve for the distribution of variable data obtained from the results of data collection. The benchmark used to test normality is  $p > 0.05$  which means the data distribution is normal and conversely  $p < 0.05$  means the variable data distribution is not normal (Azwar, 2019).

This test is carried out on the phubbing variable to determine whether the data has a normal distribution. The calculation result of the normality test or significance value for phubbing is 0.200. The variable score has  $p > 0.05$ , so the data is said to be normal. Normality test results can be seen in the following table.

Table 1. Normality Test Results

Z	df	p	Information
<b>Kolmogorov</b>			
0.043	2650,200		Distribution of scores for the variables Phubbing, Avoidant Attachment, and Self-regulation $p > 0.05$ (Normal Distribution)

**Linearity Test**

The relationship linearity test is used to test whether the relationship between two variables is linear or not. This test is useful in linear regression analysis, where we want to ensure that the basic assumptions of linear regression are met. Test the linearity of the relationship between the avoidant attachment style variable and the Self-regulation variable on the phubbing behavior variable. The linearity test is carried out to determine whether the relationship between each independent variable has a linear relationship pattern with the dependent variable. Rules for testing the linearity of a relationship if the deviation from linearity is significant or  $p > 0.05$ .

Based on the significant deviation from linearity value for the variable avoidant attachment style with phubbing, it was obtained at  $0.213 > 0.05$ , so it can be concluded that the variable avoidant attachment style and phubbing in this study has a linear relationship. Furthermore, the variable Self-regulation with phubbing obtained a significant deviation from linearity of  $0.732 > 0.05$ . Thus it can be concluded that the variable Self-regulation with phubbing in this study has a linear relationship. The results of the linearity test between the two variables and the dependent variable can be seen in table 16 below.

Table 2. Linearity Test Results

Variable	F deviation from linierity	p	Information
Avoidant Attacment Style - Phubbing	1, 205	0, 213	Linear
Self-regulation - Phubbing	0, 867	0, 732	Linear

**Multicollinearity Test**

The multicollinearity test in quantitative research is used to determine whether there are independent variables that are similar between variables. The independent variable is avoidant attachment style and the self-regulation variable. The multicollinearity test is carried out to determine the nearly perfect or perfect linear correlation between the independent variables in the regression analysis model. A regression model that is free from multi-

linearity is the result of analysis with a tolerance figure close to 0.10 and a VTF limit of 10.

The results of the multicollinearity test for avoidant attachment style and Self-regulation show a tolerance value =  $0.991 > 0.10$  and a VIF value =  $1.009 < 10.00$ . This means that there is no multicollinearity/intercorrelation between the avoidant attachment style and Self-regulation variables.

Table 3. Multicollinearity Test Results

Tolerance	VIF	Information
0, 991	1, 009	Multicollinearity did not occur

**Heteroskedasticity Test**

The heteroscedasticity test is used to determine the inequality of variance of the residuals in a regression model from one observation to another (Sugiyono, 2017). Heteroscedasticity test analysis was carried out using Spearman's Rho correlation, a regression model was declared to not have an element of heteroscedasticity if the variable

significance value was  $> 0.05$  and was declared to have an element of heteroscedasticity if the variable significance value was  $< 0.05$ .

Based on the results of the heteroscedasticity test, the avoidant attachment style variable obtained a significant value of  $0.210 > 0.05$ . Meanwhile, the Self-regulation variable obtained a significant value of  $0.066 > 0.05$ . Thus it can be concluded that there

were no symptoms of heteroscedasticity in this study. The results of the heteroscedasticity test in the research can be seen in the table.

Table 4. Heteroskedasticity Test Results

Variable	p-value	Information	Conclusion
Avoidant attachment style with ABS_RES	0, 210	> 0, 05	Heteroscedasticity does not occur
Self-regulation with ABS_RES	0, 066	> 0, 05	Heteroscedasticity does not occur

## RESULTS AND DISCUSSION

Regarding the results in this study, we will further present a comparison of the hypothetical mean and empirical mean of each variable.

Table 5. Hypothetical Mean and Empirical Mean Results

Variables	N	Hypothetical Mean (MH)	Empirical Mean (ME)	Information
Avoidant Attachment Style	26596		100,55	MH<ME
Self-Regulation	265111		122,09	MH<ME
Phubbing	26516		68,44	MH<ME

Comparison between the hypothetical mean value (MH) and the empirical mean value (ME) for three variables avoidant attachment style, self-regulation, and phubbing. For each variable, there are 265 research subjects. The empirical mean value of 100.55 is greater than the hypothetical mean value of 96 for the avoidant attachment style variable. This shows that students have a high avoidant attachment style. Next, the empirical mean value of the self-

regulation variable is 122.09 and the hypothetical mean value is 111, the empirical mean value of the self-regulation variable is greater than the hypothetical mean value, meaning that self-regulation in students is high. The phubbing variable has an empirical mean value of 68.44 and a hypothetical mean value of 16, the empirical mean value of the phubbing variable is greater than the hypothetical mean value, meaning that phubbing in students is high.

