Understanding the Relevancy of Nomophobia Syndrome and Knowledge Construction Performance: Systematics Review

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Abstract: Nomophobia, a condition where the discomfort or tension caused by not using a cellphone, has become a dominant thing among mobile users. However, the impact of nomophobia has been widely studied with results related to human business activities, but very few have examined how it impacts human development and learning activities and how chaotic cell phone users can be. By drawing on the asset demand hypothesis, our review looks for new understandings on how to model the impact of this homophobic trend which investigates the relevance of the impact of nomophobia on commitment and learning performance among students, decreased enthusiasm for learning, learning disabilities, and particularly knowledge construction among universities. Our study model uses data from international journal publications published between 2010 and 2021 in the Google Scholar database. Furthermore, our literature analysis involves analysis with a coding system, evaluation, and in-depth interpretation before concluding valid and reliable findings. The results show that some cases with an irresistible degree of nomophobia feel more capable of learning and producing work through the use of cell phones and other technological devices, but others, in general, feel wholly drained and feel less profitable in the absence of a cell phone. Thus, due to the impact of nomophobia on outcomes related to learning performance, this study expands a new understanding of how continuous cell phone use affects learning outcomes in college settings.

Keywords: Nomophobia Syndrom, Knowledge Concentration, Learning Performance, Review Publication.

1. Introduction

Recently, mobile phones have turned into smartphones with high-tech technologies, including those that consolidate telephony use with Internet applications, such as email, web-based media, and area-based administration. (Omoniwa et al., 2018; Abdel-Basset et al., 2019; Liao et al., 2019). Some of the actual manifestations of nomophobia include client associations with their cell phones and the extreme sensation of discomfort and trouble. In educational settings, representative reliance on cell phone use makes students and other students increasingly subject to their phones for learning and evaluation activities. It is unclear whether nomophobia is a marker of profound profitability or distraction from work and fatigue. Some have at least two phones to stay connected consistently, and some have more than one gadget, and many have two phones in their pockets. The creators used the phrase "nomophobia" to allude to t acute inability to use cell phones, referred to as "fear of not having them". (Ayar et al., 2018; Aguilera-Manrique et al., 2018). Our study attempts to construct a hypothetical model that extends the impact of limiting nomophobia on outcomes related to learning activities at the higher education level, where the use of smartphones is increasingly widespread and intense. (Hawk et al., 2019). The investigation ended with the consequences and limitations of the benefits of education related to cell phones in the university environment. Many studies have shown that mobile phones for work impact representative exhibitions by increasing the adequacy of community-oriented. (Miller, 2018; Abbas et al., 2020). Having a stable cell phone can also make additional requests in an educational environment. This assumes that mobile phones can meet the needs of students and meet the work-related requirements of college tuition systems related to technology and accelerated learning. This smartphone is possible considering its effectiveness and convenience compared to books and other printed materials. This is consistent with the study's findings that the behavior of the brain in the place of learning and work has an impact on the findings and objectives of the investigation. The involvement of smartphones in various education models in education is based on innovation to handle investigations by many experts recently. (Al-Gahtani, 2016; Abdullah & Ward, 2016; Tarhini et al., 2017).

Many results have been distributed with various strategies for review and information investigation and introduced in a structure that combines research on the impact and side effects of nomophobia investigation and has shown very worrying results in education. (Darvishi et al., 2019). Many conclude that mobile phones in places of study such as universities can have positive consequences, but they can also be detrimental to the benefits related to learning outcomes and development. (Turel & Serenko, 2012; Leonardi et al., 2013; Jani & Subagio, 2021; Laraeni et al., 2021). However, we believe in peer-reviewed investigations that tracked how telephone fairs could have both positive and negative implications for presenting a college environment. So far, there has also been some suggestion that mobile phones can affect learning spaces and representatives' enthusiasm. Experts argue that the current examination results can significantly affect student effectiveness. (Klassen & Chiu, 2010; Putri et al., 2021; Widana et al., 2020). The collection of messages and data on representatives' cell phones can be a tiring user experience for students.

