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The Relationship between Nomophobia and Learning Motivation Muslim Students in Java

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ABSTRACT

This research aims to assess the level of nomophobia among students and their learning motivation and explore the relationship between these two factors. Utilizing a quantitative methodology with a correlational approach, the study sampled 356 students from across the island of Java through convenience sampling techniques. Data was collected via a nomophobia questionnaire (NMP-Q), which consists of 16 items with a reliability score of .899, and a learning motivation scale with 13 items and a reliability score of .847, distributed through WhatsApp. The data analysis involved quantitative descriptive analysis and Pearson product-moment correlation analysis. The findings reveal that students exhibit a high level of nomophobia while their learning motivation is low. Additionally, there is a significant inverse relationship between nomophobia and learning motivation, indicating that higher levels of nomophobia are associated with lower motivation to learn. Conversely, lower levels of nomophobia correlate with increased learning motivation. These research findings can serve as a foundation for counselors to develop appropriate interventions to address nomophobia and enhance students' motivation to learn.

Keywords: Nomophobia; Learning Motivation; Java

ABSTRAK

Penelitian ini bertujuan untuk mengetahui tingkat *nomophobia* dan tingkat motivasi belajar mahasiswa serta untuk mengetahui hubungan antara *nomophobia* dengan motivasi belajar mahasiswa. Penelitian ini menggunakan metode kuantitatif dengan pendekatan korelasional. Sampel penelitian berjumlah 356 mahasiswa yang diperoleh dengan teknik *convenience sampling* yang tersebar di pulau Jawa. Data

penelitian diperoleh melalui penyebaran instrumen *nomophobia questioner* (NMP-Q) terdiri dari 16 item dengan reliabilitas .899 dan skala motivasi belajar terdiri dari 13 item dengan reliabilitas .847 melalui media sosial *whatsapp*. Data penelitian dianalisis dengan menggunakan analisis deskriptif kuantitatif dan analisis *correlation pearson product moment*. Hasil penelitian menunjukan bahwa *nomophobia* mahasiswa berada pada kategori tinggi. Motivasi belajar mahasiswa berada pada kategori rendah. Hasil penelitian juga menunjukan bahwa terdapat hubungan yang signifikan antara *nomophobia* dengan motivasi belajar. Maka dapat dimaknai bahwa semakin tinggi *nomophobia* mahasiswa maka akan semakin rendah motivasi belajarnya. Sebaliknya, semakin rendah *nomophobia* mahasiswa maka akan semakin tinggi motivasi belajarnya. Hasil penelitian ini dapat dijadikan dasar bagi konselor untuk menentukan intervensi yang tepat untuk mengatasi *nomophobia* dan meningkatkan motivasi belajar mahasiswa.

Kata kunci: *Nomophobia*; Motivasi Belajar; Jawa

INTRODUCTION

The digital era is characterized by rapid technological advancements, presenting a challenge that requires many individuals to adapt to the latest innovations. Digitalization brings significant changes and opportunities, each with its own positives and negatives. On one hand, digitalization enables quick access to information and enhances process efficiency. On the other hand, it can lead to a dependence on technology and raises concerns regarding privacy and security. This wave of digitalization influences all aspects of life, including education, the economy, and society (Royakkers et al., 2018). An essential manifestation of digitalization today is the evolution of mobile phones. These devices have become essential for everyday life, resulting in a notable dependency among users. This reliance can lead to a modern ailment referred to as nomophobia, or the fear of being without a mobile phone, which is characterized by excessive anxiety over the inability to use or access these devices.

The phenomenon of nomophobia deserves significant attention, mainly as it affects many students whose daily lives rely heavily on their cell phones. In an academic setting, mobile phones are crucial as both a communication tool and a resource for accessing necessary information for learning (Dewi et al., 2023). Many students experience anxiety

and fear when they are unable to use or access their devices. This fear and anxiety can sometimes lead to inappropriate behaviors, which ultimately impact students' psychological well-being. Therefore, it is essential to undertake more in-depth efforts to comprehend the dynamics of academic behavior in the digital era.

