



Original Research

## AN OVERVIEW OF SELF-CONTROL IN ADOLESCENT WITH NOMOPHOBIA (NO MOBILE PHONE PHOBIA)

Gt. Ihda Wardatul Ilmiah\*, Ah. Yusuf , RR Dian Tristiana 

Faculty of Nursing, Universitas Airlangga, Surabaya, East Java, Indonesia

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### CORRESPONDING AUTHOR

Gt. Ihda Wardatul Ilmiah

[gt.ihda.wardatul-2017@fkip.unair.ac.id](mailto:gt.ihda.wardatul-2017@fkip.unair.ac.id)

Faculty of Nursing, Universitas Airlangga, Surabaya, East Java, Indonesia

### ABSTRACT

**Introduction:** Self control is important to control the use of smartphones to suit their needs. Low self control is one of the factors that cause nomophobia in smartphone users. The purpose of this study was to gain an understanding of the self-control of adolescents with nomophobia.

**Method:** This study used a qualitative design with a phenomenological descriptive method through in-depth interviews. There were 15 participants with nomophobia, selected using purposive sampling technique. Data were analyzed using Colaizzi analysis.

**Results:** This study identified 12 themes. Self-control of adolescents with nomophobia is influenced by the use of smartphones which raises the theme of reasons for using smartphones, conditions that cause smartphone use, the use of smartphones in life, and various features used on smartphones. Low self control causes adolescent to have difficulty controlling the stimulus to always use a smartphone and trigger nomophobia which is described through the theme of the response of nomophobia, the aspect of nomophobia, and the impact of nomophobia. After experiencing nomophobia, adolescents do self-control to control the impact of smartphone use which raises the theme of self-control efforts, parental control, and the aspects of self-control. Adolescent self-control is influenced by sources and barriers that raise the theme of the sources of self-control and the barriers of self-control.

**Conclusions:** Adolescents with nomophobia have low self-control in using smartphones and controlling self-responses when there is no smartphone. Therefore, adolescent self-awareness and the role of parents are needed to increase self-control to prevent nomophobia and the negative impact of excessive smartphone use.

**Keyword:** Self-control, adolescent, nomophobia

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## 1. INTRODUCTION

In this modern era, most adolescent cannot be away from smartphones (Wilantika, 2017). When not near a smartphone, adolescents tend to feel discomfort such as anxiety, depression, and even mental disorders that can affect psychological health (Aguilera-Manrique et al., 2018). According to Yildirim & Correia (2015) this condition is said to be nomophobia (no-mobile phone phobia). However,

nomophobia is not only defined as anxiety about not being near a smartphone. But also occurs in conditions such as no network, unreachable internet, running out of smartphone power, and running out of quota (Muyana & Widyastuti, 2017).

Nomophobia is associated with low self-control in smartphone use (Agusta, 2016). The self-control ability of adolescents with nomophobia can be seen from the behavior of often accessing smartphones for no reason and always carrying

smartphones everywhere (Sudarji, 2017). The habit of accessing smartphones is not because they want to operate certain features, but only to reduce discomfort when not using a smartphone (Khoiryasdien & Ardina, 2020). Adolescent in general also often check their smartphones, but there are no feelings of anxiety, fear, and nervousness when they do not have a network, quota, credit, or smartphone power (Muyana & Widyastuti, 2017).

Adolescent have a higher risk of experiencing problems related to smartphone use, one of which is nomophobia (Astriani, 2020). Research in Indonesia shows that 84% of people with nomophobia are in the age range of 18-23 years (Mayangsari & Ariana, 2015). In addition, another study conducted by Tjasmadi in 2019 stated that 72.53% of adolescent indicated nomophobia. Another study related to the relationship between nomophobia and self-control conducted by Putri (2019) in the 18-23 years age group in Surabaya showed that the level of nomophobia in the low category was 17.6%, the medium category was 65.9%, and the high category was 16.5%. Meanwhile, the self-control variable shows a low category of 15.4%, a medium category of 65.4% and a high category of 19.2%. Self control provides an effective contribution of 19.1% to nomophobia.

According to William Kay, one of the tasks of adolescent development is to strengthen self-control abilities based on values, principles, and philosophy of life (Yudrik, 2011). According to the concept of self-control Tangney et al. (2004), a person's self-control ability can be seen through aspects of self discipline, non-impulsive, healthy habits, work ethic, and reliability. Self control has an important role for adolescents, one of which is to control the use of smartphones to suit their needs and not have a negative impact (Karuniawan & Cahyanti, 2013). Adolescents who have good self-control will be able to direct the use of smartphones in a positive direction so as not to cause interference with aspects of self-control (Putri, 2019). On the other hand, adolescents who have low self-control are unable to reject negative impulses and cause disturbances in aspects of self-control such as easily ignoring the tasks they are responsible for, behaving impulsively to fulfill their desires, having bad habits and being unhealthy for themselves, ignoring values. value of others, and inconsistent with the plans that have been made (Tangney et al., 2004).

Based on the above phenomenon, the researcher tries to describe in depth about the self-control of adolescents with nomophobia.

## 2. METHODS

### 2.1 Design

This study used a qualitative method with a phenomenological descriptive approach. This research was carried out in February-March 2021 at the Faculty of Nursing, Universitas Airlangga.

### 2.2 Population and sampling

Participants totaled 15 participants with nomophobia were selected using the technique of purposive sampling by selecting the participants in accordance with the inclusion criteria are adolescent aged 18-24 years with severe nomophobia, adolescent is the student of faculty of nursing in Universitas Airlangga, and willing to be a research participant.

### 2.3 Variable

The independent variable in this study is self control while the dependent variable is nomophobia.

### 2.4 Instrument

Data was collected using the main instrument of qualitative research, namely the researcher. Then at the participant recruitment stage, researchers used a nomophobia questionnaire (NMP-Q) to determine the nomophobia category of potential participants. The researcher also used research tools such as interview guide, smartphones, field notes, and stationery. The interview guide consists of 11 questions that explore aspects of self-control which include self-discipline, non-impulsivity, healthy habits, work ethics, and reliability.

### 2.5 Procedure

The data collection used the technique of in-depth interviews (depth interview) online. The first stage is preparation. The researchers contacted participants to ask the willingness to participate in this research through text messaging. The researcher also sent a research explanation sheet and informed consent to the participants. Then the researcher and the participants made a time contract and determined the media used for the interview. All participants in this study used video calls via WhatsApp for interviews. The second is implementation where during interviews, researchers introduce themselves in person and make a contract for the duration of the interview, each interview lasted 40-70 minutes. The interview begins with questions related to participant demographic data. Then proceed with the opening questions and main questions according to the interview guide. After the interview was completed, the researcher and the participants made a time contract for data validation. The last stage is termination, where the researchers contacted the participants to perform the validation of data in accordance with the time contract that has been agreed previously. The researcher asked the participants to read and check the suitability of the

verbatim results with what the participants experienced and felt.

