BIBLIO COUNS
Jurnal Kajian Konseling dan Pendidikan

Biblio Couns : Jurnal Kajian Konseling dan Pendidikan

Vol. 8, No. 3, November 2025, hlm; 210-221
https://jurnal.umsu.ac.id/index.php/biblio
ISSN 2620-3103 (*online*)

DOI : http://dx.doi.org/10.30596%2Fbibliocouns.v5i2.10390

Fear of Missing Out among Adolescent: A Narrative Study on Self-Esteem, Social Interaction, and Social Anxiety

Al Aziz Saputra[*1], Eko Sujadi[2]
Institut Agama Islam Negeri Kerinci
Korespondensi*: azizputra330r@gmail.com

Abstract : *Fear of Missing Out (FoMO) is a feeling of anxiety or fear of being left behind when others undergo valuable experiences that one does not. Based on Solution Focused Brief Counseling (SFBC) theory, FoMO arises due to the inability of individuals to manage thoughts and feelings, resulting in problematic behavior. This study aims to understand the emotional dynamics and social interactions of adolescents who experience FoMO, focusing on three main indicators: self-esteem, social interaction, and social anxiety. The study used a qualitative narrative approach, with three adolescents from several villages in Kerinci Regency, Jambi, as informants. Data were collected through in-depth interviews and analyzed using thematic analysis techniques. The results showed that FoMO affects adolescents' emotional state and social interactions, particularly in triggering anxiety, worry, and low self-esteem. Adolescents' responses to FoMO vary, depending on their level of ability to manage social pressure. These findings provide important implications for Guidance and Counseling (BK) practitioners in providing emotional mentoring services, self-esteem strengthening training, and education on the healthy use of social media. In addition, BK also plays a role in introducing coping techniques and social comparison reduction strategies to support adolescents' psychosocial well-being.*

Keyword *: Fear of missing out (FOMO);Self-Esteem;Social interaction;Social anxiety.*

Abstrak : *Fear of Missing Out (FoMO) merupakan perasaan cemas atau takut tertinggal ketika orang lain menjalani pengalaman berharga yang tidak dialami diri sendiri. Berdasarkan teori Solution Focused Brief Counseling (SFBC), FoMO muncul akibat ketidakmampuan individu dalam mengelola pikiran dan perasaan, sehingga berdampak pada perilaku yang bermasalah. Penelitian ini bertujuan untuk memahami dinamika emosi dan interaksi sosial remaja yang mengalami FoMO, dengan fokus pada tiga indikator utama: self-esteem, social interaction, dan social anxiety. Penelitian menggunakan pendekatan kualitatif naratif, dengan tiga orang remaja dari beberapa desa di Kabupaten Kerinci, Jambi, sebagai informan. Data dikumpulkan melalui wawancara mendalam dan dianalisis menggunakan teknik analisis tematik. Hasil penelitian menunjukkan bahwa FoMO berpengaruh terhadap kondisi emosional dan interaksi sosial remaja, khususnya dalam memicu kecemasan, kekhawatiran, dan rasa rendah diri. Respons remaja terhadap FoMO bervariasi, tergantung pada tingkat kemampuan mereka dalam mengelola tekanan sosial. Temuan ini memberikan implikasi penting bagi praktisi Bimbingan dan Konseling (BK) dalam memberikan layanan pendampingan emosional, pelatihan penguatan harga diri, serta edukasi penggunaan media sosial yang sehat. Selain itu, BK juga berperan dalam mengenalkan teknik coping dan strategi pengurangan perbandingan sosial guna mendukung kesejahteraan psikososial remaja.*

Kata Kunci *: Fear of missing out (FOMO);Self-Esteem;Social interaction;Social anxiety.*
How To Cite : .(2025). *Fear of Missing Out among Adolescent: A Narrative Study on Self-Esteem, Social Interaction, and Social Anxiety . Biblio Couns: Jurnal Kajian Konseling dan Pendidikan, 8 (3), 210-221*

This is an open access article distributed under the Creative Commons 4.0 Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.© 2025 by author

BIBLIO COUNS
Jurnal Kajian Konseling dan Pendidikan

Biblio Couns : Jurnal Kajian Konseling dan Pendidikan

Vol. 8, No. 3, November 2025, hlm; 210-221
https://jurnal.umsu.ac.id/index.php/biblio
ISSN 2620-3103 (*online*)

DOI : http://dx.doi.org/10.30596%2Fbibliocouns.v5i2.10390

INTRODUCTION

The modern era is a time of rapid technological development because almost all the needs of mankind are facilitated by the existence of sophisticated technology (Andika, 2022). In this era, the use of the internet and social media unwittingly changes a person's habits in everyday life. These changes are a negative consequence of our dependence on the internet and social media (Afdilah et al., 2020). One form of behavior that arises from dependence on the use of the internet and social media is fear of missing out (FOMO) (Khadijah et al., 2023).