The issue of nomophobia remains a significant topic for research. A study conducted in Malaysia indicated that students had an average nomophobia level that was classified as high (Zakariah et al., 2024). Similarly, research in Turkey found that students in the high category of nomophobia frequently experienced this condition, with middle school students exhibiting the highest levels. Although the incidence decreased in higher education, it remained classified as high (Gurbuz & Ozkan, 2020). This trend was also observed in Indonesia, where research revealed that students displayed elevated levels of nomophobia (Syaputra et al., 2022). The findings from these previous studies highlight nomophobia as a compelling issue that warrants further investigation, particularly among students.

Digitalization offers numerous advantages for students in their learning journey. When utilized appropriately, mobile phones can positively impact students. Today's mobile phone usage facilitates learning and provides easy access to academic tasks, references, and more (Sasabillah et al., 2023). However, excessive use of cell phones can hinder the learning process, leading to decreased academic achievement, reduced engagement, and increased feelings of dissatisfaction, anxiety, and symptoms of depression (Utami & Kurniawati, 2019). Research conducted by Sobon and Mangundap (2019) indicates that smartphone usage can influence students' learning motivation. Additionally, mobile phones may disrupt concentration and focus during study sessions.

Learning motivation is vital for students, propelling them toward academic success and substantially impacting their overall performance (Berek et al., 2023). In today's digital era, where demands are increasingly complex and dynamic, strong learning motivation is more important than ever. Students with high motivation levels will likely engage actively in learning, demonstrating significant enthusiasm, focus, and resilience. However, excessive cell phone use can severely undermine this motivation, resulting in distractions, diminished concentration, and a lack of engagement (Das et al., 2019). The issue of cell phone addiction, often termed nomophobia, presents a considerable barrier that disrupts students'

motivation to learn. Therefore, exploring the relationship between nomophobia and students' learning motivation is essential.

Research on nomophobia and its impact on learning motivation is becoming increasingly relevant due to the growing influence of cell phones in students' lives. Many students encounter academic demands that require significant motivation to learn. However, a considerable number of them struggle to meet these demands because they are experiencing symptoms of nomophobia. This difficulty can impede their learning capabilities and hinder their chances of achieving high academic performance. According to a study involving 368 students, 135 were categorized as experiencing high levels of nomophobia. Among them, 88 students fell into the very high category, 111 into the moderate category, and 34 students were classified as having low levels of nomophobia (Syaputra et al., 2022).

Based on the research findings outlined above, there is a clear need for further investigation into the relationship between nomophobia and learning motivation. It is posited that students who experience nomophobia may be particularly vulnerable to disruptions in their learning motivation. This study aims to assess the levels of nomophobia among students and their corresponding learning motivation and explore the potential relationship between these two variables.

METHODS

This research employs a quantitative method utilizing a correlational descriptive analysis approach. The purpose of correlational research is to examine the relationship between two variables (Brusov et al., 2021). Specifically, this study investigates the relationship between nomophobia and learning motivation. The research process is divided into three stages: the preparation stage, the research stage, and the processing stage. During the preparation stage, researchers undertake several tasks, including determining the research location and selecting the instruments. The research stage involves the distribution of the research instruments. The processing stage focuses on analyzing the data collected during the research.

The population for this study comprises students from state Islamic religious universities (PTKIN) located on the island of Java. A convenience sampling technique was

employed for sample selection, targeting students who can easily access the research instruments and are willing to participate. The sample was comprised of students reached through an instrument link distributed via WhatsApp social media. The number of samples is detailed in Table 1.

This research utilizes a questionnaire based on a Likert scale. The nomophobia variable is measured using an instrument developed by Yildirim (2015), known as the nomophobia questionnaire, which encompasses four dimensions: 1) inability to communicate with others, 2) loss of network connectivity, 3) inaccessibility of information, and 4) excessive reliance on the comfort provided by cellphones. This instrument includes 16 valid statement items, demonstrating a reliability coefficient .899. Additionally, the learning motivation variable was assessed using a tool created by the researcher. The learning motivation scale (SMoB) comprises the following indicators: 1) diligence in learning, 2) resilience in the face of difficulties, and 3) interest and focused attention in learning (Uno, 2016). The SMoB consists of 13 valid statement items, exhibiting a high-reliability level of .847.

