

The Influence of Fear of Missing Out On Self-Concept Among High School Students

Lydia Suliyanto Wijaya¹, Untung Subroto²

Tarumanagara University, Indonesia

lydia.suliyanto@gmail.com¹, untungs@fpsi.untar.ac.id²

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ABSTRACT

Social media has now become an integral part of society. However, its usage also carries detrimental effects, including the fear of missing out (FoMO). FoMO is the apprehension of being uninformed about an event and can affect individuals of various ages, including high school students. During adolescence, individuals generally develop multiple aspects of their identity, including self-concept. This study was conducted to determine the extent of FoMO's influence on the self-concept of high school students. A non-experimental quantitative method was used. The instruments used were the Fear of Missing Out Scale and the Personal Self-Concept Questionnaire. The study subjects consisted of 1,114 high school students in Jakarta who had been using social media for at least the past three months. The findings revealed that 18,2% of participants had a low level of FoMO, 66,5% moderate, and 15,3% high. Regarding self-concept, 11,5% of participants scored low, 87% moderate, and 1,5% high. The hypothesis that FoMO affects self-concept was supported, with an effect size of 31.3% and the regression equation $Y = 60,461 - 0,348X$. This equation implies that a 1% increase in FoMO leads to a 0.348 decrease in self-concept. Conversely, in the absence of an increase in FoMO, the self-concept score is 60.461. The study also found differences in FoMO based on gender, duration of social media use, and residence, with no differences observed based on age and the number of social media platforms used. Differences in self-concept were noted based on gender and duration of social media use.

Keywords: Group Cohesion, Competitive Anxiety, Sports Organization Students.

INTRODUCTION

Technology now facilitates daily human activities. It supports various human endeavors, one of which is teaching and learning. For instance, the use of technological tools like Google Classroom has been associated with heightened student motivation and engagement (Purnama & Taufiqurrohman, 2022). Similarly, Wijayanti et al. (2022) reported positive responses from teachers and students regarding the use of learning technologies such as Powtoon and Quizizz. Beyond aiding educational activities, technology also enhances human communication.

In addition to supporting educational activities, technology also assists in human communication. Humans are inherently social beings which cannot be separate happiness from living with others (Banusu & Firmanto, 2020) and naturally require communication with one another (Maryanti et al., 2023). Today's technology offers various types that facilitate communication. For example, smartphones, laptops, and computers enable users to receive information more quickly. Social media is a commonly used technology-based service for communication among humans.

According to We Are Social (2024) as reported by Databoks.id, approximately 139 million Indonesians were using social media in 2024. The most extensive age group of social media users is teenagers aged 15-24 years, accounting for about 83,58% of the total (Badan Pusat Statistik, 2019). Among the various platforms, WhatsApp is the most widely used in Indonesia, with a user proportion of 90,9% (We Are Socials, 2024, in Databoks.id).

Social media can confer positive benefits on individuals. Harahap et al. (2021) discovered that social media can serve various functions such as facilitating acquaintanceships, buying and selling, communicating, searching, and sharing information. Additionally, in the field of education, social media in the form of WhatsApp groups has been found to influence tolerant attitudes by 86,9% (Asih, 2022). Nuraini et al. (2020) also identified that the use of WhatsApp can positively facilitate discussion forums.

Conversely, the use of social media can have negative impacts. (Gunawan et al., 2022) identified psychological issues such as eating disorders, anxiety, and depression as consequences of social media use. Office of the Surgeon General (2023) further explained that individuals are more likely to self-isolate when using social media for more than two hours compared to those who use it for less than 30 minutes. Individuals may also tend to have interpersonal problems, procrastinate, struggle with time management, and exhibit low self-control (Widowati & Syafiq, 2022). Anxiety can also be a negative consequence of social media usage (Anto et al., 2023).

Anxiety has various types, one of which is the Fear of Missing Out (FoMO). FoMO is the apprehension felt when one fears missing out on information while not actively using social media (Musman, 2021). Recent instances of FoMO in Indonesia

include the rush to purchase Coldplay concert tickets (Patria & Zulfiningrum, 2024) and the trend of buying popular items purchased by others (Syafaah & Santoso, 2022).

