

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

Al Aziz Saputra^{*1}, Eko Sujadi²

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 employed a qualitative narrative approach, utilizing three adolescents from various 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 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. Additionally, counseling plays a role in introducing coping techniques and social comparison reduction strategies to support the psychosocial well-being of adolescents.*

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



INTRODUCTION

The modern era is characterized by rapid technological development, as sophisticated technology facilitates the majority of human needs (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). As a result, individuals experience anxiety or a fear of being left behind in various aspects of social life, including 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 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).

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 navigating the phenomenon of fear of missing out (FoMO) by focusing on three key indicators: self-esteem, social anxiety, and social interaction. The contribution of this research lies in its use of a narrative approach, which enables an in-depth examination of adolescents' emotional and social dynamics within digital environments. In addition, the study offers further value by situating the investigation within the geographical and social context of Kerinci Regency, Jambi, an area characterized by distinctive cultural features and patterns of social interaction. By presenting the personal narratives of the three adolescent participants, this study provides a richer and more contextualized understanding, thereby contributing both theoretically and practically to the literature on 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. In this study, the selection of informants was carried out purposively based on criteria relevant to the research objectives rather than on accessibility. We selected participants who were expected to provide rich and diverse narratives due to their varying levels of FoMO experiences, emotional responses, and social interaction patterns. Variation in demographic backgrounds was also considered to capture different perspectives, including differences in educational levels, age ranges, and intensity of daily social media use. After applying these criteria, three participants were selected. Each participant was given a pseudonym to protect their privacy: Elin (4th-semester student in Indonesian language and literature education), Berlian (10th-grade senior high school student), and Azra (senior high school student from a different school).

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.

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 presents three narratives from teenagers experiencing FoMO in their digital lives. Each narrative illustrates how the main indicators, self-esteem, social interaction, and social anxiety, are intertwined in their daily experiences. This section presents the complete story of each participant, exemplifying the narrative approach employed in the research.

Azra - FOMO as a drive to stay engaged

Azra (18 years old) begins her account by stating that social media influences her life, though the degree of this influence "*depends on how we use the media.*" She explains that she primarily utilizes social media for long-distance communication and information retrieval, particularly through platforms like Google. She notes that these advantages are significant and beneficial, remarking, "*As long as social media displays positive content, I feel motivated as well, especially regarding the future.*"

However, Azra's narrative reveals that this positive drive is intricately linked to a nuanced understanding of social dynamics. She expressed feelings of sadness when not included in an activity, especially when her friends commented to each other in a joking tone or questioned her absence: "*It's sad not to be invited when I also wanted to go... posts like 'why didn't you invite me' make me think.*" This feeling of missing out and reduced social involvement illustrates how FoMO affects the quality of her social interactions.

The fear of missing out also manifests as social anxiety that is not extremely severe but is still significant. Azra emphasized that she doesn't avoid social interaction, but she admitted to a feeling of "fear of missing out" on certain activities: "*If I'm afraid of missing out on activities, yes... but not to the point of feeling pressured or avoiding them.*" She tried to stay present and participate, because missing certain activities left her with regret, "*because the activities aren't always there.*" Azra's narrative shows that self-esteem, social interaction, and anxiety about being left behind are interconnected. The urge to "fit in" doesn't just stem from a desire to network, but also from an emotional need to feel valued and connected. FoMO for

Azra became a driving force to keep attending, even though it was sometimes accompanied by subtle pressure from the social dynamics of her peers.

Elin– Building Identity Amidst Social Comparisons and Expectations

Elin (19 years old) began her story by reflecting on how social media affects her self-perception. According to her, the effects of social media are significant depending on how one processes the content encountered. She shares that comparing herself to others on social media sometimes leads to feelings of inadequacy or being behind, especially when viewing others' achievements or lifestyles: *"If I compare myself too often to others' achievements or lifestyles... I can feel less than or behind."*

To counter these effects, Elin strives to maintain perspective. She reminds herself that social media predominantly displays only optimal moments from others' lives. As she articulates, "I'm striving to focus on my own trajectory without excessive comparison to others."

FoMO in social interactions often leads to a need for excessive connectivity. One participant believed it was essential to remain digitally and socially engaged to maintain friendships. FoMO, he explained, shaped his communication patterns, making him feel compelled to be online, compare himself socially, or become distracted even during face-to-face interactions.

