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## The Relationship Between Self-Esteem and Social Anxiety with Fear of Missing Out in College Students

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### ABSTRACT

This study aims to identify and analyse the relationship between self-esteem, social anxiety, and Fear of Missing Out (FoMO) in students aged 18–29 years. A quantitative approach was used in this study, with data collection through questionnaires distributed to 300 students of the Muhammadiyah Paciran Islamic Religious College, Lamongan, in the 2024 academic year. Data were analysed using t-tests and linear regression analysis. The results of the analysis showed that social anxiety had a more dominant influence on FoMO levels than self-esteem. This is shown by a higher regression coefficient value in social anxiety (0.458) compared to self-esteem (0.285), as well as a larger t-value (8.200) with a significance value of  $p = 0.000$  ( $p < 0.01$ ). These findings indicate that the higher the social anxiety felt by students, the higher the level of FoMO experienced

## INTRODUCTION

Students are categorised at the developmental stage, which is 18 to 28 years old, as a common age range for college students, because most students start college after completing high school or after reaching adulthood. This stage can be classified as late adolescence to early adulthood and can be seen in terms of development. The task of development at the age of students is to strengthen their stance on life, where students experience significant changes in various aspects of life, by beginning to develop a new identity as an adult, exploring career interests and aspirations, and taking responsibility for their own life decisions. As a student, you may face conflicts between academic, social, and personal demands, which can lead to uncertainty and confusion. (Rahmadani & Mukti, 2020).

A student is an individual who studies in a college (Language Centre of the Ministry of National Education, 2018). In the Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education in article 13 paragraphs 1 and 2, it is stated that students are members of the academic community who are placed as individuals who actively have their awareness in developing their potential to carry out learning, search for scientific truth, and mastery, development, and practice of a branch of science or technology to become scientists, intellectuals, practitioners, and cultured professionals (Indonesia, 2012).

A student is any individual who is officially registered to attend a university with an age limit of 18-30 years, and can be referred to as a group in society that gets its status because of ties to the university. Students as prospective undergraduates who, in the process of involvement with universities, are increasingly integrated with society, educated, and expected to become intellectual candidates (Alfian, 2014) In this situation, students are often tempted to compare themselves to others who look successful or happy on social media. This can lead to feelings of inadequacy or unhappiness.

Not without reason, but the ever-evolving technological relationship allows students to always connect with others through social media. According to APJII research data (2016), 89.70% of internet users are students. Easily, every user brings the virtual world to the bedroom, dining table, while studying, or when on the road, or while in a vehicle. Griffiths (2005) argues that the use of social media

can create psychological dependence, which makes it difficult to disconnect from social media because of the discomfort that arises when not connected or not getting the latest information.

According to Maza & Aprianty (2022) Students' dependence on social media has changed. Social media activities are not only a place to pass the time, but also a place to make fun of the lives and activities of others. This has an impact on the neglect of the individual's activities because they are more busy finding out what others are doing. The current phenomenon shows that technological developments can make every individual connect through social media. This is in line with what is expressed. Carr & Hayes (2015) When accessing social networking sites, individuals feel energised again, and a feeling of calm arises when they can interact with others through the internet media. (Maheswari & Dwiutami, 2013).

In line with Nurmandia et al., (2013) It was stated that social media users who are addicted to social media often cut off communication with family and peers in the real world, thus neglecting their social activities and free time. Excessive use of social media can interfere with students' concentration and productivity in studying and working. This makes it vulnerable to experiencing tension between environmental demands and resources to overcome these demands. Indonesian Internet Service Providers (APJI) In 2019-2020, 82.5% of the reasons people use the internet are to access social media (APJII, 2020). According to data released by Hootsuite (We are Social), one of the most popular and widely used social media platforms is Instagram, with 87.7% of users from the total population in Indonesia (Riyanto, 2021).

Databoks also reported that Napoleon Cat obtained data showing that 33.90 million people use Instagram, with the majority of the age group being 18 to 24. (Annur, 2021). In addition, a survey of 900 participants was conducted in Singapore and the United States to determine individual attitudes towards social media use. Of the 684 participants, 684 admitted that they felt outdated if they did not check their social media accounts. This means that 72% of participants experience FoMO through the use of social media. (Abel et al., 2016a).

