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Title **Perilaku Phubbing Scrolling Instagram Saat Berlangsungnya Perkuliahan; Studi Tentang Persepsi Mahasiswa PAI UIN Ar-Raniry Banda Aceh**

Author(s) **Lolo Sinamo¹⁾, Muhibuddin Hanafiah²⁾.**
Affiliation **¹⁻²⁾Universitas Islam Negeri Ar-Raniry Banda Aceh**
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**Lolo Sinamo¹⁾
Muhibuddin²⁾, Subhan³⁾,
Hadini⁴⁾.**

¹Islamic Religious Education
Study Program , Ar-Raniry
State Islamic University,
Banda Aceh, Indonesia

²Islamic Religious Education
Study Program , State Islamic
University, Banda Aceh,
Indonesia

³Islamic Religious Education
Study Program, Ar-Raniry
State Islamic University,
Banda Aceh, Indonesia

⁴Islamic Religious Education
Study Program, Ar-Raniry
State Islamic University,
Banda Aceh, Indonesia

Email:

[220201172@student.ar-](mailto:220201172@student.ar-raniry.ac.id)

raniry.ac.id

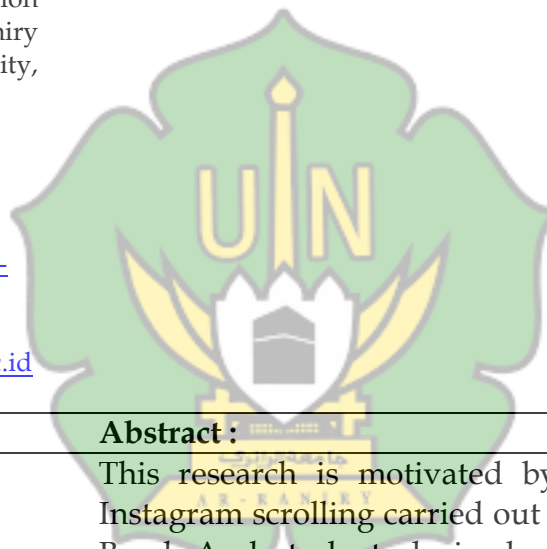
[Muhibuddin.hanafiah@ar-](mailto:Muhibuddin.hanafiah@ar-raniry.ac.id)

raniry.ac.id

subhanibr29@gmail.com

hadinimanik@ar-raniry.ac.id

INSTAGRAM SCROLLING PHUBBING BEHAVIOR DURING LECTURES; A STUDY ON THE PERCEPTION OF PAI UIN AR-RANIRY BANDA ACEH STUDENTS



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Abstract :

This research is motivated by the phenomenon of Instagram scrolling carried out by PAI UIN Ar-Raniry Banda Aceh students during lectures, even though they have understood the importance of manners in pursuing knowledge. This phenomenon is analyzed using the phubbing theory of Karadağ et al. (2015) and the concept of manners demanding knowledge in the book Ta'lim al-Muta'allim by Shaykh az-Zarnuji. This study uses a qualitative approach with a descriptive method. Data was collected through observation, in-depth interviews with PAI students, and documentation, then analyzed through data reduction, data presentation, and conclusion drawn. The results of the study show that most students consider scrolling Instagram Reels during lectures as inappropriate behavior because it reduces concentration and understanding of the material. This behavior is influenced by a sense of boredom, social media use



habits, and less interactive learning conditions. In the perspective of adab demanding knowledge, students realize that this behavior is not in line with the attitude of respect and seriousness in learning, although there is still a gap between understanding the value of adab and its application in practice.

INTRODUCTION

The development of digital technology in the last two decades has brought fundamental changes in the way humans interact, communicate, and learn. Students as the most intense group in utilizing digital technology are growing in the midst of the rapid flow of digitalization. The presence of smartphones and various social media platforms now no longer only functions as a means of communication, but has become an important part of students' lifestyles as well as social identities. Data reported by Rizaty (2025) shows that the number of Instagram users in Indonesia will reach 108 million until October 2025, placing Indonesia as the country with the fourth most Instagram users in the world. This figure reflects the high penetration rate of this platform in people's lives, especially among students as the most active users.

Instagram is one of the social media platforms that is very popular among students and is used intensely in daily activities. The existence of features such as scrolling and Reels makes it easy for users to enjoy a wide variety of content continuously without limits. This condition has the potential to shift the focus from the main activities, including when the learning process is ongoing. The Reels feature, which displays short videos based on algorithms, actively encourages users to keep scrolling the screen, so that these activities often take place repeatedly and are difficult to stop (Salsabila, 2024).

