


# The Relationship of Fear of Missing Out and Self-Control in Students Using Social Media

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ABSTRACT	
<p><b>ARTICLE INFO:</b>            Received            April 04, 2025</p> <p>Revised            May 05, 2025</p> <p>Accepted            June 14, 2025</p> <p><b>KEYWORDS:</b>            Adolescents, Fear of Missing Out,            Self-Control, Social Media Use</p>	<p>The increasing use of social media among students has raised concerns regarding its psychological effects, particularly Fear of Missing Out (FOMO) and self-control. This study aims to investigate the relationship between FOMO and self-control with social media usage among Grade X students at Senior High School (SMAN) 8 Banjarmasin. A quantitative approach with a correlational design was employed. The sample consisted of 100 students selected through purposive sampling. Data were collected using validated questionnaires measuring FOMO and self-control, utilizing a Likert scale model. The data were analyzed using Pearson's product-moment correlation. The results indicate that FOMO has a positive and significant relationship with social media usage, while self-control has a negative and significant relationship. Together, both variables explain 52.4% of the variance in social media usage among the students. These findings suggest that students with higher levels of FOMO are more likely to engage in excessive social media use, whereas those with greater self-control tend to use it more moderately. In light of these results, it is recommended that schools and parents implement targeted educational programs aimed at strengthening students' self-control. These could include digital well-being workshops, structured routines, and awareness campaigns on the psychological impacts of FOMO. Such efforts can help promote healthier and more balanced social media use among adolescents.</p>

## INTRODUCTION

The phenomenon among students at Senior High School (SMAN) 8 Banjarmasin, Indonesia, is that many use social media daily. This is because there are no activities to do apart from playing on social media. The reason is that social media is more fun for revealing information (Orgiles et al., 2020). Students at SMAN 8 Banjarmasin have more than 5 applications used on their cellphones, such as TikTok, Instagram, WhatsApp, YouTube, Twitter, Line, Shoppe, Facebook, Wattpad, and other applications (Ibrahim et al., 2015). In other words, playing with your cellphone has become a daily activity at home or school, so you don't get lonely (Susanto et al., 2024). According to Sujarwo (2023), negative impacts can arise due to this rapid technological development. One of them is when individuals cannot let go of technology if they miss an event or something that is considered important. This condition is then known as fear of missing out (Korzinski, 2020).

Scientific research by Przybylski et al. (2016) defines "FoMO as the worry individuals experience when others have memorable experiences in their absence. Besides that, FoMO can be understood as a low level of basic psychological needs (competence, autonomy, and connectedness with other individuals) (Self Determination Theory), which is caused by non-fulfillment of psychological needs (Sonmez et al., 2024).

Rahmah (2023) stated that, as one of the highest factors causing social media addiction, namely self-control, self-control is needed to read a person's condition from the environment and control

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behavior in using social media. Nurhanifa (2020) found that the relationship between self-control among students who use social media, especially teenagers, is more vulnerable to the negative impacts of social media because of their limited ability to self-regulate. So, self-control is an important factor influencing teenagers' social media behavior (Knoop-van et al., 2018).

As the results of initial observations carried out by researchers at SMAN 8 Banjarmasin with guidance and counseling teachers, researchers obtained data from the guidance and counseling teachers that, before learning started, there was an initial agreement, always reminding them that there was an agreement from the guidance and counseling teacher or other subject teachers, the guidance and counseling teacher or other subject teachers said they were not allowed to use cellphone when learning is in progress, unless there are instructions from the teaching teacher (Ahmad & Shafie, 2015).

And the Guidance and counseling teachers also stated that there was a confiscation, if they violated it they would be given sanctions in the form of temporary confiscations, this confiscation was not only carried out by the teachers, but even other subject teachers also participated, so that it could be followed up by the bk teachers to be given sanctions in the form of temporary confiscations (Kushendar & Maba, 2022).

