YouTube triggers Phubbing and FoMO behavior in generation Z

Dona Fitri Annisa[1], Lira Erwinda[2], Yuda Syahputra[3], Muhammad Rezza Septian[4]

Institut Keguruan dan Ilmu Pendidikan Siliwangi[1], Universitas Bina Bangsa[2], Universitas Indraprasta PGRI[3]

Email: lira.erwinda@binabangsa.ac.id

Abstract: Youtube, as a giant video platform, has had a huge impact on the behavior and habits of generation Z. Phubbing (Phone Snubbing) and FoMO (Fear of Missing Out) are two psychological phenomena that can be related to the use of Youtube and social media in general. It is always important to understand and manage digital behavior patterns wisely to create a healthy balance between the virtual world and the real world. This research uses a quantitative approach with descriptive methods. Sampling used random sampling techniques, the sample in this study was 151 high school students in Padang City. The scales used in this research are the FoMO and Phubbing scales. This research uses three analyses, including: 1) descriptive test of FoMO and Phubbing in Padang City; 2) descriptive test of students' FoMO and Phubbing based on gender; 3) descriptive test of students' FoMO and Phubbing based on 1 month quota usage; 4) descriptive test of students' FoMO and Phubbing based on internet access; and 5) The connection between social media and internet access. Data were analyzed using descriptive analysis with the help of JASP software. The results of the research are: 1) Testing FoMO-Phubbing Conditions Based on Gender shows that there is no significant difference between the levels of FoMO and phubbing between male and female students, 2) Testing FoMO-Phubbing Conditions Based on 1 Month Quota, shows that the sample group that uses quota of more than 4 Gb has the highest phubbing score, then in the FoMO score, the sample group that uses cellular data quota in the 1 Gb to 4 Gb category with tethering has the highest FoMO score, 3) Testing FoMO-Phubbing Conditions Based on Internet Access shows that the score is good FoMO and phubbing students use their own internet quota access. This shows that, without dependence on a particular type of internet access, both FoMO and phubbing remain related to the use of mobile data quota. 5) The association between internet access and social media tendencies suggests that students who use tethering access to watch YouTube may have different experiences or behaviors. different in terms of FoMO (Fear of Missing Out; figure 5) and phubbing compared to those who use personal quotas to access other social media such as Instagram, Facebook, and Twitter. the results of this study remind us of the importance of considering differences in the use of internet access and social media platforms when designing educational interventions or programs aimed at reducing the negative impact of FoMO and phubbing on students.

Keywords: generation Z, YouTube, Phubbing, FoMo

INTRODUCTION

Generation Z refers to the group of people born around the mid-1990s to early 2010s. The phenomena associated with this generation include a number of characteristics and cultural changes that differentiate it from previous generations. Some common phenomena associated with generation Z involve technology, lifestyle, and their attitudes towards various issues Technology, Education and Career, Diversity and Inclusivity, Mental Health:, Activism and Social Concern, and Media Consumption. Research conducted by the McCrindle Research Center (2019) shows that people born from 1995 to 2010 are those who are then referred to as Generation Z. They are called Generation Z because they were born in an era of internet use and sophisticated communication tools that cannot be used. separated from everyday society. Generation Z, who was born in the Internet era, has made the habit of using the internet in various aspects of life. Even generation Z uses the internet as a source of information. So information that goes viral on the internet makes Generation Z interested and continue to follow developments in this information (Prabayanti, Sari, & Emmanuel, 2020).

The existence of technology and the internet has become an important element of their daily lives. For Generation Z, technology and the internet are something that must exist, not an innovation as other generations view (Hastini, et al., 2020). They have started to get to know the internet and the web as they get older since they were little. Generation Z has been introduced to the world of social media since childhood. Generation Z are people born when technology has taken over the world, therefore this generation is known as the silent generation, the silent generation and the internet generation. Generation Z, also called iGeneration or internet generation (Putra, 2016). Turner (2015) explains that almost all Generation Z have smartphones, whether rich or poor, living in urban or rural areas. It could be said that all Generation Z are exposed to smartphone use every day.