Individuals experiencing FoMO may face adverse effects on their mental health. Mental health disorders influenced by FoMO include social media addiction (Filibiana & Wibowo, 2023), self-esteem issues (Yong & Wijaya, 2023), and impacts on Subjective Well-Being (Yuniani et al., 2021). Additionally, FoMO has been linked to behaviors such as Compulsive Buying Behavior Hussain et al. (2023) and insomnia (Adams et al., 2020). Therefore, FoMO deserves significant attention due to its potential to induce these disorders.

FoMO can affect anyone, irrespective of age, including adolescents. Research conducted by Barry and Wong (2020) identified the presence of FoMO among teenagers, indicating that adolescents are also susceptible to its effects. In Indonesia, instances of FoMO among teenagers have been documented, such as 67,1% of Muslim teenagers in Pekanbaru experiencing FoMO (Masyitah & Annatagia, 2022) and moderate levels of FoMO among teenagers in Makassar (Siregar et al., 2023).

During adolescence, individuals are typically exploring their identity and experiencing peaks in ego development (Feist et al., 2017). This stage of life also involves defining various aspects of their lives, including Self-Concept (Feist et al., 2017). The significance of Self-Concept is underscored by several studies. For instance, research has shown moderate Self-Concept levels in 42,3% of teenagers engaged in dieting behaviors (Handhini et al., 2023), while 83,9% of teenagers in South Jakarta displayed moderate Self-Concept and 3,4% had low Self-Concept (Pratiwi et al., 2024). Moreover, half of the participants in the Ciracas District exhibited a negative Self-Concept (Safira & Nofriza, 2024).

Adolescents are generally aged between thirteen and eighteen years (Hurlock, 2011), indicating that individuals within this age bracket are entering high school (ages 15 to 18). The use of social media can influence the self-concept of adolescents. This influence is evidenced by Khaidir's (2023) research, which suggests that social media can affect adolescent self-concept. The longer an individual uses social media, the more it impacts their Fear of Missing Out (FoMO) levels (Sirait & Brahmana, 2023). Zahroh and Sholichah (2022) found a significant relationship, with a correlation of .875, between self-concept and FoMO among Instagram-using college students. Furthermore,

a negative relationship between self-concept and FoMO was found among adolescent Instagram users in Jombang Regency (Maknun et al., 2023). To date, there has been no research examining the influence between self-concept and FoMO among adolescents and social media users at large; thus, the researcher intends to investigate the impact of fear of missing out on self-concept among adolescent social media users in Jakarta high schools.

THEORETICAL

Fear of Missing Out (FOMO) is a psychological phenomenon that has gained significant attention in recent years, particularly in relation to social media and its effects on individuals, especially among younger populations. FOMO refers to the anxiety and fear individuals experience when they perceive that others are engaging in rewarding or enjoyable activities without them. Research suggests that FOMO is particularly prevalent in the context of high school students, who are in the process of developing their identity and self-concept. Social comparison theory (Festinger, 1954) can help explain the emotional responses triggered by FOMO. Adolescents often compare themselves to their peers to gauge their social standing, and this can lead to feelings of inadequacy or exclusion when they believe others are experiencing more fulfilling or exciting events. This continuous comparison can influence their sense of self-worth and self-concept, potentially leading to lower self-esteem and heightened anxiety.

The development of self-concept during adolescence is a crucial process, as it lays the foundation for an individual's sense of identity and their place in the world. According to Erikson's psychosocial theory (1968), adolescence is a stage of identity vs. role confusion, where individuals struggle to define their personal identity. The influence of external factors, such as social media platforms and peer relationships, can impact how adolescents perceive themselves. With the rise of platforms that allow for constant connectivity, adolescents are exposed to curated portrayals of others' lives, which can amplify their fear of missing out. This external pressure can distort their self-concept, causing them to prioritize social acceptance and validation over personal growth and authenticity.