The habit of constantly scrolling can trigger the appearance of phubbing behavior in individuals, i.e. the tendency to focus more on mobile phones than on the surrounding environment (Karadağ et al., 2015). As a result, attention to ongoing activities becomes reduced. In the context of learning, this phenomenon often occurs among students who tend to pay less attention to the material delivered by lecturers.





This condition causes the focus to learn to decrease significantly, so that the understanding of learning materials becomes less optimal.

In the context of Islamic Religious Education (PAI), the phenomenon of phubbing is a problem that needs serious attention because it is not only related to the use of digital technology, but also related to the values of manners in the process of seeking knowledge. In the Islamic scientific tradition, manners are seen as the main foundation of learning. This is as explained in the book *Ta'lim al-Muta'allim* by al-Zarnuji which emphasizes the importance of respecting teachers, maintaining seriousness and solemnity in learning, and staying away from everything that can cause negligence (Asfiya et al., 2023).

A number of studies in Indonesia have examined the phenomenon of phubbing from various perspectives. Syifa (2020) empirically proves that the intensity of smartphone use has a simultaneous effect on academic procrastination and phubbing behavior of IAIN Pontianak students. Alamudi and Syukur (2023) examined social phubbing among Makassar State University students and found that this phenomenon has become part of campus social dynamics that require serious attention from educational institutions. On a more specific level, Salsabila (2024) proves that Instagram Reels addiction directly contributes to student academic procrastination, suggesting the existence of a causal chain between digital content consumption and a decline in academic quality relevant to phubbing behavior in the classroom. Meanwhile, Meifilina (2021) found that Instagram Reels has become a *self-disclosure* medium for students, which shows how deep students' emotional involvement with the platform is.

Based on various previous studies, there is still an opportunity to examine the phenomenon of phubbing from different perspectives. Previous research has generally focused on the impact of smartphone use, social media, and Instagram Reels features on academic procrastination and social interaction. Meanwhile, studies that specifically discuss phubbing behavior due to Instagram scrolling activities during lectures, especially based on student perceptions, are still relatively limited, especially





for students of the Islamic Religious Education Study Program (PAI). Therefore, this research offers an element of novelty by focusing on the perception of PAI UIN Ar-Raniry Banda Aceh students towards this phenomenon.

Based on the urgency, literature review and research gaps that have been presented, this study focuses on two interrelated problem formulations. First, how do PAI UIN Ar-Raniry Banda Aceh students perceive the behavior of Instagram scrolling that they do during lectures, including the reason, awareness, and subjective meaning behind it. Second, how the behavior of Instagram phubbing scrolling is seen from the perspective of the value of Islamic learning ethics, especially in relation to the value of manners in demanding knowledge which is the foundation of Islamic education. In line with the formulation of the problem, this study aims to describe the Instagram scrolling behavior carried out by PAI UIN Ar-Raniry Banda Aceh students during lectures, as well as analyze their perceptions which include reason, awareness, and subjective meaning. In addition, this study also aims to examine this behavior from the perspective of Islamic learning ethics, especially the value of adab in pursuing knowledge as the main basis in Islamic education.

RESEARCH METHODS

This study uses a qualitative approach with a descriptive type of research. The qualitative approach was chosen because this study aims to deeply understand students' experiences, perceptions, and subjective meanings of phubbing behavior in the form of Instagram scrolling activities during lectures. Qualitative research emphasizes efforts to understand social phenomena holistically based on the perspective of participants, so that researchers can capture complex and contextual realities in student lives (Moleong, 2021).

Descriptive research was chosen because it aims to explain phenomena systematically and in accordance with actual conditions in the field without intervening in the research object (Sugiyono, 2019). In this context, the researcher explained the phubbing behavior of students in the form of Instagram scrolling





activities during lectures, as well as examining the factors that cause the appearance of this behavior.

This research was carried out at the Islamic Religious Education Study Program (PAI), Faculty of Tarbiyah and Teacher Training UIN Ar-Raniry Banda Aceh. The selection of this location was based on the consideration that the institution is an educational institution based on Islamic values that emphasizes ethics in the learning process. Therefore, the phenomenon of phubbing that occurs in this environment is interesting to study because of the contradiction between the behavior of using technology and the academic and religious ethical values that should be upheld by students.

