

The Relationship Between Self-Control and Fear of Missing Out (FOMO) in Social Media User Students at the Faculty of Teacher Training and Education, University of Lampung

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ABSTRACT. Fear of Missing Out (FOMO) is a phenomenon where individuals feel afraid of missing out on information, anxious and restless if they haven't opened their social media accounts, and obsessed with other people's activities, resulting in an uncontrollable desire to stay connected with other people's activities on social media. The purpose of this study was to determine the relationship between self-control and Fear of Missing Out (FOMO) in social media users. The research method used in this study was quantitative research with a correlational approach. The sampling technique used in this study was a nonprobability sampling method with a purposive sampling technique. The subjects of this study were 100 students from the 2020 and 2021 intakes in the Guidance and Counseling study program, Faculty of Teacher Training and Education at the University of Lampung. The scales used in this study were the self-control scale and the Fear of Missing Out (FOMO) scale, with a Likert scale as the scaling model. The analysis used was the Pearson product-moment correlation. The results of the study indicate a strong relationship between self-control and students' fear of missing out, as indicated by the correlation coefficient value obtained (r calculated = -0.755 > r table = 0.195), which is significant at the 0.05 level. This can be interpreted as strong, and the calculation results show a significant negative result. The conclusion of this study is that the higher the self-control, the lower the fear of missing out, and vice versa, the lower the self-control, the higher the fear of missing out

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INTRODUCTION

The internet is a technological and communication advancement that represents a form of evolution greatly influencing humanity. It is evident that the internet has become an inseparable part of human life. Many individuals can no longer stay away from internet access and consistently check their gadgets from morning until late at night (kurniasih, 2017). There are six generations that have developed up to this point: the veteran generation (also known as the silent generation), the baby boomer generation, generation x, generation y (millennials), generation z (post-millennials), and generation alpha. Along with rapid technological development, the post-millennial generation, or gen z, refers to those born during the rise of digital technology after the emergence of the internet typically born from 1997 onward (boroujerdi & wolf, 2015; dimock, 2018). It can be understood that the oldest members of the post-millennial generation are around 22 years old, meaning that this generation is currently pursuing higher education and entering the productive age group. Blakley (in fromm, 2017) explains that the post-millennial generation is characterized

by digital intuitiveness, meaning they possess intuition shaped by the constant use of digital technology.

The post-millennial generation is often referred to as the i-generation or the internet generation. This generation shares several similarities with the millennials, but they have a distinct advantage: multitasking. They are capable of performing multiple activities simultaneously such as browsing social media on a smartphone, searching for information on a computer, and listening to music with headphones where most of their daily activities involve the digital world. From an early age, they have been exposed to advanced technologies and sophisticated gadgets, which unconsciously influence their personalities (putra, 2016). As technology continues to advance, the post-millennial generation has become capable of predicting emerging trends more quickly. This ability stems from their constant exposure to fast and continuously updated information. However, this also makes them less focused, even though they are capable of handling multiple tasks and easily obtaining information that influences their decisions related to fashion, food, entertainment, travel destinations, and even dietary patterns (hasan, 2017).

According to a survey conducted between 2019 and 2020 by the Indonesian internet service providers association (apjii), internet usage in Indonesia reached 196.71 million people, or 73.7% of the country's total population of 266.91 million. This indicates that more than half of Indonesia's population uses the internet in their daily lives. A survey conducted by ICT Watch (Wibowo & Nurwindasari, 2019) also revealed that individuals spend an average of nearly nine hours per day accessing the internet, with most of that time dedicated to using social media.

METHOD

This study was conducted on students of the guidance and counseling study program at the University of Lampung using a quantitative research design with a correlational approach. There were two variables in this study: self-control (independent variable) and fear of missing out (dependent variable). The population of this study included all students of the faculty of teacher training and education at the University of Lampung from the 2020 and 2021 cohorts, totaling 4,920 students. A sample of 100 students was selected using a non-probability sampling method with purposive sampling techniques.

The research instrument was developed by the researcher based on aspects of assertiveness. Instrument testing included validity and reliability tests. The validity test used Aiken's V formula on 52 statement items, while the reliability test used Cronbach's alpha formula, resulting in a value of 0.902 from 32 items, indicating high reliability and that the instrument was suitable for use.

Data were analyzed using the Pearson product-moment correlation to determine the relationship between self-control and fear of missing out (fomo). This correlation method, according to Sugiyono (2014), is used to analyze relationships between two interval-scale variables. The normality test aimed to determine whether the data were normally distributed, using the one-sample Kolmogorov-Smirnov test in SPSS version 25. The data were considered normal if the

significance value was greater than 0.05. Based on the results, the significance value was $0.125 > 0.05$, indicating a normal distribution.