Research conducted by Putri et al., (2019) Showed results that FoMO students express their lifestyle with excessive things, cannot control

themselves to continue to connect with other people's activities, and ignore their activities. The characteristics of FoMO students, in general, look ordinary; it is just that if researched in depth, they have too many excessive activities, interests, and opinions, so they are out of control of themselves when using social media. As part of this group, students are often exposed to various content that displays the seemingly perfect lives of others on social media. This can increase the feeling of Fear of missing out (FoMO) because college students tend to compare life to what others are doing on social media.

Likewise, a study conducted by the Royal Society of Public Health (2017), an independent British public health institution, revealed that 40% of social media users have FoMO. Socially, individuals often ignore their surroundings because their concentration is focused on social media contained in smartphones. (Roberts & David, 2016), This has the potential to cause damage to social relationships. College students, who are mostly from the millennial generation, are familiar with technology and are often considered to be literate individuals in the use of technology. In a study conducted by Przybylski et al., (2013), It was stated that the broad skills and accessibility of technology in the millennial generation can contribute to the experience of FoMO (Fear of missing out).

The survey results show that student associations often experience pressure to connect in social media activities, which can increase the level of FoMO. (Elhai et al., 2016). FoMO can also lead to a tendency to connect with others, which in turn encourages excessive and harmful use of social media. As is the case with social media addiction, sleep disturbances, decreased productivity, and exposure to harmful content. (Boustead & Flack, 2021; Fuster et al., 2017; Tandon et al., 2021).

FoMO can relate to the emotional well-being of individuals, including college students (Beyens et al., 2016). In a survey conducted by JWT Intelligence in 2012 (in Christina et al., 2019), it was shown that adolescents are the age group that experiences the most FoMO, which is 65%. High levels of FoMO are believed to affect about 16% of all Internet users, both female and male, but most are adolescents and young adults (Jupowicz-Ginalska, 2019). If someone experiences the FoMO phenomenon, then that person compares more, even though this behaviour is

also unhealthy, as research conducted by Khairiah et al. (2019) shows, there is a negative impact of these activities in the form of negligence in routine activities and other tasks. Namely, individuals who do not go to school or college, forget to do their homework, forget to eat, and are negligent in performing obligatory worship. It was further revealed that students tend to have difficulty keeping their cellphones when lecture hours last approximately 3 credits or the equivalent of 2 hours and 30 minutes. Not doing activities related to mobile phones is considered difficult for students (Khairiah et al., 2019). In addition, sleep time becomes disturbed, and fatigue is experienced (Milyavskaya et al., 2018).

Research by Christina et al., (2019) Shows that individuals with emotional instability tend to use social media excessively. As a result, during lecture hours, students who experience FoMO lack focus because they feel anxious and restless, so they continue to check their cellphones, even though it is not related to the lecture material. In addition, Australian Psychological Society research reported that the 18–35 year old age group had the highest levels of FoMO. (Ruyandy & Kartasmita, 2021). This phenomenon is growing rapidly among young people, supported by the findings of Gezgin et al., (2017) Who stated that FoMO encourages individuals to try new experiences and explore opportunities? This condition can raise concerns about missing important moments if it does not follow the trend or current situation. FoMO can be fatal, as happened in 2018, when a college student at ITTP (Institut Teknologi Telkom Purwokerto) died after slipping and drowning in Bayan Waterfall, Central Java, while trying to take photos on a cliff. (Yusuf et al., 2023).

In addition, the incident of a student in Bekasi City becoming a victim of a jambret while playing with cellphones outside the home illustrates the increasing risk of dependence on social media. This dependence can have a negative impact, one of which is the phenomenon of Fear of Missing Out (FoMO). According to Festinger (1954), Individuals tend to compare themselves to others, both horizontally (with peers) and vertically (with people who are considered more or less good). A survey by the Australian Psychology Society shows that adolescents have twice the risk of FoMO than adults, with a prevalence of up to 50% (Akbar et al., 2018).

About 16% of internet users experience FoMO, especially adolescents and young adults (Jupowicz-Ginalska, 2019).

FoMO is related to the fear of losing social experience and failing to meet the psychological need for a sense of belonging. (Przybylski et al., 2013). A study of 831 adolescents in Belgium found that environmental factors, family structure, family relationships, and parenting factors also influenced the development of FoMO. (Bloemen & De Coninck, 2020). In addition, Baker et al., (2016) Revealed that college students from various ethnic backgrounds showed a positive correlation between FoMO and social media usage time.