Moreover, FOMO has been linked to various psychological outcomes, such as anxiety, depression, and poor mental health, particularly among adolescents. Theories of social and emotional development suggest that the desire to belong and the fear of being left out are integral to shaping an individual's emotional well-being during this formative period. According to the Self-Determination Theory (Deci & Ryan, 1985), basic psychological needs for autonomy, competence, and relatedness play a critical role in the development of a healthy self-concept. FOMO, by undermining these needs, may hinder the development of a stable and positive self-concept, as students may become overly reliant on external sources of validation rather than cultivating internal self-worth. This research seeks to explore the relationship between FOMO and self-concept among high school students, shedding light on how the fear of exclusion can impact their self-perception and emotional well-being.

METHOD

Research Participants

This study used a non-experimental quantitative design to examine the influence of Fomo on Self-concept among high school students. Additionally, purposive sampling was utilized to select participants. The participant characteristics included high school students in Jakarta who had been using social media for the past three months. According to the Data Pokok Pendidikan (2024), there are 188,738 high school students in Jakarta. Using the sample size calculation by Isaac and Michael as referenced in Sugiyono (2021) with a margin of error of 1%, the minimum sample size required for this study was determined to be 661 participants.

This research involved 1,114 participants from five schools representing the five administrative cities of Jakarta (North Jakarta, South Jakarta, West Jakarta, East Jakarta, and Central Jakarta). Due to the participants being minors, two types of informed consent were required: one from the school principals and one from the participants themselves. Once collected, the data were processed using Jeffreys's Amazing Statistics Program (JASP) version 0.19.0.0.

Research Instruments

The instruments utilized in this study were the Fear of Missing Out Scale by Przybylski et al. (2013), which was translated into Indonesian by Walangitan and Dewi

(2023), and the Personal Self-Concept Questionnaire by Goñi et al. (2011), translated into Indonesian by Ramadona and Monika (2022). These questionnaires were distributed in physical format to students during class hours and approved by the school principals.

The Fear of Missing Out Scale is unidimensional and comprises 10 items using a Likert scale. An example item from the Fear of Missing Out Scale is, "Saya takut orang lain memiliki pengalaman lebih berharga daripada saya." The reliability and validity of the Fear of Missing Out Scale were tested, showing good validity ($>0,2$) and a reliability score of 0,772 ($>0,6$).

The Personal Self-Concept Questionnaire consists of 18 items also using a Likert scale and includes four dimensions: self-fulfillment, emotional self-concept, honesty, and autonomy. The self-fulfillment dimension pertains to an individual's views on their satisfaction when successfully overcoming a challenge and includes six items, consisting of five positive and one negative statement. An example item from this dimension is, "Saya puas dengan apa yang sudah saya capai dalam hidup saya." The emotional self-concept dimension reflects views on an individual's impulsiveness and reactivity, consisting of five items with one positive and four negative statements. An example item is, "Jika saya merasa sedih, saya merasa sulit untuk mengatasinya." The honesty dimension refers to how an individual remains honest in efforts to be perceived positively by others, containing three items, all positive. An example item is, "Saya adalah orang yang dapat dipercaya." The autonomy dimension refers to an individual's ability to be independent, containing four items, all negative. An example item is, "Untuk melakukan apa pun, saya perlu persetujuan orang lain."

The reliability and validity of the Personal Self-Concept Questionnaire were tested, yielding good validity ($>0,2$) with reliability scores for the self-fulfillment dimension at 0,625, emotional self-concept at 0,620, honesty at 0,684, and autonomy at 0,683.

RESULT

Participant Demographics

Data collection from five schools across five administrative cities of Jakarta was completed, resulting in 1,114 participants who met the criteria set by the researchers. According to result, the predominant gender was female, with 599 participants (53,8%).

The most common age was 16 years, with 429 participants (38,5%). The majority of participants were in the 11th grade, totaling 535 participants (48%). West Jakarta was the most common place of residence, accounting for 292 participants (26,2%). The most commonly used number of social media platforms by participants was one, with 366 participants (32,9%). The most frequent duration of social media use was found to be >4 to ≤ 6 years, with 441 participants (39,6%). Finally, the most common daily usage duration of social media was in the range of >2 to ≤ 4 hours, with 279 participants (25%).

