

ANALYSIS OF FEAR OF MISSING OUT PHENOMENA IN ADOLESCENT SOCIAL INTERACTIONS IN THE DIGITAL ERA

Khansa Meradaputhi*, Nadia Aulia Nadhirah, Ipah Saripah

Universitas Pendidikan Indonesia

*Penulis koresponden, e-mail: khansamerada@upi.edu

Abstract: *This study aims to analyze the Fear of missing out on the social interactions of adolescents in the digital era. The research method used in this research is qualitative research, a literature study using and identifying books, journals, and articles. The digital era has enabled new forms of social interaction based on electronic information networks. From this social interaction, a phenomenon called Fear of missing out (FOMO) arises. FOMO is the Fear of losing precious moments of individuals or other groups where the individual could be present. FOMO is the driving force behind the Internet, and social media use. Low life satisfaction can cause high FOMO due to frequent access to the Internet. In this case, the role of the Guidance and Counseling Teacher is very much needed, bearing in mind that teacher guidance is educational counseling that helps students become independent, develop their potential, and solve problems they experience in the school environment and outside of school. The role/efforts made by guidance and counseling teachers are to provide individual counseling to students who depend on the Internet and FOMO so that they can change their behavior for the better.*

Keywords: *fear of missing out; digital era, social interaction*

INTRODUCTION

The general form of a social process is social interaction. What can be called a social process is only the social interaction itself. Nasdian (in Fahri, 2019) argues that social interaction is a social intensity that regulates how people behave, and interaction is the basis for creating patterned social relations called social structure. In addition, Tohirin (in Haq, 2020) reveals that social interaction is a relationship between individuals or more, where the behavior of one individual affects, changes, or improves other individuals. Social interaction is essential for students to express and apply real-life knowledge to the academic world and vice versa. The digital era has increased students' social interactions, such as communication and sharing information with friends. However, it also impacts the excessive use of gadgets because time is spent opening the social media platforms he likes rather than interacting directly with friends in front of him. (Chukwuere, J. E. 2021).

This social interaction is helpful for human survival. According to Muslim (2013), humans are born as social beings. This fact causes humans to be unable to live normally without the presence of other humans. Bungin (in Saputra, 2022) argues that as multidimensional beings, humans have a mind and the ability to interact personally and socially. According to some experts' opinions, this relationship is called social interaction: social interaction is dynamic social relations related to individuals, groups to groups, as well as individuals to groups or vice versa. Social relations in question can be in the form of relationships between one individual and another individual, between one group and another, or between groups and individuals. In interaction, symbols are also interpreted as something whose value or meaning is given to it by those who use it (Saputra, 2022).

Now humans no longer need much time if they want to send messages. They can use SMS or chat with another person or the message recipient. With today's technology, humans no longer need a long time when they want to exchange messages. Today's communication patterns certainly change. Social media has enabled new forms of social organization and interaction based on electronic information networks. Although information technology does not directly cause social change, this technology is an integral part of many movements in social change, such as new forms of production and management and the existence of new communication media, popularly referred to as economic and cultural globalization.

The existence of technology in human life has advanced social interaction patterns, and technology has changed the forms and patterns of communication (Cahyono, 2016). In addition, smartphones in this era encourage many people to stay active on social media. Plus, with the number of existing social media applications, such as Instagram, WhatsApp, Line, Facebook, Twitter, Snapchat, Tiktok, and Youtube, many people are competing for existing. From this social interaction, a phenomenon called Fear of missing out (FOMO) arises. Based on research conducted by JWTIntelligence (2012) shows that as many as 40% of internet users in the world experience FOMO, namely feelings of anxiety and Fear that someone is left behind when their friends do or feel something that is more fun than what they are doing or what they are doing. According to Alwisol (in Dirgantara, 2022), the Fear of missing out is a condition of a person's Fear that arises psychologically on the need to want to continue to stay connected. He is not fulfilled and is characterized by anxiety about what he will miss on social media when he does not have enough time or money, or because he has other limitations to continue to be connected to the internet network all the time. This research analyzed the phenomenon of Fear of missing out on the social interactions of adolescents in the digital era.