This research involved 15 active students of the Islamic Religious Education Study Program (PAI) UIN Ar-Raniry Banda Aceh as research subjects, who came from the class of 2022. The selection of informants was carried out using the purposive sampling technique, which is the deliberate determination of the sample based on certain criteria that are considered to be able to provide information in accordance with research needs (Arikunto, 2013). The selected informants are students who have experience and involvement in lecture activities, especially those related to phubbing behavior through Instagram scrolling activities during the learning process.

Data collection in this study was carried out using three techniques, namely observation, interviews, and documentation. Observations were carried out to obtain a direct picture of student activities and behaviors during the lecture process. Furthermore, in-depth interviews were conducted with students to obtain information about phubbing behavior, the factors behind it, the level of awareness of the impact caused, and their views on the manners of seeking knowledge. The documentation is used as supporting data in the form of notes, photos, and other documents related to the research (Sugiyono, 2019).

The data analysis in this study uses an interactive analysis model proposed by Miles, Huberman, and Saldaña (2014), which includes three main stages, namely data reduction, data presentation, and conclusion drawn. Data reduction is carried out by





selecting, focusing, and simplifying data that is relevant to the research objectives. Furthermore, the data is presented in the form of a systematic descriptive narrative so that it is easy to understand. The last stage is the drawing of conclusions that are carried out continuously during the research process by verifying the data that has been obtained.

To ensure the validity of the data, this study uses source triangulation techniques and triangulation techniques. Source triangulation is carried out by comparing information from various informants, while technical triangulation is carried out by comparing data from interviews, observations and documentation. Thus, the results of the study are expected to have a high level of credibility, validity and accuracy in describing the phenomenon of phubbing among students.

RESULTS AND DISCUSSION

The results of interviews with 15 informants showed that phubbing behavior through Instagram scrolling activities during lectures was influenced by several conditions, such as boredom due to monotonous learning, habits of using social media, and a less interactive learning atmosphere. These conditions are interrelated so that students are more likely to lose attention and are encouraged to check their phones when learning is less interesting. Thus, phubbing behavior is not only related to individual habits, but is also influenced by situations and patterns of interaction during the learning process.

Viewed from the perspective of Islamic learning ethics, this study also shows that there is a difference between students' understanding of the manners of studying and its application in lecture activities. The informants have basically learned that respecting lecturers, following learning seriously, and paying attention to the material are important parts of manners in pursuing knowledge. This can be seen from the statements of several informants who emphasized that the position of adab must be considered before a person gains knowledge. However, this understanding has not always been consistently manifested in behavior when in the classroom. The habit of opening and scrolling Instagram when the lecturer delivers material shows that there





is still a distance between students' knowledge of the manners of studying knowledge and its implementation in academic life.

Based on these findings, this research was further analyzed using the theory of phubbing and the concept of manners demanding knowledge as the basis for the study. The phubbing theory of Karadağ et al. (2015) is used to explain the forms and mechanisms of behavior, specifically related to communication disorders and the tendency to dependence on cell phones. Meanwhile, the concept of adab requires knowledge sourced from the book Ta'lim al-Muta'allim by Shaykh az-Zarnuji, as explained by Baihaqi et al. (2023), is used to examine this behavior from an ethical perspective in Islamic education. These two approaches are used simultaneously because they complement each other, where the theory of phubbing explains aspects of behavior, while the concept of adab requires science emphasizing ethical and spiritual values in the learning process.

1. Overview and Behavior Patterns of Phubbing Scrolling Instagram Reels

Based on the results of the interview, all informants stated that they had accessed and scrolled through Instagram Reels during the lecture process. However, the intensity and duration of these activities differ from individual to individual. This behavior generally occurs under certain conditions, such as when the material delivered by the lecturer is considered difficult to understand, the learning process takes place in a monotonous manner, or when students are not directly involved, for example when other groups are making presentations.

"When I was scrolling Instagram, when the lecturer finished giving lessons, for example when there was a presentation this group of students was not active in class and I didn't know what to do, that's where I had a gap for scrolling Instagram" (Mh, 8th semester student).