## 2.6 Analysis

Data were analyzed using Colaizzi analysis which consists of nine steps. First, described the phenomenon under study, collected descriptions of phenomena from participants into a verbatim script, reread the text verbatim, quoted meaningful statements, described the meaning in meaningful statements, organised a collection of meanings into groups of themes, integrated each theme into a complete description, validated the results of the analysis to the participants, and incorporated the data from the validation results into the description of the analysis results.

## 2.7 Ethical Clearance

This research has passed the ethical test by the Health Research Commission of the Faculty of Nursing, Universitas Airlangga with ethical approval No: 2170-KEPK on February 23, 2021.

## 3. RESULTS

The participants totaling 15 people with all of them are female. Participants aged 18-22 years. In addition, the majority of participants are muslim. The overall education of the participants are undergraduate students at the Faculty of Nursing, Universitas Airlangga from the 2017-2020 class. The participant's domicile is divided into several areas spread across East Java, West Java, and Madura Island. All participants were included in the category of severe nomophobia according to the NMP-Q on a score range of 111-140 felt anxiety, fear, and other uncomfortable feelings when unable to use a smartphone to access information or contact other people. So they always try to make the smartphone can be used when they want it. (Table 1)

This study produced 12 themes that describe self-control in adolescents with nomophobia. Adolescents have poor self-control because they are influenced by smartphone use factors that raise the theme of reasons for using smartphones, conditions that cause smartphone use, smartphone use in life, and sharing features used on smartphones. Self control is not good in the use of smartphones led to adolescents experiencing difficulties in controlling the existing stimulus and trigger responses such as juice anxious when you're not near a smartphone which is illustrated by the response of nomophobia, the aspects of nomophobia, and the impact of nomophobia. After experiencing nomophobia, adolescents and parents try to control the use of smartphones which raises the themes of self-control efforts, parental control, and the aspects of

self-control. Adolescent self control is influenced by several factors that give rise to the theme the sources of self control and the barriers of self control. Table 2. Explains the theme of the participants' reasons for using smartphones. Based on the results of interviews, participants use smartphones because smartphones are more practical to use anywhere. Smartphones also provide easy and varied access, so that participants feel that smartphones have become an important necessity in everyday life. In addition, along with the times, the use of smartphones has become a trend among children to adults. The following are participant statements:

"When I used zoom meeting in my smartphone, it's easier than a laptop that has to be placed on a table. So feel benefited by having a Smartphone because it **can be taken anywhere.**" (P4, P9)

"Even when compared between smartphones and TVs, I prefer smartphones. Because the range of **smartphone access is wider** than TV." (P1, P7)

"For lectures or looking for other information, **access is easier via smartphones** and the internet." (P8, P14)

"Along with the times, began to change using a **touch screen smartphone.**" (P7, P8, P15)

"It has **become a daily necessity** such as eating. In addition to entertainment, it is also helpful for the learning process and communicating with family." (P7, P8, P9, P11)

Table 3. Explains the theme of the conditions that cause participants to use smartphones. Based on the results of the interviews, participants used smartphones when not doing any activities to fill their spare time. In addition, participants also use smartphones when they do not have friends to talk to. According to participants, smartphones can be friends when alone so they are not lonely. The following are participant statements:

"During the holidays, I spend more time used smartphone because I **don't any activities.**" (P1, P2, P10, P13, P15)

"Actually using a smartphone because I don't have any siblings, so I'm **confused about who to talk to.**" (P2, P5, P7, P9, P14)

Table 4. Explains the theme of the use of smartphones in life. According to participants in this study, smartphones have many functions, so they can be used for various purposes. Based on the results of interviews, the use of smartphones in life is divided into several categories, namely as communication tools, educational media, entertainment media, primary sources of information, expanding

Table 1. Characteristics of Participants

Characteristics	Category	N	%
Gender	Famale	15	100%
	Male	0	0%
Age	18	3	19.9%
	19	4	26.7%
	20	3	19.9%
	21	2	13.3%
	22	2	13.3%
Religion	Islam	14	93.3%
	Hindu	1	6.7%
Education	College student	15	100%
	2017	4	26.7%
	2018	4	26.7%
	2019	3	19.9%
	2020	4	26.7%
Domicile	Temanggung	1	6.7%
	Surabaya	7	46.4%
	Jepara	1	6.7%
	Tegal	1	6.7%
	Gresik	1	6.7%
	Lumajang	1	6.7%
	Sidoarjo	1	6.7%
	Mojokerto	1	6.7%
	Pamekasan	1	6.7%
Nomophobia Category	Severe category	15	100%
	100-110	0	0%
	111-120	6	40.3%
	121-130	7	46.4%
Score NMP-Q	131-140	2	13.3%

Table 2. Theme analysis 1: Reasons for using a smartphone

Themes	Sub Theme	Category	Keywords
Reasons for using a smartphone		More practical	Can be taken anywhere
		Access varies	Smartphone access is wider
		Easier access	Access is easier via smartphones
		Following the trend	Smartphone touch screen
		Important needs	Become a daily necessity

Table 3. Theme analysis 2: Conditions that cause smartphone use

Theme	Sub Theme	Category	Keywords
Conditions that cause smartphone use		No activity	Don't any activities
		No one to talk	Confused about who to talk to

relationships, photography tools, and internet network sources. As a communication tool, smartphones are used for video calls, calls, chats, and SMS. The following are participant statements:

“Haven't seen each other for a long time, at least chat, **video call**, or call via smartphone.” (P1, P2)

“Its function is only to **call** parents when they are out of the house.” (P1, P4, P5, P13, P14, P15)

“Communication with friends or family can still be connected via a smartphone with **chat** even though they rarely meet.” (P1, P4, P8, P9, P10, P11, P12, P14)

“To contact people is easier than via **SMS** or call.” (P15)

As an educational medium, participants use smartphones to help doing assignments, access zoom meetings, search for journals, and get an information about lectures. The following are participant statements:

“When **doing tasks** while using a smartphone. For example, I am working on a paper, I download the journal via my smartphone and then transfer it to my laptop.” (P1, P3, P4, P5, P8, P10, P12)

“During the pandemic, I use my smartphone **for zoom meeting.**” (P1, P4, P6, P9, P10, P14)

Table 4. Theme analysis 3: Use of smartphone in life

Theme	Sub Theme	Category	Keywords
Use of smartphones in life	Multifunction	Communication tool	Video call
			Call
			Chat
			SMS
		Educational media	Doing tasks
			For zoom meeting
			Searching journal
		Entertainment media	Get an information about lectures
			YouTube streaming
			Find stories
			Games
		Primary source of information	Listen to music
			Watch korean drama
			Looking for other references about insight
Expanding relationships	Looking for news		
	Get new friends		
Photography tools	Took a photo or boomerang		
Internet network source	For hotspots		

Table 5. Theme analysis 4: Various features used on smartphone

Theme	Sub Theme	Category	Keywords
Various features used on smartphones	Application	Social media	WhatsApps
			Line
			Instagram
			Twitter
			YouTube
			Facebook
			TikTok
			Telegram
			Sportify
			Netflix
		Entertainment media	Viu
			JOOX
			Wattpad
		E-commerce	Shopee
		Educational media	Zoom meeting
		Sports media	Strava application
		Browser	Website
Internet	Type of internet network	Quota	
		WIFI	

