

# Nomophobia Among Adolescents: The Role of Hadith in Overcoming Nomophobia in Adolescents Through Character Education

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## Abstract

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### Keywords:

Character Education,  
Teenagers,  
Nomophobia.

Nomophobia, or fear and anxiety about not having access to a cell phone, has become a common phenomenon among teenagers. Teenagers' dependence on technology, especially smartphones, has led to the emergence of nomophobia as a result of losing control of accurate information. The negative impacts of nomophobia include high stress, loss of focus, and anti-social tendencies. This research aims to examine the role of hadith in overcoming nomophobia in adolescents through character education. As a source of inspiration and guidance, Hadith can help teenagers develop better character and overcome homophobic tendencies. The method used in this research is a literature study, which collects data and reviews it from relevant reference sources, which are then connected to research to describe the problem formulation. The results of this research explain how a clearer picture of hadith can help teenagers overcome nomophobia and increase awareness of culture and social context.

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## Abstrak

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### Kata kunci:

Pendidikan karakter,  
Remaja,  
Nomophobia

*Nomophobia atau ketakutan dan kecemasan terhadap tidak memiliki akses terhadap ponsel, telah menjadi fenomena yang umum di kalangan remaja. Ketergantungan remaja terhadap teknologi, terutama smartphone telah menyebabkan munculnya nomophobia sebagai akibat dari kehilangan control informasi yang akurat. Dampak negative yang ditimbulkan nomophobia diantaranya adalah stress yang tinggi, kehilangan focus, dan kecenderungan anti sosial. Penelitian ini bertujuan untuk mengkaji peran hadis dalam mengatasi nomophobia pada remaja melalui pendidikan karakter. Hadis sebagai sumber inspirasi dan bimbingan, dapat membantu remaja dalam mengembangkan karakter yang lebih baik dan mengatasi kecenderungan nomophobia. Metode yang digunakan dalam penelitian ini adalah studi literature dengan mengumpulkan data dan menelaahnya dari sumber referensi yang relevan yang kemudian dihubungkan dengan penelitian untuk mendapat sebuah deskripsi dari rumusan permasalahan. Hasil dari penelitian ini menjelaskan bagaimana gambaran yang lebih jelas mengenai hadis yang dapat membantu remaja dalam mengatasi nomophobia dan meningkatkan kesadaran budaya dan konteks sosial.*

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## INTRODUCTION

Information and communication technology development has brought significant changes to human life, especially among teenagers. Following the development of digital technology, nowadays smartphones are used for more than just simple communication tools such as calling or sending messages, but more than that with the various features available on smartphones that can directly meet the needs of their users.(Setiawan, 2018). This aims to interact, build relationships, express emotions, share thoughts and knowledge in the fast-paced life of the digital era(Dian Sudiantini, Aura Naiwasha, Auranisa Izzati, Avrilia Ayunia W, Brilian Putri A, 2023). The high use of smartphones in teenagers will have an impact on teenagers' daily activities and behavior patterns which change, such as losing attention to real life because they tend to focus on virtual life, this happens because they often communicate via social media accounts rather than communicating directly.

Many teenagers lose attention from the real world because the virtual world too much absorbs their attention. One phenomenon that has emerged due to this progress is nomophobia, namely excessive fear of losing or not being able to use a cell phone. Nomophobia has become a serious issue because it can affect the mental and social health of teenagers. Those who experience nomophobia tend to feel anxious, restless, and distracted in daily activities when not connected to their cell phone. Nomophobia has become a serious issue, especially among teenagers, who often rely heavily on their cell phones to communicate, get information and entertain themselves. This dependency can lead to mental health problems, where teens become very anxious or even panicked when they don't have access to their phones. The impact is not only limited to feelings of anxiety, but can also affect their social health, because face-to-face social interactions become disrupted or limited.

