

THE EFFECT OF THE PHENOMENON OF NOMOPHOBIA, PHUBBING, AND FOMO ON SOCIAL INTELLIGENCE OF HIGH CLASS STUDENTS OF SD NEGERI KANIGARAN I PROBOLINGGO CITY

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Abstract :

The pervasive use of digital devices among elementary school students has given rise to emerging digital phenomena such as Nomophobia, Phubbing, and Fear of Missing Out (FoMO), which are presumed to influence children's social intelligence. This study aims to examine the impact of these three variables on the social intelligence of upper-grade students at SDN Kanigaran 1, Probolinggo. Employing a quantitative explanatory causal approach, data were collected through a Likert-scale questionnaire from a purposive sample of 172 students in grades IV to VI. The data were analyzed using multiple linear regression via SPSS version 31. Findings reveal that Nomophobia, Phubbing, and FoMO collectively exert a statistically significant effect on social intelligence. Partially, Phubbing and FoMO showed significant effects, whereas Nomophobia did not. These results suggest that emotional dependency on digital devices does not inherently hinder children's social intelligence, particularly when external regulation by teachers and parents remains strong. Conversely, Phubbing the tendency to ignore real-life interactions in favor of device use – and FoMO, characterized by anxiety over missing digital content, were found to detrimentally affect students' capacity for social engagement. This study underscores the urgent need for digital literacy education and the early cultivation of social skills to ensure a balanced development between digital interaction and authentic social experience.

Keywords : *Nomophobia; Phubbing; FoMO; Social Intelligence*

Abstrak :

Penggunaan gawai yang masif di kalangan siswa sekolah dasar memunculkan fenomena digital seperti Nomophobia, Phubbing, dan FoMO (Fear of Missing Out), yang diduga memengaruhi kecerdasan sosial anak. Penelitian ini bertujuan menganalisis pengaruh ketiga fenomena tersebut terhadap Social Intelligence siswa kelas tinggi di SDN Kanigaran 1 Kota Probolinggo. Pendekatan yang digunakan adalah kuantitatif eksplanatori kausal dengan teknik survei. Sampel sebanyak 172 siswa kelas IV-VI dipilih secara purposive. Data dikumpulkan melalui angket skala Likert dan dianalisis menggunakan regresi linier berganda (SPSS 31). Hasil penelitian menunjukkan bahwa secara simultan, Nomophobia, Phubbing, dan FoMO berpengaruh signifikan terhadap Social Intelligence. Secara parsial, Phubbing dan FoMO berpengaruh signifikan, sementara Nomophobia tidak. Temuan ini menunjukkan bahwa ketergantungan emosional terhadap gawai belum berdampak langsung terhadap kecerdasan sosial anak, selama masih ada kontrol dari guru dan orang tua. Namun, perilaku mengabaikan interaksi sosial karena HP (phubbing) serta kecemasan tertinggal informasi digital (FoMO) berdampak negatif pada kemampuan sosial siswa. Penelitian ini menegaskan pentingnya literasi digital dan penguatan keterampilan sosial sejak usia dini guna menyeimbangkan interaksi digital dan sosial nyata.

Kata Kunci: *Nomophobia; Phubbing; Fomo; Social Intelligence*

INTRODUCTION

The rapid development of digital technology has brought significant transformations in various aspects of people's lives, including in the realm of basic education and the dynamics of children's social interactions. Digitalization, which is characterized by the massive use of smartphones and internet-based devices, has shifted traditional communication patterns towards screen-based interactions, which indirectly affects the process of character formation and social intelligence of students. This condition is a serious challenge for the world of education, especially in an effort to balance the use of technology with the development of children's social competence.

The results of initial observations conducted at SD Negeri Kanigaran 1 Probolinggo City indicate a decrease in the quality of social interaction among high-grade students, namely students in grades IV, V, and VI. Information obtained from parents shows that children tend to spend their free time in the room individually with gadgets, rather than interacting directly with family members or the surrounding social environment. These activities have implications for reducing the frequency and quality of face-to-face social interactions, both in the home and school environment.

The impact of this tendency is evident in the context of learning in schools. Students show a lack of participation in group discussions, difficulty understanding the emotions and perspectives of peers, and a weakening of the quality of social relationships between students. These conditions have the potential to hinder the development of social intelligence, which includes empathy skills, interpersonal communication skills, understanding non-verbal expressions, and the ability to build healthy and meaningful social relationships. In fact, social intelligence is an important foundation for children's academic, emotional, and social success in the future.

