

ABSTRAK

Penelitian ini dilatarbelakangi oleh perkembangan teknologi digital yang membawa dampak signifikan terhadap dunia pendidikan, termasuk dalam perilaku penggunaan gawai oleh guru. Salah satu fenomena yang muncul adalah *phubbing*, yaitu perilaku mengabaikan interaksi sosial karena terlalu fokus pada ponsel. Perilaku *phubbing* nampak muncul terhadap guru di lingkungan sekolah dasar, maka dikhawatirkan akan mempengaruhi motivasi mengajar dan inovasi pembelajaran guru. Penelitian ini bertujuan untuk mengetahui: (1) Pengaruh perilaku *phubbing* guru terhadap motivasi mengajar. (2) Pengaruh perilaku *phubbing* guru terhadap inovasi pembelajaran. (3) Pengaruh perilaku *phubbing* guru terhadap motivasi mengajar dan inovasi pembelajaran secara simultan. Penelitian menggunakan pendekatan kuantitatif dengan metode survei. Populasi penelitian adalah 107 orang guru yang diambil dengan teknik sampling jenuh. Instrumen penelitian berupa kuesioner skala Likert yang telah diuji validitas dan reliabilitasnya. Analisis data dilakukan menggunakan uji korelasi Pearson, uji regresi, dan uji F Manova. Hasil penelitian menunjukkan bahwa: (1) perilaku *phubbing* guru memiliki pengaruh terhadap motivasi mengajar. Artinya semakin tinggi perilaku *phubbing* yang dilakukan guru, semakin rendah tingkat motivasi mengajar guru. (2) perilaku *phubbing* guru memiliki pengaruh signifikan terhadap motivasi mengajar. Artinya semakin tinggi perilaku *phubbing* yang dilakukan guru, semakin rendah tingkat inovasi pembelajaran guru. (3) Perilaku *phubbing* guru memiliki pengaruh yang signifikan terhadap motivasi mengajar dan inovasi pembelajaran secara simultan. Artinya, semakin tinggi perilaku *phubbing* yang dilakukan guru, semakin rendah tingkat motivasi mengajar guru yang akan berpengaruh juga terhadap rendahnya inovasi pembelajaran yang dilakukan guru. Penelitian ini menegaskan pentingnya literasi digital dan etika komunikasi bagi guru agar penggunaan teknologi dapat mendukung, bukan menghambat kualitas pembelajaran.

Kata kunci: *phubbing*, motivasi mengajar, inovasi pembelajaran

ABSTRACT

This research is motivated by the development of digital technology, which has brought significant impacts to the world of education, including teachers' gadget usage behavior. One emerging phenomenon is phubbing, which is the behavior of ignoring social interactions due to excessive focus on mobile phones. Phubbing behavior appears to be present among teachers in the school environment, raising concerns that it may affect teachers' teaching motivation and learning innovation. This research aims to determine: (1) The effect of teachers' phubbing behavior on teaching motivation. (2) The effect of teachers' phubbing behavior on learning innovation. (3) The effect of teachers' phubbing behavior on teaching motivation and learning innovation simultaneously. The research employs a quantitative approach with a survey method. The research population consists of 107 teachers selected using saturated sampling technique. The research instrument is a Likert scale questionnaire that has been tested for validity and reliability. Data analysis was conducted using Pearson correlation test, regression test, as well as t-test and F-test Manova. The research findings indicate that: (1) teachers' phubbing behavior has an effect on teaching motivation. This means that the higher the phubbing behavior exhibited by teachers, the lower their level of teaching motivation. (2) teachers' phubbing behavior has a significant effect on teaching motivation. This means that the higher the phubbing behavior exhibited by teachers, the lower their level of learning innovation. (3) Teachers' phubbing behavior has a significant effect on teaching motivation and learning innovation simultaneously. This means that the higher the phubbing behavior exhibited by teachers, the lower their level of teaching motivation, which will also affect the low level of learning innovation implemented by teachers. This research emphasizes the importance of digital literacy and communication ethics for teachers so that technology use can support, rather than hinder, the quality of learning.

Keywords: *phubbing, teaching motivation, learning innovation*