Teenagers who experience nomophobia may experience significant interference in their daily activities. For example, they may have difficulty concentrating on schoolwork, work, or other activities because they are constantly anxious about their cell phone. When they are disconnected from their phones, they feel as if they have lost control or are disconnected from the world, which can lead to feelings of isolation or marginalization. When this anxiety becomes dominant, teens may begin to avoid situations where they cannot use their cell phones, such as at school, family gatherings, or places that have no signal. This can hinder their social development, as they become too dependent on digital interactions rather than face-to-face interactions with others.

Disturbances in daily activities due to nomophobia can have a wide impact, ranging from decreased academic performance to physical health problems such as sleep disorders. When cell phones become the main focus, teens may neglect other important activities, such as studying, exercising, or spending quality time with family and friends. Ultimately, nomophobia shows that although technology brings many benefits, over-reliance on technology, especially cell phones, can have a significant negative impact on teenagers' mental and social health. It is important for teenagers to

learn to manage their technology use wisely, so they can enjoy its benefits without falling into over-dependence.

Nomophobia (no mobile phone phobia) is a feeling of anxiety or discomfort caused by being outside the reach of a smartphone. This is considered a phobia in today's increasingly sophisticated era as a result of interactions between individuals and new technology on smartphones. Social and psychological conditions like this can be accompanied by physical symptoms if the individual is away from a smartphone, symptoms that appear such as excessive cold sweat, digestive problems and panic attacks so that nomophobia is included in the DSM-5 by considering the extent of anxiety, stress and the tension experienced. Smartphone users eventually reach a "tipping point" where individuals cannot control smartphone use from the negative consequences of excessive use (Labbaika Fadhilah, Elli Nur Hayati, 2021). Specific phobias are defined in the DSM-5 as "fear or anxiety limited to the presence of a particular situation or object, which can be called a phobic stimulus"(American Psychiatric Association, 2013). Nomophobia as a result of research that originates from technological developments, towards feelings of fear of technology that cannot be used, being away from mobile phones or not being connected to the web(Nuria & Khoirul Anam, 2022). According to Pavithra, nomophobia refers to discomfort, nervousness, restlessness and sadness caused by an individual's disconnection from smartphones. The form of discomfort, nervousness, restlessness and sadness in nomophobia sufferers exceeds normal limits and leads to addictive behavior. Both nomophobia and smartphone addiction disorder have many comorbid disorders, two or more disorders in an individual, such as anxiety and panic disorder(Widyastuti & Muyana, 2018).

Research shows that there is a positive and significant relationship between the big five personality dimensions of openness, neuroticism, agreeableness, extraversion, conscientiousness and nomophobia (Budi Rahmania & Endang, 2021). It can be seen in the many negative effects caused by technological advances, especially in the field of communication technology. Previous research has shown that individuals with high levels of nomophobia check text messages or social media more often and find it difficult to concentrate on daily tasks for fear of losing connections and the ability to access information. Subsequent research on nomophobia among individuals aged 18-54 in Aceh found that the prevalence of nomophobia was moderate (Astrid Pitaloka, Handayani, & Sudono, 2023). The results show that 54.1% of people feel anxious when they cannot communicate through smart mobile phones, 52.7% of people feel anxious when they lose connectivity through smart mobile phones, 51.1% of people feel uncomfortable when they cannot access information through smart mobile phones, and 46.7% of people feel uncomfortable when they cannot achieve convenience through their mobile (Khairani, Irmayana, Mawarpury, & Nisa, 2022). This can be seen in the many negative effects of technological advances, particularly in the area of communication technology. Previous research has shown that individuals with high levels of nomophobia check text messages or social media

more frequently and find it difficult to concentrate on daily tasks for fear of losing their connection and ability to access information.