Levels of FoMO and Self-Concept among Participants

Before hypothesis testing, the researchers categorized levels of Fear of Missing Out (FoMO) and self-concept. Based on Table 2, it was found that 203 participants (18,2%) had low levels of FoMO, 741 participants (66,5%) had moderate levels of FoMO, and 170 participants (15,3%) had high levels of FoMO. From the same table, 128 participants (11,5%) were found to have a low self-concept, 969 participants (87%) had a moderate self-concept, and 17 participants (1,5%) had a high self-concept.

Table 1. Levels Fomo and Self-concept

Level	FoMO		Self-Concept	
	n	Percentage (%)	n	Percentage (%)
Low	203	18,2	128	11,5
Moderate	741	66,5	969	87
High	170	15,3	17	1,5

Research Source : research data, 2024

Hypothesis Test

Hypothesis testing was conducted using simple regression analysis. The data were tested and yielded a significance level of $<0,001$, indicating that FoMO can predict self-concept. The results also revealed an R^2 value of 0,313, which means that FoMO accounts for 31,3% of the variance in self-concept. Further details can be seen in Table 4.

Table 2. Simple linear regression test

Model	R	R^2	Adjusted R^2	RMSE
1	0,559	0,313	0,312	3,542

Research Source : research data, 2024

Additionally, the relationship between the two variables was analyzed. According to Table 5, the constant value was found to be 60,461 and the regression coefficient was -0,348. Therefore, the regression equation is $Y = 60,461 - 0,348X$. This implies that

when variable $X = 0$, variable Y has a value of 60,461. When there is an increase of 1% in variable X , there is a reduction in variable Y by 0,348.

Table 3. Statistic Test of Fomo to Self-concept

		Unstandarized		Standarized		
Model		β	Std. Error	Beta	T	Sig.
1	(Intercept)	60,461	0,473		127,928	<0,001
	Total FoMO	-0,348	0,015	-0,559	-22,498	<0,001

Research Source : research data, 2024

During adolescence, individuals are typically in the process of exploring aspects of their lives and experiencing peaks in identity ego (Feist et al., 2017). One such aspect is Self-concept (Feist et al., 2017). However, it is important to note that individuals experiencing FoMO are likely to portray a self-image that may not accurately reflect their true selves. This is supported by the findings of Felita et al. (2016), who noted that adolescents often attempt to project a favorable self-image on social media, regardless of its congruence with their actual self. This is further corroborated by research from Wimona and Loisa (2022), which states that Instagram, a form of social media, can influence an individual's self-concept.

Adolescents are more likely to feel FoMO that caused by influence of social media that one of which make connect with others (Chyquitita, 2024). Individuals who fear missing out on societal trends tend to follow whatever happens in society. This is supported by Acocella and Calhoun (1990), who noted that one of the factors of self-concept is society. Therefore, self-concept can also be influenced by societal factors. Additionally, adolescents often have a desire to feel part of society, known as the need to belong. According to research by Putri and Utami (2023), there is a 10.2% influence on the need to belong to FoMO. Thus, it can be concluded that society is a factor of self-concept and the desire to be part of society can influence FoMO. From these arguments, it is concluded that these findings are consistent with previous research that identified a significant negative relationship and an influence of 31.3% between FoMO and self-concept.

Difference Test

In addition to categorization tests, assumption tests, and hypothesis testing, researchers also examined differences based on several categorizations.