"When I attended lectures in class, I once opened Instagram Reels when the lecturer was explaining the material. Initially, I only intended to watch one or two videos to just fill the time when the atmosphere of the class felt less interesting. However, I unknowingly kept scrolling through Reels because the content appeared sequentially and attracted attention" (MS, 8th semester student)



These findings are in line with the concept of phubbing from Karadağ et al. (2015), who explain that phubbing is influenced by two dimensions, namely communication disturbance and phone obsession. Communication disorders can be seen when students scroll through Instagram Reels when lecturers explain material, while phone obsession can be seen from the habit of using social media repeatedly. This is also seen in the informants MS and Mh who initially only want to watch one or two videos, but end up continuing to scroll through Reels without realizing the length of time spent. These findings are in line with the research of Salsabila (2024) and Meifilina (2021).

In addition to being influenced by time, this study also shows that the sitting position in the classroom is one of the factors that supports the emergence of phubbing behavior. Informant Ct revealed that sitting at the back of the classroom made it easier to get distracted and scroll through Instagram Reels.

"Usually, the urge to open Instagram Reels appears when the lecture atmosphere feels monotonous or less interesting. In addition, my sitting position at the back of the class also makes me more easily distracted and encouraged to open Instagram Reels when I start to feel bored" (Ct, 8th semester student)

These findings expand the understanding of phubbing, which was previously more studied as a problem in relationships between friends and couples (Aditia, 2021; Hamdiyah, 2021). In this study, phubbing behavior occurs in the interaction between students and lecturers during the learning process. In addition, the sitting position that is far from the lecturer makes students feel more free to use their mobile phones because the supervision they feel is not too strict. This condition shows that the physical environment in the classroom also influences the emergence of phubbing behavior. This finding is also in line with the research of Alamudi and Syukur (2023) who stated that phubbing in the campus environment is more likely to occur in situations with low direct supervision.

Based on the results of the interview, all informants admitted to having scrolled Instagram Reels during the lecture. These findings show that there is a pattern of





behavior influenced by the attractiveness of the Reels algorithm so that students tend to continue scrolling through the content. In addition, the sitting position and the level of supervision of lecturers in the classroom are also factors that support the emergence of this behavior.

2. Triggering Factors and Mechanisms for Survival of Behavior

The results of the interviews showed that boredom due to monotonous learning methods was the most often conveyed factor by informants. In addition, drowsiness, difficulty understanding material, and the habit of using social media in daily life are also reasons for the emergence of this behavior. This finding is in line with Siregar (2024) research which states that technology addiction, fear of missing out (FoMO), and lack of self-control are the main factors that encourage phubbing behavior in college students.

"I scroll this Instagram when I am bored and bored when learning, and there are many discussions from lecturers and many boring learning methods, for example lecture methods, so I scroll Instagram to relieve boredom" (Fr, 8th semester student)

The statement shows that boredom with learning methods can be one of the triggers for this behavior. This is also strengthened by the experience of Kt informants who revealed that the habit of using social media had been formed before the lecture took place.

"Sometimes what drives me to scroll Instagram is the first because I am bored and the second is because I am used to consuming social media, because nowadays most people can't be far from social media" (Kt, 8th semester student).

According to Karadağ et al. (2015), phubbing behavior arises as a result of various forms of digital addiction, such as internet addiction, social media, and interconnected gadget use. Kt's informant's statement that he has become accustomed to using social media shows the existence of a phone obsession dimension, which is an attachment to a cell phone that has been formed before attending lectures.

Attachment to mobile phones can be understood neuropsychologically through the mechanism of the reward system in the brain. When a person receives an



unexpected stimulus, such as a notification, new content, or social response, the *ventral tegmental area* (VTA) plays a role in the release of dopamine towards the *nucleus accumbens*, which is related to motivation and the tendency to seek pleasurable stimuli (*reward-seeking behavior*). The pattern of erratic reinforcement or *variable reward* is in line with the *operant conditioning* principle of B.F. Skinner (1953), that behavior that obtains reinforcement irregularly tends to be more difficult to stop. This mechanism can explain why students are still encouraged to scroll even though they are aware of the impact on their study concentration. The urge does not always arise through conscious consideration, but can be formed through the repetition of behaviors that previously provided a pleasurable experience. This condition is also related to the function of the prefrontal cortex which plays a role in decision-making and impulse control. When self-control is not optimal, it becomes easier for students to follow the urge to keep scrolling even though they are in a lecture situation that requires attention and focus.

Thus, boredom during learning plays more of a role as a trigger for the emergence of this habit, not as the main cause. In addition, this behavior is increasingly considered normal because many students see their friends doing the same thing without significant consequences. This condition is in line with the informant's admission that the habit of scrolling in class is also carried out by other PAI students, even though they realize that the act is not in accordance with ethics during lectures.