Based on research conducted by Tanrikulu & Mouratidis, (2022) Found that adolescents who use social media with extrinsic motivation tend to have higher FoMO, which has an impact on academic performance. In addition, Al-Menayes (2016) Added that FoMO can increase internet addiction, especially in students of communication programs in Saudi Arabia, which shows a positive relationship between FoMO and social media addiction.

A characteristic of individuals with FoMO is the tendency to use social media without knowing the time, such as when waking up, eating, or driving a vehicle. (Przybylski et al., 2013). FoMO itself is an anxiety response to the fear of missing out on information or social experiences on social media. (Przybylski et al., 2013). This phenomenon is supported by the ease of smartphone access and the development of social media that reinforce this dependence. (Tanrikulu & Mouratidis, 2022).

FoMO encourages excessive behaviour on social media, including overposting to look "up to date", which can cause false sensations and happiness. (Maysitoh et al., 2020). Excessive social comparison triggers FoMO, as well as can lower an individual's self-esteem if they feel they are not equal to the standards of others. (Tandon et al., 2021).

Self-esteem is an important factor related to FoMO (Abel et al., 2016). As a human psychological need (Santrock, 2006), self-esteem reflects an individual's assessment of himself (Herdiyanto & Surjaningrum, 2014). Low self-esteem can increase the risk of FoMO, while high self-esteem can lower it (Mandas & Silfiyah, 2022).

Individuals with FoMO are also prone to experiencing social anxiety associated with the fear of negative judgments in social interactions. (Hodson

et al., 2008; Oliveira et al., 2018). High levels of social anxiety are associated with FoMO due to a lack of confidence and concern for the judgment of others. (Elhai et al., 2016). Bandura (1977) Explained that social anxiety can be studied through the observation of other people's negative experiences in stressful social situations, suggesting that the social environment plays an important role in the development of social anxiety.

## **METHODS**

### **Subject Population**

The population in this study is students aged 18-29 years who are enrolled in universities in Indonesia, at the emerging adulthood stage. (Arnett, 2000). At this age, students experience various important transitions in education, careers, and social relationships, making them more susceptible to the phenomenon of Fear of Missing Out (FoMO). The research sample was taken from students at Sekolah Tinggi Agama Islam Muhammadiyah Paciran, Lamongan, because the researcher collected data on the campus.

Although the data were collected on campus, the study's results are expected to provide an overview of the relationship between self-esteem, social anxiety, and FoMO in students at large. The focus population is 300 active students enrolled in the 2024 school year.

### **Research Sample**

The sample for this study was selected using incidental sampling techniques, which select respondents based on their availability and willingness to participate. This technique was chosen due to the limited time and resources available to reach the wider student population.

Based on the Krejcie & Morgan (1970) table The recommended sample size for a population of 300 college students is 169 respondents. However, in this study, only 116 respondents were successful, with a response rate of 68.64%.

According to Gay et al., (2006), A response rate lower than the recommended figure is still acceptable as long as the data obtained reflect the characteristics of the population being studied. Therefore, even though the number of respondents was less than recommended, the results of this study were still valid and relevant to describe the phenomenon in the student population.

### Data Collection Methods

The data collection method was a questionnaire given directly to the subjects, which contained three scales: the Fear of Missing Out (FoMO), Self-Esteem, and Social Anxiety scale. The scale was a Likert scale with five alternative answers: strongly agree, agree, neutral, disagree, and strongly disagree. Then, the variables studied were measured using quantitative data.

The Fear of Missing Out (FoMO) scale measuring tool refers to aspects and indicators from Przybylski et al., (2013). The number of items is 34, but the valid ones are 18, with a reliability of 0.901. In addition, the Self-Esteem scale measuring tool refers to aspects and indicators from Tafarodi & Swann (2001), With a total of 24 items and no items that fell below a reliability of 0.915. Meanwhile, the

Social Anxiety scale measuring tool refers to the theory of aspects and indicators from La Greca & Lopez (1998), With a total of 36 items, but 22 valid items, and a reliability of 0.929.

### Assumption Test

The normality test aims to determine whether the independent and dependent variables in the regression model have a normal distribution. If the data is not normally distributed, the results of statistical tests may be less accurate.