“Because during lectures or doing assignments, for example searching on google **looking for journals.**” (P1, P2, P6, P10)

“I’m still in Mojokerto but I’m study in Surabaya, so, to **get an information about lectures,** I must use a smartphone.” (P7, P9, P12, P14)

As an entertainment media, smartphones are used for YouTube streaming, find stories, playing games, listening to music, and watching Korean dramas. The following are participant statements:

“Usually **YouTube streaming** view funny videos, cooking tutorials, and karate materials.” (P1, P3, P5, P6, P7, P10)

“Because I like reading novels, I turned to Wettpad to **find stories.**” (P8, P12, P14)

“I like **games.** So using a smartphone other than what I mentioned earlier, games too.” (P1, P2, P7, P15)

“Smartphones are used to **listen to music** while doing tasks.” (P2, P4, P5, P8, P9, P10, P14, P15)

“**Watch korean drama** on smartphones.” (P3, P4, P6, P7, P8, P10, P15)

As the primary source of information, smartphones are used to looking for news and references about insights. The following are participant statements:

“But keep looking for reasons such as “I use my cellphone not only for playing” **looking for other references about insight,** because insight is not only from books.” (P2, P9)

Table 6. Theme analysis 5: The response of nomophobia

Theme	Sub Theme	Category	Keywords
The response of nomophobia	Affective response		Panic
			Anxious
			Sad
			Afraid
			Worried
			Nervous
			Angry
			Thinking
			Confused
	Conative response		Usually carry my smartphone
			Often check the smartphone
			Often interact with friends via online
			Must fill in quota
			Make sure the smartphone battery is enough to use

Table 7. Theme analysis 6: The aspects of nomophobia

Theme	Sub Theme	Category	Keywords
Aspects of nomophobia	No being able to communicate		Smartphone is off
			Cannot be contacted
			Can't contact other people
	Losing connected-ness		No signal
			No quota
			WIFI turns off
	No being able to access information		Fear of missing out on information
	Give up convenience		Empty
			Give up
			Lonely
			Does nothing
			Feel something is missing

“I spent a lot of time using my smartphone after returning to K-POP like **looking for news.**” (P6, P8, P12, P13, P15)

As a media for expanding relationships, participants used smartphones to get new friends through social media. The following are participant statements:

“**Get new friends** starting from social media.” (P2, P5)

As a photography tool, a smartphone equipped with a camera is used to take photos or boomerangs. The following are participant statements:

“I brought it with me but didn't use it because when I got home from practice I usually **took a photo or a boomerang.**” (P5)

Some participants also use a smartphone as a source of internet network (hotspot) which is connected to a laptop. The following are participant statements:

“Only **for hotspots** because more access via laptops.” (P8)

Table 5. Explains the theme of various features used on smartphones. Along with the development of technology and information, smartphones come with various advanced features such as applications, browsers, and the internet. Based on the results of the

interviews, participants used various types of applications such as social media, entertainment media, e-commerce, educational media, and sports media. Participants used social media such as WhatsApp, Line, Instagram, Twitter, YouTube, Facebook, TikTok, and Telegram. The following are participant statements:

“Most important now **WhatsApps** for communication.” (P1, P2, P3, P4, P5, P6, P8, P9, P10, P11, P12, P13, P14, P15)

“If **Line** is for the public, it's not as private as WA.” (P1, P4, P5, P6, P8, P9, P10, P11, P12)

“**Instagram.** But just looking at the story.” (P1, P2, P3, P4, P5, P6, P7, P8, P10, P11, P12, P13, P14, P15)

“**Twitter** for first-time access to information.” (P4, P5, P6, P8, P9, P10, P11, P12, P13, P15)

“**YouTube** for refreshing. Learning is also like finding out how to make a dish.” (P1, P2, P3, P4, P5, P6, P7, P9, P10, P13, P14)

“There's also **Facebook,** but only for private galleries.” (P2, P5)

"Usually from google and YouTube, sometimes on **TikTok** there is a way about making things too." (P2, P6, P7)

"Initially, **Telegram** was for communication, but now it's only for watching videos." (P3, P8, P9, P15)

Participants also used smartphones to access entertainment applications such as sportify, Netflix, Vuu, JOOX, and Wettpad. The following are participant statements:

"Listen to songs from **sportify**." (P1, P10)

"If **Netflix** is for entertainment and learning because there are many good documentaries." (P4, P9, P15)

"Usually use Neflix or **Vuu**." (P4)

"Using a smartphone while playing music via **JOOX**." (P5, P10)

"If I most often use **Wettpad**." (P8, P14)

Meanwhile, the e-commerce used by the participants is Shopee. The following are participant statements:

"Used a smartphone, play games, see **Shopee**, find some clothes." (P1, P11, P15)

Participants also used educational applications such as zoom meeting to attend online lectures. The following are participant statements:

"I feel more comfortable using a smartphone for **zoom meeting**." (P1, P4, P6, P8, P9, P10)

One of the participants in this study used a sports app such as Strava. The following are participant statement:

"In UKM KSR there is physical exercise. we download the **Strava application** which can measure the distance we run, then the committee will monitor our physical exercise." (P12)

Most of the participants also use browser features such as Google to search for things they want to know. The following are participant statements:

"During lectures or doing assignments such as searching on **google** looking for journals." (P2, P6, P14, P15)

In addition, participants also use internet features that are connected to their smartphones in order to have wider access. The following are participant statements:

"I'm used a **quota**." (P2, P4, P6, P8, P9, P10, P11, P12, P13, P15)

" Now using **WIFI**." (P3, P4, P9, P11, P13, P15)

Table 6. Explains the theme of the nomophobia response. Participants with nomophobia showed several responses which were categorized into affective, cognitive, and conative responses. Based on the results of interviews, participants showed changes in emotional or affective responses such as

panic, anxious, sad, afraid, worried, nervous, and angry. The following are participant statements:

"Lately, WIFI often turns off due to blackouts, causing **panic**. I immediately asked for a hotspot to the father." (P2, P4, P13)

"Most felt **anxious** because they could not contact other people. don't know news from the group on WA." (P2, P4, P5, P9, P10, P14, P15)

"**Sad** and confused." (P2, P6, P8)

"**Afraid** left behind information about classes and parents will be difficult to contact." (P3, P5, P14)

"When there is no smartphone feel **worried**." (P3, P9)

"Feeling **nervous** because they feel they need a smartphone." (P7, P11)

"There was one incident I couldn't use my smartphone because my smartphone was swapped with my brother. I was **angry** because I didn't know what to do." (P4, P7)

Participants also showed cognitive responses such as thinking and confused. The following are participant statements:

"At least forget if there is no signal. But still **thinking**." (P2, P4, P7, P9)

"When I want to use a smartphone and then the internet is cut off, the data package runs out, or the WIFI turns off, I feel **confused**." (P3, P5, P8, P12, P15)