Generation Z's level of dependence on smartphones is higher than on television. They will be more upset if they cannot access the internet than if they lose their pocket money.

Dill (2015) stated that Forbes Magazine conducted a survey of generation Z in North and South America, in Africa, in Europe, in Asia and in the Middle East. 49 thousand children were asked. On the basis of these results it can be said that generation Z is the first truly global generation. Smartphones and social media are not seen as devices and platforms, but rather as a way of life. It sounds crazy, but several studies support this claim. A study by Goldman Sachs found that nearly half of Gen Zers are connected online for 10 hours a day or more. Another study found that a fifth of Gen Z experienced negative symptoms when kept away from their smartphone devices. Quickly becoming complacent is not a word that reflects Generation Z. As many as 75% of Gen Z are even interested in holding several positions at once in a company, if it can accelerate their careers. For generation Z, information and technology are things that have become part of their lives, because they were born where access to information, especially the internet, has become a global culture, so this influences their values, views and life goals (Fitriyani, 2018).

Generation Z has a close relationship with YouTube, the world's largest online video sharing platform. This relationship covers several aspects, including content consumption, content creators, and the influence of YouTube on generation Z culture. YouTube has become an integral part of the lifestyle and consumption culture of generation Z. YouTube is a website owned by Google that can upload videos for free. Apart from being a means of entertainment, YouTube is also used as a means of promotion. With the widespread use of YouTube among Indonesian people, especially young people, YouTube has become the most appropriate promotional tool for targeting young people as the company's main target (Herlyana, & Utami, 2020). According to data from We Are Social (2019), there are several social media that are often used by people in Indonesia, namely YouTube, WhatsApp, Facebook, Instagram, Line and Twitter. One of the social media that is easily and frequently accessed by Indonesian people is YouTube. YouTube is part of media convergence. Romli (2016) explains that media convergence is a combination of information and communication technology services. YouTube can be said to be media convergence because this social media platform makes it easier for people to convey communication and information.

YouTube, as a very popular online video platform, has the potential to trigger Phubbing behavior (ignoring other people because they are too focused on their cellphone or digital device) and FoMO (Fear of Missing Out) in Generation Z. As a new word, phubbing is an abbreviation of telephone and snubbing, and is used to show an attitude of hurting the person you are talking to by using a smartphone excessively (Hanika, 2015). Phubbing is a term that refers to the behavior of ignoring other people in social settings or interpersonal interactions because someone is too focused on their cellphone or digital device. Rosdiana, (2023) explains that the phubbing phenomenon occurs because of individual dependence on smartphones and the internet. The tendency of individuals to depend on smartphones and the internet is increasing day by day, which in the end becomes a pattern of social relations in society that is also experiencing a change. The most visible form of change is when someone engages in social interaction, where people are more preoccupied with smartphones than interacting with the person they are talking to or building relationships with their environment. So phenomena such as phubbing which arise due to addiction to smartphones are interesting to study further, especially if seen from a communication perspective, namely media dependency theory which states that dependence on media can only be produced through excessive use of mass media and the characteristics of Indonesian society which has an eastern culture where a number of society still holds values, norms and ethics in a relationship that is based on an attitude of mutual respect when engaging in conversation (Hanika, 2015).

Research conducted by Lee (2013) stated that the presence of the phubbing phenomenon was born because of the large dependence of individuals on smartphones and the internet. If in general addiction results from people's dependence on consuming drinks, drugs or certain substances, then addiction to smartphones results from human dependence on certain mechanical devices. According to the latest research conducted by mobile company Furry, people's tendency to depend on smartphones is increasing day by day. This dependency ultimately causes the pattern of social relations in modern society to change. This is as conveyed by Hanika (2015) who said that with the existence of smartphones which make everything easier, people often forget the negative impact, namely phubbing behavior which is used to show an attitude of hurting the other person by using the smartphone excessively. Furthermore, research conducted by Rosdiana (2023) from this community service day

found that the phubbing behavior of students at SMK N Winongan Tinggi was 99 students (91.7%). Phubbing itself is more of an individual behavior and is not directly related to one particular platform.