METHOD

The research method used in this research is qualitative research, like library research, by using and identifying books, journals, and articles related to "Analysis of the Fear of Missing Out Phenomenon in Social Interaction of Adolescents in the Digital Age." The technical steps for collecting data for this literature study are (1) collecting data through books, articles, and journals (2) analyzing the data so that the writer can conclude about the problem under study, namely about the influence of social interaction in cyberspace on phenomena fear of missing

out. In this study, the data analysis used is a qualitative analysis that focuses on social interaction data in the digital era and the phenomenon of Fear of missing out.

RESULT AND DISCUSSION

The digital era has supported the use of social media to become one of the most popular means of communication today, with teenagers as the most significant users in Indonesia. One of the reasons teenagers currently make up the majority of social media users is that they grow up in the rapidly developing information and digital era (Sugiharto, 2016). The phenomenon in adolescents today is teenagers who are busy alone with their cellphones to update statuses or make comments even though individuals are walking with their friends. A study by UNICEF, Harvard University, and Kominfo (Ministry of Science and Information Technology) found that almost 80% of a sample of 400 youth aged 10 to 19 in Indonesia are internet addicts. Another survey of adolescent internet use found that 24% used the Internet to communicate with strangers, 14% accessed pornographic content, and the rest played online games and other things (Hapsari and Ariana, 2015).

The presence of the Internet and social media is not the only thing that hurts the development of the younger generation. Currently, many teenagers can use the Internet for positive things, such as Some research on the positive impact of the Internet by Ekasari and Darmawan (2012) shows that the Internet can help rural youth in terms of economic conditions by using it as a means of promoting products. Hamka's study (2015) sees the Internet and social media as creative media in learning at school (easily accessible literature such as e-books and magazines, as well as other information related to scholarships increases).

According to Baker et al. (2016) in the *Journal of Translational Issues in Psychological Science*, several pieces of literature on psychology disciplines explain that students from large universities from various ethnicities show positive results from FOMO related to time spent on social media. In addition, research conducted by Al-Menayes (2016) explains that individuals who experience FOMO will continue to be interested in using the Internet, so it can cause these individuals to experience social media addiction. A study of 1327 students in the communications program at a sizable university in Saudi Arabia showed a positive relationship between the FOMO phenomenon and measurements of addiction to social media. Students become dependent on social media because of the FOMO phenomenon, which impacts human life in psychology and mental health.

The high dependence of students on technology, especially on social media, changes as the function of social media becomes a place to spend time, even to follow the lives and activities of other people and ignore one's activities to find out what other people are doing. Przybylski, Murama, DeHaan and Gladwell, and JWT Intelligence (2013) explain that Fear of Missing Out (FOMO) is a phenomenon where individuals feel afraid when other people have pleasant experiences. However, they are not directly involved in it, causing individuals to try to stay connected with what other people do via social media and the Internet. In simpler terms, Fear of Missing Out can be interpreted as a fear of missing out on exciting things out there and Fear of being considered non-existent and up to date. According to Przybylski et al. (2012), FOMO syndrome (Fear of missing out) is the Fear experienced by individuals when

they lose something valuable through social media, where they cannot follow it. This is the cause of individuals who experience nomophobia tendencies, namely FOMO (Fear of missing out) syndrome, in which a person's Fear of not being able to be far from a smartphone causes individuals not to be left behind with the latest updates that appear via social media.