In addition, participants with nomophobia also showed changes in behavior and habits called conative responses such as usually carry a smartphone, checking smartphones often, preferring to interact via smartphones, having to have a quota to access the internet, and make sure the smartphone battery is enough to use. The following are participant statements:

"I **usually carry my smartphone** with me everywhere." (P2, P7, P10, P11, P12, P13, P14)

"Feeling dependent. When hangout with other people **often check the smartphone**." (P4, P6, P7, P9, P10, P11, P13)

"From the beginning, I **often interact with friends via online**." (P10)

"**Must fill in quota** to be able to use the internet again." (P3, P4)

"I always **make sure the smartphone battery is enough to use**, then there is internet or quota." (P4, P14)

Table 7. Explains the theme of the nomophobia aspect. Based on the results of the interviews, the researchers identified four aspects of nomophobia experienced by the participants, namely no being able

to communicate, losing connectedness, no being able to access information, and give up convenience. The aspect of no being able to communicate refers to circumstances that cause participants to be unable to communicate via smartphones such as when the smartphone is off, cannot be contacted or contact other people. The following are participant statements:

"Most worried if the **smartphone is off.**" (P2, P5, P9, P10, P14, P15)

"The first is fear of being searched by friends or family who want to share information. "What if someone tells you the news? **Cannot be contacted.**" (P3, P5, P13, P14)

"Most felt anxious. Because I **can't contact other people.**" (P15)

The losing connectedness aspect refers to a situation when participants cannot connect to the internet network, such as when no signal, no quota, and WIFI turns off. The following are participant statements:

"I once went to a place where there was **no signal** so it made me feel very panicked." (P2, P12)

"Maybe when you can't access the internet. I feel worried when I want to use a smartphone and the internet is disconnected or there is **no quota.**" (P3, P6, P8, P10, P11)

"Especially lately **WIFI turns off** due to blackouts. So I panicked." (P3, P4, P11, P15)

The aspect of no being able to access information refers to feelings that cause participants to become anxious when there is no smartphone, such as fear of missing out on information. The following are participant statements:

"But now feeling panicked for **fear of missing out on information.**" (P4, P5, P9, P10, P15)

In addition, aspects give up convenience which refers to the feelings felt by the participants for not being able to use the smartphone optimally, such as empty, give up, lonely, does nothing, and feel something is missing. The following are participant statements:

"Now if I don't use a smartphone, I feel **empty.** But can be detained." (P1, P8)

"Just thought to find a hotspot. So if there's no one at home I'll **give up.**" (P4, P13)

"If there is no smartphone I will feel **lonely.**" (P5, P8)

"Trying to find something else to do or staying silent **does nothing.**" (P7)

"As always done. So **feel something is missing** when there is no smartphone." (P8)

Table 8. Describes the theme of the impact of nomophobia. Based on the results of the interview,

the impact of nomophobia experienced by the participants is divided into several, namely the health impact, the impact of activities and rest, the academic impact, the social impact, the spiritual impact, and the financial impact. Participants in this study felt two health impact, namely physical disorders such as sore eyes, dizzy, thumb hurts, tired, and back pain as well as psychological disorders such as insecurity and anxiety. The following are participant statements:

"When I look at the smartphone screen for too long, I **feel sore eyes.**" (P1, P2, P3, P5, P6, P7, P8, P9, P10, P11, P13, P14, P15)

"First feel suddenly **dizzy.**" (P1, P4, P7, P8, P10, P15)

"**My thumb feel hurt** because it took too long to scroll through the smartphone." (P5)

"More **tired** if I used smartphone too often." (P4, P7, P8, P14, P15)

"I feel **pain in my back.**" (P12)

"When I open my social media in my smartphone, I see many people who are more than myself. Sometimes, it's make me **insecure.**" (P2)

"I can get a lot of information from my smartphone and feel like I have friends, but not real friends. So I feel my mental being is disturbed. **Often anxious** and sad for no reason." (P9)

The impact of nomophobia on activity and rest is divided into three categories, namely activity disturbance, sleep disorders, and bad habits. The following are participant statements:

"Every day, feeling **lazy increases** when using a smartphone, causing work to be delayed." (P1, P2, P3, P6, P9, P14)

"Like when I was talking to my parents, then I was cool to use a smartphone. my parents said "what are you talking about while looking down". So more satirical because of the **asynchronous behavior.**" (P1)

"**Lack of exercise.** I used to walk regularly in the morning for at least 30 minutes. But now when I wake up, I immediately check my smartphone to reply to chat." (P1, P2, P4, P7, P8, P10, P14)

"When you want to take a **shower, it is usually delayed** because you use a smartphone." (P2, P4, P15)

"I once went to a place where there was no signal so it made me feel very panicked. **No appetite,** lazy to shower and do anything." (P2)



Table 8. Theme analysis 7: The impact of nomophobia

Theme	Sub Theme	Category	Keywords
Impact of nomophobia	Health impact	Physiological disorders	Sore eyes
			Dizzy
			My thumb feel hurts
			Tired
			Pain in the back
			Insecure
	Psychological disorders	Activity disturbance	Often anxious
			Lazy increases
			Asynchronous behavior
			Lack of exercise
			Shower is usually delayed
			No appetite
	Impact of activity and rest	Sleep disorder	Decreased sleep patterns
			Forgot to drink
			Before going to bed, definitely play Smartphone
			always check your smartphone when you wake up
			Eat while watching videos
			Using smartphone while charging
Academic impact	Disruption of the learning process	Bring a smartphone when shower	
		Concentration is sometimes disturbed	
		Using a smartphone while studying	
		Lazy	
		Descreased achievement	
		Impairment	
Social impact	Personality changes	Becoming more alone.	
		Social interaction disorder	
		With friends still use smartphone	
		No interaction with other people	
		Don't focus on talking	
		Have to recite the Al-Quran but more interested in playing smartphones	
Spiritual impact	Disturbance in worship	Prayers didn't long	
		It's difficult to save money	
Financial impact	Waste	Quota is wasted	

"I used to sleep at 11 before using my smartphone. Since entering college, I have slept more than 12 o'clock even though nothing has been done. But still wake up at 5 to pray. So **decreased sleep patterns.**" (P2, P4, P6, P10, P11, P12, P14, P15)

"When you use a smartphone, you **forget to drink.**" (P1, P8)

"**Before going to bed, definitely play a smartphone.** maybe 24/7 or half way." (P1)

"I **always check my smartphone when I wake** up to read an e-book after prayer." (P3, P4, P9, P10, P11)

"**Eat while watching** videos on smartphones." (P3, P4, P8, P9, P10, P13)

"I keep **using my smartphone while charging** it when the battery runs out." (P5, P8, P9)

"When I feel I can't be away from my smartphone, I will **bring my smartphone when shower,** eat or do housework." (P8, P9)

The academic impact felt by the participants was divided into two categories, namely disruption of the learning process such as disturbed concentration, using smartphones while studying, and lazy. In addition, decreased achievement such as impairment. The following are participant statements:

**"Concentration is sometimes disturbed** because of WhatsApp notifications or other social media." (P1, P2, P3, P7, P8, P11, P13, P15)