Although admitting that the habit is quite often carried out by other students, the Pt informant emphasized that the behavior cannot be considered as something normal or normalized.

"For me, this habit is unnatural because acts like this should not be normalized in the lecture environment. Students should appreciate the learning process more by maintaining focus and paying attention to the material delivered by the lecturer" (Pt, 8th semester student)

The statement of the Pt informant shows that the process of normalizing phubbing behavior is not always accepted by all students. Although he admits that this habit is practiced by many other students, he still believes that such behavior is





not justified. These findings suggest that social norms regarding phubbing in the PAI classroom environment have not been fully formed. Therefore, there is still an opportunity to raise awareness and strengthen students' critical attitudes so that they do not consider phubbing behavior as something natural during the lecture process.

The results of the interviews showed that most of the informants admitted that they were easily encouraged to scroll Instagram Reels because they felt bored and were used to using social media in their daily lives. However, there are informants such as Pt who still have a critical attitude by not considering this behavior as something normal, even though this habit is quite often done by other students in the lecture environment.

3. Individual Variation: Selectivity of Specific Lecturers and Different Tolerance Standards

The research data also showed that phubbing behavior did not appear evenly in every lecture, but was selective depending on the lecturer and teaching style. Informant Rd explained that his habit of opening Reels only happened to certain lecturers.

"I used to open and scroll Instagram Reels while attending lectures in class, but usually only to certain lecturers. This happens when I feel less interested or less comfortable with the way the material is delivered, so that the desire arises to open Reels" (Rd, 8th semester student).

Interestingly, even though this behavior is only carried out in certain situations, Rd has a more assertive view of the habit. He showed a lower level of tolerance for himself than some other informants who still considered scrolling activity in a short period of time to be understandable.

"In my opinion, it is still contradictory, even if it is only done for a short time, even if it is only for a minute. Because it still interferes with the learning process and is not in accordance with the attitude that should be during lectures" (Rd, 8th semester student).

A similar pattern was also reported by Pl, which linked the intensity of phubbing to the level of interaction built by lecturers in the classroom.





"The urge to open Instagram Reels usually arises when the classroom atmosphere feels less lively or the interaction between lecturers and students is minimal. In such a situation, I feel less involved in learning so I feel the desire to open Reels" (Pl, 8th semester student).

Based on the perspective of phubbing theory, these findings show that phubbing behavior does not appear permanently in every condition, but is influenced by the situation and the quality of interaction that occurs in the classroom. Karadağ et al. (2015) explain that one of the factors driving the emergence of phubbing is the low quality of communication in direct interactions. When lecturers are able to create an active learning atmosphere and involve students, the tendency to phubbing can be reduced. On the other hand, in learning conditions that are one-way and have minimal student involvement, the motivation to do phubbing becomes greater. This shows that efforts to reduce phubbing behavior do not only depend on student self-control, but can also be done through improving the quality of interaction in the learning process.

The results of the interviews showed that the *phubbing* behavior carried out by the informant did not appear continuously in every condition, but was influenced by certain situations, such as the way the material was delivered by the lecturer and the level of interaction involvement during learning. In addition, each informant has different views and limits of tolerance for such behavior.

4. Awareness, Impact on Material Understanding, and Subjective Meaning

Most informants revealed that they realized that scrolling Instagram Reels during lectures could distract them from the learning process. However, this awareness does not always make them immediately stop the habit. Some informants also showed reflective awareness, namely the emergence of regret after realizing that lecture time had been neglected due to scrolling activities.

"Yes, I actually realized that it ignored the learning process, and I felt like a loss because what my lecturer explained didn't understand that" (H, 8th semester student).

"If there are no regrets in class, but I often have regrets, oh this is just not getting anything even though I already know the consequences, namely ignoring knowledge, for example, scrolling Instagram" (Kt, 8th semester student).





This pattern is in accordance with the phubbing theory which explains that students' understanding of the negative impact of these behaviors is not always able to stop the habit that is carried out. This happens because the urge to use gadgets is related to the dimension of phone obsession, not only due to a lack of awareness or knowledge. The impact of this behavior can also be seen in the process of understanding the material, where most informants admitted to having difficulty following the lecturer's explanations, ranging from missing some parts of the material to difficulties in facing learning evaluations. This finding is in line with the research of Rachman, Rusandi, and Setiawan (2019) which shows that phubbing behavior has a relationship with students' academic procrastination, because the attention and time that should be used for learning activities are instead diverted to scrolling activities.