Research data were analyzed utilizing parametric statistics. Quantitative descriptive techniques were employed to assess the levels of nomophobia and students' learning motivation. Furthermore, the correlational Pearson product-moment technique investigated the relationship between nomophobia and learning motivation. The results from the quantitative descriptive analysis are categorized into four distinct categories for each research variable, following a categorization formula as depicted in Figure 1 and the categorization of nomophobia and learning motivation in Table 2.

Table 1.
Number of Research Samples

Province	Female	Male	n
Banten	143	20	163
DKI Jakarta	112	23	135
West Java	18	4	22
East Java	26	3	29
Yogyakarta	7	0	7
n	306	50	356

$$i = \frac{Range\ (R)}{Number\ of\ Calsses\ (K)}$$

Notes: *i: Class interval; R: Maximum value – Minimum value; K: Number of Classes* (Supardi, 2017)

Figure 1. Interval Formula

Table 2.
Nomophobia and Learning Motivation Categories

Category	Score Interval
Nomophobia	
Very High	64 – 80
High	48 – 63
Low	32 – 47
Very Low	16 – 31
Learning Motivation	
Very High	52 – 65
High	39 – 51
Low	26 – 38
Very Low	13 – 25

Table 3.
Profile of Nomophobia and Learning Motivation Among Students in Java

Variabel	Mean	SD	Min	Max	N	%
Nomophobia	56.5	11.9	20	80	356	100%
Nomophobia Level						
Very High	64.23				92	26%
High	56.44				178	50%
Low	47.73				79	22%
Very Low	27.86				7	2%
Learning Motivation	32.4	6.32	21	65	356	100%
Learning Motivation Level						
Very High	59.38				8	2%
High	41.14				33	9%
Low	31.93				305	86%
Very Low	24.30				10	3%

Note. *Data is tested by descriptive analysis*

Table 4.
The Relationship Between Nomophobia and Learning Motivation Among Students in Java

Variables	r	p	n
Nomophobia	.221**	.000	356
Learning Motivation	.221**	000	356

Note. *Hypothes is tested by Pearson's correlation test; **= correlation at 5% significance*

RESULTS AND DISCUSSION

Based on the results of the data analysis, information regarding nomophobia and learning motivation has been collected and is presented in Table 3. The data indicates that

the nomophobia variable has an average score of 56.5, placing the level of nomophobia among students on the island of Java in the high category. The standard deviation for this variable is 11.9, with a minimum score of 20 and a maximum score of 80. Conversely, the learning motivation variable averages 32.4, indicating that students' learning motivation falls into the low category. The standard deviation for learning motivation is 6.32, with scores ranging from a minimum of 21 to a maximum of 65.

The findings presented serve as a foundation for addressing the objective of this research, which is to assess the levels of nomophobia and learning motivation among students. As indicated in Table 3, out of 356 students surveyed on the island of Java, 178 students, accounting for 50%, exhibited a high level of nomophobia. Additionally, 92 students, or 26%, demonstrated a very high level of nomophobia. Conversely, 79 students, representing 22%, experienced low nomophobia, while only seven students, or 2%, fell into the deficient nomophobia category. Therefore, nomophobia among students on the island of Java is prevalent at a high level.

Table 3 indicates that out of the 356 students on the island of Java, 305 students, or 86%, exhibit low learning motivation. Additionally, ten students have low learning motivation, accounting for 10%. In contrast, 33 students demonstrate high learning motivation, representing 9%, while only eight students experience very high learning motivation, constituting 2% of the respondents in the study. Overall, it is evident that student learning motivation is predominantly low. The relationship between nomophobia and learning motivation is illustrated in Table 4. The analysis reveals a significance value (2-tailed) of .000, which is less than .05, indicating a relationship between nomophobia and learning motivation. Furthermore, the Pearson correlation value is .221, suggesting that the strength of the relationship falls within the range of .21 to .40. This indicates a weak positive correlation, meaning that as individuals experience higher levels of nomophobia, their motivation to learn tends to decrease. Conversely, lower levels of nomophobia are associated with higher learning motivation.