Nomophobia in a college setting can be described as a fear of losing information or correspondence related to learning, teaching, and seeking information. Community of students who are highly homophobic may aim harder at learning resources, similar to induction to information and partners or learners. (Lee et al., 2017). Achieving an effort at information using cell phones can foster a learner's tendency to take responsibility for their learning assignments. (Priyatno, 2017). The feeling of worrying about holding this smartphone can be just as filling as a resource that encourages overuse and responsibility in the learning space. The author argues that smartphones can build learning resources (e.g., transparency, learning resources, correspondence sources) to increase learning responsibility and enthusiastic fatigue in an educational environment (Zhang & Pérez-Paredes, 2019). Connecting this study with the theme of "Nomophobic in the university" is the study of the fear of having no alternative other than using cell phones in a learning environment in an unpredictable time.

Simultaneously, representatives may experience greater demand for study assignments as repetition requests for lectures. One reason is the potential desire for additional complex study and more association with coursework. (Johnstone, 2019). The widespread use of cell phones ultimately encourages feelings of being more likely to stick. Learning should also be free from distractions such as proximity to cell phones that can trigger various types of stress and discomfort associated with learning development, for example, increased pulse rate, tension, stress, tension, and sadness. (Jilisha et al., 2019; Busch & McCarthy, 2020). In this way, we believe that cell phones bring positive things and increase excessive anxiety, which echoes learning and the mental and physical health of students who are sometimes insensitive to the detrimental consequences of negative feelings. We researchers believe that students can be more reluctant to react negatively to messages from people who interact more frequently on their phones or to people who are more anxious than people who do not use them often. (Tindell & Bohlander, 2012; Rosen et al., 2013). We also believe that a more severe reaction to the impact of discomfort on student life by being too close to a smartphone is not immediately identified by the ease with which coursework is completed, and to the individuals involved in it, and a more definite reaction to it in the climate of online media. (Rowniak, 2015). We also wanted to know that reactions were more receptive to the immediate and tangible impact of stress, especially among students whose backgrounds were marked by psychological health problems such as melancholy or nervousness. Cain & Malcom, (2019) also believe in a more overwhelming reaction to the impulses identified with a feeling of well-being that is explicitly identified with increased general well-being, especially in individuals with a history of tension or adversity. We consider this reaction as "tension" or "nervousness" due to the inability of students and the educational community to manage excessive smartphone use. (Sood & Butt, 2020).

Learning disruption caused by an approaching call or warning has been found to sabotage the search for goals related to a very intense learning atmosphere with a loss in learning time. (Kemp Jr, 2018). Individual students are bound to take part in studies that need to be completed when little correspondence comes in (e.g., phone calls). People make up for distraction by studying more often, it has been proven, and facing stress more often. Learning disabilities can also affect academic performance by reducing positional assets, such as self-regulation and control. Interference can expand communication with collaborators and customers, preventing representatives from supporting their concentration on legitimate learning progress during the study. It can also suppress the ability of a student to effectively filter useless data and ignore the primary course assignments, which can lead to the gloom and discomfort of learning that it should be. (Biamino, 2020). Learning disabilities due to smartphones are identified with enthusiasm loss and fatigue, as demonstrated by an investigation. (Olivencia-Carrión et al., 2018).