Furthermore, YouTube and social media platforms in general can trigger FoMO (Fear of Missing Out) in Generation Z. FoMO is the anxiety or discomfort that arises when someone feels that other people can experience more interesting or valuable experiences or activities, and they themselves are left out. or "missing out". FoMO arises due to the rapid development of technology and the rapid flow of information directly on social media status, one of which is photos and videos of other people. The result of FoMO is that every individual has the urge to get involved directly in online discussions, and relate well to other individuals without exception (Syars, 2013). According to Chaudhry (2015) when using gadgets excessively without self-control and when communicating in a non-virtual world, it will have a bad impact, namely it can cause a breakdown in social relationships. This is due to the emergence of feelings of anxiety in individuals when they consider other people's valuable experiences to be more valuable than their own and the individual is not involved in that activity or what is defined as Fear of Missing Out (FoMO). The results of research conducted by Fuster, et al (2017) explain that if you open a social network using a gadget and it causes addiction, this is closely related to the Fear of Missing Out (FoMO). And this study concluded that 7.6% of respondents indicated that they had a tendency to be addicted to online social networks.

Based on this explanation, the aim of this research is to describe the problems related to YouTube triggering Phubbing and FoMO behavior in generation Z.

LITERATURE REVIEW

Generation Z

American experts classify generation Z as those born in 1996-2010. Those identified as having the character of appreciating diversity, wanting social change, liking to share and being target oriented. Generation Z is not only characterized by year of birth, but also by the socio-historical aspects they face. One of the very strong characteristics of Generation Z is access to and dependence on technology, gadgets and random tracking of information. They are not the generation that diligently reads narratives through printed books. On the contrary, they enjoy the information scattered on the internet, especially in the form of visuals and images. Generation Z is a generation that was born in an era of everything sophisticated, an era where the internet has penetrated all circles. So generation Z is also called the NET generation. Generation Z or Gen NET is very dependent on technology, talented in using various means of information, never has time without a smartphone and is always connected to the internet. Generation Z can get any information from the gadgets in their hands. Some of this generation already have quite large incomes (Kristyowati, 2021).

Gazali (2019) explains that the characteristics of Generation Z are: 1. Multi-Tasking. Generation Z can do several jobs simultaneously, they can type on a laptop while listening to songs on the internet, access social media via device, look for important references to complete assignments, and watch TV. 2. Technology. They are a generation that has a high dependence on technology, especially internet-based ones. On average, they can spend 3-5 hours per day accessing social media. 3. Open. Thanks to social media, they are a generation that is open to new things, easily curious about new things, including trying new things. 4. Audio-visual. They are a generation that enjoys audio and visuals more than written text, so images, videos, graphics and other forms of audio-visual are preferred. 5. Creative. The amount of information they get through their gadgets makes them creative figures. 6. Innovative. They are figures who are dissatisfied with today's situation, therefore, they try to come up with innovations that can make their lives easier. 7. Critical. With technology in their hands, they can access a variety of information randomly, making them critical in reading something because the source they read is never single. 8. Collaboration. In their hands, the era of competition seemed to end. They enjoy collaborating more with their generations to solve the problems they face.

YouTube

YouTube is one of the most popular video sharing services on the internet today (Lestari, 2017). 2005 was the starting point for the birth of the video upload site YouTube.com which was supported by 3 (three) employees of the online finance company PayPal in the United States. They are Chad Hurley, Steve Chen, And Jawed Karim. The name YouTube itself was inspired by the name of a pizza shop and Japanese restaurant in San Mateo, California (Chandra, 2017). The YouTube video site with its function can create a very close interaction and communication relationship between its users. In the end, a situation of intercultural adaptation (Intercultural Adaptation) will be created in society or user communities which can ultimately create a transition from one culture to a new culture. Theoretically, it was stated by Sawyer (Chen & Strarosta, 2005) that there are 4 (four) stages through the intercultural adaptation process, namely: (a) The honeymoon stage, the community or user community feels very happy (euphoria) with the situation felt at that time regarding his new culture; (b) The crisis stage is a situation of discomfort and frustration in society or the user community that is found and felt on the other side of the new culture. The perceived cultural values are unfamiliar; (c) Adjustment Stage, which is a situation where society or user communities begin to try to adapt to their new culture; (d) Biculturalism stage, is the final stage where society or user communities begin to adapt to their new culture.