Facing this challenge, character education is one approach that is considered effective in forming teenagers who have good emotional and moral stability. Lapsley and Narvaez stated that character is a tendency and active interest that makes a person open, ready and happy towards certain goals or feeling, cold, and does not want to know anything about other people. Character itself is a set of dispositions and habits that shape actions in a relatively fixed way. Character is a person's general approach to the problems and responsibilities of social life, responsiveness to the world supported by emotional reactions to other people's distress, the acquisition of prosocial skills, knowledge of social conventions and the development of personal values including the capacity for self-discipline and empathy. (Zubaidah, 2019). In the context of Islamic education, the hadith of the Prophet Muhammad SAW plays an important role as a guide in character formation. These hadiths contain moral and ethical values that can be applied in everyday life, including in overcoming the phenomenon of nomophobia. Islamic education plays an important role in shaping the character of the younger generation. Other factors such as the social environment and government policies also influence the character formation of the younger generation, such as teenagers. Through Islamic education, teenagers can acquire good moral values, academic skills and social skills needed for access to everyday life. Islamic education can help in forming positive attitudes such as a sense of empathy, honesty and work. hard (Astuti, Febriani, & Oktarina, 2023). Hadith-based character education can provide a strong moral foundation for teenagers to control their use of technology wisely. Hadith teaches the importance of balance in life, patience, and concern for the social environment. By instilling this value, it is hoped that teenagers will be able to overcome cell phone addiction and develop good interpersonal skills

The purpose of this study is to understand the phenomenon of nomophobia among teenagers and the role of Hadith in addressing the problem through character education. This research explores how the Hadith, as one of the sources of Islamic teachings, can provide moral and ethical guidance. By values contained in the Hadith, it is expected to shape better behaviour and character in young people. Character education is key to this approach, focusing on the development of positive habits and attitudes in line with Islamic teachings. In this way, this research not only seeks to understand nomophobia, but also to provide faith-based solutions for overcoming it through a focused approach to character education. This research will discuss how the role of hadith can be integrated in character education to help teenagers overcome nomophobia. Through this research, it is hoped that effective educational strategies can be found in forming teenagers who have good self-control over the use of technology, and are able to live a more balanced and meaningful life.

## METHOD

The method used in this research is literature study. Nazir (2014) stated that literature study is research carried out by reviewing various literature studies required in research. (Nurjanah & Mukarromah, 2021). The purpose of using the literature study research method is as an initial step in planning research by utilizing literature to obtain data. To obtain data, researchers looked for various reference sources related to the topics and problems studied. The reference sources obtained are the main basis used in literature study research. The topic discussed in this research is related to nomophobia in teenagers and the role of hadith in addressing this phenomenon. The data sources used as references in this research are relevant library sources as primary data sources such as research data, research reports, scientific journals and internet sources.

## RESULT AND DISCUSSION

According to E. Mulyasa, character education has a higher meaning than moral education, because character education is not only related to issues of right and wrong, but how to instill habits or habits regarding good things in life, so that teenagers have awareness and understanding. high standards, as well as concern and commitment to implementing virtues in everyday life. Thus, it can be said that character is a person's natural nature in responding to situations morally, which is manifested in real actions through implementing good, honest, responsible and polite behavior towards other people. In the context of Islamic thought, character is related to faith and sincerity, this is in line with what Aristotle expressed, that character has a close relationship with habit or habits that are continuously practiced and practiced.

Wynne stated that character comes from Greek which means "to mark" to mark and focus on how to apply good values in real actions or daily behavior. Therefore, an individual who behaves dishonestly, fraudulently, cruelly and greedily is said to have bad character, while someone who behaves well, honestly and helpfully is said to have good character. Character education also requires aspects of feelings (emotions), which Lickona calls desiring the good or the desire to do good deeds. In this case, it is emphasized that good character education does not only involve the aspect of knowing the good but also desiring the good or loving the good and acting the good, so that humans do not just behave as they please.

According to Marzuki, character education in Islam or Islamic morals is in principle based on two main sources of Islamic teachings, namely the Koran and Hadith. These two main sources are recognized by all Muslims as naqli arguments whose authority cannot be doubted. To this day, these two sources still maintain their authenticity, however, Islam does not accept the existence of other standards or measures other than the Qur'an and Hadith to determine values. human character. Alin's standards here are reason, conscience, and general views or traditions whose values are agreed upon collectively by society. Human experiences in living their lives

and the environment that surrounds them are very influential in maintaining character (Arif, 2021).