Table 6. Simultaneous Test Results (First Hypothesis)

Model	df	Mean Square	F	sig	Information
Regression	2	1452.085	13.389	0,000	(p<0.01) Very Significant
Residual	262	108.455			
Total	264				

Based on the results of the simultaneous test table above, it shows the coefficient  $F = 13.389$  at  $p = 0.000$  ( $p < 0.05$ ). This shows that the significance value of  $0.000 < 0.05$  is declared significant. So it can

be said that the hypothesis is accepted, namely that there is a significant relationship between Avoidant attachment style and self-regulation with phubbing behavior.

Table 7. Second Hypothesis Test

Variables	Unstandardized		T	sig	Information
	Coefficients				
	B	Std.Error			
Avoidant Attachment style	0,177	0,084	2.102	.036	(p<0.01)Very significant

The results of the partial regression analysis showed a coefficient of  $t = 2.102$  at  $p = 0.036$  ( $p < 0.05$ ) for the relationship between the Avoidant attachment style variable and phubbing. These

results indicate that there is a significant positive relationship between avoidant attachment style and phubbing. Based on these results, the second research hypothesis in this study is accepted.

Table 8. Third Hypothesis Test

Variables	Unstandardized		T	sig	Information
	Coefficients				
	B	Std.Error			
Self-Regulation	-0,233	0,052	-4.506	.000	(p<0.01)Very significant

The results of the subsequent partial regression analysis showed a coefficient of  $t = -4.506$  at  $p = 0.000$ . ( $p < 0.05$ ) for the relationship between self-regulation variables and phubbing. These results

indicate that there is a significant negative relationship between self-regulation and phubbing. Based on these results, the third research hypothesis in this study is accepted.

Table 9. Regression Equation

Variables	Regression Coefficient	T Count	Sig
Constants	79,076	7.166	
Avoidant Attachment Style	.177	2.102	
Self-Regulation	-.233	-4,506	
F count	13,389		0,000
Rsquare	0.093		

The regression line equation produced in this study is  $Y = \beta_0 + \beta_1X_1 + \beta_2X_2$  with coefficients  $\beta_0 = 79.076$ ;  $\beta_1 = 0.177$  and  $\beta_2 = -0.233$ . So, the complete regression line equation can be written as follows:  $Y = 79, 076.X_0 + 0, 177.X_1 + (-0, 233) X_2$ .

Meaning: Without Avoidant attachment style and self-regulation, phubbing has a score of 79.076 in the high category. Every additional 1 Avoidant attachment style score will increase the Phubbing score by 0.177. In the self-regulation variable, every additional 1 self-regulation score will decrease the phubbing score by -0.233.

## CONCLUSION

Based on the results of the analysis of research data on the relationship between avoidant attachment style and self-regulation with phubbing behavior in adolescents using multiple linear regression analysis techniques with 265 respondents as subjects, the following conclusions can be drawn:

The level of avoidant attachment style in adolescents of SMAN 2 Ketapang as many as 265 students is in the high category. Likewise, the level of self-regulation is in the high category. Those who have an avoidant attachment style cause behavior that avoids intimacy with the surrounding, emotional ups and downs and feelings of jealousy, so they tend to busy themselves on smartphones in face-to-face situations that give rise to phubbing behavior.

The level of self-regulation in this study has a significant relationship with phubbing behavior. Adolescents of SMAN 2 Ketapang who have low self-regulation can show phubbing behavior. However, with a negative significant relationship, a high level of self-regulation will decrease the level of phubbing. While a low level of self-regulation will increase phubbing behavior.

Based on the results of multiple regression tests, it is known that R shows multiple correlations between avoidant attachment style and self-regulation on phubbing. This shows that the three variables have a significant positive and negative correlation.

The coefficient of determination or R Square shows that both variables together have a contribution of 9.3% to phubbing behavior. This means that the independent variable directly influences phubbing behavior positively with a high level of avoidant attachment style and negatively on the low self-regulation variable which will contribute to phubbing behavior. Therefore, it is important for

us to pay attention to both independent variables in an effort to reduce phubbing behavior, especially among teenagers. This is because they are still unable to control or utilize technology properly, not compulsively.

It is recommended for teens to practice talking about feelings and needs with a trusted friend or family member. Find a group that can provide emotional support and share experiences. And discuss feelings and challenges with a friend, family member, or teacher who can provide support and perspective.

It is also important for teachers to pay attention to adolescents to create a safe and inclusive classroom atmosphere, where students feel valued and accepted. This can help students with avoidant attachment style feel more comfortable opening up. And teach important social skills such as teamwork in learning and working to increase self-regulation in adolescents.

For further researchers to enrich the reference references so that further researchers can be better at gaining new knowledge and adding broader insights for researchers. It is recommended to examine other variables that may moderate or mediate the relationship between avoidant attachment style, self-regulation and phubbing, such as social anxiety, social support or other variables.

This study did not measure phubbing behavior from sharing different conditions or demographic backgrounds. Researchers only looked at phubbing behavior in the scope of peer interactions and their surroundings. In addition, future researchers can expand the sample by involving more participants from various demographic backgrounds (age, gender, socioeconomic status, etc.) and geographic locations. This will increase the generalizability of the findings.

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