The phenomenon of worrying about not being up to date on what is happening is known as the Fear of Missing Out, abbreviated as FOMO. According to Przybylski, Murayama, DeHaan, and Gladwell (2013), Fear of Missing Out, or FOMO is the Fear of losing valuable moment information about another person or group where the individual concerned cannot be present at the moment and is characterized by the desire to stay connected with what is happening. Others do it through the Internet or cyberspace. According to Alwisol (2019), Fear of missing out is a person's condition accompanied by feelings of Fear when a person's psychological need to connect with other people is not met and is characterized by the appearance of anxiety about what he will miss social media when he has neither the time nor enough money, nor because he has other limitations to stay connected to the Internet all the time. In simple terms, FOMO can be defined as the Fear of losing precious individuals or other group moments where the individual could be present. Fear of being left out of information that is happening. Abel (2016) revealed that some people experience symptoms, such as social media friends who are obsessed with other people's statuses and posts and always share and exist in all their activities.

Contrary to FOMO, Joy of Missing Out, or JoMO, is a way of life that is more relaxed and does not feel problematic if the news is late. Hayley Phelan (2018), in her article in *The New York Times* magazine, wrote: "JoMO is about disconnecting, opting out and being OK just where you are." According to Hayley, like it or not, in reality, humans do need technology; it is just that humans should not need as much technology as humans think, and being a JoMO is all about finding that balance.

FOMO is characterized by a desire to continue to be in touch with what individuals do through cyberspace. According to Abel (2016), some people experience symptoms such as social media friends who are obsessed with other people's statuses and posts and always want to share and exist in all activities viewing their accounts. Individuals fear losing essential and enjoyable time if they fall asleep quickly, especially if they know that their social media friends are active. Dawson's opinion (2015) describes the causes of FOMO in individuals: humans are creatures who always need other people and need acceptance and recognition from their environment. In addition, individuals want to ignore their lives and exist in virtual and non-virtual worlds.

Based on the definitions that have been described, and referring to the research of Przybylski et al. (2013), the Fear of missing out (FOMO) aspects are as follows:

- a. Unfulfilled need for psychological attachment (need for relatedness)

Relatedness needs relate to the need for personal feelings to join with others. A good and warm relationship between individuals is considered to satisfy the needs in a relationship so that individuals have more desire to continue to be in touch with those who are considered necessary. If this need is not met, anxiety, Fear, and worry will arise when it is not connected or related to a conversation, experience, or incident with other people, which is then marked by frequent checking of their social media.

b. Unfulfilled individual needs that are autonomous (need for autonomy self)

The psychological need for self is related to the need for competence and autonomy. If this need is not met, the individual will always try to find various information related to other people through social media. The need for self is related to the interrelationships between individuals and groups, a significant decrease in mood, and life satisfaction regarding Fear of missing out (FOMO).

In addition, there are additional aspects put forward by Deci and Ryan (1985), namely "Self-Determination theory, that is, individuals have a drive to be competent (need of competence), competency needs lead to individual needs in interacting with the environment effectively within their social sphere and able to show the capacity within and the ability to deal with problems optimally.

The factors that influence the Fear of Missing Out (FOMO) include:

a. Gender and Age

In 2012, the JWT Intelligence survey found that younger participants had a higher level of Fear of missing out (FOMO), and male participants tended to experience Fear of missing out (FOMO). They tend to feel uneasy when they know their friends. Carry out activities without it. This survey is in line with the research of Przybylski et al. (2013), which found that subjects who are younger and male tend to have a higher level of Fear of missing out (FOMO).

b. Satisfaction of Psychological Needs

Research by Przybylski et al. (2013) regarding FOMO found that individuals with low satisfaction of psychological needs related to autonomy, competence, and relationships with other individuals tend to have a higher level of Fear of missing out (FOMO).

c. *Social Media Engagement*

Advances in technology make it easy for humans to connect with other humans. McMahon & Pospisil in Alt (2015) said that the current generation focuses on connecting and interacting socially with other people, friends, family, and co-workers through social media.

Open access to staying connected and interacting with others anywhere and anytime causes high individual engagement on social media (Choi, Kim, Choi, Song, Kim, & Youn, 2015). Individuals with a high level of social media engagement are characterized by high intensity of social media use (Przybylski et al., 2013). This allows individuals to experience social media addiction (Al-Menayes, 2015).