Fear of missing out is a condition or feeling of worry fear that others may have valuable experiences compared to oneself (Khadijah et al., 2023). The problem of FOMO if examined from the theory of Solution Focused Brief Counseling (SFBC), occurs because of a person's helplessness in overcoming his thoughts, feelings about something that causes his behavior to be problematic (Khadijah et al., 2023). For example, some adolescents may experience a lack of social interaction with their peers and the surrounding community (Nadzirah et al., 2022). There are several factors that make adolescents in the current digital era become FOMO, namely, first digital trends, adolescents who are influenced by digital trends and by using the concept of “nowadays” displayed on social media or social media, will encourage them to always be connected and participate in it. Second, social validation refers to the need for recognition from peers, which encourages adolescents to stay informed about activities and engage in popular trends. Furthermore, social comparison increases concerns among adolescents about losing opportunities to experience similar things, as they often compare their lives with those of others they consider more successful or attractive (Sentit Rustiani et al., 2023).

Several studies illustrate the prevalence of FoMO. For example, studies indicate that university students frequently experience FoMO, especially during evenings and weekends, as well as while performing mandatory tasks such as studying or working. More frequent FoMO experiences were associated with negative outcomes both daily and throughout the semester, including increased negative affect, fatigue, stress, physical symptoms, and decreased sleep quality (Milyavskaya et al., 2018). Furthermore, another study showed that 42.2% of respondents experienced FoMO (Seabra et al., 2024). Research conducted on adolescents in Banda Aceh revealed that FoMO can affect adolescents' mental well-being and social life (Sachiyati et al., 2023). Teenagers often use social media as a platform for social interaction, which causes them to constantly monitor and compare themselves with others. As a result, there is a feeling of anxiety or fear of being left behind in various aspects of social life, such as socializing, activities, and trends (Firdaus, 2024). There are also studies showing that FoMO is relevant among adolescent social media users in Padang City, with the majority of adolescents experiencing high levels of FoMO. Factors such as anxiety, need for acceptance, and social media addiction play a large role. Social media use averaged 1–5 hours/day, with WhatsApp used most frequently, and longer durations of use were associated with higher levels of FoMO, especially in adolescents with social anxiety and social media dependence (Fazria, 2024).

The impact of social media on FoMO is also great, such as following meaningless goals that can be measured, such as the number of likes, trends, thirst for recognition from others, and fear of missing out that is not so relevant to see and hear. They are trapped in a simulated

BIBLIO COUNS
Jurnal Kajian Konseling dan Pendidikan

Biblio Couns : Jurnal Kajian Konseling dan Pendidikan

Vol. 8, No. 3, November 2025, hlm; 210-221
https://jurnal.umsu.ac.id/index.php/biblio
ISSN 2620-3103 (*online*)

DOI : http://dx.doi.org/10.30596%2Fbibliocouns.v5i2.10390

world that looks as if it is real, which offers temporary comfort. Instead of focusing on themselves in the world they should live in, they are busy comparing themselves and exploring the lives of others on social networks (Ilahi & Tungga, 2024). Excessive social media use behavior can also trigger the emergence of phubbing behavior which is still related to neuroticism and FoMO (Hasan Asyhuri et al., 2023). Social media provides entertainment and comfort, which increases dopamine levels in the brain, this can lead to addiction. The excessive curiosity caused by this excess dopamine can exacerbate feelings of tension and discomfort (Ilahi & Tungga, 2024).

Teenagers' interactions and communication styles have evolved as a result of technological advancements, especially the internet and social media. FOMO is more likely to occur in an environment where social connection and information access are prioritized. By displaying what others are doing, social media encourages teens to follow suit in order to project a “desirable” image of their social circle, thus promoting the FoMO lifestyle (Sentit Rustiani et al., 2023). This addiction can have a negative impact on adolescents. It is explained in research (Alysha Chamila Mile et al., 2023) that adolescents' addiction to social media is related to self-control. Negative behavior can be overcome through self-control. Due to the lack of cognitive abilities and the inability to control anxiety, adolescents who use social media excessively will find it difficult to manage their time (Alysha Chamila Mile et al., 2023).

FOMO can be a trigger for anxiety, depression and stress in adolescents and is associated with low life satisfaction and poor emotional well-being. Excessive social media use as a result of FoMO tends to disrupt sleep patterns, which can have a negative impact on academic performance. Adolescents with high FoMO often feel lonely and are more prone to differentiating themselves from others. It may also encourage risky behaviors, such as alcohol or drug consumption, to fit in with peers on social media (Dou et al., 2024). FOMO is also a behavior that can create anxiety for others, so it has an impact on human psychology (Ayuningtyas & Wiyono, 2020). This syndrome also negatively affects adolescents' lives, such as causing a lack of social interaction with peers and the surrounding community (Nadzirah et al., 2022).

