
Fear of Missing Out (FoMO) in Terms of Family Functioning in College Students

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Abstract

This research aims to examine the correlation between the Fear of Missing Out (FoMO) in terms of family functioning. The subjects of this study consisted of 364 undergraduate students in Central Java. The research population was taken through a random sampling technique. The measuring instrument in this study uses the Fear of Missing Out (FoMO) scale consisting of 20 items with a reliability value of 0.384 and a validity range between 0.72 to 0.94, and the family functioning scale consists of 26 items which have a reliability value 0.874 and validity items between 0.72 to 0.92. The method of data analysis in this research used statistical analysis. The quantitative data analysis technique used is Pearson's product-moment correlation technique using calculations through the SPSS for Windows 19.0 program. The results of this study showed that 1) There is a negative significant correlation between family functioning and Fear of Missing Out (FoMO); 2) The most influential aspects of family functioning to Fear of Missing Out (FoMO) are growth and adaptability; 3) There is 88,7% of students access the internet because of entertainment purpose; and 4) There is 50,5% of students access the internet more than 7 hours a day.

Keywords: *fear of missing out (FoMO); family functioning; student; internet*

Introduction

The COVID-19 pandemic that has occurred since the beginning of 2020 in several parts of the world makes the use of digital systems increasing. This is because human mobilization or movement is limited so that the spread of the virus does not continue to spread, therefore various activities and ways of human communication change from what was previously face-to-face (offline/outside the

network) to face-to-face indirectly (online/on the network). This also has implications for education, especially affecting the process of learning activities starting from Early Childhood Education, Elementary School, Junior High School, Senior High School, and College, carrying out distance learning activities online (Rosali, 2020).

In distance learning activities, students use internet media to be able to connect with lecturers and their friends in class, for example through face-to-face applications via Zoom or Google Meet. In addition, to support the effectiveness of communication, social media applications, such as WhatsApp are also used (Rosali, 2020). That way, students still get information related to the subject matter from lecturers and also stay connected for online activities with their classmates. If students have some obstacles in distance learning, for example, do not have learning facilities (laptop or smartphone) and do not have internet quota, it is possible that students will be left behind or not get information about the course material delivered by lecturers and also cannot connect with their classmates.

Students who study in college will never be apart from learning activities and having to do learning assignments (Kosasi, Siregar, & Elvinawanty, 2019). Students are active users of social media (Aziz, 2020). Artvianti (Rahardjo, & Soetjningsih, 2022) said that by playing social media students can be active in socializing, developing self-identity, and self-disclosure which can be shown with social media. In addition to being used for college activities, students also use social media for entertainment needs and connections with their friends. This is undeniable, because most student activities during the pandemic are mostly at home, so to stay connected with their friends, social media is a very important thing (Zahara, Mulyana & Darwis, 2021). According to Boyd, social media is a media that is easily accessible and has various social functionings such as sharing, communicating, collaborating, or playing (Nasrullah, 2014). This makes social media an interesting medium and cannot be separated from student activities since the pandemic era. It is undeniable, social media can be seen as a link that strengthens interactions between users into a virtual social bond.

It is undeniable that the Internet has become a part of human activities (Young & Abreu, 2017). With the high need for information and communication, it is not uncommon for internet users to use the internet excessively. Of course, this will have a negative impact on users (Syahrani, 2021). One of them is capable of triggering feelings of Fear of Missing Out (FoMO) or feelings of fear of missing a moment (Kaloeti, Kurnia & Tahamata, 2021). The current state of Fear of Missing Out (FoMO) is experienced by many internet users. Although FoMO is not a new concept, its use has increased sharply with the emergence of SNS or Social Networking Systems (Kaloeti, Kurnia & Tahamata, 2021).

According to Przybylski, Murayama, Dehaan & Gladwell (2013) Fear of Missing Out (FoMO) is a deep fear that other people may have more valuable experience than them when they are offline. This condition makes individuals afraid of losing precious moments of other individuals or groups where the individual does not follow them so there is a desire to stay connected to what other people are doing on social media. In addition, Oberst (in Bloemen, 2020) suggests that the fear of being left behind causes some individuals to experience a high attachment to social media. This addiction is not in the form of fear of losing the phone but the fear of not being part of the activities that his friends do. (Al-Menayes, 2016; Hariadi, 2018)

Wu, et al., (2016) define family functioning as support for physical and psychological growth and maturation of all family members. Shi, Wang, & Zou (2017) Family functioning is a broad term used to describe the various characteristics of the family environment that are considered to be excellent indices of the workings of the family system. Family functioning is the process of all family members carrying out family functions by working together, communicating with each other, and helping each other because this can affect the physical and emotional health of family members so that family members can succeed in adapting to the community (Ruby, 2019).