Character education is a type of education that shapes a person's personality through the development of character, which is demonstrated in actions such as behaving well and honestly, being responsible, respecting the rights of others, and trying hard, among others. Howard Krischenbaum wrote the book *100 Ways to Enhance Value and Morality in School and Youth Setting* which outlines one hundred ways to improve values and morality (noble character/morals) at school. These methods consist of five methods: inculcating value and morality (instilling values and morality), modeling value and morality (capitalizing values and morality), facilitating value and morality (facilitating values and morality), and enhancing value and morality (increasing values and morality) (Sobihah, 2020).

Individuals who are indicated to have nomophobia usually tend to have disturbed thought processes, this is due to obsession with imagination, fantasy and a level of defensiveness that is too high, which is obtained from too intense connectivity. According to Wilantika, uncontrolled use of smartphones among teenagers will result in poor communication, being too individualistic and withdrawn, this will make it difficult to concentrate on the material being presented if you carry a smartphone anywhere. Ease of access to everything, including things that are dangerous for adolescent development. Nomophobia will suffer from a phenomenon called vibration phantom syndrome, this is because someone who experiences nomophobia finds it difficult to concentrate without checking their smartphone.

One of the most prominent symptoms of nomophobia is a phenomenon known as "vibration phantom syndrome." This syndrome occurs when someone feels as if their smartphone is vibrating or beeping, even though in fact no notifications are coming. This shows how deep a person's dependence on smartphones is, to the point of creating a wrong perception of reality. Individuals who experience this syndrome tend to have more difficulty concentrating without feeling the need to check their smartphone constantly.

This condition shows how nomophobia not only disrupts an individual's mental balance, but also affects the way they interact with the surrounding environment. Over-reliance on smartphones can isolate a person from the real world, reducing their ability to interact directly with others and develop healthy social relationships. This can have long-term impacts on their mental health and social well-being.

Therefore, it is important for society, especially parents and educators, to pay more attention to the use of smartphones by teenagers. Proper education and guidance regarding the use of technology can help prevent the development of nomophobia and its negative impacts. Teenagers need to be taught to use technology wisely, maintain a balance between digital and real life, and develop strong social and concentration skills.

In the increasingly rapidly developing digital era, smartphone use has become an inseparable part of everyday life, especially among teenagers. The easy access to information, communication and entertainment offered by these devices makes smartphones a very important tool for teenagers. However, behind the benefits, excessive use of smartphones also creates new challenges, one of which is the emergence of the phenomenon of nomophobia. Nomophobia, or "no mobile phone phobia," is an excessive fear of not having access to their smartphone. This phenomenon has become a serious concern among experts, especially because of its detrimental impact on the mental and social health of adolescents.

Teenagers are the group most vulnerable to nomophobia, considering that they grew up in the digital era and often rely on smartphones to communicate, socialize and even do schoolwork. Excessive dependence on these devices can cause various problems, such as impaired concentration, social isolation, and excessive anxiety. In Indonesia, this phenomenon is increasingly worrying with the increasing number of teenagers who spend hours every day in front of their smartphone screens.

Based on surveys conducted by various research institutions, the prevalence of nomophobia among Indonesian teenagers shows a significant figure. For example, a study conducted in 2023 found that around 48% of teenagers in Indonesia showed signs of nomophobia (Alysha Chamila Mile, Firmawati Firmawati, & Rona Febriyona, 2023), with symptoms ranging from anxiety when not holding a smartphone, to feelings of extreme discomfort when unable to access the internet. This figure shows that almost half of teenagers in Indonesia may experience excessive dependence on smartphones, which can have a negative impact on their overall well-being.

The increasing number of nomophobia among teenagers requires serious attention from various parties, including parents, educators and policy makers. A better understanding of the causes, symptoms, and impacts of nomophobia is essential to developing effective strategies for treating this problem. With the right approach, it is hoped that teenagers can be taught to use technology wisely, maintain a balance between digital life and real life, and avoid the negative impacts of excessive dependence on smartphones.