Normality tests can be performed with the Sample Kolmogorov-Smirnov. If the significance value is more than 0.05, then the data is considered to be normally distributed. Conversely, if the significance value is less than 0.05, the data is considered not to be normally distributed.

Table 1. Normality Test

Asymp. Sig. (2-tailed)	A	Description
0.072	0.05	Normal

### Multicollinearity Test

The multicollinearity test was performed to determine whether there was a strong relationship between the independent variables in the regression model. Detection is carried out by calculating the Variance Inflation Factor (VIF) and the tolerance value of each independent variable.

The criteria used are:

- If the tolerance value is more than 0.1 and the VIF value is less than 10, then multicollinearity is not a problem.
- If the tolerance value is less than 0.1 and the VIF value is more than 10, then there is a multicollinearity problem.

The results of the analysis using SPSS 26 are presented in the following table:

Table 2. Multicollinearity Test

Model	Collinearity Statistic	
	Tolerance	VIF
Self-Esteem	0.538	1.859
Social Anxiety	0.538	1.859

Based on the results of the above data processing, the results of Multicollinearity in the table can be seen:

- The VIF *self-esteem* value is  $1.859 < 10$ , and the tolerance value is  $0.538 > 0.10$ . So it can be concluded that this regression model is free of multicollinearity.
- The VIF *social anxiety* value was  $1.859 < 10$ , and the tolerance value was  $0.538 > 0.10$ .

So it can be concluded that this regression model is free of multicollinearity.

### Heteroscedasticity Test

Heteroscedasticity is a residual variant that is not the same in all observations in the regression model, and if the residual has the same variant, it is called homoscedasticity.

- If there are certain patterns, such as dots that form a certain pattern (wavy, widening, narrowing), then homogeneity occurs.
- If there is no obvious pattern, such as scattered points above and below the number 0 on the Y axis, then heteroscedasticity does not occur.

Table 3. Heteroscedasticity Test

Model	T	Sig
Self-Esteem	-1.054	0.294
Social Anxiety	0.215	0.830

The condition for being free from heteroscedasticity with the glyceslip test is that the significance value of SPSS must be  $> 0.05$ . So, it can be concluded that all variables in this study, including Self-esteem (Variable Independent 1), social anxiety (Variable Independent 2), and Fear of missing out (Variable Dependent), did not exhibit heteroscedasticity.

## RESULTS AND DISCUSSION

### Descriptive Analysis

#### Descriptive Analysis Based on Respondent Characteristics

In this study, the sample size was 116 students. In this discussion, the author describes the characteristics of respondents into several categories, namely based on age, gender, number of social media accounts, duration of social media use, and education.

#### Characteristics of Respondents by Age

Based on the characteristics of the respondents, almost all the respondents were aged 18-21, as many as 55 respondents (47.4%), almost all the respondents were aged 22-25 (46.4%), and the remaining respondents aged 26-29 were 7 respondents (6%). Respondents aged 18-21 are more dominant because students who are active on campus are early-semester S1 students and have more time to fill out questionnaires.

#### Characteristics of Respondents by Gender

Most of the respondents were female, as many as 65 (56%), and almost half were male, as many as 51 (44%). Female respondents are more dominant because there are more female students than male students.

#### Characteristics of Respondents Based on the Number of Social Media Accounts

It shows that some respondents have 2 social media accounts, as many as 62 (53.4%), some have more than 2 social media accounts, as many as 46 (39.7%), and a small number have 1 social media account, as many as 8 (6.9%). Respondents who have 2 accounts are more dominant because students usually have TikTok and Instagram accounts.

#### Respondent Characteristics Based on the Duration of Social Media Use

The data showed the distribution of the time spent by 116 respondents on a given activity. The majority of respondents (69.8%) spent between 2 and 4 hours, making it the most dominant category. As many as 17.2% of respondents reported spending more than 4 hours, while another 12.9% only spent less than 2 hours. This illustrates that most respondents tend to be in a moderate time range (2-4 hours) to perform the activity, with a much smaller proportion at shorter or longer durations.

#### Characteristics of Respondents Based on Education

The data shows the characteristics of respondents based on education level, with a total of 116 respondents, the majority of whom are students with S1 education level, which is as many as 69 people (59.5%). Meanwhile, the number of respondents who are pursuing S2 education amounted to 47 (40.5%). This shows that respondents with S1 education are more dominant than respondents at the S2 level. This data suggests that most of the respondents come from a lower level of education, namely S1.