The research findings indicate that students on the island of Java exhibit a significant level of nomophobia, characterized by an excessive fear of being unable to use or access their cell phones. This phenomenon disrupts their psychological well-being and correlates with their considerable time on their devices. These results align with previous studies, such

as the one conducted by Gezgin (2017) across 28 universities in Turkey, which found that students who frequently use mobile phones throughout the day tend to experience higher levels of nomophobia. Specifically, the study revealed that students at the Sultan Maulana Hasanuddin State Islamic University in Banten fall into the high category of nomophobia (Syaputra et al., 2023). Numerous factors may contribute to this heightened sense of nomophobia among students, one of which is a dependence on technology that permeates their daily lives.

Nomophobia is closely linked to learning motivation, a relationship that can be examined through various indicators. The fear of losing communication or access to information often contributes to learning disorders, which diminishes students' interest in educational materials and hampers their focus on learning. This fear discourages them from making more significant efforts in learning and diminishes their diligence. Consequently, students are more inclined to engage with their mobile phones than academic pursuits, preferring instant and entertaining activities that escape learning challenges. This shift in focus negatively impacts their motivation to learn.

From the perspective of Islamic counseling, nomophobia can be addressed through a spiritual approach that highlights the importance of balancing technology use with strengthening the relationship with Allah. Islamic-based counseling emphasizes the significance of effective time management, particularly in prioritizing beneficial activities oriented toward worship. Tazkiyatun nafs represent the effort to cultivate individuals who are faithful, pious, and possess noble morals; thus, the purification of the soul is essential (Ahmad & Hassan, 2015; Awang & Jais, 2020). The process of tazkiyatun nafs involves steps such as ma`rifah, mujahadah, riyadhah, and muhasabah (Hartati, 2018). This concept in Islam teaches individuals to exercise self-control over excessive worldly temptations, including dependence on technology.

Students grappling with nomophobia can be guided to reflect on their existence, comprehend the importance of utilizing their time for more meaningful activities, and redirect their thoughts towards pursuits that bring them closer to Allah, such as dhikr, prayer, and reading the Qur'an. By fostering this understanding, students can learn to exert better control over their impulses and prevent technology from dominating their lives.

Islamic counseling emphasizes the significance of taqwa (surrender) and patience when confronting anxiety-provoking situations, such as the fear of losing access to a mobile phone. This phenomenon, known as nomophobia, significantly affects health and can disrupt various aspects of life, including academic and professional pursuits, by fostering a solid dependence on mobile technology (Fuady et al., 2024). This approach teaches that a Muslim's ultimate reliance should be on Allah rather than on any tools or technologies. By deepening their faith and spiritual awareness, students can be guided toward achieving peace of mind and understanding that they do not need technology to feel secure. Islamic counselors can draw upon verses from the Qur'an or the teachings of the Prophet (hadith) to help students reduce their reliance on technology and attain a balanced mental and spiritual state, ultimately leading to healthier lives.

The rapid advancements in technology provide numerous conveniences for users, particularly students. However, students often spend an excessive amount of time using cell phones. This trend can lead to the development of behavioral habits that are challenging to break (Arpaci, 2019; Ochs & Sauer, 2023), ultimately increasing the risk of students experiencing elevated levels of nomophobia. The findings from this research should capture the attention of educators, including counselors, as they can serve as a foundation for developing targeted interventions for students who exhibit high levels of nomophobia.

The phenomenon of nomophobia among students in Java can be interpreted as a reflection of evolving social behavior patterns influenced by globalization and modernization. Research conducted by Ramadani (2024) indicates that students are more preoccupied with social media issues than local events and tend to engage less in direct interpersonal interactions. The dominance of digital culture in daily life has fundamentally altered how individuals connect, communicate, and obtain information. In Indonesian society, particularly among students, communication technologies such as mobile phones serve as tools for interaction, symbols of social status, and vital links to the broader world.

A high reliance on mobile phones signifies a cultural shift away from direct interpersonal interactions towards digital communication, which, in turn, fosters the development of new habits and lifestyles. This attachment to technology highlights how contemporary society, particularly the younger generation, increasingly struggles to detach from the virtual realm created by technological advancements. Excessive mobile phone use

can lead to psychological, emotional, social, and physical repercussions (Notara et al., 2021). Nomophobia refers to the phenomenon where individuals experience anxiety regarding physical and social connections despite not having a psychological basis for this concern (Farchakh et al., 2021).