The reason is because in every lesson the teacher and students make an agreement on what can and cannot be done during the learning process, when there are cellphone. If a student is confiscated, the student's first reaction is panic, fear, confusion and crying, usually the confiscation of this cellphone takes 3-7 days and it is clear that there is cooperation from their parents/siblings, especially in taking the cellphone, the process of taking the cellphone usually provides an explanation to the student so that they can accept their mistake and accept the sanctions given, the sanction given is in the form of confiscation for 3-7 days until the student promises not to do it again and calls the parents to sign the letter that the guidance teacher has given counseling.

## **METHODS**

### **Design**

This research adopts a quantitative research approach with a correlational design. The choice of a correlational method is based on the objective of the study, which is to determine the relationship between two psychological variables: Fear of Missing Out (FOMO) and self-control among high school students. This design is consistent with the philosophy of positivism, which emphasizes the use of objective, measurable data to test hypotheses that have been predetermined by the researcher. The approach enables the examination of statistical relationships within a defined population without manipulating the study variables (Creswell, 2014).

### **Procedure**

The research utilized a non-probability sampling technique, specifically a purposive sampling method, to select participants who met specific criteria relevant to the research objectives. The subjects of this study were students from class X at SMAN 8 Banjarmasin who actively use social media platforms. The purposive sampling was chosen to ensure that the sample included individuals who are likely to experience FOMO due to their frequent social media engagement. Ethical considerations such as informed consent and voluntary participation were taken into account during the data collection process.

### **Instrument**

The instruments used in this study consisted of two psychological measurement scales. The first instrument was the Fear of Missing Out (FOMO) scale, which was designed to measure the degree to which individuals fear being left out of rewarding experiences that others are perceived to be having. The second instrument was a self-control scale, which assessed the ability of individuals

to regulate their thoughts, emotions, and behaviors in order to achieve long-term goals. Both instruments were structured using a Likert scale model, allowing respondents to indicate their level of agreement or frequency regarding various statements related to each construct. The reliability and validity of both instruments were assessed prior to their application in the field.

### Data Analysis

The data collected from the FOMO and self-control scales were analyzed using the Pearson's product-moment correlation technique. This statistical method is suitable for measuring the strength and direction of the linear relationship between two continuous variables. The analysis was conducted using statistical software, and significance testing was performed at the standard 0.05 alpha level. Descriptive statistics such as mean and standard deviation were also calculated to provide an overview of the data distribution. The results of the correlation analysis were used to interpret the extent to which FOMO is associated with self-control among the student participants.

## RESULTS AND DISCUSSION

### Result

Based on the answer data on Fear of Missing Out (X1), Self-Control (X2), and social media (Y) in Class X students at SMAN 8 Banjarmasin. Based on the research results, the average answer to the variable Fear of Missing Out (X1) is with a value of 1.94, so the average answer to this variable is mostly Disagree. The Self Control variable (X2) has a value of 2.88, so the average answer to this variable is mostly Agree. The Social Media variable (Y) has a value of 2.36, so that the average answer to this variable is mostly Disagree. Based on the category results in this research, most categories are variables. Fear of Missing Out (X1) is medium, the Self Control variable (X2) is medium, and the Social Media variable (Y) is medium.

Kolmogorov-Smirnov (K-S) normality test results on research results regarding variables Fear Of Missing Out (X1), Self-Control (X2), and social media (Y) in Class X students at SMAN 8 Banjarmasin can be seen in the table below.

Table 1. Kolmogorov-Smirnov (K-S) Normality Results

		Unstandardized Residual
N		155
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	5.92559817
Most Extreme Differences	Absolute	.045
	Positive	.045
	Negative	-.028
Test Statistic		.045
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>

Based on the results in the table above, it is known that the normality test results are based on the Asymp. Sig. (2-tailed) has a value of 0.200, meaning it is greater than 0.05, so the data distribution is normal in this study.