Hadith-based character education is a very effective approach in forming a strong moral foundation for teenagers, especially in facing modern challenges such as excessive use of smartphones. Hadiths of the Prophet Muhammad ﷺ contains many universal values that can be applied in everyday life, including in regulating how a person uses technology. By instilling these values early on, teenagers can learn to control themselves in their smartphone use, which is often a source of distraction and overdependence (Azizah & Mardiana, 2024; Sholihah, Cholil, & Ningsih, 2024).

One of the main values taught in the hadith is the concept of moderation and balance in all aspects of life. Rasulullah ﷺ always teaches his people not to overdo everything, including worldly things. In the context of smartphone use, moderation means using technology wisely and not letting it dominate our lives. Character education that refers to these values can help teenagers understand the importance of

managing their time and priorities wisely, so that they do not fall into the trap of becoming dependent on smartphones.

Apart from that, hadith-based character education emphasizes the importance of introspection and self-control. Many hadith encourage believers to always check their intentions and actions, ensuring that their actions do not violate moral and ethical principles. This self-control is especially relevant in smartphone use, where teenagers are often tempted to spend hours in less productive activities. By understanding and applying this principle, teenagers can learn to resist digital temptations and focus on more important and useful things.

Good character education can also help teenagers overcome and prevent nomophobia, namely excessive fear of losing access to a smartphone. Nomophobia often arises from a lack of security and emotional dependence on technology. By instilling the values of self-confidence, independence and calm in teenagers, they will be better able to control their anxiety when they cannot access a smartphone. This can also reduce their dependence on technology as the main source of emotional satisfaction. Hadith-based character education can provide a strong moral foundation for teenagers to control the use of smartphones in everyday life. Good character education can help teenagers overcome and prevent nomophobia with several events

### ***Self-Control***

According to Messina and Messina (in Gunarsa, 2009), self-control is a collection of behaviors that are centered on the ability to change oneself; countering self-destructiveness, feeling capable of oneself; feeling of independence (autonomy) or being free from the influence of other people; freedom to determine goals; the ability to differentiate between feelings and rational thoughts; and juggle responsibilities. Self-control, according to Berk (in Gunarsa, 2009), is a person's ability to restrain their momentary desires or impulses to act in a way that is not in accordance with social norms.

According to Tangney, Baumeister, and Boone (2004), there are five components of self-control: 1) Self-discipline, which refers to a person's ability to exercise self-discipline, which means they can stay focused when carrying out tasks. People with self-discipline can also avoid other things that can disturb their concentration. 2) Deliberate/nonimpulsive means that someone tends to do things carefully, carefully and not in a hurry. These people are able to act and make decisions calmly. 3) Healthy habits are the ability to change certain habits into habits that are healthy for someone. Therefore, people who have healthy habits refuse pleasurable things even though they can be bad for them. They also prioritize things that have a positive impact on them, even if this impact is not received directly. 4) Work Ethics looks at how people control themselves in daily activities. People who apply a work ethic believe they can complete their work without being influenced by things outside their work. People who have a work ethic can pay attention to what they do. 5) Trust relates to a person's assessment of their ability to implement long-term plans to achieve



certain goals. This individual will consistently change his behavior to achieve his planned goals.

Self-control is the ability to organize, guide, regulate, and direct forms of behavior that can lead to positive consequences. Lack of self-control will cause teenagers not to have self-limitations against the influence of a negative environment, so teenagers can fall into bad behavior, such as teenagers who experience nomophobia.

عَنْ أَبِي هُرَيْرَةَ، رَضِيَ اللَّهُ عَنْهُ، عَنِ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ، قَالَ: "لَيْسَ الشَّدِيدُ بِالصُّرْعَةِ، وَلَكِنَّ الشَّدِيدَ الَّذِي يَمْلِكُ نَفْسَهُ عِنْدَ الْغَضَبِ (رواه البخاري ومسلم)

"A strong person is not someone who wins in wrestling, but a strong person who can control himself when he is angry" (HR et al.)