FoMO is often associated with negative emotional states such as anxiety, low self-esteem, and feeling socially left behind (Elhai et al., 2016). In adolescents, these emotions may arise from viewing peers' posts on social media, which display idealized social lives or certain achievements. The phenomenon disrupts emotional stability and impacts psychological well-being, as adolescents become more vulnerable to pressures to stay connected and demonstrate their existence in digital spaces (Oberst et al., 2017). In addition to affecting emotions, FoMO also has a major impact on adolescents' social interaction patterns. The need to always be “on board” with social activities leads to superficial or impulsive relationships, and anxiety when not involved in certain conversations or group activities (Baker et al., 2016). Such behavior leads to social pressure and a tendency to conform to group standards, even if it goes against personal values or comfort. As a result, FoMO weakens the quality of social relationships and interferes with the development of healthy interpersonal skills. This reliance on digital social validation signals a shift in modern adolescents' forms of social interaction, from one based on emotional engagement to one that is performative and reactive (Dossey, 2014).

BIBLIO COUNS
Jurnal Kajian Konseling dan Pendidikan

Biblio Couns : Jurnal Kajian Konseling dan Pendidikan

Vol. 8, No. 3, November 2025, hlm; 210-221
https://jurnal.umsu.ac.id/index.php/biblio
ISSN 2620-3103 (*online*)

DOI : http://dx.doi.org/10.30596%2Fbibliocouns.v5i2.10390

This study focuses on three main indicators of the FoMO phenomenon: self-esteem, social anxiety, and social interaction. Self-esteem is an important aspect because adolescents with low self-esteem tend to seek external validation through social media, which triggers feelings of being left behind if they do not participate in peer trends or activities. When adolescents feel they are not valuable enough compared to others who appear happier or more successful on social media, there is a fear of missing out on valuable social experiences (Elhai et al., 2016). This social comparison reinforces self-dissatisfaction and makes adolescents more vulnerable to pressures to stay connected and digitally active.

Social anxiety, along with self-esteem, is a significant factor in explaining FoMO. This anxiety arises due to the pressure to continue to be virtually present and participate in social interactions so as not to be left behind. When unable to participate in online conversations or absent from activities shared on social media, adolescents feel anxious about being ignored or left behind in their social circles (Oberst et al., 2017). This phenomenon is closely related to social interactions, where the urge to engage in group activities underpins the behavior of adolescents who experience FoMO. However, interactions are often superficial and performative, fulfilling social expectations rather than the need for healthy emotional connection (Baker et al., 2016). These three indicators form a cycle of FoMO that influences each other and has a significant impact on adolescents' psychosocial well-being in the digital age.

This study aims to explore adolescents' experiences in dealing with the fear of missing out (FoMO) phenomenon by focusing on three main indicators, namely self-esteem, social anxiety, and social interaction. The novelty of this study lies in the narrative approach that deeply explores the emotional and social dynamics of adolescents in a digital context, which has not been widely revealed in previous studies. The results of this study are expected to provide theoretical contributions in the study of developmental psychology as well as practical benefits for counselors, educators, and parents in understanding and responding to the impact of FoMO on adolescents' psychosocial well-being.

METHOD

The method used in this research is narrative qualitative. Narrative research is an approach that views narratives or stories as rich illustrations of meaning, allowing individuals to express their identities, values, and thoughts in everyday life (Maemunah et al., 2024). We conducted the research on several teenagers in Jambi Province who showed signs of social media addiction and experienced FoMO. We deliberately selected them as informants due to their ease of information retrieval. Eligible participants were contacted through the WhatsApp application. We used pseudonyms for each participant to protect their privacy and did not disclose their individual affiliations. They were teenagers from different schools and colleges. They are Elin (4th semester Indonesian language and literature education), Berlian (1st grade SMA\sederajat), Azra (SMA\sederajat).

In this study, we collected data through semi-structured interviews. In the interviews, we asked the participants to tell their stories about FoMO focusing on their emotional states and social interactions. We conducted the entire interview process online via phone and WhatsApp. We conducted the interviews in February 2025.

BIBLIO COUNS
Jurnal Kajian Konseling dan Pendidikan

Biblio Couns : Jurnal Kajian Konseling dan Pendidikan

Vol. 8, No. 3, November 2025, hlm; 210-221
https://jurnal.umsu.ac.id/index.php/biblio
ISSN 2620-3103 (*online*)

DOI : http://dx.doi.org/10.30596%2Fbibliocouns.v5i2.10390

We obtained the data through thematic analysis methodology. Thematic analysis is a technique for identifying, analyzing, and interpreting patterns of meaning (themes) in qualitative data. Thematic analysis is a type of qualitative canonical analysis that provides a method (a tool or technique not discussed by the theoretical committee) but is not a methodology (the results of the researcher's work discussed and explained theoretically) (Clarke & Braun, 2017) To handle credibility and trustworthiness, we use data triangulation techniques. In this study we used multiple data sources, methods or theories to confirm the findings and ensure the validity of the results.