Social anxiety is more prominent in Elin's account than in those of the other two participants. She described experiencing distress due to fear of missing out on conversations, emerging trends, or social gatherings: *"Sometimes I'd think, 'If I don't attend, I won't maintain connections,' or 'perhaps I'll be excluded.'"* This pressure to be continually present led to emotional exhaustion and, occasionally, the avoidance of social interactions. Over time, she learned to establish boundaries: *"Healthy relationships do not require constant presence; the persistence of communication is what truly matters."*

Elin's experience demonstrates how the three FoMO indicators—self-esteem shaped by social comparison, pressure to maintain relationships, and fear of abandonment—interact to influence emotional dynamics in digital contexts.

Berlian – Finding Motivation and Maintaining Boundaries

Berlian (15 years old) offers a distinct perspective compared to the previous two participants. He perceives social media as highly influential, especially regarding motivation: *"With positive content, I can be motivated to improve myself."* This suggests a stable sense of self-esteem, in which social comparison does not typically result in pressure or feelings of inadequacy.

In terms of social interaction, Berlian recognizes the experience of sadness when excluded from an activity: *"It's sad not to be invited... because you feel unappreciated."* However, this reaction did not escalate into significant pressure or result in a compulsion to participate in all activities, unlike Elin or Azra.

Notably, Berlian exhibited the lowest level of social anxiety. He stated that he "never" felt excessive concern or fear of missing out on trends: *"I don't feel it's important to worry*

about that." This perspective illustrates the capacity to maintain strong psychological and social boundaries compared to the other participants.

Berlian's narrative presents FoMO as more lighthearted and humorous. He still experienced a desire for inclusion, but not to an extent that impaired his well-being. The equilibrium between motivation and self-imposed boundaries renders his experience of FoMO more manageable.

Cross-Case Synthesis

The three adolescent narratives demonstrate that the experience of FoMO is shaped by varying intensities and tendencies in each individual. Azra describes FoMO as a strong urge to constantly stay involved in her friends' social activities, as if that involvement is a way to maintain closeness and recognition. Elin is actually experiencing FoMO as part of the process of building and negotiating her identity. For her, being behind on information or absent from the digital social space often develops into social anxiety. Meanwhile, Berlian exhibits a more controlled form of FoMO; she interprets social media as a space for gaining motivation and learning, so the pressure to always be present doesn't weigh her down too much. Although each has different experiential characteristics, all three demonstrate that self-esteem, social interaction, and social anxiety are interconnected and do not exist in isolation. These three aspects form the pattern of adolescents' psychosocial experiences in daily digital life. Self-esteem influences how they interpret others' posts or activities, social interaction determines how strongly they desire to remain present or go with the flow of friendships, while social anxiety arises as an emotional response when they feel left behind or unacknowledged. By presenting the participants' experiences in a comprehensive narrative form, this synthesis offers a more nuanced picture of the dynamics of FoMO in adolescents, aligning with the principles of narrative inquiry, which emphasize a deep understanding of the life stories and meanings constructed by each individual.

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).

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 & Soetjningsih, 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.

CONCLUSION

Based on the research findings, it can be concluded that the experience of FoMO in adolescents is closely related to three main indicators: self-esteem, social interaction, and social anxiety. Low self-esteem makes teenagers more likely to feel left behind or less valuable when they see others' achievements on social media. From a social interaction perspective, FoMO encourages them to stay connected and participate in social activities, often to maintain social acceptance or validation. Meanwhile, social anxiety emerges as emotional pressure when teenagers feel disengaged, left behind, or unable to keep up with ongoing trends. These three indicators influence each other and shape the complex dynamics of FoMO in the lives of adolescents, both emotionally and socially.

This research offers implications for Guidance and Counselling practitioners, particularly in supporting adolescents experiencing emotional distress due to FoMO. This support can include emotional support for adolescents experiencing anxiety or low self-esteem, strengthening self-regulation skills, and educating them about healthy social media use. However, it is essential to note that these implications are presented within the context of research involving a small sample and focusing on a specific geographical context, namely, adolescents in Kerinci, Jambi. Therefore, these practical recommendations should be understood as a reflection of the experiences of the three participants, and thus cannot be directly generalized to the broader adolescent population or all guidance counselors. Nevertheless, these findings still provide a meaningful initial overview of the dynamics of FoMO in adolescents within the local social and cultural context.

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.

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. <https://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.

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., & Soetjningsih, 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

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>