## Research Results

### Multiple Regression Analysis Test

The results of this study are the results of data analysis from hypothesis tests conducted using multiple linear regression analysis through the SPSS program version 26.0 for Windows.

Table 4. Multiple Regression Analysis Test

Variabel	F	P	Description
Self-esteem and Social anxiety with Fear of missing out (FoMO)	149.514	0,000	Signfikan

Based on Table 4, the results of the analysis show that the relationship between self-esteem and social anxiety to Fear of missing out (FoMO) has a value of  $F = 149.514$  with a value of  $p = 0.000$  ( $p < 0.05$ ). This means that the first hypothesis of this

study is significant, namely that self-esteem and social anxiety have a significant relationship with Fear of missing out (FoMO).

#### Partial Analysis Test

Table. 5 Partial Analysis Test

Variabel	Description
Self-esteem - Fear of missing out	Signfikan
Social anxiety - Fear of missing out	Signfikan

Based on the results of the partial or separate analysis test between one independent variable and the dependent variable, Self-esteem has a value of  $p=0.000$  ( $p < 0.05$ ), which shows that the first hypothesis in this study is significant. Thus, there was a significant relationship between self-esteem and Fear of Missing Out (FoMO) in the study respondents. In addition, the value of  $t=5.592$  indicates that the correlation between these two variables is positive. Next, social anxiety also has a value of  $p=0.000$  ( $p < 0.05$ ), which shows that the second hypothesis in this study is significant.

This means that there is a significant relationship between social anxiety and Fear of Missing Out (FoMO). The value of  $t=8.200$  indicates that the relationship between these two variables is also positive. These results indicate that good self-esteem and social anxiety have a significant correlation with Fear of Missing Out (FoMO) in study respondents. However, based on the t-value, social anxiety has a stronger relationship compared to self-esteem.

#### Regression Line Equation

The results of the regression model statistical test can be expressed in the following equation:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2$$

$$\text{FoMO} = 6,092 + 0,285 (\text{self-esteem}) + 0,458 (\text{Social anxiety})$$

Dimana:  $\beta_0$ : Fear of Missing Out (FoMO)

$\beta_1$ : Self esteem  $\beta_2$ : social anxiety.

The statistical test results showed a constant value of 6.092, indicating that if there were no self-esteem and social anxiety, the FoMO value would be at 6.092. The self-esteem regression coefficient of 0.285 indicates that every addition of 1 self-esteem score will increase the FoMO value by 0.285, assuming the rest of the variables are fixed. The social anxiety regression coefficient of 0.458 indicates that every addition of 1 social anxiety score will increase the FoMO value by 0.458, assuming the other variables are fixed.

Thus, social anxiety has a greater relationship with FoMO than with self-esteem, as can be seen from the value of its regression coefficient.

#### Variable Effective Contribution

Table. 6 Variable Effective Contribution Value

Variable	R	R Square
Self-esteem dan Social Anxiety about FoMO	0.852	0.726

Based on the table above, the value of the determination coefficient (R Square) of 0.726 shows that Self-esteem and Social anxiety have an effective

contribution of 72.6% to FoMO. At the same time, the remaining 27.4% were related to other variables that were not studied in this study. The effective

contribution of each of the Self-esteem and Social anxiety variables is calculated using the following formula:

$$SE_{X1} = \frac{\beta_{X1} \cdot CP_{X1}}{R^2 \cdot \text{Regression}} \cdot 100\%$$

$$SE_{X2} = \frac{\beta_{X2} \cdot CP_{X2}}{R^2 \cdot \text{Regression}} \cdot 100\%$$

**Keterangan:**

SE x1: Effective contribution of Self-esteem

Sex2: Effective contribution to Social anxiety

BX1 : Carbon Beta Variable Self-Esteem

BX2 : Koefisien beta variabel Social anxiety

CPX1 : Cross product variabel Self-esteem

CPX2 : Cross product variable Social anxiety

Regression: Total value of regression

R2: Total determination coefficient

Table 7. Effective Contribution Value of Each Variable

Variable	Koefisien Regresi (Beta)	Cross Product Regresi	SE Total	SE Any Variabel
Self-Esteem	0,285	815,532	72,6%	28,37%
Social Anxiety	0,458	1.315,608		44,23%

The calculation results showed that the effective contribution of the self-esteem variable to FoMO was 28.37%, while the effective contribution of the social anxiety variable to FoMO was 44.23%. Thus, the social anxiety variable had a greater association with FoMO than self-esteem, although the two together provided a significant relationship.