RESULTS AND DISCUSSION

RESULTS

This study explores FoMO in adolescents' lives among the participants through three main indicators: self-esteem, social interaction, and social anxiety. The findings from the interviews with these three informants illustrate how FoMO manifests in their individual lives, reflecting their personal experiences and perspectives.

Self-Esteem

Self-esteem in the context of FOMO (Fear of Missing Out) refers to how a person assesses or perceives themselves and values themselves when compared to others on social media in their surrounding environment. People with low self-esteem tend to be more prone to FOMO as they feel less valuable if they do not partake in trends, activities, or experiences that seem intriguing on social media. In contrast, individuals with high self-esteem are better able to manage feelings of FOMO due to their sense of confidence and satisfaction with their own lives, which allows them to not always conform to social norms.

Informant 1 (Azra, 18 years old): ***"****Social media has an effect, it just depends on how we use the media, if from me personally I use it for long-distance communication, to find information like on Google and other sites, if that's for the good, if the others depend on what we manage, in my own opinion it is more or less useful, it also affects but not too much and as long as social media displays positive things, yes I feel like I want it too, especially about the future.****"***

Informant 2 (Elin, 19 years old): ***"****Socialmedia can have quite an influence, depending on how I use it and how I process the information I see. If I compare myself to others too often by looking at their achievements, their lifestyle, or the fun things they share I may feel inadequate or left behind. But if I see it as inspiration or entertainment, the effect can be better. I also realize that what is shown on social media is often the best version of someone's life, not the full picture. So, I try to stay focused on my personal journey and achievements without comparing too much with others.****"***

Informant 3 (Berlian, 15 years old): ***"****The influence of social media is quite big for me with positive content, I get motivation to be better.****"***

Based on the interview findings, it can be concluded that self-esteem plays an important role in influencing adolescents' responses to the FoMO phenomenon. Adolescents with healthy self-esteem tend to be more selective in responding to social media content, able to distinguish between reality and imagery, and not easily trapped in harmful social

BIBLIO COUNS
Jurnal Kajian Konseling dan Pendidikan

Biblio Couns : Jurnal Kajian Konseling dan Pendidikan

Vol. 8, No. 3, November 2025, hlm; 210-221
https://jurnal.umsu.ac.id/index.php/biblio
ISSN 2620-3103 (*online*)

DOI : http://dx.doi.org/10.30596%2Fbibliocouns.v5i2.10390

comparisons. They are more focused on self-development and see social media as a means of motivation, not a measure of self-worth. The evidence suggests that a good level of self-esteem can be a psychological shield against the negative impact of FoMO.

b. Social Interaction

Social interaction in the context of FoMO is the way a person relates to others, especially on social media. FOMO can make a person want to always participate in various activities or trends so as not to feel left behind.

Informant 1 (Azra, 18 years old): ***"It's sad that you didn't invite me even though I also want to participate in the activity, it's also a loss if I don't participate and also the most comments like in the post "why didn't you invite me?."***

Informant 2 (Elin, 19 years old): ***"Fomo can really affect the way I communicate with peers in my daily life, for example, always being online and connected with them such as difficulty to invite them, comparing myself with others, prioritizing the quality of interactions and the negative impact, usually I lose focus in interactions."***

Informant 3 (Berlian, 15 years old): ***"It's sad if you are not invited to activities or activities because you feel like you are not considered, of course."***

Based on the results of the interviews, it can be concluded that social interaction in the context of FoMO greatly influences the way teenagers build and respond to social relationships, especially on social media. The fear of being left out of group activities makes them feel sad, not considered, or missing out on social connections when they are not included. This feeling fuels the need to stay connected online and participate in social interactions, even if they are superficial or stressful at times. FOMO encourages teens to seek validation through social engagement, which can ultimately affect the quality of their interpersonal relationships.

c. Social Anxiety

Social anxiety in FoMO is a component that evaluates specific levels of anxiety when using social media. It is a feeling of excessive anxiety or fear when interacting with others, mainly due to concerns about not being attractive enough or being accepted in a group.

Informant 1 (Azra, 18 years old): ***"I don't feel pressured to avoid it, but if I'm afraid of missing out on activities, yes, but not to the point of being pressured and avoiding interactions but I try to attend, not avoiding social interactions directly, but if there is an activity, it feels like a loss, regret not participating because the activities are not always there."***

Informant 2 (Elin, 19 years old): ***"Come to think of it, I have. There was a time when the fear of missing out, whether it was a fun conversation, a new trend, or a get-together, made me feel pressured. Sometimes I think to myself, "If I don't go, I won't connect with them," or "Maybe I'm getting forgottenHowever, there are also moments when this fear causes me to avoid social interactions. It's like there's pressure to always be present or updated, until I get tired of it myself. Eventually, I learned to be more relaxed. If I can't or don't want to participate, that's okay. A healthy relationship doesn't have to be present at everyoccasion, the important thing is that there's still communication and connection."***