Nomophobia Among Students

The trend of human dependence on cell phones is an everyday miracle these days, and for this condition, experts call it nomophobia syndrome. (Ranjan et al., 2016). The homophobic trend is characterized by a fear of overexertion or the absence of a cell phone and can confuse his mind with the inconvenience of both work and study conditions such as excessive distress, and even the recent erratic nervousness, Tran, (2016) mechanical enhancements to mobile phones change simple access methods. And offer data. By using cellular, students can access data and information and, through it, can take advantage of their college needs. It feels indisputable. Because the tendency is increasing, what is developing is not positive, but the harmful ones are getting out of control. Durak, (2019) through a study on the trend of nomophobia and a severe addiction to smartphones among students in college. In other words, the dependence on cell phones has brought all over the world community, especially the young people who are in college. Until 2018, 2.53 billion mobile phones have been used worldwide, and the number continues to grow from day to day. (Naveed et al., 2018).

In many contexts, nomophobia is seen as the confusion of the 21st century. (King et al., 2010). Because in many cases, the findings of the study of accent from nomophobia or absence of the mobile phone often create excessive panic and even disorder which results in according to work productivity in the general context and decreases the degree of learning in learning circles, known as cognitive and behavioral neurological trends. Likewise, evidence aimed at several states in India, including medical and design students, shows that 52.6% of students and 54.6% of designer students suffer from the nomophobic trend. (Jilisha et al., 2019). Other evidence in the UK in 2008 was that cellphone owners proved that 63% of cellphone users experienced nomophobia symptoms. Because nomophobia has impacted the psychiatric status on cell phones and was analyzed as a psychological disorder was serious. (Lee et al., 2017). An investigation showed that a musculoskeletal problem called text neck and thumb text conditions was related to cell phone users Zhan et al., (2018). It is estimated that 75% of medical students have nomophobia, and they cannot use cell phones; they experience alarm attacks. (Mendoza et al., 2018).

Furthermore, the study convention carried out by the student comet board, and the study initiated following the regulations in the seminar in Helsinki at the end of 2013 also said that nomophobia among universities significantly affects campus life activities. (Al-Balhan et al., 2018). Investigations and studies on this matter are also carried out strictly by adhering to the state ethical standards for medical and health studies of cellphone users, including the participation of the Indian medical research board, which was directed during 2017. (Rincon et al., 2017). Through his study of mobile apps to improve quality of life and health of the mind. The sample sizes used for the online analysis of these latitude traces are reported using similarities. Therefore, the primary examples studied that are needed for this proof are increasing the seriousness of the nomophobic syndrome. (Perry et al., 2017).

Smartphones as one side of information communication technology products with their presence and existence have begun to become an integral part separated from the community's daily life and has led to a process of dramatic change in all aspects of life, not left behind in the life of Park & Kaye, (2019). The presence and existence of this technology provide another option to the world of education by making use of it and its shortcomings. The increasingly widespread use of smartphones in education shows that this media can be used as a means of supporting innovations in conveying the learning process. (Koehler & Mishra, 2009). In literacy and numeracy learning, the use of these technologies can be used as an alternative effort to convey meaningful subject matter that can build students' knowledge construction, and at the same time can be used as an effort to minimize negative impressions among students at the university towards this subject and foster interest and motivation—student learning.

In this paper, the author will discuss the excessive use of smartphones to impact the emergence of nomophobia, a condition in which users cannot escape the presence of smartphones with them all the time. The discussion starts from describing the notion of homophobia, the characteristics, and advantages of using cellphones, to its impact on academic achievement and development, such as decreased interest and dependence on smartphones which ultimately results in a decrease in the development of students' abilities in terms of knowledge construction, a brief description of what, why, and how nomophobia occurs with the analysis of various fact-finding findings by experts and ends with an explanation of how smartphones can claim to be addictive, no longer as a means to construct students' knowledge construction. (Shukor et al., 2014).

2. Method

Our study wants to get an in-depth understanding of what and how exactly the impact of the trend of the homophobic syndrome on learning achievement and the efforts of higher education students in creating new knowledge constructs and how to get from the use of technology. To prove our opinion, we first look for data

through an electronic search engine on Google Scholar, especially data published from 2010 to 2021. Furthermore, the analysis with the coding system, evaluation, data extraction, in-depth interpretation, and data collection results are valid and reliable. Our study assumes secondary data with a descriptive analysis design on existing literary data. We follow the overall design of this study review by qualitative experts. (Thomas et al., 2014).