Akbar (2018) research reveals several phenomena in Indonesia regarding FOMO which have tragic ends. In 2016, a junior high school student died from taking a selfie. The 15-year-old junior high school student died due to falling after taking a selfie from the fifth floor of an empty building. The incident occurred in Koja, North Jakarta. Apart from this case, there was also the case of a woman from Florida who died due to slipping in the Grand Canyon moments after posting an Instagram photo. The woman who came for hiking with her two friends fell from a height of about 120 meters. The woman uploaded a photo on her Instagram account, sitting on the edge of a cliff enjoying the view. After uploading the photo, the woman

slipped on an area known as Ooh Aah Point, a popular photo spot. He was about to leave the place to take turns with someone else. However, he slipped and fell backward straight into the abyss.

FOMO is the driving force behind the Internet, and social media use. Low life satisfaction can cause high FOMO due to frequent access to the Internet when doing activities that require concentration, such as studying, driving, studying in class, or other activities. AP Nusrath and Nikki Veronica (2020) revealed that Fear of missing the present moment or Fear of missing out (FOMO) could distract people by reducing attention. Bayens et al. (2016). Their research regarding the relationship between the Fear of missing out (FOMO), social media, and the social needs of adolescents concluded that the Fear of missing out (FOMO) among adolescents is related to a high need for popularity and a sense of ownership. This is also supported by research conducted by Putri et al. (2019). The researcher interviewed several respondents, which led him to conclude that FOMO youth use all social media. They do not want to be left behind in information and become "technologically clueless" or technologically illiterate. So, every social media that is popular among teenagers is currently the choice of some students. All informants actively use almost all social media that are currently popular. In comparison, a 2012 survey by MyLife.com revealed that 56% of individuals are afraid of missing important events, news, and status updates if they are away from social networks (Azmil, in Azizah et al., 2021).

According to JWT Intelligence (2012), the following are aspects of FOMO (Fear of missing out) syndrome:

- a. Feelings of Fear of losing the latest information on the Internet and this feeling will arise when individuals do not get any information on the Internet or social media.
- b. Feel restless or nervous when not using the Internet while others are using it. If an individual experiences FOMO syndrome, he does not want to miss anything more than the others
- c. Feelings of insecurity because left behind information spread on the Internet. Individuals in this aspect will depend on social media or the Internet, which the reviewers have given up.

Uncontrolled FOMO emotions can lead to negative things like fatigue, stress, depression, and even sleep disturbances. This feeling gives rise to dissatisfaction with one's life and a feeling that what has been done or experienced is never enough. It can also cause financial problems, as mentioned in the symptoms above. This is similar to research conducted by Christina et al. (2019) that "there is a significant positive relationship between the two ($r=0.464$; $p < 0.01$). The higher the adolescent's tendency to experience and behave based on negative emotions, the higher the concern that someone else is experiencing a more valuable or enjoyable event, and he feels he has lost the opportunity to be involved in that event where various events can be easily identified through social media activities.

Conversely, the lower the tendency of adolescents to experience and behave based on negative emotions, the lower the Fear of losing the opportunity to be involved in other people's activities that are considered more valuable or fun. Previous research conducted by Liftiah et al. (2016) and by Tresnawati (2016) to determine whether personality traits in the

Big Five Personality can predict FOMO in college students found that neuroticism is negatively correlated with the FOMO experienced. This means that the higher the student's tendency to experience and behave based on negative emotions, the lower the perceived worry that other people are experiencing a more pleasant event and the lower the sense of missing the opportunity to be involved in the event and vice versa. The difference in the results obtained can occur due to differences in the criteria of the subjects involved in the study as the results of research Aldinger et al. (2014) argued that there was a significant change in the level of neuroticism from adolescence to early adulthood where the decrease in the level of neuroticism occurs after the individual is 18 years old.