Informant 3 (Berlian, 15 years old): ***"Never because I don't think it's important to worry about a trend on social media."***

BIBLIO COUNS
Jurnal Kajian Konseling dan Pendidikan

Biblio Couns : Jurnal Kajian Konseling dan Pendidikan

Vol. 8, No. 3, November 2025, hlm; 210-221
https://jurnal.umsu.ac.id/index.php/biblio
ISSN 2620-3103 (*online*)

DOI : http://dx.doi.org/10.30596%2Fbibliocouns.v5i2.10390

The results of the interviews suggest that adolescents' reactions to social anxiety in the context of FoMO are diverse. Some informants showed social anxiety, such as the fear of being left out of group conversations or activities, which can lead to pressure and the desire to avoid social interactions. However, some still choose to attend despite feeling anxious, and others feel less affected because they are able to set boundaries against social pressure from the media. This suggests that the level of social anxiety is closely related to adolescents' perceptions and ability to manage social expectations in the digital era.

Based on the research findings, the three main indicators of FoMO-self-esteem, social interaction, and social anxiety-are interrelated and form patterns of adolescents' psychosocial experiences in the digital era. Teenagers with low self-esteem tend to be more easily influenced by social media content and experience pressure to follow trends as a form of self-value search. In terms of social interaction, FoMO encourages teens to stay connected and engage in social activities to avoid feeling left behind, even though the interactions are often superficial. Meanwhile, social anxiety emerges as a form of anxiety about social exclusion, which in some adolescents can trigger emotional distress to avoid interaction. These three indicators show that FoMO not only impacts online behavior, but also has a profound effect on adolescents' overall emotional well-being and social relationships.

DISCUSSION

This study aims to investigate FoMO experienced by adolescents by focusing on three themes: self-esteem, social interaction, and social anxiety. In today's modern era, the use of the internet and social media unwittingly changes a person's habits in daily life. These changes result from the negative impact of dependence on the internet and social media (Afdilah et al., 2020). One of the phenomena that arises from dependence on the use of the internet and social media is FoMO (Khadijah et al., 2023). FoMO is a condition or feeling of worrying about missing the moment, a moment experienced by others compared to himself who missed the moment (Khadijah et al., 2023). FoMO can affect adolescents' mental well-being and social life (Sachiyati et al., 2023).

FoMO can affect a person's emotional state, such as anxiety. One of the informants interviewed, Elin, said that she had experienced pressure or anxiety because she missed the moment and other informants also felt a loss if they missed the moment but did not experience pressure. This finding is in line with previous studies. For example, Puspitasari's study explains that FoMO will have an impact on a person's emotional and psychological well-being in addition to their digital activities. Feelings of anxiety, worry, and lack of confidence can arise when individuals feel left behind from their social groups (Puspitasari et al., 2025) This is also supported by Sagita's study which says that FoMO is a reflection of the anxiety brought about by intense social comparison, which often leads people to continue to seek experiences that are greater or more meaningful than what they are currently experiencing (Sagita et al., 2024). Different from the information obtained from Elin and Azra, Berlian actually feels it is not relevant to worry about a trend on social media. This is in line with a previous study conducted by Zhafirah which said that if a person's self-control is classified at a high level, then the level of FoMO he has will be lower and vice versa (Zhafirah et al., 2023).

BIBLIO COUNS
Jurnal Kajian Konseling dan Pendidikan

Biblio Couns : Jurnal Kajian Konseling dan Pendidikan

Vol. 8, No. 3, November 2025, hlm; 210-221
https://jurnal.umsu.ac.id/index.php/biblio
ISSN 2620-3103 (*online*)

DOI : http://dx.doi.org/10.30596%2Fbibliocouns.v5i2.10390

In addition, FOMO can also affect adolescents' social interactions, as one informant stated that FOMO can affect the way she interacts with peers in daily life, such as always being connected to them, comparing herself with others, and prioritizing the quality of interactions. This has a negative impact, namely often losing focus in interactions. This is in line with a study conducted by Putri, that FoMO can occur and affect interactions when someone cannot open or use social media, so they cannot get the latest information or see their friends' activities on social media (Rahardjo & Soetjiningsih, 2022). This condition is characterized by a motivation to stay connected to other people's experiences in the virtual world (Przybylski et al., 2013). In addition, two informants said that they were sad because they were not invited or did not participate in activities (moment). This idea is in line with research conducted by Akbar that young adolescents are afraid or sad to miss important moments because they do not fulfill their psychological needs for closeness and self. People who do not have close relationships with others may experience discomfort or inability to fulfill their desires (Akbar et al., 2019).