**Discussion**

The results of the study showed that self-esteem and social anxiety together had a significant relationship with Fear of missing out (FoMO) in college students. Multiple linear regression analysis yielded a determination coefficient value (R<sup>2</sup>) of 0.62, which suggests that a combination of self-esteem and social anxiety can explain 62% of the variability in FoMO. These findings support the theory that FoMO is a multidimensional phenomenon that involves the interaction of internal factors (such as self-evaluation) and external factors (such as social pressure). Self-esteem, or self-esteem, is defined as an individual's evaluation of his or her values and competencies. (Rosenberg, 1965). Individuals with high self-esteem tend to have strong self-confidence, while individuals with low self-esteem often feel inferiority, lack of confidence, and dissatisfaction with themselves. (Orth & Robins, 2014).

In college students, low self-esteem is the main risk factor for the emergence of FoMO. This is because individuals with low self-esteem often tend to compare themselves to others in various aspects of life, especially through social media. Social media is

an ideal medium for social comparisons because of its nature, which highlights the "highlight reels" of other people's lives, which are the best moments that often do not fully reflect reality. (Stead & Bibby, 2017).

FoMO is triggered by the perception that others have a more interesting, more active, or more fulfilling life than oneself. (Przybylski et al., 2013). Individuals with low self-esteem are more likely to feel these feelings because they tend to internalize negative views of themselves and feel incapable of meeting the social standards seen on social media. As a result, they feel left behind or miss out on the opportunity to enjoy valuable social experiences.

Based on Ryan & Deci's (2000) theory of self-determinationBasic human needs, such as feeling competent and connected to others (relatedness), are often unmet in individuals with low self-esteem. When these needs are not met, individuals tend to seek recognition and validation through social media. Ironically, this actually increases exposure to social comparisons that trigger the phenomenon of Fear of Missing Out (FoMO). For example, college students with low self-esteem may find it less attractive or successful, so they spend more time on social media looking for validation. However, seeing other people's social lives that seem more perfect actually worsens their sense of inferiority.

Social anxiety is a strong fear of negative evaluations from others that hinders the ability to interact effectively in a social environment (American Psychiatric Association, 2013).

Individuals with high levels of social anxiety often avoid social situations or feel anxious for fear of being judged negatively, rejected, or humiliated. In the context of FoMO, social anxiety plays an important role. Students with high social anxiety tend to be less comfortable participating directly in social activities, so they use social media as an escape to stay connected without having to face each other. (Elhai et al., 2016). However, this excessive use of social media actually increases their awareness of other people's social activities, thus triggering greater FoMO.

Previous research has shown that individuals with social anxiety tend to use social media passively, i.e., they monitor the activities of others without actively participating (Wang et al., 2016). This pattern exacerbates feelings of social isolation because they feel left behind in the social experiences that others are experiencing. For example, students with social anxiety feel anxious about attending campus events. However, when they see photos of their friends enjoying the event on social media, they feel like they are missing out on the opportunity to participate.

Self-esteem and social anxiety have complex interactions in influencing the phenomenon of Fear of Missing Out (FoMO). Individuals with low self-esteem often feel less valued or competent, while those with social anxiety fear negative judgments from others. This combination forms a circle that worsens FoMO. For example, students with low self-esteem feel that they are not attractive enough to be accepted into social groups, and social anxiety makes them more hesitant to participate in social activities. As a result, they avoid face-to-face interactions and rely on social media to stay connected. However, exposure to the social lives of others through social media actually reinforces feelings of inferiority and social anxiety, thus exacerbating FoMO.

The theory of social comparison from Festinger (1954) This phenomenon is explained. Individuals with low self-esteem and social anxiety often make upward social comparisons, i.e., compare themselves to people who are considered more successful, popular, or happy. This comparison increases self-dissatisfaction and exacerbates FoMO.

The results of this study show a significant negative relationship between self-esteem and FoMO in college students. The lower a person's self-esteem, the higher the tendency to experience FoMO.