Phubbing

Phubbing is an abbreviation for phone and snubbing which is used to show an attitude of hurting the person you are talking to by using a smartphone excessively (Hanika, 2015). The most visible form of change is when someone engages in social interaction, where people are more preoccupied with smartphones than interacting with the person they are talking to or building relationships with their environment. In fact, the most important factor when interacting is the similarity of understanding between the sender and the recipient of the message (DeVito, 2015).

FoMo *(Fear of Missing Out)*

Przyblylski, et al (2013) define Fear of Missing Out as a passive concern when another individual has activities that are more satisfying than someone who is not present and is characterized by the emergence of an urge to stay connected with other people's activities.

METHOD

This research uses a quantitative approach with descriptive methods. Sampling used random sampling techniques, the sample in this study was 151 high school students in Padang City (sample details are explained in table 1). The scales used in this research are the FoMO and Phubbing scales. The FoMO scale uses a five-point Likert scale, measuring three aspects, namely: 1) autonomy, 2) competence, and 3) relatedness developed by Przybylski et al. (2013), for example one item "I worry that my friends will post photos of them together without me". Reliability shows that the quality of the answers each person gives on each test is good and the quality of the questions used in the measurement is very good. Meanwhile, the value of each test on Cronbach's alpha (KR-20) was 0.89. Meanwhile, for the phubbing scale (developed from the theory of Karadağ et al., 2016) analyzed using the RASCH model, the item reliability score (non-extreme) was 1.00, meaning that the quality of the items for measuring internet use was perfect. In addition, the item answer pattern sensitivity value of +1.01 logit (INFIT MNSQ) and the overall item answer pattern sensitivity value of +1.03 logit (OUTFIT MNSQ) show that it is still in the ideal range of +0.5> MNSQ 2014; (Linacre, 2016; Syahputra et al., 2020; Syahputra, Sandjaja, et al., 2022; Syahputra & Afdal, 2022). Data were analyzed using descriptive analysis with the help of JASP software (Goss-Sampson, 2019). Descriptive statistics is the description or presentation of large amounts of data, in this case in the form of frequency summaries, for example mode, average, median, minimum, maximum and standard deviation (Cohen et al., 2002).

RESULT AND DISCUSSION

Generation Z is one of the generations that must prepare itself to grow and develop in the Society 5.0 era, because this generation has a character that likes to express itself, thinks globally and communicates digitally and likes things that are visual (Rosdiana, 2023). Berkup (2014) explains several characteristics of Generation Z related to the use of technology. Some of the characteristics in question are socializing via the internet, consuming the internet very quickly, with technology in their hands,

tending to be efficient and innovative, liking games that challenge creativity (Berkup, 2014). In one day Generation Z spends around 9 hours a day using their smartphones and makes them very dependent on mobile technology (Shatto, & Erwin, 2016).

The data for this research amounted to 151 students, consisting of 62.3% men and 37.7% women. The number of one month quotas used by different samples, including: less than 1 Gb (9.3%), 1 Gb – 4 Gb (28.5%), over 4 Gb (50.3%), and thethering (11.9%). For more details, see table 1 below. This research uses three analyses, including: 1) descriptive test of FoMO and Phubbing in Padang City; 2) descriptive test of students' FoMO and Phubbing based on gender; 3) descriptive test of students' FoMO and Phubbing based on 1 month quota usage; 4) descriptive test of students' FoMO and Phubbing based on internet access; and 5) The connection between social media and internet acces.