Homogeneity test results on variables Fear Of Missing Out (X1), Self-Control (X2), and social media (Y) in Class X students at SMAN 8 Banjarmasin can be seen in the table below

Table 2. Homogeneity Test Results

Variable	Levene Statistic	df1	df2	Sig.
Fear Of Missing Out (X1)	1.739	7	147	.104
Self-Control (X2)	1.069	7	147	.386
Social Mean (Y)	1.101	7	147	.365

Based on the results in the table above, the homogeneity test results are based on the Sig value. Fear of Missing Out (X1) is 0.104, Self Control (X2) is 0.386, and social media (Y) is 0.365, which means it is greater than 0.05, so it can be said that in this study, the data distribution is homogeneous.

Linearity test results on variables Fear of Missing Out (X1), Self-Control (X2), and social media (Y) in Class X students at SMAN 8 Banjarmasin can be seen in the table below.

Table 3. Linearity Test Results

Variable	Deviation from Linearity	Sig.
Fear Of Missing Out	X1 Y	.145
Self-Control	X2 Y	.218

Based on the results in the table above, the linearity test results are based on the Sig value. Fear of Missing Out (X1) is 0.145, and Self-Control (X2) is 0.218, which means it is greater than 0.05, so the data distribution is linear in this study.

Variable correlation test results, such as Fear of Missing Out (X1) and Self-Control (X2) regarding social media (Y), in Class X students at SMAN 8 Banjarmasin can be seen in the table below.

Table 4. Correlation Test Results

Variable	Pearson Correlation	Sig.
Fear Of Missing Out Against Social Media	0.415**	0.000
Self-Control Against social media	-0.724**	0.000

Based on the results in the table above, it is known that the correlation test results are based on the Pearson Correlation value, it can be seen that the variable value is significant Fear Of Missing Out (X1) on Social Media (Y) is  $0.000 < 0.05$  with a Pearson Correlation value of 0.415 so it can be said that in this study the variable Fear Of Missing Out has a positive and significant effect on the use of Social Media among Class X students at SMAN 8 Banjarmasin. Significant value for the Self Control variable (X2) on social media (Y) is  $0.000 < 0.05$  with a Pearson Correlation value of -0.724 so it can be said that in this study the Self Control variable has a negative and significant effect on the use of social media among Class X students at SMAN 8 Banjarmasin.

Table 5. Multiple Correlation Test Results

R	R Square	Adjusted R Square
.724 <sup>a</sup>	.524	.518

Based on the results in the table above, it is known that R is 0.724, indicating that there is a correlation or relationship between Fear Of Missing Out (X1) and Self-Control (X2) towards social media (Y) in Class R number Square, or the coefficient of determination is 0.524. This means that 52.4% of social media variables are influenced by fear of missing out and self-control. Meanwhile, the remaining 47.6% is explained by other variables outside this research model.

Based on the research results, the lowest number of respondents was Class X.7, totaling 7 people with a percentage of 4.5%. The respondents with the highest number were Class X.8, totaling 34 people, with a percentage of 21.9%. The respondents with the lowest number were male, totaling 69 people, with a percentage of 44.5%. The respondents with the highest number were female, amounting to 86 people, with a percentage of 55.5%.

Based on the research results, the average answer to the variable Fear Of Missing Out (X1) is with a value of 1.94, so the average answer to this variable is mostly Disagree. The Self Control variable (X2) has a value of 2.88, so the average answer to this variable is mostly Agree. The Social Media variable (Y) has a value of 2.36, so that the average answer to this variable is mostly Disagree.

Based on the category results in this research, most categories are variable. Fear of Missing Out (X1) is medium, the Self Control variable (X2) is medium, and the Social Media variable (Y) is medium.

Normality test results are based on the Asymp value. Sig. (2-tailed) has a value of 0.200, meaning it is greater than 0.05, so the data distribution is normal in this study. Homogeneity test results are based on the Sig value. Fear Of Missing Out (X1) is 0.104, Self Control (X2) is 0.386, and social media (Y) is 0.365, which means it is greater than 0.05, so it can be said that in this study, the data distribution is homogeneous. The linearity test results are based on the Sig value. Fear of Missing Out (X1) is 0.145, and Self-Control (X2) is 0.218, which means it is greater than 0.05, so the data distribution is linear in this study.