"I accidentally used a smartphone when the lecturer explained the material. Although I understand a little about the lecturer's explanation, but I also feel like **using a smartphone during lectures.**" (P6, P7)

"Sometimes **lazy.** For example I want to learn something on YouTube, but instead I open Twitter. So it is not in accordance with the original intention." (P3, P9)

"There is **a impairment.** But only in difficult subjects such as medical surgery." (P2, P7)

The social impacts felt by the participants were divided into two categories, namely personality changes such as becoming more alone and social interaction disorders such as with friends still using smartphones, no interaction with other people, and didn't focus on talking. The following are participant statements:

"Be more introverted. I am the type of person who is quiet, likes to be alone, and rarely makes friends. But after using a smartphone, I **became more alone.**" (P1, P14)

Table 9. Theme analysis 8: The aspect of self control

Theme	Sub Theme	Category	Keywords
Aspect of self control	Self discipline	Self-regulation ability	Can concentrate
			Can still focus on studying
			Can save money
	Healthy Habits	Hobby	Play with cat
			Planting flowers
			Reading novels
			Write articles
			Watch drama
	Healthy Habits	Family time	Watch TV
			Talk
		Activity and rest	Exercise
			Sleep
	Non-impulsive action	Alternative options	Cleaning the house
			Mask or scrub
Looking for a signal			
Asked dad for a hotspot			
Move to laptop			
Work ethic	Positive attitude	Borrow a friends smartphone	
		Responsibility for the task	
Reliability	Time consistency	Respect for others	
		Stay on time	

Table 10. Analisis tema 9: Self control efforts

Theme	Sub Theme	Category	Keywords
Self-control efforts		Adaptive behavior	Time is reduced.
			Notifications in silent mode
			Using alarm
			Find a distraction
			mobile data nonactive
		Maladaptive behavior	Deactive social media
			Deliberately didn't fill the quota
			Activate the hotspot secretly

“When hangout **with friends still use smartphone**. Not using a smartphone is only when praying, taking a bath, gathering with family, and sleeping.” (P3, P9)

“But on the other hand I also feel lonely because there is **no interaction with other people**.” (P3, P9, P10)

“The negative impact of dependence on smartphones for example when meeting friends. I **didn't focus on talking** because I was checking my smartphone.” (P7, P11, P14)

The spiritual impact felt by the participants was disruption of worship such as being more interested in using smartphones than reciting and praying shortly after praying. The following are participant statements:

“Sometimes procrastinating at boarding. For example, after praying I **have to recite the Al-Quran but are more interested in playing smartphones**.” (P5)

“Now after praying, I feel that something is missing because when I pray it's just normal. Since there was this incident and fact, my

**prayers didn't long**, then I checked my smartphone.” (P13)

The last, the financial impact felt by participants was waste, such as difficulty in saving and wasteful use of quotas. The following are participant statements:

“Actually sad because it's **difficult to save money**.” (P9)

“But when I heard my voice playing the game I was immediately scolded like “oh, **quota is wasted** for playing games.” (P3, P8, P9, P10)

Table 9. Explains the theme of the self-control aspect. Based on the results of the interview, the self-control aspect is divided into five sub-themes, namely self-discipline, healthy habits, non-impulsive, work ethic, and reliability. The self-discipline aspect refers to the participants' ability to self-regulate such as being able to concentrate, being able to still focus on studying, and being able to save money. The following are participant statements:

“I tried to understand what the lecturer was talking about so I **can concentrate**. I always sit in the front even though I'm not diligent, but

the people around me are diligent people.” (P2, P5, P8)

“Even though the smartphone is near me. I **can still focus on studying** until the contract time is determined.” (P7)

“I bought a quota for 30 thousand for a month. If I run out, I will buy again. Thank God Allah gave me sustenance and I was able **to save my money.**” (P13)

Aspects of healthy habits refer to positive behaviors that are categorized into hobby, family time, activity and rest, and self care. The participants' hobbies include playing with cats, planting flowers, reading novels, writing articles, and watching dramas. Participants also fill their spare time by watching TV and talking with their families. While some of the participants also did other activities such as exercise, sleeping, and cleaning the house. In addition, some participants also did self-care such as used scrubs and masks. The following are participant statements:

“I like to **play with cats** or sleep when not using a smartphone.” (P1, P15)

“When I'm tired of using my smartphone I will do other activities such as **planting flowers.**” (P9)

“I usually **read novels** while charging my smartphone.” (P3, P8, P10, P14)

“Now I prefer to **write articles** or news to distract from my smartphone.” (P15)

“When I'm bored with my smartphone, I usually **watch dramas** on my laptop.” (P6, P8)

“Usually when I'm using my smartphone in my room, my mother often calls me to **watch TV.** So I don't always use a smartphone.” (P1, P3, P6, P7, P8, P12, P13)

“Now starting to reduce time using smartphones because they want to spend time with family to **talk.**” (P2, P6, P8, P12, P13, P14, P15)

“During the holidays I take the time to **exercise.**” (P2, P5, P7, P14)

“I usually **sleep** so as not to use my smartphone.” (P3, P4, P5, P6, P8, P10, P12, P15)

“I look for activities such as **cleaning the house**” (P1, P7, P8, P10, P13, P14)

“Usually while relaxing in the room while using a **mask or body scrub** so that it can distract from the smartphone.” (P7, P14)

The non-impulsive aspect refers to the alternatives that participants choose to control anxiety when they cannot use their smartphones, such as looking for a signal, asked for a hotspot, moving to a laptop, and

borrowing someone else's smartphone. The following are participant statements:

“I don't like it when the signal is lost. I will immediately **looking for a signal** to another place if my smartphone signal suddenly disappears.” (P2, P9)

“Especially lately WIFI often turns off due to blackouts. So I panicked and immediately **asked dad for a hotspot.**” (P4, P6, P12, P13)

“I will **move to a laptop** if my smartphone can't be used to open social media.” (P5, P7, P9, P11, P15)

“When my smartphone dies, I **will borrow a friend's smartphone,** power bank or charger to inform my parents.” (P5, P13, P14)

Aspects of work ethics refers to the ability of participants when working and interacting with others which is described through a positive attitude such as being responsible for tasks and respecting others. The following are participant statements:

“There is always a commitment within me. Even though I feel the intensity of using my smartphone is too long, I am **still responsible for the task.**” (P1, P3, P4, P5, P6, P8, P9, P10, P11, P14)

“When hangout with friends or family, I will try not to check my smartphone out of **respect for others.**” (P2, P8, P9)

The last, the reliability aspect refers to the consistent attitude of the participants. One of them is consistency in time such as being on time. The following are participant statements:

“Actually, in my opinion, the smartphone does not really interfere with daily activities. Like keep bathing, keep eating, and sleeping. So **stay on time.**” (P1, P7, P10, P14)