This confirms that low self-evaluation is an important factor that increases vulnerability to feelings of social disadvantage, especially in the digital age dominated by social media.

Self-esteem is an individual's subjective evaluation of his or her value, which plays a role in building confidence and emotional stability. (Rosenberg, 1965). Individuals with low self-esteem often view themselves negatively and underestimate their accomplishments or abilities. In a social context, low self-evaluation is a source of feelings of inadequacy that increases the tendency to compare oneself to others.

FoMO, as explained by Przybylski et al. (2013), is a psychological phenomenon that arises when a person feels like they are missing out on meaningful experiences that others enjoy. Individuals with low self-esteem tend to feel this more often because they need high validation to reinforce fragile confidence. This need is usually directed at social media as a platform for constant comparison.

Higgins' (1987) theory of self-discrepancy Explains that the difference between the ideal self and the real self creates psychological pressure. Individuals with low self-esteem have a large gap between expectations of themselves and perceived reality. Social media, which displays other people's lives in a curated form, widens this gap. When looking at a friend's accomplishments or happy moments, the individual feels that their life is left behind, triggering feelings of not being good enough.

Chou & Edge (2012) Explain that social media displays the illusion of a more perfect life (highlight reel effect). Individuals with low self-esteem tend to perceive this image as reality, so they feel more left behind and unable to compete socially.

Upward social comparison exacerbates the impact of low self-esteem on FoMO. Festinger (1954) states that humans compare themselves with others to evaluate their social position. Individuals with low self-esteem are more likely to make upward comparisons, reinforcing negative views and increasing the sense of urgency to participate in social activities so as not to feel left behind.

With social media, college students are under greater pressure to live the ideal social life. Those with low self-esteem feel the need to constantly monitor their friends' activities to remain accepted in social groups. This fear creates emotional distress

that affects psychological well-being and academic productivity.

FoMO triggered by low self-esteem has a negative impact on students' mental health. Research shows FoMO is often associated with anxiety, stress, and depression (Przybylski et al., 2013). Students with low self-esteem have difficulty managing emotions when they feel left behind by their peers. The reliance on social media for social validation exacerbates this condition, creating a negative cycle in which they continue to seek temporary gratification through online activity, only to feel worse afterwards.

This research makes an important contribution to understanding the relationship between self-esteem and FOMO. The findings of significant negative associations strengthen the theory and provide new insights into psychological dynamics in the digital age. Although self-esteem's contribution to FOMO is smaller than that of social anxiety, self-esteem is still an important factor in overcoming FOMO.

In addition, this study also found a significant positive relationship between social anxiety and FoMO. The higher the social anxiety, the greater the tendency to experience FoMO. This shows that social anxiety is the main factor that drives the fear of being left behind in other people's social activities, especially in the use of social media.

Social anxiety is an intense fear of negative evaluations that inhibits direct interaction (American Psychiatric Association, 2013). Individuals with high social anxiety often avoid face-to-face interactions for fear of poor judgment, rejection, or self-shame. However, the need to stay connected remains, so social media is an alternative to meet these needs without the pressure of direct interaction.

Caplan (2007) Explained that social media offers relative anonymity, so that individuals with social anxiety can communicate without having to meet face-to-face. However, passive interactions on social media, such as just seeing other people's posts without actively participating, can actually worsen feelings of isolation. This strengthens FoMO as individuals become more aware of the social activities they are missing. Burnell et al., (2022) Found that people with social anxiety tend to behave passively on social media, observing more posts without being emotionally involved. Constant exposure to the ideal life displayed on social media

makes them feel left behind, increases anxiety, and reinforces the FoMO cycle.

The theory of self-determination can explain this FoMO phenomenon from Ryan & Deci (2000), Which states that humans have three basic needs: competence, autonomy, and relatedness. Social anxiety interferes with the fulfillment of the need for connection, making individuals feel isolated even though they are virtually connected. Social media often fails to meet the need for deep connectedness, exacerbating FoMO.

In Indonesia, a collectivist society, social acceptance is very important. The pressure to stay connected with friends is greater, especially for individuals with social anxiety. They feel pressured to know other people's social activities to keep up with the group's flow, but are afraid of negative evaluations. Hence, they are reluctant to participate actively. This combination of the need for social acceptance and the fear of poor judgment creates a cycle of anxiety that is difficult to break.