This study's findings show strong support from previous research for self-esteem as one of the main indicators of FoMO. Adiarsi and Putra's research shows that generation Z utilizes social media to fulfill their needs for information, trends, and self-development, which can indirectly affect self-perception and self-esteem (Adiarsi & Putra, 2024). This finding is in line with Uses and Gratification Theory (UGT) which emphasizes that individuals actively choose media to meet the needs of personal identity, social interaction, and entertainment, so that media use is not only passive but reflects a conscious effort in shaping self-image. In the context of FoMO, where social media is not only a source of information but also a space for social comparison, the pressure to always be engaged and appear active can trigger social anxiety and performative interactions, as reflected in the findings of this study's informants. Research by Buglass et al. found that individuals with low self-esteem are more prone to FoMO as they have a tendency to seek external validation and compare themselves to others on social media more often (Frost & Rickwood, 2017). Similarly, research conducted by Stead & Bibby showed that FoMO is negatively related to self-esteem, where adolescents who feel dissatisfied with themselves tend to experience anxiety when not engaging in social media (Stead & Bibby, 2017).

Although this study produced important findings related to the phenomenon of Fear of Missing Out (FoMO) in the lives of adolescents, especially in understanding the dynamics of emotions and social interactions through three main indicators-self-esteem, social interaction, and social anxiety-this study has several limitations. First, some informants were out of town, making it difficult for researchers to conduct in-person interviews. Consequently, the researchers conducted interviews via the WhatsApp application, using either voice calls or text messages. This condition limits the researcher in capturing the informants' facial expressions, tone of voice and body language, which can reduce the understanding of the context and the opportunity to obtain additional data. One informant had trouble understanding the questions, so the researcher had to rephrase them in simpler and local language. Thirdly, some informants had busy academic and other activities, which made it difficult to arrange a suitable interview schedule. As a result, the interview process was delayed and even cancelled on several occasions.

BIBLIO COUNS
Jurnal Kajian Konseling dan Pendidikan

Biblio Couns : Jurnal Kajian Konseling dan Pendidikan

Vol. 8, No. 3, November 2025, hlm; 210-221
https://jurnal.umsu.ac.id/index.php/biblio
ISSN 2620-3103 (*online*)

DOI : http://dx.doi.org/10.30596%2Fbibliocouns.v5i2.10390

CONCLUSION

Based on the research findings, it can be concluded that FoMO in adolescents is strongly related to three main indicators, namely self-esteem, social interaction, and social anxiety. Low self-esteem makes adolescents more susceptible to feeling left behind and less valuable when looking at the achievements of others on social media. In terms of social interaction, FoMO encourages teens to stay connected and engage in social activities, even if it is often just for the sake of social validation. Meanwhile, social anxiety appears in the form of anxiety and social pressure felt when adolescents feel uninvolved or unable to keep up with ongoing trends. These three indicators influence each other and form complex FoMO dynamics in the lives of adolescents, both emotionally and socially.

The findings of this study carry significant implications for Guidance and Counseling practitioners, particularly in supporting adolescents in mitigating the adverse effects of Fear of Missing Out (FoMO). Practitioners are encouraged to offer emotional support services to adolescents experiencing anxiety or diminished self-esteem stemming from social media-related social pressures. Moreover, guidance counselors play a vital role in developing training programs or interventions aimed at enhancing adolescents' self-confidence and self-regulation skills. Counseling sessions may also include facilitated group discussions on healthy social media use, the introduction of adaptive coping strategies, and techniques to minimize excessive self-comparison. These efforts can help adolescents prioritize emotional well-being and foster healthier, more meaningful social relationships.

ACKNOWLEDGEMENTS

The authors extend their sincere gratitude to the informants who voluntarily participated in this study. Appreciation is also directed to the institutions and individuals who contributed to the implementation and completion of this research, both directly and indirectly.

AUTHOR CONTRIBUTIONS

AS played a central role in the selection of the narrative approach and the development of the interview instruments, contributing significantly to the planning and structuring of the research design. AS was also responsible for data collection through in-depth interviews, transcription of the interviews, and thematic analysis of the qualitative data. In addition, AS authored the results and conclusion sections and coordinated the overall manuscript preparation process.

ES contributed to strengthening the conceptual and theoretical foundations of the study. ES also provided critical interpretation of the field data, validated the thematic analysis results, and led the writing of the discussion section by incorporating relevant contemporary literature.

REFERENCES

Adiarsi, G. R., & Putra, A. E. (2024). MOTIVASI PENGGUNA MEDIA SOSIAL DI KALANGAN MAHASISWA GEN Z. *Jurnal Nomosleca*, *10*(2), 269–279.