Table 10. Explains the theme of self control efforts. This theme describes the self-control efforts made by participants to control smartphone use and anxiety responses when they can't use a smartphone. Based on the results of the interviews, participants' self-control efforts were categorized into adaptive and maladaptive efforts. Adaptive efforts made by participants to control smartphone use such as limiting time using smartphones, turning notifications to silent, using alarms, looking for distractions, turning off mobile data, deactivate social media, and not filling quotas. The following are participant statements:

“If tomorrow you want to use a smartphone, maybe the **time is reduced.**” (P1, P5, P6, P11, P12, P13)

Table 11. Theme analysis 10: Parental control

Theme	Sub Theme	Category	Keywords
Parental control	Behavior control	Solicitation	Reminded
			Rebuked
	Psychologic-al control	Restrictions	Can't use WIFI
		Guilt induction	Scolded
		No control	Insinuated
		Understanding	

Table 12. Theme analysis 11: The source of self control

Theme	Sub Theme	Category	Keywords
Source of self control	Internal sources	Psychological	Realize always use a smartphone
			Intention
			Uncomfortable
	External sources	Physiological	Bored using a smartphone
		Environment	Tired of using Smartphone
			Parent
	Friends		
		Lecture snippet	

Table 13. Theme analysis 12: The barriers of self control

Theme	Sub Theme	Category	Keywords
Self-control barriers	Internal barriers	Psychological	Bad mood
			Online lecture
	External barriers	Environment	My friends who play Smartphone
			No one rebukes

“Now you feel like you often use your smartphone so that **notifications in silent mode.**” (P2, P14)

“I **use an alarm** so I don't forget, for example, a lecture. Then while working on a task, I try not to open another application before my task is done.” (P3, P12, P15)

“I often think about my daily life. So I'm trying to **find a distraction** so I don't always use a smartphone.” (P4, P10, P14)

“When hangout with friends, I still carry a smartphone that is placed in a bag on silent or **mobile data nonactive.**” (P7, P8)

“I'll cut down on smartphone use if it's been too long. The trick is **deaktive social media.**” (P11)

“When I was on holiday, I **deliberately didn't fill my quota** so I wouldn't open social media, so I only filled my study and chat quota.” (P12)

Meanwhile, the maladaptive efforts made by participants to control the anxiety responses that arise when they can't use a smartphone are activating a hotspot on a parent's or sibling's smartphone secretly. The following are participant statements:

“I **activate the hotspot secretly** on the smartphone of my parents or siblings.” (P6)

Table 11. Explaining the theme of parental control. Parents have an important role to direct and guide participants to be able to use smartphones according to their needs. Parents also provide affection, one of which is by providing control over the use of

smartphones because parents do not want participants to feel the negative impact of excessive smartphone use. Each parent provides control in their own way. Based on the results of the interviews, participants received control in the form of behavior control and psychological control. Behavior control given by parents is categorized into two, namely solicitation such as being reminded and rebuked and restriction such as can't use WIFI. The following are participant statements:

“Always **reminded** not to use a smartphone for too long, have to pray and watch tv.” (P2, P3, P9, P10, P12, P14)

“Must have been **rebuked** by my father. It should help in the morning to cook, but instead it's fun to play with smartphones.” (P5, P10, P13, P15)

“**Can't use WIFI** because it will become more frequent use of smartphones. So limited by parents.” (P10)

In addition, parents also provide psychological control, namely guilt induction such as scolded ad insinuated and no control such as understanding. The following are participant statements:

“**Scolded** by parents “why do you always use a smartphone?”. So start self-awareness to help parents work at home.” (P6, P7, P9, P10, P11, P13)

“My parents is okay if I always use smartphone. But it will be **insinuated** when talking to parents while using a smartphone.” (P1)

"Everyone at home **understanding** when I play on my smartphone because I don't have friends to play with and relatives too." (P2, P8)

Table 12. Explaining the theme of the source of self-control. Based on the results of the interview, participants received encouragement to exercise self-control over the use of smartphones from inside and outside. The encouragement from within comes from psychological aspects such as self-awareness, the intention to do self-control, feelings of discomfort towards parents, and bored because they have used smartphones for too long. In addition, participants also tend to feel tired if they always use a smartphone. The following are participant statements:

"My parents will get angry when I eat while using my smartphone. Then I felt "why am I like this?" I **realized that I always use a smartphone.**" (P1, P2, P4, P7, P9, P13)

"It takes effort not to use a smartphone and do other activities. So there must be an **intention.**" (P3, P8, P10)

"I sometimes feel **uncomfortable** with my parents if I always use a smartphone." (P3, P5, P10)

"I will feel **bored using a smartphone** when I don't scroll through social media, there's no chat, movies or Korean dramas to watch." (P8, P15)

"A few days ago, Instagram and Twitter were deactivated because they were **tired of using smartphones.**" (P11, P12)

While the encouragement that comes from outside to do self-control comes from the environment such as parents who always remind, friends who are always there to talk, and advice from lectures. The following are participant statements:

"**Parental** control is very important. Maybe my friends who are anti-social, their parents don't pay attention." (P1, P4, P6, P7, P9, P11, P12, P13, P14, P15)

"**Friends** should more often invite to speak directly." (P1, P3)

"When I was experiencing smartphone addiction, then there was a **snippet of a lecture** that made me realize "Oh God, why is my life like this? Always use a smartphone." then I will do other activities." (P13)

Table 13. Explains the theme of self-control barriers. Based on the results of interviews, participants experienced barriers that came from internal and external. The internal barriers that the participants got came from the psychological aspect, namely bad mood. When in a bad mood about something,

participants will turn their attention to their smartphone to feel better. The following are participant statements:

"When I'm in a **bad mood** with a lesson or a lecturer explaining, I will play Smartphone." (P1, P7, P10, P14)

In addition, participants also experienced external obstacles that came from the environment such as online lectures that required smartphones, friends who also frequently used smartphones, and no one rebukes participants when they used smartphones for too long. The following are participant statements:

"Because **online lectures** must always use a smartphone." (P1, P4, P6, P9, P12)

"I feel impacted because of **my friends who use smartphones.** I mean, when I'm with friends, I try not to use my smartphone, but my friends does the opposite." (P3)

"When at the boarding house, **no one rebukes** when using a smartphone so it will be repeated again." (P5)

#### 4. DISCUSSION

##### Theme 1: Reasons for using a smartphone

Currently, smartphones have developed into a practical tool so that they can be carried anywhere, and have easier and varied access when compared to other media such as TV and laptops. In addition, smartphones that have a touchscreen display have become a trend among adolescent. These are some of the advantages that make smartphones an important need in supporting daily activities.

Smartphone provide practicality, privacy, very high breadth of access, and other conveniences so that they become a strong reason for someone to use a smartphone (Muyana & Widyastuti, 2017). Such reasons make people more dependent on smartphones (Namkee Park et al., 2013). When a person is increasingly dependent on a medium to meet his needs, the media will become increasingly important to that person (Gifary, 2015). As a result of dependence on smartphones, it can worsen a person's feelings of anxiety caused by not being able to access a smartphone (Namkee Park et al., 2013).