Low family functioning has several impacts, including low family involvement, inadequate parental monitoring of adolescent internet use, adolescents refusing supervision or monitoring from parents, feelings of

loneliness that can increase opportunities to seek emotional support online, parents lack nurturing responsibilities and lack of example of shared decision making, lack of support and guidance from one another, correlations that lack of love or care, lack of affection among family members, and lack of awareness of parents about the needs of their adolescent children. Conversely, high family functioning can imply adequate family resources, examples of decision making and parenting responsibilities, mutual support and guidance each other, loving and caring correlations, affection with fellow members, family members, taking time out for other family members, having a sense of responsibility for adolescents to behave in ways that do not deviate to please their parents, parental monitoring and control of adolescent internet use, and parental guidance in internet use (Dai & Wang, 2015; Ruby, Prihartanti, & Partini, 2022).

Several other studies have shown that Indonesian students have the same vulnerability in experiencing Fear of Missing Out (FoMO) (Adriansyah, Munawarah, Aini, Purwati & Muhliansyah, 2019; Pratiwi & Fazriani, 2020). Understanding the phenomenon of Fear of Missing Out (FoMO) in students in depth is very important. Therefore, the active involvement of the family in providing education is very necessary. Family life is a place for children to learn for the first time in studying emotions, in the form of how to recognize emotions, feel emotions, respond to situations that cause emotions and express emotions.

Based on the explanation that has been explained in the background, the researchers are interested in conducting research that aims to examine the correlation between the Fear of Missing Out (FoMO) in terms of the functioning of the student's family in Central Java.

Method

This research was conducted on 364 subjects. The research population was taken through random sampling technique. The respondents in this study are active undergraduate students in Central Java, have a personal smartphone, and actively use the internet for a minimum of two (2) years.

The data collection tool in this study used a scale which was the result of the adoption of research conducted by Ruby (2019). The Fear of Missing Out scale consists of 20 items that have a reliability value of 0.384 and validity range from 0.72 to 0.94. While the family functioning scale consists of 26 items that have a reliability value of 0.874 and a validity range from 0.72 to 0.92.

Data analysis method used in this research is statistical analysis method. The quantitative data analysis technique used is Pearson's product moment correlation technique using calculations through the SPSS for windows 19.0 program.

Results

Table 1. Descriptive Test Results

	N	Range	Mean	Std. Deviation
Fear of Missing Out (FoMO)	364	54	47.73	8.215
Family Functioning	364	63	74.42	12.016

Based on table 1. descriptive test results, it can be seen that the variable Fear of Missing Out (FoMO) has a range value of 54 and the family functioning variable has a range value of 63. The average value (mean) of the Fear of Missing Out (FoMO) variable is 47.73 with a standard deviation of 8.215. The family functioning variable has an average value (mean) of 74.42 with a standard deviation of 12.016.

Table 2. Normality Test

Variable	Kolmogorov-Smirnov Z	Asymp. Sig.	Information
Fear of Missing Out (FoMO)	1.175	0.126	Normal
Family Functioning	1.050	0.220	Normal

Normality test was performed using the One-Sample Kolmogorov-Smirnov Test technique. The results of the normality assumption test for the Fear of Missing Out (FoMO) variable resulted in a value of $Z = 1.175$ and $p = 0.126$ ($p > 0.05$). The results of the normality distribution test for the family functioning variable resulted in the value of $Z = 1.050$ and $p = 0.220$ ($p > 0.05$).

Table 3. Linearity Test

Variable	F	Sig	Information
Fear of Missing Out (FoMO) with Family Functioning	1.092	0.316	linear

The linearity test was carried out using the Anova technique. The results of the linearity assumption test obtained the deviation from Linearity Sig. of 0.316, which means that the variable Fear of Missing Out (FoMO) and family functioning has a linear correlation.

Table 4. Correlation Test

		Fear of Missing Out (FoMO)	Family Functioning
Fear of Missing Out (FoMO)	Pearson Correlation	1	-.278(**)
	Sig. (1-tailed)		.000
	N	364	364
Family Functioning	Pearson Correlation	-.278(**)	1
	Sig. (1-tailed)	.000	

** Correlation is significant at the 0.01 level (1-tailed).

Based on hypothesis testing using Pearson product moment correlation technique above shows that the value is -0.278 Sig.0.000 ($p < 0.01$). The coefficient has a negative value, meaning that there is a very significant negative correlation between family functioning and Fear of Missing Out (FoMO). This means, the higher the functioning of the family, the lower the Fear of Missing Out (FoMO). Conversely, the lower the functioning of the family, the higher the Fear of Missing Out (FoMO).

Discussion

This study aims to determine the Fear of Missing Out (FoMO) in terms of family functioning. The subjects of this study amounted to 364 people who are undergraduate students in Central Java.

The results showed that the students who experienced Fear of Missing Out (FoMO) in this study were categorized as moderate. A total of 6.04% or 22 students have a very low Fear of Missing Out (FoMO); 33.79% or 123 students have low Fear of Missing Out (FoMO); 45.05% or 164 students have moderate

Fear of Missing Out (FoMO); 12.09% or 44 students have a high Fear of Missing Out (FoMO); and 3.02% or 11 students have very high Fear of Missing Out (FoMO).