Another problem found at SD Negeri Kanigaran 1 Probolinggo City is related to students' compliance with school policies that prohibit carrying mobile phones. Although the rules have been clearly established, violations still occur frequently on the grounds of the need to communicate with parents when returning from school. In fact, schools have provided alternative mechanisms in the form of borrowing teachers' cellphones or delivering information through class WhatsApp groups. This phenomenon indicates excessive anxiety in students when they do not have direct access to digital devices, which reflects emotional dependence on smartphones.

In addition, it was also found that there was a tendency for students to

conduct less attention to communication with their parents when using mobile phones. In the classroom environment, students seem to be competing to follow trends and content that are going viral on social media. Missing information often leads to awkwardness, embarrassment, and fear of social exclusion. This behavior pattern leads to the emergence of the phenomenon of nomophobia, phubbing, and fear of missing out (FoMO), which is now increasingly prevalent among elementary school-age children.

This phenomenon arises as the penetration of smartphone use increases at an early age. Data from the Central Statistics Agency (BPS) shows that in 2022 as many as 67.88% of the Indonesian population aged five years and above already own a mobile phone. This figure reflects the high exposure to digital technology from the age of children, which if not balanced with digital literacy and adequate supervision, has the potential to have a negative impact on students' social and emotional development.

According to (Sutarna, 2018), Social intelligence is the ability of individuals to understand and respond appropriately to other people's emotions, establish effective communication, and build harmonious social relationships. However, the development of children's social intelligence is currently facing new challenges due to the increasing dependence on digital devices. This overdependence triggers various psychosocial phenomena, such as nomophobia, phubbing, and FoMO, which have become major concerns in the study of contemporary psychology and education.

Nomophobia is defined as excessive fear when an individual does not have access to a smartphone (Rasdiany et al., 2024). Phubbing refers to the behavior of ignoring others due to a focus on digital devices (Chusniyah, 2025), while FoMO describes an individual's anxiety about the possibility of missing out on information or social experiences that are considered important (Evi Septiani Lauw¹, 2024). A number of previous studies have shown that these three phenomena have a significant impact on the quality of social interaction and social intelligence of individuals. (Khairunniza et al., 2021) found that nomophobia correlates with social anxiety and interpersonal relationship disorders. (Batmaz et al., 2024) stated that phubbing lowers the quality of communication and social closeness, while (Permata, 2023) confirms that FoMO triggers anxiety and inhibits the ability to socialize effectively.

Nevertheless, most previous research has still focused on adolescents, college students, and adults. Empirical studies that specifically examine the

impact of the phenomenon of nomophobia, phubbing, and FoMO on the social intelligence of elementary school students are still relatively limited. This condition creates a research gap that needs to be filled in order to enrich scientific treasures and provide an empirical basis for the development of basic education policies.

Based on these problems, this study aims to analyze the influence of the phenomenon of nomophobia, phubbing, and FoMO on the social intelligence of high-class students at SD Negeri Kanigaran 1 Probolinggo City. Thus, this research is expected to be able to make a theoretical contribution to the development of educational psychology studies as well as practical contributions for schools, teachers, and parents in designing strategies for fostering students' social intelligence in the digital era.

RESEARCH METHOD

This study uses a quantitative approach with the aim of measuring the relationship and influence between variables objectively, systematically, and based on numerical data. The variables analyzed included nomophobia, phubbing, and fear of missing out (FoMO) as independent variables, as well as social intelligence as dependent variables. The measurement was carried out using a questionnaire instrument based on the Likert scale which allows statistical data processing. The type of research used is causal explanatory, which focuses on testing the cause-and-effect relationship between variables both partially and simultaneously, as well as testing hypotheses formulated based on theoretical foundations and findings of previous research.

The data collection method was carried out through a survey of students in grades IV, V, and VI of SD Negeri Kanigaran 1, Probolinggo City. Data analysis includes descriptive analysis and multiple linear regression by first conducting normality and linearity assumption tests. Data processing is carried out using the help of SPSS software. The data source consists of primary data obtained from respondents and secondary data in the form of scientific literature and school documentation as support for research analysis.