##### Theme 2: Conditions that cause smartphone use

There are two conditions that cause smartphone use in adolescents, namely when there is no activity and no one to talk to. Adolescent feel confused about who to talk to when alone. Adolescent also do not know what to do when there is no activity. So that it encourages adolescent to use smartphones so they are not lonely and bored.

Easy access to smartphone makes people lazy to move, so that when a loss to do anything, that individual would prefer to fill their spare time to relax and play smartphone (Khoiryasdien & Ardina, 2020). The results of Juliandi (2018), state that the causes of smartphone use in adolescents are to get information, keep up with the times, conformity, fill

spare time, lack of self-control of children from parents, and lack of school rules. Lack of self-control can trigger problematic emergence smartphone use, namely the inability of individuals to regulate smartphone use which results in many negative consequences in daily life, including symptoms of dependence, social, behavioral, and affective problems (Billieux, 2012; Lopez-fernandez, 2013 dalam Nufus et al., 2020).

### **Theme 3: Use of smartphones in life**

Technology advanced on smartphones led to acceptance and excitement that extends from both children and adults. A person can carry out various activities easily through a smartphone such as communicating via phone calls or text messages with other people, attending online lectures via zoom, doing assignments, looking for journals, and getting information about lectures. In addition, smartphones are used to find news and references, capture moments through photos, and become a connecting medium to expand social networks.

The desire to use a smartphone that does not consider the consequences causes adolescent to drown in the comfort provided by these sophisticated facilities (Putri, 2019). Moreover, adolescent, especially students, have a higher risk of experiencing problems related to smartphone use, one of which is nomophobia (Astriani, 2020). Therefore, the use of smartphones must be balanced with good self-control. This is in line with the research of Karuniawan & Cahyanti, (2013) which states that self-control has an important role in controlling the use of smartphones to suit their needs.

### **Theme 4: Various features used on smartphones**

Smartphones have many functions that are supported by various features such as applications, browsers, and the internet. Adolescent can easily access social media such as Instagram, Whatsapp, Line, Twitter, and other applications to communicate with others. In addition, adolescent can access various kinds of information through a browser. Even smartphones also provide features that allow users to enjoy various entertainments such as listening to songs and watching movies.

The use of smartphones can provide pleasure to users with various features that can be utilized in all activities (Khoiryasdien & Ardina, 2020). Various kinds of instant messenger and social network features available and installed on smartphones make it easy to communicate and access various kinds of information needed (Muyana & Widyastuti, 2017). However, if the use of smartphones is not controlled and the time used is excessive, it can cause individuals to experience addiction (Syaroh, 2019). Failure in self-control occurs because adolescents only think about pleasure without knowing the negative impact of using technology such as smartphones and the internet (Li et al., 2013).

### **Theme 5: The response of nomophobia**

When unable to access smartphones and various features in them, adolescents will show three responses, namely affective, cognitive, and conative responses. The responses shown are anxiety, confusion, always trying to carry a smartphone, and always checking the smartphone regularly even though there are no notifications or urgent needs. These responses can have a negative impact if not controlled properly. Therefore, adolescent need self-control to control the nomophobia response and the use of smartphones to suit their needs.

Self control is very important for adolescents (Rambe et al., 2017).. Low self-control is one of the causes of adolescent experiencing problems due to the use of smartphones, one of which is nomophobia (Astriani, 2020). Nomophobia is described as the appearance of anxiety or feeling uncomfortable when there is no smartphone (King et al., 2014). The results of research conducted by Khoiryasdien & Ardina (2020) show that individuals with nomophobia have a comfortable and calm feeling when they can access social media intensely.

All participants who participated in this study experienced severe nomophobia and were female. Women tend to have higher levels of nomophobia than men (Gezgin, et al., 2018). There are several things that underlie the differences between men and women in using smartphones, namely women are considered to use the camera in their smartphone more often and communicate with the aim of strengthening social interaction with family or friends (Namsu Park & Lee, 2014). Meanwhile, men use smartphones more to make calls and access applications such as online games and gambling (Namsu Park & Lee, 2014; Syahputra et al., 2019). However, in the research conducted by Nissa'adah et al. (2019) stated that there was no difference in nomophobia between men and women. This means that nomophobia has the potential to occur across genders. This finding is reinforced by the results of Chen et al. (2017) which states that there is no difference in problematic smartphone use in men and women because both are thought to have the same intensity of use. However, the focus of smartphone use is different, namely that men are more used to play online games, while women are more used to access social media (Chen et al., 2017)

### **Theme 6: The aspect of nomophobia**

Nomophobia, one of which is caused by the inability of adolescent to control the desire to use smartphones. Nomophobia adolescents with anxiety and fear when no dapat clicking akses smartphones although at that time they did not have a need urgent. Nomophobia experienced by adolescents is described through four dimensions, namely unable to communicate, unable to access

information, loss of connection, and loss of comfort. The most influential dimension on adolescents in this study was not being able to access information. Hal ini occur because of the need to access information in adolescents is a very high student like to get information about the course, looking for material to perform tasks and access information for the videogame's existence in the neighborhood.

Nomophobia does not only occur when you do not carry a smartphone, but also in various conditions such as no network coverage, running out of battery, no internet network, and running out of data packets (Muyana & Widyastuti, 2017). The results of research conducted by Yildirim & Correia (2015) stated that nomophobia has 4 (four) dimensions, namely no being able to communicate, losing connectedness, no being able to information, and giving up convenience. There are two dimensions of nomophobia, namely no being able to access information and not being to communicate, in which the adolescent group has a high level of anxiety, especially when the smartphone runs out of power (Yildirim & Correia, 2015; Pavithra et al., 2015). This happens because information and communication technology have become an inseparable part of life (Cheever et al., 2014).

#### **Theme 7: The impact of nomophobia**

Adolescent with nomophobia experience various negative impacts because they always try to use smartphones to reduce their anxiety. The impact of nomophobia felt by adolescents such as health impacts, activities and rest impacts, social impacts, academic impacts, spiritual impacts, and financial impacts or in other words includes biological, psychological, social, and spiritual aspects of a person. Teens with nomophobia tend to experience sore eyes, excessive anxiety, increased laziness, procrastination of work, using smartphones at inappropriate times such as eating, bathing, and riding a motorbike. In addition, adolescent also become more private and like to be alone. Even adolescent also spend more money to buy necessities such as data packages.

The more developed information and communication technology is, the more negative the negative impact of using a smartphone is because it is used in an inappropriate way (Simamora, 2016). This is in line with the opinion of Fajri & Ruhaena (2017) that one of the effects of nomophobia today can be seen from the increasing number of people who spend time staring at smartphone screens. Smartphones have harmful radiation effects that trigger body cells to develop abnormally and have the potential to become cancer cells (Marpaung, 2018). In addition, internal conflicts in adolescents, such as nomophobia, can cause instability which has an impact on the emergence of symptoms of psychological disorders (Putera et al., 2020). According to Fajrin (2013) explaining that the use of smartphones can affect the mindset of

adolescent so that they are lazy to socialize, the loss of social life, and changes in interaction patterns.