Biblio Couns : Jurnal Kajian Konseling dan Pendidikan

Vol. 8, No. 3, November 2025, hlm; 210-221
https://jurnal.umsu.ac.id/index.php/biblio
ISSN 2620-3103 (*online*)

DOI : http://dx.doi.org/10.30596%2Fbibliocouns.v5i2.10390

Afdilah, I. H., Hidayah, N., & Lasan, B. B. (2020). Fear of Missing Out (FoMO) in Analysis of Cognitive Behavior Therapy (CBT): *Proceedings of the 6th International Conference on Education and Technology (ICET 2020)*. 6th International Conference on Education and Technology (ICET 2020), Malang, Indonesia. htttps://doi.org/10.2991/assehr.k.201204.040

Akbar, R. S., Aulya, A., Psari, A. A., & Sofia, L. (2019). Ketakutan Akan Kehilangan Momen (FoMo) Pada Remaja Kota Samarinda. *Psikostudia : Jurnal Psikologi*, *7*(2), 38. https://doi.org/10.30872/psikostudia.v7i2.2404

Alysha Chamila Mile, Firmawati Firmawati, & Rona Febriyona. (2023). HUBUNGAN KONTROL DIRI DENGAN KECANDUAN MEDIA SOSIAL (TIKTOK) PADA REMAJA DI SMPN 4 TILAMUTA. *Jurnal Rumpun Ilmu Kesehatan*, *3*(1), 198–207. https://doi.org/10.55606/jrik.v3i1.1294

Andika, A. (2022). AGAMA DAN PERKEMBANGAN TEKNOLOGI DI ERA MODERN. *Abrahamic Religions: Jurnal Studi Agama-Agama*, *2*(2), 129. https://doi.org/10.22373/arj.v2i2.12556

Ayuningtyas, R. F., & Wiyono, B. D. (2020). STUDI MENGENAI KECANDUAN INTERNET DAN FEAR OF MISSING OUT (FOMO) PADA SISWA DI SMK NEGERI 1 DRIYOREJO. *Jurnal BK UNESA (Jurnal Bimbingan dan Konseling Universitas Negeri Surabaya)*, *11*(4), 413–419.

Baker, Z. G., Krieger, H., & LeRoy, A. S. (2016). Fear of missing out: Relationships with depression, mindfulness, and physical symptoms. *Translational Issues in Psychological Science*, *2*(3), 275–282. https://doi.org/10.1037/tps0000075

Clarke, V., & Braun, V. (2017). Thematic analysis. *The Journal of Positive Psychology*, *12*(3), 297–298. https://doi.org/10.1080/17439760.2016.1262613

Dossey, L. (2014). FOMO, Digital Dementia, and Our Dangerous Experiment. *EXPLORE*, *10*(2), 69–73. https://doi.org/10.1016/j.explore.2013.12.008

Dou, K., Wang, M.-L., Li, Y.-Y., Yuan, X.-Q., & Wang, L.-X. (2024). The Longitudinal Association Between Peer Victimization and Problematic Social Media Use Among Chinese College Students: Testing a Moderated Mediation Model. *International Journal of Mental Health and Addiction*. https://doi.org/10.1007/s11469-024-01304-1

Elhai, J. D., Levine, J. C., Dvorak, R. D., & Hall, B. J. (2016). Fear of missing out, need for touch, anxiety and depression are related to problematic smartphone use. *Computers in Human Behavior*, *63*, 509–516. https://doi.org/10.1016/j.chb.2016.05.079

Fazria, N. (2024). Fear Of Missing Out (FOMO) Pada Remaja Pengguna Media Sosial: Studi Pendahuluan. *Jurnal Pendidikan Sosial Dan Konseling*, *2*(3), 1193–1202. https://doi.org/10.47233/jpdsk.v2i3

Firdaus, N. H. (2024). *DAMPAK FOMO MEDIA SOSIAL PADA KEPERCAYAAN DIRI REMAJA*. *5*.

Biblio Couns : Jurnal Kajian Konseling dan Pendidikan

Vol. 8, No. 3, November 2025, hlm; 210-221
https://jurnal.umsu.ac.id/index.php/biblio
ISSN 2620-3103 (*online*)

DOI : http://dx.doi.org/10.30596%2Fbibliocouns.v5i2.10390

Frost, R. L., & Rickwood, D. J. (2017). A systematic review of the mental health outcomes associated with Facebook use. *Computers in Human Behavior*, *76*, 576–600. https://doi.org/10.1016/j.chb.2017.08.001

Hasan Asyhuri, Alfin Lintang El-Dzani, Danang Alifian Gandang Panulung, Azra Rega Naufal Ririchana, & Khasdyah Dwi Dewi Setyoningtias. (2023). Big Five Theory di Media Sosial: Ditinjau dari Fenomena Fear of Missing Out (FOMO). *Flourishing Journal*, *2*(12), 760–765. https://doi.org/10.17977/um070v2i122022p760-765

Ilahi, F. I., & Tungga, C. K. (2024). DAMPAK PENGGUNAAN MEDIA SOSIAL SECARA BERLEBIHAN TERHADAP FENOMENA FOMO PADA GEN-Z. *Jurnal Ilmiah Multidisiplin Terpadu*, *8*(6).