Table 1. Characteristics of the Research Sample

Aspect	Indicator (Code)	n (%)
Gender		
	Man (1)	94 (62.3%)
	Woman (2)	57 (37.7%)
1 Month Quota		
	Less 1 Gb (1)	14 (9.3%)
	1 Gb – 4 Gb (2)	43 (28.5%)
	More 4 Gb (3)	76 (50.3%)
	Tethering (4)	18 (11.9%)
Internet access		
	Free Wifi (1)	15 (9.9%)
	Personal quota (2)	101 (66.9%)
	Tethering Hotspots (3)	35 (23.2%)
Social media used		
	Instagram (1)	105 (69.5%)
	Facebook (2)	25 (16.6%)
	Youtube (3)	16 (10.6%)
	Twitter (4)	5 (3.3%)
	n	151

1. Descriptive Test of FoMO and Phubbing of High School Students in Padang City

Table 2. Descriptive Results of FoMO and Phubbing (n = 151

	FoMO Score	Phubbing Score
Mode	43.19	29.51
Median	47	33
Mean	47.41	33.82
Std. Deviation	9.68	8.76
Skewness	0.18	0.69
Kurtosis	-0.49	0.66
Minimum	26	19
Maximum	72	66

In the results of the descriptive test, it can be seen that the central tendency value in the students' FoMO data is Mean = 47.41; Md = 47, Mode = 43.19 (Table 2). The tendency for students' FoMO scores to be 43.19 with a FoMO data distribution of 9.68. Meanwhile, student phubbing data is Mean = 33.82; Md = 33, Mode = 29.51. The tendency for students' phubbing scores to be 29.51 with a phubbing data distribution of 8.76. The skewness values in the FoMO and phubbing data show positive values of +0.18 and +0.69, meaning that most of the two data tend to be skewed to the left side of the curve.

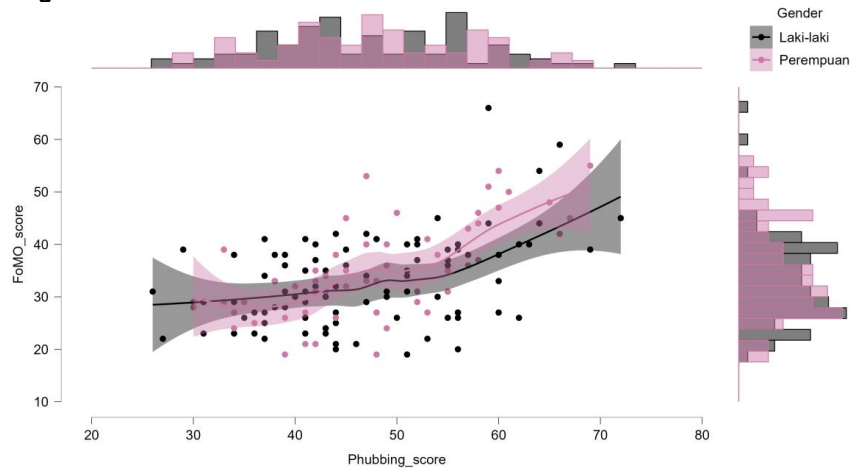## 2. Testing FoMO-Phubbing Conditions Based on Gender

Figure 1. Scatter Plots of FoMO-Phubbing Based on Gender (n = 151)

From Figure 1 above, we can observe that the FoMO and phubbing data of male and female students tend to have similar scores. This means that in general, no significant differences were seen between the levels of FoMO and phubbing among male and female students in this sample. In other words, both male and female students are equally likely to experience FoMO and phubbing in the context of this study.