"I think people are different, but if I can understand maybe 5% of the lecturer's explanation and certainly not be able to understand it completely" (Kt, 8th semester student).

Interestingly, the level of awareness of informants to the impact of these behaviors is not entirely the same. Some of the informants were able to explain his influence clearly, while AK's informant admitted that scrolling during lectures had an impact, but he could not estimate the extent of the influence on him.

AK's informant realized that the habit of scrolling Instagram Reels during lectures could affect his understanding process of the material presented. According to him, these activities cause a decrease in concentration on lecturers' explanations, which has the potential to hinder the understanding of learning materials. However, the informant admitted that he could not clearly confirm how much the habit affected his level of understanding.

The difference in the level of awareness of the informants shows that the influence of phubbing behavior on the understanding of the material is not always directly recognized by the student, even though all informants acknowledge the impact of the behavior. The impact of phubbing is often only felt in a limited way by the individual who does it, while the person who is the target of phubbing tends to experience more real disturbances. In addition, informant Dv revealed that the level



of influence of phubbing on comprehension can also be influenced by the type and characteristics of the material being studied.

Informant Dv explained that the influence of scrolling Instagram Reels on the understanding of the material is not always the same, but depends on the characteristics of the material being conveyed. According to him, in some conditions he is still able to understand learning, but in certain situations his understanding becomes reduced because his focus is divided between paying attention to lecturers' explanations and scrolling Instagram Reels activities.

This shows that the impact of phubbing on the understanding of the material is not the same in every condition, but is influenced by the level of complexity of the material studied. In simpler material, the division of attention may not have a great effect on comprehension, whereas in more difficult material, the disturbance may be perceived more significantly.

This condition then affects the way students assess the behavior they do. Most informants view the habit of scrolling Instagram Reels during lectures as inappropriate behavior and can interfere with the learning process. However, some informants provide a more flexible assessment by assuming that the behavior is still understandable if it is done within certain limits, such as occasionally or to support the search for information related to the learning material.

"If you say it's a natural thing, of course not, because indirectly we don't respect the figure of the lecturer who is teaching. He is busy with the material, we are busy with scrolling" (Fr, 8th semester student)

These differences of views show that students have their own considerations in determining the limits of the reasonableness of using gadgets during lectures. They are able to distinguish between the use of technology that is related to academic activities and uses that are only intended for entertainment. This difference in meaning is the basis for further understanding the relationship between the use of gadgets and the values of manners in pursuing knowledge.

The results of the interviews also strengthened the findings, where almost all informants admitted that scrolling activities on Instagram Reels can affect the



understanding of learning materials. However, awareness of this impact has not always been able to encourage students to immediately stop this behavior, even some informants only feel regret after the scrolling activity is completed.

5. Understanding Manners Demands Knowledge and Its Contradiction with Phubbing Behavior

All informants showed a relatively uniform understanding of the concept of manners demanding knowledge, namely respecting lecturers, paying attention to explanations seriously, and maintaining politeness during learning. Interestingly, the phrase "manners are higher than knowledge" appeared spontaneously and repeatedly from various different informants without being guided by the interviewer.

The statement of informant H shows that this behavior is seen as an inappropriate action because it reflects an attitude of disrespect to the lecturer who is delivering learning. The informant also emphasized that in the process of seeking knowledge, the value of manners has a very important position, often even understood as more important than science itself.

In line with this opinion, the informant Fr stated that the behavior of phubbing is contrary to the manners of demanding knowledge, because lecturers have a position as second parents for students in the educational environment. Therefore, disrespecting lecturers is considered a form of lack of respect for those who play a role in the process of acquiring knowledge.

The tendency of students to divert their attention, both hearing and sight, from learning activities to scrolling Instagram Reels activities reflects conditions that are in line with the warnings of Allah SWT in Q.S. Al-Isra' (17): 36.

وَلَا تَقْفُ مَا لَيْسَ لَكَ بِهِ عِلْمٌ إِنَّ السَّمْعَ وَالْبَصَرَ وَالْفُؤَادَ كُلُّ أُولَٰئِكَ كَانَ عَنْهُ مَسْئُولًا

"And do not follow anything that you do not know. Indeed, hearing, sight, and heart, all will be held accountable" (Q.S. Al-Isra'/17:36).