3. Results

Our first insight comes from the study of Rodríguez-García et al., (2020). They examined how nomophobia has become a growing anxiety disorder. They believe this is because they do not have a cell phone through a survey writing method. Their study looks at current articles focusing on nomophobia on the Scopus information base and the Web of Science. The most commonly used estimation instrument is the Nomophobia Questionnaire. Research suggests that nomophobia adversely affects character, self-esteem, tension, stress, scholastic execution, and other physical and emotional health problems. Their findings suggest that the discovery of this trend flow is in an exploratory stage, with a more critical transcendence of enlightening, non-experimental, and cross-sectional investigations. (Kaviani et al., 2020).

Here Anshari et al., (2019) examined cell phone addiction and nomophobia among adolescents. According to their findings, nomophobia is a type of mobile-dependent behavior that refers to the tension caused by detachment from the organization of a portable or inability to approach a cell phone. The investigation analyzes nomophobia among adolescents and how to beat nomophobia. Likewise, Stone et al., (2017) investigated how nomophobia behavior between cell phones using clinical and design students in two schools in West Bengal. Cell phone use is expanding among students worldwide, and India has a "nomophobia" deficiency problem. Nomophobia is a sensation of discomfort or tension experienced by people unable to use their cell phones. Design students showed a higher rate of nomophobia (44.6%) than clinical students (42.6%). The NMP has emerged as a critical reason for concern between the two meetings. Normalized action for identifiable evidence and appropriate psychobehavioral treatment for those seeking help could alleviate the problem, the creators said.

The findings of Mohammadi Nasab et al., (2021) prove that the effectiveness of Nomophobia therapy on self-esteem and Nomophobia syndrome in students of further education. Their study proved that nomophobia's condition is described by feeling restless when there is no cellphone. These findings explore the viability of the nomophobic treatment bundle in self-confidence and trends in nomophobia in continuing education students. This utility meeting is the initial preparation to reduce the severe effects of the nomophobic syndrome in the test group compared with the benchmark group. According to the study findings, nomophobia governance is an adept treatment for restoring self-confidence and reducing nomophobia symptoms among students who experience the adverse effects of the nomophobic disorder. The investigation concluded that nomophobia therapy is an effective treatment for developing self-confidence and decreased nomophobia side effects in students not disturbing their school years. (Kara et al., 2021).

The study of Kaviani et al., (2020) has also proven the impact of nomophobia on students and the general public. Their study proved that the longer the use of cellphones, the higher the danger of homophobic behavior. The higher the mandatory level of Internet users, the more homophobic they will exhibit in general. The level of nomophobia of high school students was found to be somewhat above average. Female students were more likely to exhibit homophobic exercise than male students, and grade level had no impact on homophobic equality. The exams are distributed in the Social and Economic Behavior and Cognition diaries. It depends on the general picture among the ninth to twelfth-grade students of Turkish high schools.

Likewise, the findings of Gurbuz & Ozkan, (2020), namely, to what degree a person experiences nomophobia—examining pervasiveness and rates of nomophobia among young children in Turkey. The examination was carried out to measure the level of nomophobia of children in the Bursa Turkey area. 8.5% of young people are very homophobic, 71.5%. Nomophobia is higher during high school over a very long time than in college years. As children get older, their level of nomophobia decreases. There were no critically measured differences between sexual orientation and work status, and the level of nomophobia.