FINDINGS AND DISCUSSION

The Simultaneous Effect of Nomophobia, Phubbing, and FoMO on Students' Social Intelligence

The results of the simultaneous regression test (F test) showed that the three independent variables, namely Nomophobia (X1), Phubbing (X2), and Fear of Missing Out (FoMO) (X3) together had a significant influence on the Social

Intelligence (Y) bound variables of high-grade students at SD Negeri Kanigaran 1 Probolinggo City. This is indicated by a significance value of 0.01, which is smaller than the critical value of 0.05, so the H1 hypothesis is accepted. Thus, it can be concluded that the increasingly widespread digital phenomenon among primary school students has a real contribution in influencing their ability to build and maintain healthy social relationships.

Statistically, a coefficient of determination (R^2) of 0.149 indicates that 14.9% of the variation in students' social intelligence can be explained by the combination of these three digital variables. This number means that although it is not the only dominant factor, digital influence remains significant and relevant in shaping students' social-emotional dynamics. The remaining 85.1% was influenced by various other external factors that were not included in this research model, such as the quality of parental parenting, peer social support, learning environment at school, and individual personality characteristics of students (Rasdiany et al., 2024).

This regression finding is supported by descriptive data showing that the average Social Intelligence score is at 3.41, which is classified as medium (Table 4.2). This reflects that most students already have fairly good social skills, especially in aspects that are receptive in nature, such as listening skills (Y_3), which obtained an average score of 4.22, the highest among all indicators. However, weaknesses are still found in expressive aspects, such as the ability to display emotional empathy (Y_10), with an average score of 2.43, the lowest of all items. This shows the inequality of social development, which is potentially influenced by the use of digital media as a distraction.

Although the results of the t-test for Nomophobia showed that this variable did not have a significant effect on Social Intelligence ($p = 0.683$), in the simultaneous F test, Nomophobia still contributed collectively to the social intelligence of students. The average score of the Nomophobia variable was 2.72 (low category), but there were certain indicators that showed a tendency to increase dependence on digital devices, such as item X1_3 ("I repeatedly check my cellphone even though there was no incoming message") which scored 3.16. The habit reflects compulsive behaviors that can interfere with attention in real social interactions, in line with research (Ritiauw et al., 2021) which states that emotional attachment to gadgets, even if they are not intense, can reduce mental presence in face-to-face communication.

The Phubbing variable had a partially significant influence on Social

Intelligence with a negative coefficient direction ($p < 0.001$; $B = -0.549$). Phubbing's overall average score is 2.39 (low category), but on certain indicators such as X2_7 ("When I'm sad or have a problem, I can be entertained by playing HP"), the average score reaches 3.44, the highest among all Phubbing indicators. This shows that students are starting to use cellphones as a mechanism for emotional diversion, not as a social communication tool. This condition risks shifting students' attention from direct interaction to the digital world, thus hindering the development of empathy and healthy social responses (ozgul onar, Betul coban , omer kalayciI , Eyub cazmad, Ahmet Nesimi kisioglu, 2023). This phenomenon is consistent with the displacement hypothesis, in which engagement with technology replaces time for direct social interaction.

FoMO showed a partially significant effect with the direction of the positive regression coefficient ($p < 0.001$; $B = +0.670$). The average score of this variable is at 2.50 (low category), but as the indicator X3_4 ("I get curious when friends talk about something I don't know") records an average score of 3.37, indicating a strong drive to continue to be socially connected, albeit through digital channels. FoMO in this context reflects not only social anxiety, but also a motivational drive to establish relationships, even though the channels used do not necessarily support quality face-to-face interactions. This impulse is ambivalent: it supports social connectedness, but at the same time distracts from real interaction to screen-based interaction.

These findings support the Media Dependency Theory by Ball-Rokeach & DeFleur (1976), which states that the higher an individual's dependence on the media, the greater the influence of the media on his or her social perceptions and behavior. In the case of elementary school students, digital devices (HP) have become an important medium in their social lives. Dependence on cellphones shown through Nomophobia, Phubbing, and FoMO behaviors puts layered pressure on children's social dynamics. While not necessarily negative in every aspect, all three together create distortions in social development, especially since dependence on devices replaces the time and quality of social interaction required in a child's development.

In practical terms, these results serve as a warning to parents, educators, and policymakers that digital behavior is inseparable from the formation of children's social skills. Digital dependence, although still in a mild stage in elementary school students, has shown the potential to disrupt the development of empathy, communication, and social engagement. Therefore, preventive and

educational interventions need to be provided early. Teachers and parents need to provide a space for real social interaction on a regular and interesting basis, as well as provide assistance in the use of digital technology, so that children are not only "connected", but also really interact.