This research highlights the learning motivation of students on Java Island based on the formulated problem. The findings indicate that overall, student motivation for learning is categorized as low. Out of 356 respondents, 305 students—representing 86%—exhibited low levels of learning motivation. This situation raises significant concern, as insufficient motivation can lead to apathy and a lack of enthusiasm toward learning, ultimately impacting students' academic success (Maiseptian et al., 2021). Students must maintain a high level of motivation, as the challenges they face in their academic journey demand encouragement and enthusiasm to fulfill their responsibilities.

The findings of this research align with the study conducted by Tsusayya et al. (2023), which indicates that student learning motivation falls within the medium category. Additionally, research by Suciani and Rozali (2014) reveals that 45 students exhibit low learning motivation. These findings warrant significant attention from stakeholders in higher education to enhance and inspire student learning. Several strategies must be implemented to boost student motivation, including developing more engaging and relevant educational programs.

The results of the correlational analysis reveal a significant connection between nomophobia and student learning motivation. A higher level of nomophobia correlates with lower motivation for learning, while lower levels are associated with higher learning motivation. This suggests that an addiction to technology and dependence on smartphones can disrupt students' focus and concentration during learning activities.

While technological advancements offer the advantage of easy access to a wealth of information related to their studies, they also have negative consequences, leading to technology addiction. Students or individuals experiencing this addiction can be characterized as suffering from nomophobia. Critical symptoms of nomophobia include anxiety, depression, trembling, sweating, feelings of loneliness, and, in extreme cases, panic attacks (Yilmaz et al., 2023; King et al., 2013).

Research indicates a connection between nomophobia and students' motivation to learn. A study by Ramadhani et al. (2021) found that students' motivation to study declines with increased smartphone use. This suggests that excessive engagement with mobile phones contributes to feelings of nomophobia among students. Consequently, as the intensity of smartphone usage rises, those experiencing nomophobia are more likely to decrease their learning motivation.

A heavy reliance on mobile devices has been linked to various emotional disorders, including anxiety, stress, and depression. These psychological effects impair individuals' overall well-being and contribute to a decline in academic performance. A study by Kubrusly et al. (2021) emphasizes a strong relationship between nomophobia and academic challenges among students. Additionally, research by Febrina and Mariyana (2020) indicates that teenagers who struggle to manage their cellphone use experience a drop in academic achievement and social behavior. This suggests that poor time management regarding cellphone usage can adversely affect motivation and learning readiness, ultimately impacting student performance. Furthermore, excessive cellphone use can hinder the building and maintenance of social relationships.

One limitation of this study is the predominance of Muslim respondents, which affects the generalizability of the findings to other religious groups. Additionally, convenience sampling restricts the sample size, as it only includes individuals who had the opportunity to complete the questionnaire. Furthermore, this research does not account for external factors influencing nomophobia and student learning motivation, such as social support or academic pressure. The findings suggest a need for targeted efforts or interventions to address the issues of nomophobia and enhance student learning motivation. I may encounter these challenges in the future due to the pressures of technological advancements and a digitalized academic culture. Counselors in higher education can play a crucial role in providing interventions to alleviate students' nomophobia and foster their learning motivation through laboratory counseling. Such interventions can be integrated into existing guidance and counseling services, including group therapy, group guidance, and group counseling. These interventions should be developed using various techniques and approaches within the counseling framework to achieve optimal outcomes.

CONCLUSION

Nomophobia is a condition characterized by the fear and anxiety associated with the inability to use a cell phone. This condition can significantly hinder students' enthusiasm and motivation to learn. Research findings indicate that the prevalence of nomophobia among students on the island of Java is notably high. In contrast, their motivation to learn is assessed to be low. Addressing this issue requires urgent action to mitigate nomophobia and enhance students' learning motivation.

The study further reveals a correlation between nomophobia and student motivation; specifically, as nomophobia increases, motivation to learn tends to decrease. Conversely, lower levels of nomophobia are associated with higher motivation to learn. These findings serve as a valuable resource for lecturers and counselors in higher education, aiming to assist students facing challenges related to nomophobia and learning motivation. The study recommends that future research focus on developing interventions designed to reduce nomophobia and boost student motivation. Considering the limitations identified in this research, such interventions could be implemented through guidance and counseling services.

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