The same result was also proven by Buctot et al., (2020). They prove that homophobic occupation and cell phone dependence are in the lifestyle profile of junior and senior high school students in the Philippines. The study analyzed the similarity of nomophobia and cell phone habits among Filipino adolescents. Information was collected from 1,447 junior high and high school students in the Philippines during the 2018-2019 school year. Only 0.5% of its members are without nomophobia, but 62.6% experience cell phone slavery. Nomophobia is identified with ALP in general and some of its sub-domains, particularly a positive outlook on life, relational

relationships, and otherworldly well-being. Cell phone fixation is not related to welfare obligations, actual work, sustenance, and executives' stress. Nonetheless, positive viewpoints on life and relational relationships are basically and vice versa identified with cell phone fixation. The authors assume that the examination found no significant difference in cell phone bondage between the four homophobic encounters and that there was no difference between the two evaluation groups as far as rates of mobile phone clients with and without nomophobia.

Furthermore, Gezgin, (2017) which investigated the exam group, consisted of 645 students, 429 were female, and 216 were male. Nomophobia was higher among students who checked cell phones more frequently than during the day. The most likely degree of nomophobia is daily web use, as the investigation has shown. The investigation found no significant difference between the length of ownership of a cell phone and the level of nomophobia among college students.

Finally, the study was proven by Dalbudak et al., (2020) where they said that the level decreased due to Nomophobia syndrome and student personality. The study analyzed the level of nomophobia of students at Usak University and Isparta University of Applied Sciences. The level of nomophobia and character was checked based on sexual orientation, age, educational status, office, telephone usage by year. A substantial relationship was found between character and nomophobia ($p < 0.05$). The consequences of this study show us how nomophobia works in students. As characters become more grounded, the level of nomophobia decreases. The investigation was attempted with an importance level of 0.5 and traced the extensive relationship between nomophobia and character. It seems that the character succeeded in nomophobia. Correspondingly, necessary character checks should be possible. Furthermore, another exam can be proposed where students in other offices will be evaluated as influenced by their level of nomophobia. The explorations were distributed in the diaries of Applied Social Sciences and Ethics in Education, which the Turkish government-financed.

4. Discussion

Our findings have a deep understanding of what nomophobia is often referred to among technology users, especially cellphones. So nomophobia is an acronym for No Mobile Phone Phobia, which means fear of not having a cell phone. Nomophobia was first investigated in 2008 in the UK, which examined anxiety sufferers smartphone users by Secure Envoy in 2012) where according to him, homophobic sufferers always feel anxious and excessive fear when putting the smartphone they have, so always carry it wherever they go. The dependence of those who have nomophobia This can be seen from how they use their smartphones as they are afraid of running out of battery, constantly checking incoming notifications, updating status, or seeing the latest information on the smartphone. The research entitled Nomophobia: Dependency on virtual environments or social phobia? Computers in Human Behavior say that nomophobia is a symptom in the modern world and only in the present moment, which describes the discomfort or anxiety for those who cannot get away from the PC, smartphone, or other virtual communication tools. (King et al., 2010).

According to Yildrim, two terms are introduced and used in everyday life for Nomophobia, namely Nomophobia and nomophobic syndrome. Nomophobia is a noun and refers to nomophobia, while homophobic is an adjective and is used to describe the characteristics of the nomophobe or behaviors associated with Nomophobia. (Chung et al., 2014).

Many publications that we have reviewed state that the effect of the nomophobic syndrome has not only had an impact on the appearance of workers who will stop but has led to disruption and work barriers for students where on average, they cannot focus on studying if there is no smartphone with them. Some hand overall data and information on their smartphones to remember them is essential. Such a trend has resulted in a faint memory and the habit of remembering and especially for study and examination purposes. This trend has also been proven by Gillick & Magoulias, (2020) where they prove that they are competing against outside distraction and the obstacles when they are in the online learning session at the secondary education level.

5. Conclusion

We can conclude that our findings have answered the question of this study which aims to understand the relevance of the trend of nomophobia syndrome to learning success, especially students' ability to face exams when asked to create their thoughts out of digital use or mobile phones. Several publications firmly confirm a significant impact of nomophobia on the study's success, especially the knowledge controversy.

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