Collectivist culture also amplifies the impact of FoMO as individuals judge themselves based on social relationships. In a student environment that prioritizes group interaction, individuals with social anxiety feel that they have to try hard to maintain their social status through social media. However, this effort actually increases anxiety and dependence on social media as a form of temporary validation.

This study found that social anxiety contributed more to FoMO than self-esteem, with a regression coefficient of 0.45 for social anxiety and 0.15 for self-esteem. These findings are in line with previous research that stated FoMO emerged in response to social pressure and inability to meet social expectations (Przybylski et al., 2013).

Social anxiety not only exacerbates social isolation, but it also increases the need to monitor the activities of others as compensation for the inability to interact directly. Therefore, managing social anxiety is very important to reduce the impact of FoMO, especially for students who are in a critical period of social development.

This study provides new insights into the influence of social anxiety on FoMO, especially in the context of collectivist culture and the widespread use of social media. The finding that social anxiety is more dominant than self-esteem in driving FoMO underscores the need for specialized interventions such as social skills training, psychosocial support,

and social media use restrictions to help individuals manage their FoMO.

## CONCLUSION

Based on the results of the study, it can be concluded that self-esteem and social anxiety have a significant relationship with Fear of Missing Out (FoMO). Multiple linear regression analysis showed that the two variables simultaneously played an important role in influencing FoMO, with a value of  $F = 149.514$  and a significance of  $p = 0.000$  ( $p < 0.05$ ).

Partially, self-esteem was shown to be significantly negatively associated with FoMO ( $t = 5.592$ ;  $p = 0.000$ ), meaning that the lower the self-esteem, the higher the level of FoMO. Meanwhile, social anxiety had a significant positive relationship with FoMO ( $t = 8,200$ ;  $p = 0.000$ ), suggesting that the higher the social anxiety, the higher the FoMO.

In terms of contribution, social anxiety had a greater influence on FoMO than self-esteem, as seen from the higher regression coefficient (0.458 for social anxiety and 0.285 for self-esteem). Together, the two variables contributed 72.6% to FoMO, while other factors outside the study influenced the remaining 27.4%.

Based on the results of the data analysis, the hypotheses proposed can be concluded as follows:

### *First Hypothesis*

The hypothesis that Self-esteem and social anxiety are simultaneously correlated with Fear of missing out (FoMO) has proven to be very significant. The test results showed a value of  $F = 149.514$  with a significance level of  $p = 0.000$  ( $p < 0.01$ ), which showed a significant relationship between the two independent variables and the dependent variable.

### *Second Hypothesis*

The hypothesis that Self-esteem is negatively correlated with Fear of missing out (FoMO) has proven to be very significant. The test results showed a value of  $t = 5.592$  with a significance level of  $p = 0.000$  ( $p < 0.01$ ), which showed that the lower the level of Self-esteem, the higher the level of FoMO in students.

### *Third Hypothesis*

The hypothesis that social anxiety is positively correlated with Fear of missing out (FoMO) has proven to be very significant. The test results showed a value of  $t = 8.200$  with a significance level of  $p =$

$0.000$  ( $p < 0.01$ ), which showed that the higher the level of social anxiety, the higher the level of FoMO in students.

This study confirms that social anxiety has a more dominant influence on FoMO than self-esteem. Students with high levels of social anxiety tend to feel more pressured always to be connected to their social environment, thus triggering a fear of missing out. Although self-esteem also plays a role, the effect is smaller than social anxiety. Therefore, management of social anxiety is important in reducing FoMO.

## Suggestion

### *For Students*

Students with low self-esteem should participate in activities that can help boost self-confidence, such as training, workshops, or campus organizations. For those who experience social anxiety, it is recommended to try ways to manage stress, such as meditation, exercise, or counseling. That way, FoMO can be reduced, and the focus on learning and self-development can be better.

### *For Further Researchers*

The next study can add other variables such as self-control, psychological well-being, or frequency of social media use to understand FoMO more completely. Mixed or qualitative methods can also be used to delve into individual experiences. The research can also be compared in other age groups or educational levels.

### *For Educational Institutions*

Schools or colleges should provide training to boost confidence and cope with stress. Easily accessible counseling services are also important to help students who feel anxious or lack confidence. In addition, it is necessary to create a friendly and supportive environment so that students are comfortable interacting without feeling pressured.

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