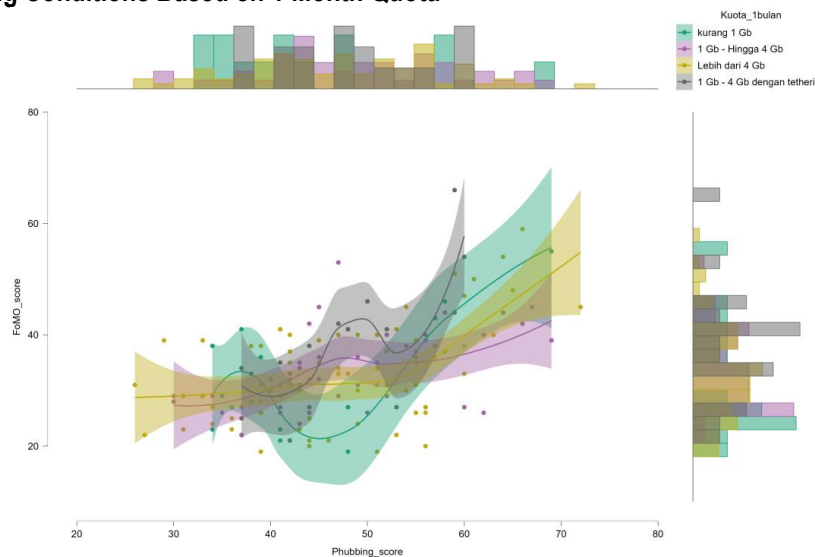## 3. Testing FoMO-Phubbing Conditions Based on 1 Month Quota

Figure 2. Scatter Plots of FoMO-Phubbing Based on 1 Month Quota (n = 151)

Figure 2 displays Scatter Plots illustrating the relationship between cellular data quota usage and phubbing and FoMO scores. From the figure, we can observe that the sample group that uses a quota of more than 4 Gb has the highest phubbing score. This indicates that the greater the mobile data quota usage, the higher the phubbing rate observed. On the other hand, when we look at the FoMO score, the sample group that used cellular data quota in the 1 Gb to 4 Gb category with tethering had the highest FoMO score. This suggests that higher levels of FoMO tend to be associated with certain types of mobile data usage, namely using tethering within that quota range.

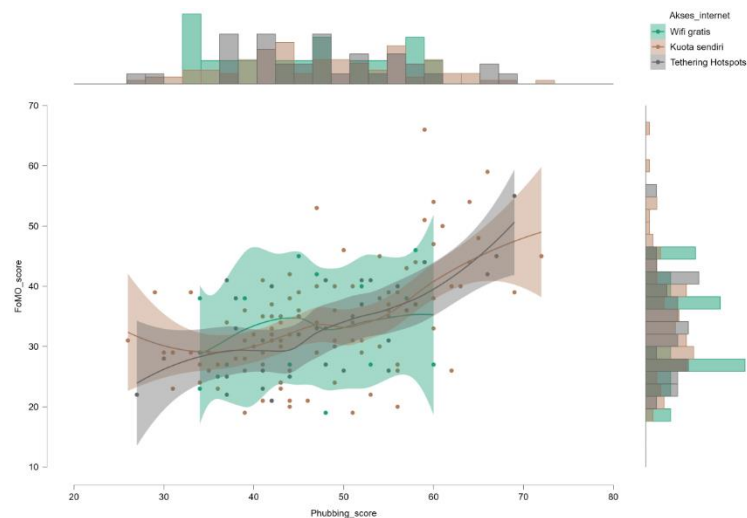## 4. Testing FoMO-Phubbing Conditions Based on Internet Access

Figure 3. Scatter Plots of FoMO-Phubbing Based on Internet Access (n = 151)

The Scatter Plots condition in Figure 3 strengthens the results in Figure 2, showing that both FoMO and phubbing scores use their own quota internet access. This shows that, without dependence on a particular type of internet access, both FoMO and phubbing remain related to mobile data quota usage. This could suggest that behavior and anxiety levels related to FoMO and phubbing in smartphone use may be more influenced by how much mobile data quota is used than by the type of internet access itself. Thus, the findings from these two figures provide a deeper understanding of the relationship between mobile data quota usage and students' levels of FoMO and phubbing. In line with research (Syahputra & Erwinda, 2020), using very large amounts of media requires a lot of internet access (> 8 hours). This research also displays the relationship between internet access and the tendency to use social media, explained in Figure 4 for phubbing and Figure 5 for FoMO below.
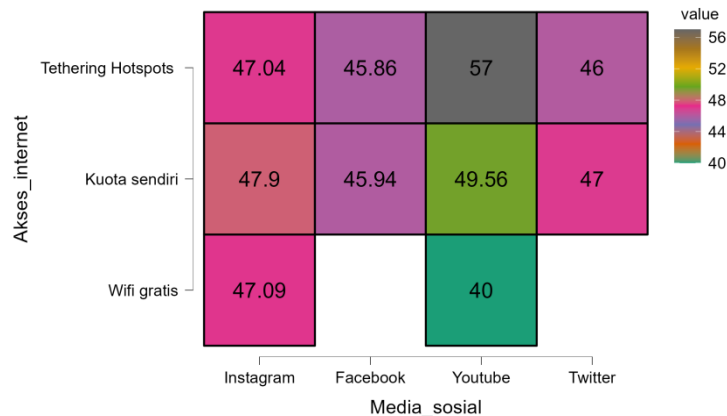