The verse emphasizes that hearing, sight, and heart are mandates that will be held accountable before Allah SWT. When students divert their attention from the lecturer's explanation to the scrolling activity of Instagram Reels, this shows the abuse of the senses that should be used to study knowledge. Thus, the behavior of phubbing





is not only contrary to the manners of seeking knowledge in the book Ta'lim al-Muta'allim, but also is not in harmony with the teachings of the Qur'an on the responsibility of using the senses.

In addition to being based on this verse, the findings of this research are also in line with the hadith narrated by Ath-Thabrani which teaches the importance of calmness and humility in seeking knowledge, including in respecting teachers. This score is relevant to the condition of students who should pay attention to lecturers, but are distracted by scrolling Instagram Reels during lectures.

تَعَلَّمُوا الْعِلْمَ وَتَعَلَّمُوا لِلْعِلْمِ السَّكِينَةَ وَالْوَقَارَ وَتَوَاضَعُوا لِمَنْ تَعَلَّمُونَ مِنْهُ

"Learn knowledge, and learn also to be calm and authoritative for knowledge, and be humble to those who teach you" (HR. Ath-Thabrani).

The informant's spontaneous statement that *"manners are higher than knowledge"* is in line with the view of Ibn al-Mubarak, one of the salaf scholars, who emphasized that adab has an important position in the pursuit of knowledge. According to this view, having manners is a little more important than having a lot of knowledge.

نَحْنُ إِلَى قَلِيلٍ مِنَ الْأَدَبِ أَحْوَجُ مِنَّا إِلَى كَثِيرٍ مِنَ الْعِلْمِ

"We need a little manners more than a lot of knowledge" (Ibn al-Mubarak).

The compatibility between the informant's statement and the views of the classical scholars shows that the understanding of the importance of adab has been possessed by PAI students. However, in its application, there is still a gap between this understanding and their behavior in college life.

The findings of this study are in line with the study of Baihaqi, Sumarna, and Fakhruddin (2023) which explains the concept of manners demanding knowledge in the book Ta'lim al-Muta'allim by Shaykh az-Zarnuji. The study emphasizes that the seriousness of learning and respect for teachers are an important part of the process of acquiring knowledge. In this study, the habit of scrolling Instagram Reels during lectures showed a discrepancy with the values of manners because it could reduce



attention to the learning process. Although students understand the importance of manners in demanding knowledge, this understanding is not yet fully reflected in real behavior. The gap between theoretical understanding of adab and its application in action is one of the important findings in this study.

The results of the interviews support this finding: all informants had a strong cognitive understanding of the adab of demanding knowledge and even pronounced the principle of "adab is higher than knowledge", but this normative understanding was not directly proportional to the consistency of their practice in the classroom.

6. PAI Student Identity, Inner Conflict and Knowledge-Practice Gap

Most of the informants view that their identity as Islamic Religious Education (PAI) students carries moral consequences for displaying behavior that can be an example for others. Therefore, the practice of phubbing is perceived as an act that is not in harmony with the academic and religious values they are studying. This awareness also gives rise to feelings of shame when they realize that they are still doing the habit.

"In my opinion, as a PAI student, I should feel embarrassed if I still phubbing during lectures. This behavior does not reflect a good attitude and is contrary to the values that have been studied." (Fh, 8th semester students)

A similar view was also conveyed by the Rf informant who revealed that phubbing behavior caused discomfort because it was considered not in accordance with the manners that should be applied by PAI students.

"I feel uncomfortable and embarrassed because as a PAI student, I should be able to maintain manners during the learning process. The habit of using mobile phones to ignore the situation in class does not reflect the character that PAI students should have." (Rf, 8th semester students)

In line with these findings, the Pl informant views that his status as a student of Islamic Religious Education (PAI) demands a greater responsibility to be an example, not only for fellow PAI students, but also for students from other study programs. However, he admitted that in practice he is still not able to fully realize these demands in daily behavior.



"In my opinion, as a PAI student, I should have a better understanding and application of manners than other students, so that I can be a good example. However, I realized that the habit of phubbing during lectures still showed that I was not able to realize these expectations." (Pl, 8th semester students)

The aspect of identity as a prospective educator also appears strongly in the statement of the informant Pt. He views that the negative impact of the habit of scrolling on social media is not only felt on the learning process that he is undergoing, but also has the potential to affect his readiness to carry out his role as a teacher in the future.