The Influence of Nomophobia on Social Intelligence

The results of the t-test analysis showed that the Nomophobia variable (X1) did not have a significant influence on the Social Intelligence (Y) variable of high grade students of SDN Kanigaran 1 Probolinggo City. This is evidenced by a significance value of 0.683, which is greater than the significance threshold of 0.05, and a regression coefficient of -0.055 which indicates a negative but insignificant direction of influence. Thus, the H2 hypothesis is rejected, which means that the high tendency to nomophobia in students does not necessarily lead to a significant decrease in their social intelligence levels.

These findings are in line with descriptive results showing that the average score of the Nomophobia variable was at 2.72, which was categorized as low (Table 4.3). Most students responded in the "rare" and "occasional" categories, which indicates that in general, students have not experienced symptoms of high dependence on digital devices. However, the X1_3 indicator ("I repeatedly check my cellphone even though there are no incoming messages") obtained the highest score of 3.16, indicating a tendency for mild compulsive behavior in cellphone use.

Although this behavior has not led to a serious condition of nomophobia, this tendency needs to be observed as an early symptom of the emergence of emotional attachment to gadgets, especially when cellphones are used not for real needs, but as a habit. This is in accordance with the research (Rasdiany et al., 2024), which states that nomophobia is not only related to the fear of losing access to communication, but also related to the psychological need to stay connected to the device.

One of the important factors that explains the low influence of nomophobia on students' social intelligence is the social context and school policies that support direct social interaction. SDN Kanigaran 1 has a policy that prohibits students from bringing cellphones to school, so that during study time, students are fully engaged in real learning activities and social interactions. In addition, in the home environment, the use of digital devices is also under parental supervision. Many students use parental control apps like Google Family Link, which actively limit usage time and filter the digital content that

children can access.

With such a surveillance system, children do not feel emotionally "lost" when they do not access digital devices. They can still build social relationships through real-life experiences at school and the surrounding environment. This distinguishes them from older age groups, such as teenagers, who tend to be more susceptible to digital-based social pressures, including anxiety about not being able to be online, as shown by (Sipayung et al., 2025).

When viewed from the point of view of cognitive development, elementary school students, especially grades IV–VI, are at a concrete operational stage according to Piaget's theory of development. At this stage, children show a higher tendency to respond and understand real and concrete things, such as direct interaction with friends, playing together, and collaborative activities at school. They have not fully developed in abstract or reflective thinking, which is characteristic of understanding the fear of digital social disconnection.

This condition explains why emotional dependence on cellphones is not strong enough to significantly affect the dynamics of their social relationships. While they may enjoy using their phones at home, the experience has not yet become a dominant part of their social needs. Children at this age still rely more on face-to-face interaction as the main source of social and emotional gratification.

This finding is also in line with the framework of the Uses and Gratification Theory (Hilaliyah et al., 2024), which explains that media users are actively looking for content or media that provides satisfaction according to their psychological needs. In the context of elementary school students, the use of digital devices is more intended for light entertainment, such as playing games, watching educational videos, or accessing fun content. Tujuan tersebut belum leads to the search for social validation or digital social connectedness, which is a key characteristic of nomophobia symptoms.

Thus, since cellphones have not yet become the main source of social gratification, the separation from these devices does not cause excessive social anxiety. In fact, for some students, cellphones still function as tools controlled by adults, not as an extension of social identity or the main means of building interpersonal relationships. This is what distinguishes elementary school students from teenagers, who generally use cellphones as their digital social identity.

Although nomophobia has not shown a significant influence on students'

social intelligence, it is necessary to monitor the development of students' digital behavior regularly. The habit of checking cellphones compulsively, even if it is still mild, can develop into attention disorders or even digital addiction in the future. Therefore, the role of parents and teachers in building digital literacy and emotional literacy from an early age is crucial.

Education about the healthy use of technology needs to be inserted in formal and non-formal curricula, with a habituation-based and exemplary approach. For example, through the habit of screen-free time, collaborative play activities, or daily reflections on how students feel when not using their cellphones, can form a balance between students' digital and real social lives.