Table 4. Fomo Difference Test Among Categories

		M	SD	P
Gender	Male	2,920	0,686	0,007*

Age	Female	3,032	0,685	0,557
	15	3,006	0,606	
	16	2,996	0,630	
	17	2,971	0,795	
	18	2,827	0,639	
Daily Usage duration of Social Media	≤2 hours	2,688	0,655	<0,001*
	>2 to ≤4 hours	2,951	0,699	
	>4 to ≤6 hours	3,041	0,675	
	>6 to ≤8 hours	3,133	0,721	
	>8 to ≤10 hours	3,147	0,621	
	> 10 hours	3,037	0,616	
Resident	West Jakarta	2,778	0,636	<0,001*
	North Jakarta	3,012	0,617	
	South Jakarta	2,880	0,579	
	Central Jakarta	2,852	0,595	
	East Jakarta	3,341	0,799	
Number of Social Media Platforms	1	2,917	0,689	0,077
	2	2,935	0,663	
	3	3,008	0,673	
	4	3,059	0,675	
	5	3,185	0,796	
	6	3,169	0,734	
	7	3,167	1,075	
	8	3,350	0,919	

Research Source : research data, 2024

The difference testing revealed variations in FoMO levels between genders, with females exhibiting higher mean FoMO levels than males. This aligns with the findings of Amadea et al. (2023), who noted gender differences, with females having higher FoMO levels. This could potentially be influenced by a higher need to belong among females compared to males, as evidenced by Shodiq et al. (2020), who found a correlation between FoMO and the need to belong, and Pramesty and Dewi (2020), who found the highest need to belong among females. However, some studies have indicated the highest FoMO levels among males (Qutishat, 2020; Gul et al., 2022), and others found no gender differences in FoMO levels (Suhertina et al., 2022; Rozgonjuk et al., 2021). These findings should be considered in future research.

Furthermore, differences in FoMO were observed based on the duration of social media use. This is consistent with the research by Sirait and Brahmana (2023), which found a positive influence of social media intensity on FoMO levels, Anjani and Widyatama (2023) who noted the impact of social media usage frequency on FoMO, and Barry and Wong (2020), who identified a positive relationship between daily social media usage and FoMO.

Differences in FoMO were also observed based on domicile in this study, supporting the theory proposed by Przybylski et al. (2013) that demographics are a factor in differing FoMO levels. However, this finding contrasts with Syahputra et al. (2023), who did not find domicile-based differences in FoMO.

No differences in FoMO were found based on age or the number of social media platforms used. This is inconsistent with Rozgonjuk et al. (2021), who found age-related differences in FoMO, and Barry and Wong (2020), who noted a positive correlation between the number of social media accounts and FoMO.

Table 5. Self-concept Difference Test Among Categories

Category		M	SD	P
Gender	Male	3,255	0,470	<0,001*
	Female	3,081	0,435	
Daily Usage of Social Media	≤2 hours	3,245	0,503	0,002*
	>2 to ≤4 hours	3,206	0,464	
	>4 to ≤6 hours	3,162	0,453	
	>6 to ≤8 hours	3,058	0,437	
	>8 to ≤10 hours	3,101	0,503	
	> 10 hours	3,119	0,430	

Research Source : research data, 2024

Regarding self-concept, differences were found based on gender and the duration of social media use. Gender differences in self-concept align with the findings of Damarhadi et al. (2020). However, other studies have found no differences between genders in self-concept (Asri & Sunarto, 2020; Hidayat & Febrieta, 2024). Regarding the duration of social media use, this corresponds with Harahap et al. (2023), who observed a relationship between the intensity of social media use and self-concept.

A limitation of this study is the imbalance in participant domicile, which is evident from the lower number of participants from Central Jakarta compared to other administrative cities.

CONCLUSION

Based on the results of this study, it was concluded that the levels of FoMO among participants were 18,2% low, 66,5% moderate, and 15,3% high, and the levels of self-concept were 11,5% low, 87% moderate, and 1,5% high. The hypothesis of this study was supported, indicating that FoMO significantly affects self-concept among high school students. The percentage of FoMO's impact on self-concept among adolescents was found to be 31,3%. The relationship between FoMO and self-concept

was modeled by the regression equation $Y = 60,461 - 0,348X$, meaning that for each 1% increase in FoMO, self-concept decreases by 0,348, and conversely, in the absence of an increase, self-concept remains at 60,461. Differences in FoMO were also observed based on gender, duration of social media use, and domicile, with no differences found based on age or the number of social media platforms used. Differences in self-concept were noted based on gender and duration of social media use.

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