Character education can teach teenagers about the importance of self-control, including when using a smartphone. This can help them to avoid over-dependence on mobile devices

### *Self-Awareness*

According to Goleman (2018), self-awareness is a comprehensive understanding of one's emotions, strengths, weaknesses, needs and desires. Psychologists use the terms "metacognition" and "metamood" to describe a person's self-awareness about their thought processes and emotions. Being aware of these two consciousnesses is the essence of self-awareness. Knowledge about a person's cognitive processes can help them choose appropriate situations and strategies in the future due to the metacognition process.

According to Hassan (1981), self-awareness is a clear experience of an object, idea, or situation and appreciation that is experienced together by everyone in a group or individual. In this case, awareness is defined as someone who fully understands their rights and obligations as a high school (SMA) student or member of society. Yulianti, Neviyarni, Karneli, and Netrawati (2020) state that the higher a person's self-awareness about their abilities, the stronger they are. dynamics of their freedom. Self-awareness provides choices for life, namely deciding independently important elements for humans. This leads to a sense of responsibility and freedom to choose and act. It is considered that each person has the ability and capacity to be aware of themselves, which allows them to think and make decisions.

مَنْ عَرَفَ نَفْسَهُ فَقَدْ عَرَفَ رَبَّهُ (رواه الترمذي)

Whoever knows himself, he will know his God (HR. Tirmidhi).

By increasing self-awareness, teenagers can better understand how cellphone use affects their lives and learn to manage their time using cellphones wisely. Self-awareness has three aspects, namely the mental aspect, which is a language based on interrelated cognitive processes and is used to understand the surrounding environment. The second aspect is the emotional aspect which is the ability to perceive emotions, understand and generate emotions so as to help improve emotional and

intellectual development. The third aspect is the attitude aspect which is an individual's ability to evaluate certain behavior, beliefs or concepts. Adolescents who are able to manage their self-awareness will also form good self-awareness (Hafizha, 2022).

#### *Good Social Interaction*

عن أبي حمزة انس ابن مالك رضى الله عنه خادم رسول الله صلى الله عليه وسلم عن النبي صلى الله عليه وسلم قال : لا يؤمن احدكم حتى يحب ل اخيه ما يحب لنفسه (رواه البخارى ومسلم)

"None of you is perfect in faith until he loves for his brother what he loves for himself." (HR. et al.)

Character education encourages teenagers to build healthy and meaningful social relationships, which can reduce dependence on digital interactions. In the context of character education, the values contained in this hadith are very relevant, especially in shaping the social behavior of teenagers. Character education does not only focus on developing strong morals and ethics. By instilling values such as empathy and mutual respect, teenagers are encouraged to build healthier and more meaningful relationships with others. When teenagers understand and apply these values in their daily lives, they are more likely to build more positive social relationships. This can be seen in the way they interact with friends, family and society. They will find it easier to understand other people's feelings, provide necessary support and create a respectful environment.

Copy that, character education that focuses on developing good social interactions can also help reduce teenagers' dependence on digital interactions. In the current digital era, many remakes communicate more often via social media or other applications than meeting in person. Even though technology makes communication easier, digital interactions often lack depth and are not as strong as face-to-face interactions.

By strengthening social values in character education, teenagers will be more encouraged to seek more real and meaningful interactions. They will better appreciate the importance of face-to-face meetings. Teenagers need to realize that every social interaction they have has either a positive or negative impact. Character education can help them understand the consequences of their actions and encourage them to always behave well and wisely in every interaction,

#### *Discipline*

عَنْ عَائِشَةَ رَضِيَ اللَّهُ عَنْهَا قَالَتْ: قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ: إِنَّ اللَّهَ تَعَالَى يُحِبُّ إِذَا عَمِلَ أَحَدُكُمْ عَمَلًا أَنْ يُتَّقِنَهُ (رواه الطبرني والبيهقي)