According to Marsela & Supriatna (2019), self-control is synonymous with the ability to avoid oneself from things that can be detrimental. People who have good self-control will be able to direct their behavior in a positive direction. Conversely, people who have low self-control do not have the ability to reject negative impulses and direct their behavioral responses. Tangney et al. (2004) stated that someone who has low self-control tends to easily ignore the tasks they are responsible for, behaves impulsively, has bad and unhealthy habits for himself, ignores the values of others, and is inconsistent with the plans that have been made.

#### **Theme 8: The aspect of self control**

Aspects of self control that worked on remaja with nomophobia in everyday life can be seen from the aspect of self-discipline, non-impulsive, healthy habits, work ethics, and reliability. Aspects of self-discipline or self-discipline describe the ability of adolescents to self-regulate such as being able to concentrate and focus during lectures, and have the ability to save money well. The non-impulsive aspect describes

the way adolescents make decisions when choosing alternatives to prevent anxiety from not being able to use smartphones such as looking for signals and hotspots, moving to use a laptop, or borrowing someone else's smartphone. The healthy habits aspect describes the activities that adolescent do when they are not using smartphones, such as hobbies, family time, activities and rest, and self-care. Aspects of work ethic is described through a good attitude such as being responsible for the task and respecting others. Finally, the reliability aspect is described through the ability in time consistency. Although often use a smartphone, but some adolescent with nomophobia could still keep time according to a predetermined schedule.

When a person is faced with a situation that does not match his expectations or is contrary to his long-term goals, self-control works based on the aspects that make it up (Andriani et al., 2019). Remaja with self-control was good to be able to direct their behavior in a positive direction for being able to control the behavioral factors to fit the norm (Marsela & Supriatna 2019; Ghufroon & Risnawita, 2017). The results of research conducted by Asih & Fauziah (2017) show that various activities that can be carried out by individuals are an alternative positive diversion so that they are not always stuck in front of the smartphone screen.

#### **Theme 9: Self control efforts**

Adolescents with nomophobia tend to have low self-control. However, that does not mean that there are no self-control efforts made by adolescent. Teens do some effort of self-control to control anxiety and use of smartphones excess which consists dari

adaptive behavior and maladaptive. Adaptive behavior such as reducing time using a smartphone, turning on vibrate mode on notifications, using alarms as reminders to do activities, looking for distractions, turning off mobile data, deactivate social media, and intentionally not filling data packets. Meanwhile, maladaptive behavior carried out by adolescents is like activating other people's hotspots secretly.

Adolescents with self-control well will have kema mpared to abstain from behavior that urgent and satisfy the desire of adaptive, whereas adolescents who have self-control bad not mem i Liki ability to resist temptation and implus that it can not comply with the behavior and actions (Marsela & Supriatna, 2019). Low self-control can occur because adolescence is a period towards maturity or independence that involves biological, cognitive, and emotional changes and is prone to internal and external conflicts (Marsela & Supriatna, 2019). According to Ghufron & Risnawita (2017) the older a person gets, the better their self-control abilities. In addition, the community and social experiences they experience also increase so that adolescent learn a lot about how to respond to disappointments, dislikes, failures, and learn to control them.

#### **Theme 10: Parental control**

Parents have an important role in the formation of self-control in adolescents with nomophobia. Parents become a source of self-control as well as controlling factors for adolescent behavior through parental control. Parental control of adolescents can be in the form of behavior control and psychological control. Behavior control consists of solicitation such as being reminded and reprimanded by parents when using a smartphone for too long, as well as restrictions such as not being allowed to use WIFI. Parents also provide psychological control such as scolding adolescent. The emotional pressure given by parents is expected to encourage self-control in adolescents. In addition, there are parents who have given confidence to adolescent and consider that the use of smartphones is considered normal, so that parents do not provide control and understand when they see adolescent are always with smartphones.

Adolescent self-control efforts cannot be separated from the role of people in the surrounding especially parents Adolescent need parental guidance because they still lack understanding and insight about themselves and their environment, as well as experience in determining the direction of their lives to reach maturity (Marsela & Supriatna, 2019). Parents help adolescent to control their inner urges by providing support and attention (Wang, Pomerantz & Chen, 2017). Parents provide informational support through advice to suppress the emergence of an understanding and contribute suggestions and actions to individuals (Friedman, 2010). Any form of information that supports a poor

assessment of excessive smartphone use will determine the actions taken by individuals as a control effort to reduce excessive smartphone use (Li et al., 2013).

#### **Theme 11: The source of self control**

Adolescent self-control efforts can come from internal and external sources. Sources such encouraging adolescent desire to perform self-control on the use of smartphones. Internal sources of self control come from psychological and physiological. Psychological sources such as self-awareness, intentions, feelings of shyness (not feeling well), and boredom using smartphones. While sources that come from physiological such as tired of using a smartphone. Adolescent also get a boost of self-control of which comes from the external environment such as parents, friends, and snippets of speeches.

According to Zimmerman (2000) a behavior can be changed by changing thoughts, feelings, attention through specific mechanisms as the ability to focus on goals so that it affects adolescent self-control. The individual's ability depends on the effectiveness of self-regulation which refers to self-efficacy in planning and managing specific things according to their functions. Through self-regulation, adolescents can regulate self-control by changing their thinking and increasing motivation to control addictive behavior adiktif (Zimmerman, 2000). Self-regulation also helps control impulses that cause poor self-control in adolescent smartphone users.

#### **Theme 12: The barriers of self control**

Low self-control ability in adolescents with nomophobia is influenced by the obstacles experienced by adolescents to control the use of smartphones. Barriers to self-control experienced by adolescents come from internal and external barriers. Psychological conditions such as badmood become the bottleneck of self control karen a lead to the use of smartphones are more frequent and longer to seek comfort and tranquility. In addition, online lectures, friends who use smartphones, and no reprimand from others are also obstacles to adolescent self-control.

Adolescents' inability to control their inner urge to use smartphones causes adolescents to lose self-control and tend to engage in behaviors that are considered enjoyable (Sun et al., 2019). West (2013) explains that individual behavior is formed due to the interaction of the environment and the individual. The absence of encouragement from outside such as parents becomes an obstacle so that adolescent are reluctant to do self control. This is in line with the results of research conducted by Fauzi (2019) that parental behavior control has a positive effect on self-control because it will foster responsibility, prevent deviant behavior through restrictions and supervision of



adolescents. According to Haug et al. (2015) the incidence of excessive smartphone use occurs in adolescents who live far from their parents, so there is no supervision and control on adolescent behavior.

## 5. CONCLUSION

Adolescents with nomophobia have self-control is not good so had difficulty to control the existing stimulus and trigger responses such as juice anxious when you're not near a smartphone. The self-control ability is influenced by the need for the use of smartphones to communicate, seek information, education, and entertainment. Therefore, adolescent with nomophobia have a tendency to always use the smartphone of its order to prevent the emergence of feelings of anxiety. As a result, adolescents experience various negative impacts. After feeling the impact, adolescents make self-control efforts to control the use of smartphones which are driven by desires from within themselves and the environment such as parents.

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