Significant value of the variable Fear of Missing Out (X1) on social media (Y) is  $0.000 < 0.05$  with a Pearson Correlation value of 0.415 so it can be said that in this study the variable Fear of Missing Out has a positive and significant effect on the use of social media among Class X students at SMAN 8 Banjarmasin. Significant value for the Self Control variable (X2) on social media (Y) is  $0.000 < 0.05$  with a Pearson Correlation value of -0.724 so it can be said that in this study the Self Control variable has a negative and significant effect on the use of social media among Class X students at SMAN 8 Banjarmasin.

Based on the research results, it is known that R is 0.724, indicating that the correlation or relationship between Fear of Missing Out (X1) and Self-Control (X2) towards social media (Y) in Class X is R number Square, or the coefficient of determination, is 0.524. This means that 52.4% of social media variables are influenced by fear of missing out and self-control. Meanwhile, the remaining 47.6% is explained by other variables outside this research model.

## Discussion

The use of social media among students today greatly influences their brain development. In addition, the learning process is often disrupted due to frequent use of social media, with many students showing signs of addiction. This issue has become increasingly common and demands attention from educators and parents alike (Safitri et al., 2024).

The findings of this research highlight one key factor influencing social media usage: Fear of Missing Out (FOMO). FOMO refers to the anxiety or worry that others may be engaging in more rewarding experiences, leading students to feel the need to stay constantly connected online. This fear encourages them to monitor and participate in others' activities, particularly on social media platforms (Oraegbunam, 2009).

This behavior is characterized by a strong urge to remain updated on peers' actions and to avoid feeling left out (Crisna et al., 2024). Consequently, students may excessively use social media to feel socially included. This tendency underscores the psychological impact FOMO can have on adolescents and their daily habits, especially in an educational setting (Putriwangi & G, 2024).

The research also reveals that self-control plays a crucial role in social media usage. Students with strong self-control are more capable of regulating their online activity, helping to limit excessive use. Conversely, students with low self-control are more likely to increase their time spent on social media. Therefore, improving self-control among students may be an effective strategy to reduce overuse and its associated negative impacts.

## Implication

This study explores the impact of Fear of Missing Out (FOMO) and self-control on students' social media use. Findings show that FOMO significantly increases social media usage, while higher self-control helps limit it. Students with low self-control tend to use social media more excessively. These results suggest that strengthening students' self-control through targeted education and support can help manage social media use and reduce its negative effects on learning and well-being.

## Limitation

This study explores the impact of Fear of Missing Out (FOMO) and self-control on students' social media use. Results show that FOMO significantly increases usage, while higher self-control helps reduce it. Students with low self-control are more likely to use social media excessively. These findings suggest that enhancing self-control through targeted education can help manage social media habits. However, the study is limited by its use of purposive sampling and a single school setting, which may affect the generalizability of the results.

## CONCLUSION

Based on the research results, the conclusions are as follows: (1) the variable Fear of Missing Out has a positive and significant effect on the use of social media among Class X students at SMAN 8 Banjarmasin. Considerable value of the variable Fear of Missing Out (X1) on social media (Y) is  $0.000 < 0.05$  with a Pearson Correlation value of 0.415 so it can be said that in this study the variable Fear of Missing Out has a positive and significant effect on the use of social media among Class X students at SMAN 8 Banjarmasin. (2) Self Control Variable has a negative and significant impact on the use of social media among Class X students at SMAN 8 Banjarmasin. Significant value for the Self Control variable (X2) on social media (Y) is  $0.000 < 0.05$  with a Pearson Correlation value of -0.724 so it can be said that in this study the Self Control variable has a negative and significant effect on the use of social media among Class X students at SMAN 8 Banjarmasin.

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