As an integral part of education, guidance and counseling have a significant role in helping students overcome obstacles to completing developmental tasks related to subjective well-being. In the guidelines for implementing guidance and counseling in the formal education pathway (Depdiknas, 2008), it is also explained that guidance and counseling specifically aim to help counselees achieve developmental tasks, which include personal-social, learning (academic), and career aspects. The existence of independence, maturity of relationships with peers, and self-development are one of the competencies of students in the personal social field. Self-development is one of the goals of guidance and counseling and helps students independently avoid anxiety and actualize their potential for themselves and the social environment.

The role of the Guidance and Counseling Teacher is very much needed, bearing in mind that the guidance and counseling teacher is an educator who helps students become independent, develop their potential, and help them solve the problems they experience in the school environment outside of school. Managing these mitigations can include changing students' lifestyles by providing counseling through various services, including individual counseling. Counseling is one of the supporting elements in dealing with problems. Guidance and advice from the teacher then encourage students to deepen their understanding and find solutions to their problems. Counseling is expected to bring changes in student behavior and lifestyle for the better. The function of advisory counseling is to help individuals cope with environmental situations. Rogers (in Ragil, 2022) reveals that the counselor's role here is to be a client's partner and restore their broken personality as a place to convey their emotions, as a guide when they are confused, and as an encouragement when they are hopeless. This clarifies that the counselor plays a role in all problems that occur in school students. Therefore, the task given to the counselor is essential for the continuity of students at school. Good interaction at school is essential for students inside and outside school.

Efforts made guidance and counseling in overcoming students' emotional disturbances:

- a. Providing information services on how to get along well with friends and self-behave.
- b. Provide individual counseling services.
- c. Provide group guidance services to students so that students have insight and knowledge about FOMO and how to control their own emotions
- d. Doing prevention, processing students who have problems, home visits, inviting parents, then grouping the problems students face. The guidance and counseling activities carried out by the counseling teacher are in line with the school's program, so

it creates a good atmosphere for learning and makes students good at making friends or hanging out with friends around them.

In line with the opinion of the head of the private Madrasah Aliyah PAB Sampali, Mrs. Dra. Hj Sainath. In the room of the head of MAS PAB 1 Sampali. On Friday, May 4, 2018. At 10:40, WIB. He said: "The efforts we make to deal with student emotional disturbances are when the student has a problem or has a problem, we call the student concerned, then we give guidance, direction or advice regarding the problem of emotional disturbance. If the problem is severe, we will call the concerned student's parents to solve the problem jointly.

The counselor provides information on how to be kind to friends and treat oneself. The counselor also provides motivation and other advice about emotional problems. Counselors can also take advantage of this situation by utilizing and innovating with advances in the Internet and face-to-face individual counseling.

CONCLUSION

The digital era has enabled new forms of social interaction based on electronic information networks. From this social interaction, a phenomenon called Fear of missing out (FOMO) arises. FOMO is the Fear of losing precious individual or group moments where the individual could be present. The role/business of the Counseling Teacher is to provide individual counseling to students dependent on the Internet and FOMO so that they can change their behavior for the better. In addition, Guidance and Counseling teachers will work closely with class teachers and parents to monitor and supervise student activities to ensure that this internet addiction problem does not recur in students.

REFERENCE

- Adriansyah, M. A., Munawarah, R., Aini, N., Purwati, P., & Muhliansyah, M. (2017). Pendekatan Transpersonal sebagai Tindakan Preventif "Domino Effect" dari Gejala FOMO (Fear of Missing out) pada Remaja Milenial. *Psikostudia: Jurnal Psikologi*, 6(1), 33-40.
- Akbar, R. S., Aulya, A., Psari, A. A., & Sofia, L. (2019). Ketakutan akan Kehilangan Momen (FOMO) pada remaja kota Samarinda. *Psikostudia J. Psikol*, 7(2), 38.
- Astuti, C. N. (2021). Hubungan Kepribadian Neurotisme dengan Fear of Missing Out pada Remaja Pengguna Aktif Media Sosial. *Jurnal Ilmiah Bimbingan Konseling Undiksha*, 12(2).
- Ayub, M. (2022). Dampak Sosial Media terhadap Interaksi Sosial pada Remaja: Kajian Sistematis. *Jurnal Penelitian Bimbingan dan Konseling*, 7(1).
- Cahyono, A. S. (2016). Pengaruh Media Sosial terhadap Perubahan Sosial Masyarakat di Indonesia. *Publiciana*, 9(1), 140-157.