Khadijah, K., Oktasari, M., Stevani, H., & Ramli, M. (2023). FEAR OF MISSING OUT (FOMO) DALAM PERSPEKTIF TEORI SOLUTION FOCUSED BRIEF COUNSELING. *Research and Development Journal of Education*, *9*(1), 336. https://doi.org/10.30998/rdje.v9i1.14841

Maemunah, St., Ondeng, S., & Mustami, K. (2024). PENELITIAN NARATIF DAN ETNOGRAFI: PERBANDINGAN DAN APLIKASI. *CERMIN: Jurnal Penelitian*, *8*(2), 576. https://doi.org/10.36841/cermin_unars.v8i2.5481

Milyavskaya, M., Saffran, M., Hope, N., & Koestner, R. (2018). Fear of missing out: Prevalence, dynamics, and consequences of experiencing FOMO. *Motivation and Emotion*, *42*(5), 725–737. https://doi.org/10.1007/s11031-018-9683-5

Nadzirah, S., Fitriani, W., & Yeni, P. (2022). DAMPAK SINDROM FoMO TERHADAP INTERAKSI SOSIAL PADA REMAJA. *Intelegensia : Jurnal Pendidikan Islam*, *10*(1), 54–69. https://doi.org/10.34001/intelegensia.v10i1.3350

Oberst, U., Wegmann, E., Stodt, B., Brand, M., & Chamarro, A. (2017). Negative consequences from heavy social networking in adolescents: The mediating role of fear of missing out. *Journal of Adolescence*, *55*(1), 51–60. https://doi.org/10.1016/j.adolescence.2016.12.008

Przybylski, A. K., Murayama, K., DeHaan, C. R., & Gladwell, V. (2013). Motivational, emotional, and behavioral correlates of fear of missing out. *Computers in Human Behavior*, *29*(4), 1841–1848. https://doi.org/10.1016/j.chb.2013.02.014

Puspitasari, C. A., Alwin, D. A., Kamaludin, M., Reza, M., & Azahra, S. A. (2025). Pengaruh Fenomena Fear Of Missing Out (Fomo) Terhadap Tingkat Kecemasan Dan Kepuasan Hidup Mahasiswa Gen Z Di Media Sosial. *JURNAL INTELEK INSAN CENDIKIA*, *2*(1), 1298–1310.

Rahardjo, L. K. D., & Soetjiningsih, C. H. (2022). Fear of Missing Out (FOMO) dengan Kecanduan Media Sosial pada Mahasiswa. *Bulletin of Counseling and Psychotherapy*, *4*(3), 460–465. https://doi.org/10.51214/bocp.v4i3.328

Sachiyati, M., Yanuar, D., & Nisa, U. (2023). *FENOMENA KECANDUAN MEDIA SOSIAL (FOMO) PADA REMAJA KOTA BANDA ACEH*. www.jim.unsyiah.ac.id/FISIP

Biblio Couns : Jurnal Kajian Konseling dan Pendidikan

Vol. 8, No. 3, November 2025, hlm; 210-221
https://jurnal.umsu.ac.id/index.php/biblio
ISSN 2620-3103 (*online*)

DOI : http://dx.doi.org/10.30596%2Fbibliocouns.v5i2.10390

Sagita, D., Pratama, B. D., & Dewi, N. K. (2024). Pengaruh Adiksi Media Sosial Dan Perilaku Narsistik Terhadap Fear Of Missing Out (Fomo) Pada Mahasiswa Program Studi Bimbingan Dan Konseling Fakultas Keguruan Ilmu Pendidikan di Universitas PGRI Madiun. *Seminar Nasional Seminar Nasional Sosial Sains, Pendidikan, Humaniora*, *3*(1), 292–298.

Seabra, D. B. M. H., Oliveira, G. R. D. S., Silva, R. A. S. E., & Freitas, R. F. (2024). Prevalence and predictive factors of 'Fear of Missing Out' among medical students during the Covid-19 pandemic. *Revista Brasileira de Educação Médica*, *48*(3), e079. https://doi.org/10.1590/1981-5271v48.3-2023-0292.ing

Sentit Rustiani, Fitri Aulia Rahman, & Miftakhul Rohmah. (2023). Gaya Hidup Fomo Pada Remaja Akhir Di Era Digital: Library Research. *Jurnal Pendidikan Dan Kebudayaan (JURDIKBUD)*, *3*(3), 11–15. https://doi.org/10.55606/jurdikbud.v3i3.2252

Stead, H., & Bibby, P. A. (2017). Personality, fear of missing out and problematic internet use and their relationship to subjective well-being. *Computers in Human Behavior*, *76*, 534–540. https://doi.org/10.1016/j.chb.2017.08.016

Zhafirah, F., Kosasih, E., & Zakariyya, F. (2023). Pengaruh Kontrol Diri terhadap Nomophobia yang Dimediasi oleh Fear of Missing Out (FOMO) pada Generasi Z di Bandung Raya. *Jurnal Diversita*, *9*(2), 249–259. https://doi.org/10.31289/diversita.v9i2.9554