The Influence of Phubbing on Social Intelligence

The results of the t-test analysis in this study show that the Phubbing variable (X2) has a statistically significant influence on the Social Intelligence (Y) variable of high class students of SDN Kanigaran 1 Probolinggo City. A very low significance value ($p < 0.001$) and a negative regression coefficient of -0.549 indicate that there is a strong relationship between the intensity of phubbing and the decline in students' social skills. This means that the higher the tendency of students to phubbing, the lower their ability to build, understand, and maintain healthy and meaningful social interactions.

Descriptive data support these findings. The average overall Phubbing score was 2.39, which was in the low category, but still showed the existence of the phenomenon among elementary school students. This indicates that although phubbing has not yet become the dominant behavior, the initial symptoms have begun to appear and have an impact on the social development of students.

In more detail, the X2_7 indicator ("When I'm sad or have a problem, I can be entertained by playing HP") got the highest average score of 3.44, indicating that cellphones are used not only as a communication tool, but also as a medium for emotional escape. Children who feel lonely, bored, or sad, tend to use cellphones to find entertainment, such as watching videos, playing games, or simply opening a photo gallery.

Although this on the surface may seem like a normal activity, the habit of venting emotions through digital devices can actually hinder the social learning process that should occur through interaction with the real social environment. Children who are accustomed to relying on devices to relieve emotions are less likely to develop the ability to express, understand, and regulate emotions interpersonally, which is a core aspect of social intelligence.

On the other hand, the X2_3 item ("When playing outside the house I focus more on playing cellphones than listening to friends") obtained the lowest average score, which was 1.81. These findings show that most elementary school students still prioritize direct social interaction over attention to devices. This is certainly a positive indication that the phase of children's social development is still dominated by real interactions, both through playing with peers, discussions in class, and outdoor activities.

However, the emergence of other phubbing indicators such as forgetting time when playing cellphones, losing focus when with friends, or using cellphones in the middle of social interactions, remains an important alarm. This symptom indicates that a potential shift in social interaction patterns towards digital has begun to take shape, and if not handled appropriately, it can develop into a significant decline in social intelligence in adolescence.

This phenomenon is in accordance with the Displacement put forward by (Ramdhan Witarsa¹, Rina Sri Mulyani Hadi², Nurhananik³, 2018), that is, that the use of technology tends to replace the time that should be used for direct social interaction. Children who spend time with digital devices disproportionately lose the opportunity to practice social skills in real-world contexts, such as recognizing facial expressions, understanding body language, capturing tone of speech, and responding empathically to the interlocutor.

In this context, phubbing is not just a behavior of ignoring others because of a focus on cellphones, but also reflects a decline in the quality of two-way communication, a loss of emotional harmony, and a reduction in timely and meaningful social responses. When students choose to connect with screens instead of their peers, the process of synchronization of emotions and empathy that is the basis of social intelligence is disrupted (Zein & Abdillah, 2025)

If phubbing behavior continues to occur and is not handled preventively, it will form social habits that are passive, individualistic, and lack of empathy. According to (Sianturi, 2021) Children who are used to relying on digital media in their daily lives will have difficulty reading social signals, responding to interpersonal conflicts, and managing long-term relationships, both in the school, family, and community environment.

In other words, phubbing is not just a momentary behavior, but is an important indicator of potential disturbances in a child's social-emotional development. This can have an impact on a variety of other aspects, including decreased confidence in direct communication, difficulty working in a team, and

even social isolation in the future.

Therefore, it is very important to intervene early, especially through the educational and family environment, so that the habit of phubbing does not develop further. Schools and teachers can create spaces for real social interaction, such as group work, class discussions, cooperative play, and outdoor activities that encourage direct active child involvement. In addition, digital literacy and emotional literacy education can be introduced from an early age, so that students are able to use technology in a healthy and balanced way.

On the other hand, the role of the family is also very crucial. Parents can be role models in using cellphones wisely, setting rules for using devices, and inviting children to have direct and open dialogues. Activities together without gadgets, such as family dinners, playing together, or reading stories, can help strengthen your child's social skills and reduce reliance on cellphones as an emotional escape.

The Influence of FoMO on Social Intelligence

Based on the results of the t-test analysis, it is known that the FoMO (Fear of Missing Out) variable or the fear of being left behind from social information has a significant positive influence on students' Social Intelligence (significance value $p < 0.001$ with a regression coefficient of $+0.670$). This means that the higher the level of FoMO experienced by students, the higher their tendency to engage in social engagement, although in many cases, such engagement occurs in the context of digital interaction. These findings are interesting because they show that although FoMO is often considered a form of social anxiety, in certain contexts, it actually encourages children's efforts to stay socially connected, both directly and through digital media.