Figure 4. Average Phubbing Based on Internet-Social Media Access

Figures 4 and 5 display the differences in mean scores between various groups of social media and internet access used by students. It can be seen that students use tethering access to watch YouTube, while for social media platforms such as Instagram, Facebook, and Twitter, they use personal quota access. The importance of this finding is that students who use tethering access to watch YouTube may have different experiences or behaviors in terms of FoMO (Fear of Missing Out; figure 5) and phubbing compared to those who use personal quota to access other social media such as Instagram, Facebook , and Twitter (figure 4). In addition, there are significant differences in the variables of narcissism and social media addiction (Syahputra, Ifdil, et al., 2022), this condition causes excessive feelings of self, desire for recognition or attention, and tends to exaggerate oneself in context. use of social media and internet access by students. This includes behaviors such as uploading personal content, influencing praise or positive feedback, excessive selfies, social comparisons with others, attention to the number of friends or followers, creating content that is highly self-related, and reactions to criticism or neglect on social media (Sesva et al., 2022). This research aims to

understand how internet and social media use can influence or strengthen this narcissistic behavior among students, as well as its impact on their social relationships and mental well-being (Syahputra, Ifdil, et al., 2022).

These differences may be related to the type of content and interactions available on the platforms. Students who use tethering to watch YouTube may be more focused on the video content and may experience higher levels of FoMO due to the potential for missing interesting videos. On the other hand, students who use personal quotas for social media may have more active social interactions, which may influence their phubbing behavior (Afdal et al., 2019).
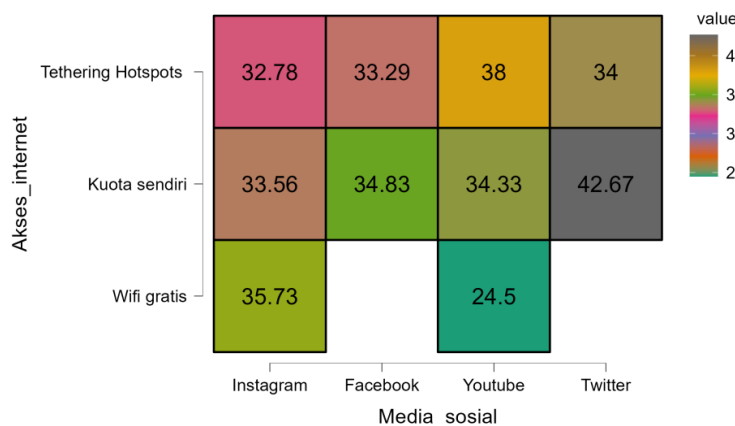

Figure 5. Average FoMO Based on Internet-Social Media Access

CONCLUSION AND RECOMMENDATIONS

The findings in this study indicate that behavior and anxiety levels related to FoMO and phubbing in smartphone use are not only influenced by the amount of cellular data quota used but also by the type of internet access and social media platforms accessed by students. This provides valuable insight for researchers and educators in understanding how these factors interact and influence students' social interactions and anxiety in today's digital era. In addition, the results of this study remind the importance of considering differences in the use of internet access and social media platforms when designing educational interventions or programs aimed at reducing the negative impact of FoMO and phubbing on students.

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