Indeed, Allah loves when one of you does a job, he does it with otqan (diligence and completeness). (HR. Thabrani, No: 891, Baihaqi, No: 334)

This hadith contains a very deep meaning about the importance of carrying out every task with all your heart, perseverance and the best quality. In the context of

modern life, especially for teenagers who live in the digital era, this teaching is relevant to educate them to be more disciplined and wise in using technology, such as cellphones and social media. Teaching discipline in the use of technology helps teenagers become less dependent on cell phones and use technology in productive ways

Discipline in using technology is an important aspect that must be taught to teenagers. With so many distractions coming from cellphones, such as notifications from social media, games, or other applications, teenagers often lose focus and become less productive. Teaching them to use technology diligently and thoroughly means directing them to use their devices wisely, only for truly useful purposes, and to complete every technology-related task in the most effective way (Huda, Selamat, & Salem, 2024; Umar, Ismail, Rahmi, & Arifin, 2024).

Perseverance and completeness taught through this hadith also emphasizes quality over quantity. Teenagers are often tempted to multitask on their phones, such as doing assignments while checking social media or watching videos. However, this teaching reminds them that completing one task wholeheartedly and attentively will provide much better results than trying to do many things at once half-heartedly. This helps teens to develop better work habits, where they learn to focus on one thing and do it well before moving on to other tasks (Rohmadiyah, Zamroni, & Ismawati, 2024; Sutisna & Khorri, 2024).

Apart from that, character education, which is based on the principles of perseverance and completeness, also helps teenagers understand the importance of responsibility. When they are taught to do everything diligently and thoroughly, they learn that their every action has consequences and that the quality of their work reflects their self-worth. In the context of technology use, this means they must be responsible in how they use mobile phones and the internet, ensuring that time spent in the digital world is productive and not wasted.

Teaching discipline in using technology also plays a role in forming critical and analytical thinking patterns in teenagers. When they are taught to use technology in productive ways, they learn to assess what is truly important and beneficial about their cell phone use. This helps them to be more selective in choosing the content they consume, as well as more aware of the impact of their every action in the digital world. They will be more inclined to use technology as a tool to learn, develop themselves, and contribute positively rather than just as a means of entertainment.

It is also important to note that being disciplined in the use of technology benefits productivity and the mental and emotional well-being of teens. Excessive cell phone use is often associated with problems such as anxiety, depression, and a lack of healthy social interaction. By teaching teenagers to use technology wisely and with discipline, they will be better able to manage their screen time, maintain a balance between digital and real life, and avoid the negative impacts of dependence on cell phones (Fitriani, Anam, & Maulana, 2024).

### *Time Management*

أَخْبَرَنِي الْحَسَنُ بْنُ حَكِيمٍ الْمَرْوَزِيُّ، أَنَّ أَبَا أَبُو الْمُوجَّهَ، أَنَّ أَبَا عَبْدِ اللَّهِ بْنِ أَبِي هِنْدٍ، عَنِ أَبِيهِ، عَنِ ابْنِ عَبَّاسٍ رَضِيَ اللَّهُ عَنْهُمَا، قَالَ: قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَآلِهِ وَسَلَّمَ، لِرَجُلٍ وَهُوَ يَعِظُهُ: " اِغْتَنِمْ خَمْسًا قَبْلَ خَمْسٍ: شَبَابَكَ قَبْلَ هَرَمِكَ، وَصِحَّتَكَ قَبْلَ سَقَمِكَ، وَغِنَاءَكَ قَبْلَ فَقْرِكَ، وَفَرَاغَكَ قَبْلَ شُغْلِكَ، وَحَيَاتَكَ قَبْلَ مَوْتِكَ

"Take advantage of five things before five things: your youth before you are old, your health before you are sick, your riches before you are poor, your free time before you are short, and your life before you die." (HR. Hakim and Baihaqi).