Descriptively, the average score for the FoMO variable is 2.50, which is in the low category. This shows that in general, SDN Kanigaran 1 students have not shown a high or worrying tendency to FoMO. However, the X3_4 indicator ("I get curious when friends talk about something I don't know") obtained the highest average score of 3.37, indicating a high level of social curiosity among students. This curiosity is the initial form of a lighter FoMO, which is the desire to stay in the social circle of peers so as not to be left behind in conversations, trends, or hot topics.

In contrast, the item with the lowest score was X3_7 ("I feel less confident if I can't keep up with the trend or something viral") with a score of 1.78. This score shows that elementary school students' digital identities are not yet fully

formed, and social media is not yet a major determinant of their confidence or self-esteem. This is very different from the adolescent age group, which tends to use social media as a tool for self-validation (Wahyuni & Nasution, 2024).

A positive regression coefficient (+0.670) indicates that FoMO in the context of children does not necessarily have a negative impact. On the other hand, students who have a tendency to FoMO actually seem to be more active and socially involved. The urge not to be left behind in their group encourages them to find out, ask questions, and want to participate in ongoing conversations. This is in line with the Self-Determination Theory (Zhafirah et al., 2023) which explains that FoMO arises when the basic human need to feel connected (relatedness) is not optimally met. In these cases, students seek social compensation through digital interactions, such as watching trending videos, following friends' stories on YouTube, or knowing about games that are currently popular.

In the context of elementary school children, this drive to connect is often the motivation to establish social connections, either in person or through the simple digital platforms they use. This is reinforced by research (Kurnia, 2024) who found that FoMO can encourage online prosocial behaviors, such as sharing information with friends, commenting on a friend's status positively, or following trends in order to have a discussion with their group. In other words, FoMO can strengthen motivation to maintain social relationships, even if the form is not always positive.

Although the results of this study show the positive influence of FoMO on Social Intelligence, it is important to understand that FoMO has an ambivalent nature, which can have a double impact positive or negative depending on the intensity and form of expression. On the one hand, FoMO can be a trigger for social engagement because children feel encouraged to stay connected and follow the dynamics of their group. But on the other hand, if social engagement occurs more through digital media and is not balanced with direct social interaction, then the child's ability to understand nonverbal social signals such as facial expressions, tone of speech, or body gestures can be disturbed.

In other words, a poorly managed FoMO can keep children away from real, more quality social relationships. Children may feel that they are "connected" through digital media, when in fact they do not get a complete social interaction experience. This is why even though FoMO can improve social intelligence on the surface, without proper guidance, children are still at risk of

experiencing a void in deep social relationships.

These findings send an important signal to educators and parents that FoMO is not just a digital distraction, but can also be an opportunity to direct children to build healthy social skills, if handled appropriately. Therefore, digital literacy education is indispensable, not only in terms of safe use of technology, but also in understanding the true meaning of social engagement.

Children need to be trained to realize that knowing the latest information or following trends is not the only way to be part of a group, but rather how they can contribute to conversations, listen empathically, and respond appropriately to friends. Digital literacy must also include the ability to distinguish between healthy and superficial social engagement, as well as being aware of when they need to be "connected", and when they need to "take a break" from the digital world in order to maintain emotional balance and authentic interpersonal relationships.

CONCLUSION

This study provides empirical evidence that digital phenomena such as Nomophobia, Phubbing, and Fear of Missing Out (FoMO) have a significant influence on the social intelligence of elementary school students, especially at the high grade level. Through a causal explanatory quantitative approach, the results of the analysis show that simultaneously these three variables contribute significantly to influencing students' social abilities. Partially, Phubbing and FoMO were shown to have a significant effect, while Nomophobia did not show a significant direct impact on social intelligence.

These findings indicate that emotional dependence on gadgets, although still at a low level, begins to affect students' interaction patterns, empathy, and interpersonal communication skills. Phubbing is an indicator of a shift in attention from real interaction to digital screens, while FoMO, although it has a positive impact on social engagement, has the potential to foster superficial relationships if not balanced with face-to-face interaction.

Thus, this study emphasizes the importance of preventive intervention from an early age, through strengthening digital literacy, emotional education, and creating real social interaction spaces in school and family environments. Only with a holistic and collaborative approach, children's social-emotional development can be protected from distortion due to the dominance of digital technology.

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