- Christina, R., Yuniardi, M. S., & Prabowo, A. (2019). Hubungan tingkat Neurotisme dengan Fear of Missing out (FOMO) pada Remaja Pengguna Aktif Media Sosial. *Indigenous: Jurnal Ilmiah Psikologi*, 4(2), 105-117.
- Dirgantara, R. A. (2022). *The Relationship Between Emotional Intelligence and Fear of Missing out with the Intensity of Social Media Use in Late Teens* (Doctoral dissertation, Universitas 17 Agustus 1945 Surabaya).
- Elhai, J. D., Yang, H., & Montag, C. (2020). Fear of Missing Out (FOMO): Overview, Theoretical Underpinnings, and Literature Review on Relations with Severity of Negative Affectivity and Problematic Technology Use. *Brazilian Journal of Psychiatry*, 43, 203-209.
- Fahri, L. M., & Qusyairi, L. A. H. (2019). Interaksi Sosial dalam Proses Pembelajaran. *PALAPA*, 7(1), 149-166.
- Fathadhika, S. (2018). Social Media Engagement sebagai Mediator antara Fear of Missing out dengan Kecanduan Media Sosial pada Remaja. *Journal of Psychological Science and Profession*, 2(3), 208-215.
- ILAM, T. S. (2022). *Media Sosial dan Perubahan Pola Interaksi Sosial Generasi Millennial Pedesaan (Studi di Desa Dwi Warga Tunggal Jaya Kecamatan Banjar Agung Kabupaten Tulang Bawang)* (Doctoral dissertation, UIN Raden Intan Lampung).
- Jauhariyah, F. (2022). *Hubungan antara Mindfulness Dengan fear of missing out (FOMO) pada Siswa SMAN 1 Driyorejo* (Doctoral dissertation, Universitas Islam Negeri Maulana Malik Ibrahim).
- Kalisna, M. D., & Wahyumiani, N. (2021). Hubungan antara Sindrom FOMO (Fear Of Missing Out) dengan Kepercayaan Diri Siswa pada Siswa Kelas VII di SMP Muhammadiyah 2 Godean Sleman Tahun Ajaran 2019/2020. *G-Couns: Jurnal Bimbingan dan Konseling*, 5(2), 282-285.
- Kementrian Pendidikan dan Kebudayaan. (2017). *Sumber Belajar Penunjang PLPG 2017 Mata Pelajaran/Paket Keahlian Bimbingan dan Konseling*.
- Kiding, S., & Matulesy, A. (2020). Dari FOMO ke Jomo: Mengatasi Rasa Takut akan Kehilangan (FOMO) dan Menumbuhkan Resiliensi terhadap Ketergantungan dari Dunia Digital. *Psisula: Prosiding Berkala Psikologi*, 1, 173-182.
- KUSUMANINGTYAS, H. A. (2022). *UPAYA MEMBATASI PERILAKU FEAR OF MISSING OUT PADA REMAJA MELALUI LAYANAN KONSELING KELOMPOK DI KOTA TEGAL* (Doctoral dissertation, Universitas Pancasakti Tegal).
- Levani, Y., Hakam, M. T., & Utama, M. R. (2020). Potensi Adiksi Penggunaan Internet pada Remaja Indonesia di Periode Awal Pandemi Covid 19. *Hang Tuah Medical Journal*, 17(2), 102-115.
- Lorita, S. A., & Endang, B. Layanan Informasi oleh Guru Bimbingan dan Konseling Tentang Interaksi Sosial di SMP. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa*, 5(9).
- Mudrikah, C. (2019). *Hubungan antara sindrom FOMO (Fear of Missing out) dengan Kecenderungan Nomophobia pada Remaja* (Doctoral dissertation, UIN Sunan Ampel Surabaya).