The results of this study also show that as many as 50.5% or 184 students access the internet more than 7 hours in a day. This is supported by research from Zanah & Rahardjo (2020), that social media addiction among students can be affected by fear of missing out. Negative antecedents such as fear of missing out can influence students to get involved in something that is also negative, which is social media addiction. Griffith dan Kuss (2017) also said that fear of missing out can contribute to social media addiction because someone that feels worried if they can't connect to their networks can develop a habit of impulsively vetting over time that can become an addiction.

Besides that, the highest average reason for the highest internet use for students is 88.7% as entertainment. The results of this study indicate that the main reason for students to access the internet more than 7 hours a day is not for academic purposes but for entertainment purposes only. The most frequently accessed social media application is Instagram (85.2%). These findings are reinforced by research conducted by Raharjo (2021) that addiction and reduced quality of interaction with the surroundings are an unconscious impact of the influence of using smartphones that have internet access.

In addition, the results of this study indicate that as many as 44.2% of students access the internet due to loneliness or feeling bored because there are no family members to interact with. This is supported by research that the higher the communication activity between parents and children, the lower the tendency for Fear of Missing Out (FoMO). Furthermore, research also reveals that adolescents who experience high Fear of Missing Out (FoMO) tend to always seek and try to obtain the latest information; afraid if he gets information late or feels not up to date, there is a feeling of incompetence or incompetence; fear of social exclusion; looking at social media to strengthen self-esteem; the desire to become more popular; meet the need to be part of a particular group by going online in a virtual

peer group; and believes that the quantity of a person's experience is more important than the quality (Ruby, Prihartanti, & Partini, 2022).

The results of this study prove that there is a very significant negative correlation between family functioning and Fear of Missing Out (FoMO) in students. The r_{xy} coefficient has a negative value, meaning that the higher the functioning of the family in adolescents, the lower the level of Fear of Missing Out (FoMO) in students. This finding is in line with the results of research conducted by Chen & Chen (2022) that increasing family function can reduce the level of Fear of Missing Out (FoMO).

Family function is often associated with the need to join and be part of something (relatedness) (Wang, 2018). Individuals who experience decreased relatedness can lead to higher levels of Fear of Missing Out (FoMO). (Chay, Niu, Chu, Wei, Song, & Sun, 2018). Living in a family that does not function normally makes individuals tend to feel isolated. To get rid of these feelings, individuals try to gain attention and approval from others and become more sensitive to information. One way to fulfill this is through the use of social media applications, because social media can provide users with social rewards as well as consistent information. Besides that, Wegmann, Oberstb, Stodta, & Branda (2017) also argue that the combination of certain tendencies such as loneliness, depression, or social anxiety and a preference for online communication services to satisfy social needs may lead to higher online-specific Fear of Missing Out (FoMO).

Based on the results of the study, it was found that aspects of family functioning, growth and adaptability are the aspects that most influence Fear of Missing Out (FoMO). Growth basically refers to the realization of physical and emotional maturation and self-fulfillment achieved by family members through mutual support and guidance due to the freedom within the family to change roles. How is co-parenting, or member satisfaction with the freedom available in the family to change roles and achieve physical and emotional growth or maturation. For example in what ways do family members help each other in growing or developing an independent lifestyle or when the family accepts the desire to

undertake new activities or make changes in lifestyle. Meanwhile, adaptability refers to the distribution of resources, as well as the level of satisfaction with the attention received. How resources are shared, or the degree to which members are satisfied with the assistance received when family resources are needed. Adaptation is the use of intra and extra family resources for problem solving when family balance is stressed during a crisis. For example, how family members help each other in times of need. (Smilkstein, 1978)

Conclusion

Based on the results of the data analysis and discussion previously described, it can be concluded that 1) There is a negative correlation, which means that the higher the functioning of the family, the lower the Fear of Missing Out (FoMO), and vice versa; 2) Aspects of family functioning that most influence Fear of Missing Out (FoMO) are growth and adaptability; 3) There is 88.7% of students access the internet with the main purpose as entertainment; and 4) There is 50.5% of students access the internet more than 7 hours in a day.

Suggestion

1. For Students

Students are advised to use the internet according to their needs and prioritize academic needs, get closer to God and family, and ask for professional help (eg psychologists) when facing problems due to excessive internet use. In addition, students can increase their interaction with family and friends directly.

2. For Family

Families are advised to increase activities that involve all family members. In addition, families are also advised to establish interactive communication with all family members.

3. For Further Researchers

Further researchers are advised to use other methods other than quantitative, such as qualitative and experimental methods. In addition,

researchers are also advised to use variables other than family functioning, such as self-control, self-efficacy, and other psychological variables.

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