The homogeneity test was conducted to determine whether the variances between two or more data groups were equal. Using spss version 22, it was found that the significance value was $0.238 > 0.05$, indicating that the data were homogeneous.

The linearity test examined whether the relationship between the two variables was linear. Using spss version 25, the results showed a significance value of $0.053 > 0.05$, indicating that the relationship between self-control and fomo was linear.

RESULT AND DISCUSSION

This study was conducted from October 29 to November 6, 2024, involving students from the Guidance and Counseling Study Program at the University of Lampung. After performing the normality, homogeneity, and linearity tests, the next step was to calculate and test the proposed hypothesis using correlation analysis. Data analysis for this research was carried out using SPSS Statistics 25.

Based on the data analysis, the correlation coefficient between self-control and Fear of Missing Out (FOMO) was found to be -0.755 , with a significance value of less than 0.05 at a 5% significance level. The results indicate that H_0 is rejected and H_a is accepted, meaning there is a significant relationship between the two variables. The correlation coefficient of -0.755 suggests a strong negative relationship between self-control and FOMO among students, implying that the lower the self-control, the higher the tendency to experience FOMO.

The analysis also revealed that among the 2020 and 2021 cohorts of Guidance and Counseling students at the University of Lampung, 14 students demonstrated low self-control, 74 students were in the moderate category, and 12 students were in the high category. The results indicate that both self-control and FOMO among students generally fall into the moderate category. The differences in self-control and FOMO levels among students may be influenced by several factors. According to Marsela and Supriatna (2019), these factors can be categorized as internal and external. Internal factors imply that as individuals age, their ability to regulate themselves tends to improve. Meanwhile, factors influencing FOMO among students include individual (intrapersonal), social (interpersonal), and internet-related factors (Shirinkam, 2016). Individual factors involve psychological issues such as personality, self-confidence, identity formation, lifestyle, social anxiety, creativity, and depression. Social factors include parenting styles, attachment patterns, family systems, family relationship dynamics, and the quality of relationships with parents. Internet-related factors cover aspects such as the quality of social media content, user engagement, and most importantly the duration of social media or internet use.

These findings support Averill's theory (as cited in Puspitadesi et al., 2013), which states that self-control consists of three aspects. First, behavioral control, the ability to modify undesired conditions. This includes determining who controls a situation and managing undesirable stimuli by preventing, avoiding, or minimizing their effects. Through behavioral control, individuals can take concrete steps to direct their actions in accordance with personal goals and situational needs.

Second, cognitive control, which refers to the ability to process unwanted information by framing it in a more adaptive mindset. This skill enables individuals to anticipate events through objective consideration based on available information. It also allows individuals to reinterpret situations positively, thereby reducing psychological pressure. Cognitive control plays an essential role in maintaining emotional balance and fostering a healthier mindset.

Third, decisional control, which refers to the ability to make choices based on personal beliefs or judgments. This control allows individuals to determine their own course of action, even in

challenging circumstances. The freedom to make decisions enhances individuals' sense of control over their lives, fostering responsibility and self-confidence.

On the other hand, in the digital era, the phenomenon of Fear of Missing Out (FoMO) introduced by Przybylski et al. (2013) has emerged. FoMO consists of three main aspects. The first is fear, an emotional state that arises when individuals feel threatened by missing out on certain moments or experiences, whether connected or not to an event. The second is worry, which arises from the fear of being excluded from social circles. This encourages individuals to present an image that aligns with social expectations to maintain a sense of belonging. The third is anxiety, a compulsion to constantly access social media due to the rapid flow of information. Individuals feel the need to stay connected to avoid missing important updates or trends.

Understanding self-control and the FOMO phenomenon highlights that the ability to manage behavior, cognition, and decision-making is essential to facing psychological challenges in the digital era. Good self-control helps individuals maintain life balance, while awareness of FoMO aspects can prevent excessive stress caused by social media attachment.

CONCLUSION

Based on the results of the research conducted in the Guidance and Counseling Study Program at the University of Lampung, it can be concluded that there is a significant relationship between Self-Control (X) and Fear of Missing Out (Y) among students of the 2020 and 2021 cohorts. The results indicate a strong correlation between self-control and Fear of Missing Out, as shown by the calculated correlation coefficient of -0.755, which is greater than the table value of 0.195. This signifies a strong negative correlation at a significance level of 0.05. It can be concluded that the lower the self-control, the higher the level of Fear of Missing Out. This finding reflects that self-control contributes significantly to students' ability to regulate their behavior; students with strong self-control can manage themselves effectively, whereas those with low self-control tend to have difficulty managing their social media use, which may lead to addiction or an increased sense of Fear of Missing Out.

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