"I once felt sorry for using my college time to scroll through Instagram Reels. As a PAI student who is prepared to become a teacher, I realized that this habit made me lose the opportunity to learn material that should be a provision when teaching later." (Pt, 8th semester student)

Pt's statement shows that the impact of phubbing is not only understood as an academic loss during lectures, but also raises concerns about his readiness as a prospective educator. These findings confirm that identity as a PAI student carries a greater ethical responsibility to maintain manners in pursuing knowledge as a provision for carrying out the teaching profession in the future.

Awareness of this identity is also accompanied by the emergence of feelings of guilt felt by almost all informants after phubbing, especially when they realize that they are missing lecture material or are unable to answer exam questions properly.

"Yes, I felt guilty when the lecturer explained with difficulty, when I finished the course there I didn't understand what the lecturer explained and when there was an exam I couldn't answer it. That's my form of regret" (H, 8th semester student)

This guilt shows that the ethical sensibility formed through the values of manners still remains, although not strong enough to prevent phubbing behavior. This condition reflects the contradiction between digital habits and moral awareness, which is becoming increasingly important because PAI students are prepared as prospective educators who are expected to be able to reflect civility-based characters.





This gap is also confirmed as a social phenomenon, not just an individual experience. When asked about the existence of similar behavior in other PAI students, almost all informants confirmed that this habit also occurs a lot among their friends.

"I realized that this habit was not only done by me, but also experienced by many friends. It shows that although everyone understands the importance of manners, not everyone is able to apply them in their daily lives." (H, 8th semester students)

The results of the interviews further corroborated the findings, by showing that most of the informants had awareness of their role as prospective PAI educators which was marked by the appearance of shame and guilt after phubbing. On the other hand, the informant also realized that similar behavior still occurred in other PAI students.

7. Synthesis of Two Theoretical Perspectives

The two theoretical frameworks in this study complement each other in answering two different but related problem formulations. The phubbing theory from Karadağ et al. (2015) describes the forms and mechanisms of behavior, such as how boredom with the lecture method becomes a situational trigger that activates *phone obsession*, as well as how this behavior disrupts communication *disturbance* and develops into a habit that is considered normal. Meanwhile, the concept of adab requires knowledge from Baihaqi et al. (2023) provides a normative-spiritual dimension, which emphasizes that such behavior is contrary to the principle of adab which is higher than science, and that knowledge without adab does not bring blessings.

The meeting point of these two theories lies in the explanation of the gap between knowledge and practice found in all informants. The theory of phubbing explains the mechanistic aspect, which is the difficulty of stopping behavior due to addictive nature and the influence of situational norms. On the other hand, the concept of adab requires the science of explaining ethical aspects, that the gap is the difference between cognitive adab (understanding) and practical adab (application). By combining the two perspectives, this study shows that the phenomenon of phubbing





is not just a problem of technology addiction or lack of knowledge of manners, but a combination of both.

The implication is that efforts to reduce phubbing behavior need to target two aspects at once. In terms of behavior, a more interactive learning method is needed to reduce boredom as the main trigger. From the normative side, it is necessary to strengthen the awareness of manners through muhasabah and ethical agreements on the use of gadgets so that students' understanding can be realized in action. Without a comprehensive approach, the gap between knowledge and practice has the potential to continue among PAI students, as reinforced by the results of interviews showing that these two theories complement each other in explaining the phenomenon.

CONCLUSION

Based on the results of the research, it can be concluded that PAI UIN Ar-Raniry Banda Aceh students view phubbing behavior through Instagram scrolling activities during lectures as an inappropriate action, even though it is still often done. This behavior is influenced by saturation, habits of using social media, and less interactive learning methods, resulting in a decrease in concentration and understanding of the material.

Judging from the phubbing theory, this behavior includes two main aspects, namely communication disturbance and phone obsession. Communication disturbance shows a disruption of focus and interaction in learning, while phone obsession describes a tendency to depend on mobile phones that make students continue to access social media repeatedly.

In the perspective of the manners of studying in the book of *Ta'lim al-Muta'allim*, this behavior is not in accordance with the values of respecting the lecturer, seriousness of learning, and maintaining focus. Although students understand the importance of adab, its application in daily life is not optimal, so there is a gap between understanding and practice. Overall, phubbing in students is influenced by digital habits and the weak application of adab values. Therefore, more interactive learning and strengthening the ethics of using gadgets in the classroom are needed.





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