This hadith explains the importance of appreciating and utilizing our current time and conditions. This hadith reminds us that everything in life is temporary and we must make the best use of it before circumstances change. For teens, this is an important guide to how they should wisely live their youth, including how they manage their time and use technology. Character education that emphasizes time management can help teenagers divide their time more equally, so that they don't spend too much time on cellphones .

Character education emphasizing time management can provide a strong foundation for teenagers to understand the importance of valuing time. In this digital era, many teenagers are trapped in the habit of spending hours in front of their cellphones, whether it's playing games, browsing social media, or watching videos. Although technology can be useful, its overuse can lead to wasting time that could be used for more productive activities. Character education that focuses on time management teaches teens to realize the value of every minute they have and use it most effectively (Masturin, 2022; Naufal & Maksum, 2024; Qulyubi, Leksono, & Khori, 2023).

Managing time well is an important life skill that can help teens achieve balance. By understanding that time is a nonrenewable resource, teens can learn to divide their time between school obligations, social activities, rest, and technology use. This hadith teaches that youth is the most precious time, when energy, health, and opportunities are still abundant. If teenagers waste their youth on unproductive things, they may regret it later in life when their time and energy are already limited.

Using your youth wisely also means maintaining health, both physical and mental. Excessive cell phone use is often associated with various health problems, such as lack of sleep, tired eyes, and even mental disorders such as anxiety and depression. With character education that emphasizes the importance of maintaining health before illness, teenagers can be encouraged to use technology more wisely, ensuring that they do not sacrifice their health for temporary entertainment (Zulfa & Zuhriyah, 2024). The

wealth of free time is another thing that teenagers often overlook. Free time is an opportunity to develop yourself, learn new skills, or take a break from a tiring routine. However, without good time management, this free time is often wasted in activities that do not bring long-term benefits. This hadith reminds us that free time before busy schedules is a valuable opportunity, and teenagers should be taught to use it in useful ways, such as studying, exercising, or interacting with family and friends meaningfully.

Character education emphasizing time management also helps teenagers develop a sense of responsibility for their own lives. They learn that their decisions now, including how they spend their time, will affect their future (Hasanah, Maimun, Marno, & Barizi, 2024; Qasserras, 2024). By understanding that life is short and full of responsibilities, teens will be more encouraged to use their time wisely, avoid unnecessary distractions, and focus on the things that matter. Ultimately, by making the best use of youth, health, wealth, free time and life as a whole, teenagers will be better prepared to face the future with more confidence and ready to face life's challenges. Character education that instills these values will shape them into individuals who are wiser, more responsible, and able to take advantage of every opportunity that comes. They will grow into adults who are not only materially successful, but also rich in meaningful life experiences

## CONCLUSION

Hadith-based character education is a very effective method in shaping individuals with noble character and high integrity. By integrating the values taught by the Prophet Muhammad into the educational process, we focus not only on developing intellectual intelligence, but also on strengthening morals and ethics. These teachings provide clear guidance for adolescents to live life with responsibility, honesty, and empathy towards others. The role of hadith in addressing the phenomenon of nomophobia among adolescents is to increase self-control and self-awareness, building good interactions, discipline, and good time management among adolescents. This has been explained in the hadiths where it can help adolescents in dealing and behaving in this digital era.

To achieve maximum impact, hadith values must be implemented consistently and comprehensively in education. When these values are implemented well, they not only help individuals personally but also bring positive changes to society as a whole. Adolescents who are raised with a strong moral foundation will be better able to deal with temptations and pressures coming from the environment, including challenges arising from the use of technology and social media. This discussion is particularly relevant in the modern context, where dependence on smartphones and other technologies is becoming increasingly common. With character education based on hadith values, teenagers can learn to manage the use of technology in a wise and balanced manner so that they not only avoid addiction but also develop into individuals with strong and healthy characters. This is an important foundation to

face life's challenges in the digital era, where moral and ethical values are often overlooked. The findings in this study can be implemented in adolescents who experience nomophobia and it can also be used to improve the quality of life of adolescents.

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