- Muslim, A. (2013). Interaksi Sosial dalam Masyarakat Multietnis. *Jurnal Diskursus Islam*, 1(3), 483-494.
- Nadzirah, S., Fitriani, W., & Yeni, P. (2022). Dampak Sindrom Fomo terhadap Interaksi Sosial pada Remaja. *Intelegensia: Jurnal Pendidikan Islam*, 10(1), 54-69.
- Ningtyas, R., & Wiyono, B. D. (2020). Studi mengenai Kecanduan Internet dan Fear of Missing out (FOMO) pada siswa di smk negeri 1 driyorejo. *ejournal. unesa. ac. id*.
- PUTRI, L. S., Purnama, D. H., & Idi, A. (2019). Gaya Hidup Mahasiswa Pengguna Media Sosial di Kota Palembang (Studi Pada Mahasiswa FOMO di Universitas Sriwijaya dan Universitas Muhammadiyah Palembang). *Jurnal Masyarakat dan Budaya*, 129-148.
- Pratiwi, A., & Fazriani, A. (2020). Hubungan antara Fear of Missing out (FOMO) dengan Kecanduan Media Sosial pada Remaja Pengguna Media Sosial. *Jurnal Kesehatan*, 9(1), 97-108.
- Sari, A. P., Ilyas, A., & Ifdil, I. (2017). Tingkat kecanduan internet pada remaja awal. *JPPPI (Jurnal Penelitian Pendidikan Indonesia)*, 3(2), 110-117.
- RAGIL, T. (2022). *Peranan Guru Bimbingan Konseling Dalam Layanan Bimbingan Belajar Anak Berkebutuhan Khusus Di Sekolah Inklusif* (Doctoral dissertation, UIN Raden Intan Lampung).
- Riansyah, H. (2017). Layanan bimbingan kelompok dalam meningkatkan interaksi sosial siswa. *Terapeutik: Jurnal Bimbingan dan Konseling*, 1(1), 47-52.
- Santika, M. G. (2015). *Hubungan antara FOMO (Fear of Missing Out) dengan kecanduan internet (Internet Addiction) pada remaja di SMAN 4 Bandung* (Doctoral dissertation, Universitas Pendidikan Indonesia).
- Siddik, S., Mafaza, M., & Sembiring, L. S. (2020). Peran Harga Diri terhadap Fear of Missing out pada Remaja Pengguna Situs Jejaring Sosial. *Jurnal psikologi teori dan terapan*, 10(2), 127-138.
- Utami, P. D., & Aviani, Y. I. (2021). Hubungan antara regulasi diri dengan fear of missing out (FOMO) pada remaja pengguna instagram. *Jurnal Pendidikan Tambusai*, 5(1), 177-185.
- Wijaya, E., Latif, S., & Widiastuti, R. (2014). Peningkatan Interaksi Sosial Menggunakan Bimbingan Kelompok. *Alibkin (Jurnal Bimbingan Konseling)*, 3(1).
- Xiao, A. (2018). Konsep Interaksi Sosial dalam Komunikasi, Teknologi, Masyarakat. *Jurnal Komunika: Jurnal Komunikasi, Media Dan Informatika*, 7(2), 94-99.
- Yuniati, Y., Setyowani, N., & Saraswati, S. (2013). Upaya Meningkatkan Kemampuan Interaksi Sosial Siswa Melalui Bimbingan Kelompok dengan Teknik Permainan. *Indonesian Journal of Guidance and Counseling: Theory and Application*, 2(3).