Correlation Between Fear of Missing Out and Internet Addiction in Students

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ARTICLE INFO	**ABSTRACT**
	Nowadays, technological advances continue to develop every year. The existence of technology makes it easy for everyone to access the internet anywhere and anytime; everyone can also use the internet at many sources, such as online games, chatting, YouTube, and many others. This research involved business administration students. The significance value (2 tailed) found was 0.000, <0.05, so there was a significant relationship between the fear of missing out (FoMO) variable and internet addiction. In addition, there was a positive correlation and a contribution between FoMO and internet addiction in business administration students with a significance of 0.000 < 0.05. It signifies that if FoMO increases, internet addiction will also increase. The contribution of internet addiction to the FoMO was 52.8%. The accepted hypothesis in this study revealed that FoMO is one of the factors influencing internet addiction in business administration students. This is an open-access article under the CC BY-SA license.

Citation:

Anastasya, Y. A., Hadiah, C. M., Amalia, I., & Suzanna, E. (2022). Correlation between fear of missing out and internet addiction in students. *International Journal of Islamic Educational Psychology*, *3*(1), 35-43. http://dx.doi.org/10.18196/ijiep.v3i1.14038

INTRODUCTION

Nowadays, advances in technology continue to develop every year. Technology makes it easy for everyone to access the internet anywhere and anytime. Everyone can also use the internet on many sources, such as online games, chatting, YouTube, and others. However, daily use of the internet makes it hard for people to put their phones away, or what is usually called gadgets. It makes the internet no longer a secondary need but a primary need that everyone needs to have.

As cited from Kompas, "internet use in Indonesia has increased since 2018." Based on the Indonesian poll results in collaboration with the Association of Indonesian Internet Service Providers or *Penyelenggara Jasa Internet Indonesia (APJII)*, internet users in Indonesia increased by 10.12%. According to Secretary-General of APJII, Henri Kasyfi, this survey involved 5,900 samples with a 1.28% margin of error. This field data was obtained from March to April 14, 2019. In another research, 98% of students were active internet users, and 97% were active in using social media (Saputra, 2019). Overall, the research showed that students were closely related to social media. According to Saputra (2019), students utilize social media as a communication tool to seek information, engage in social interaction and online business, express opinions and entertainment, and do activities in their free time.

Easy access to the internet from time to time also makes people use the internet more intensively. Nevertheless, it may create a problem usually known as internet addiction. According to Kompas, "Indonesian people access the internet for an average of 8 hours 36 minutes, and an average of 3 hours 26 minutes is spent on social media. In fact, Indonesia's position dropped one ranking from last year, with an average time of 8 hours 51 minutes of internet use per day. Meanwhile, in social media use, there is an increase from the previous average time of 3 hours 23 minutes."

According to Young (2010), internet addiction is a syndrome characterized by spending excessive time on the internet and the inability to control its online use. Young (2010) also stated that internet addiction is a condition where individuals feel that the virtual world is more interesting than real life. Moreover, Young (2010) mentioned that aspects of internet addiction include the following: focused attention on online activities, wanting to access the internet for an increased amount of time to gain satisfaction, unable to control, limit, or stop internet activities; feeling restless, stressed, and easily irritated when limiting or stopping internet use; being online longer than planned; making the internet a way of escaping from unpleasant feelings; always going back to the internet even though they have spent much time there; having tendency to withdraw from other people when being offline; daring to risk losing closest people, job, education, or career for the internet; lying to family to about reducing the amount of time on the internet.

On the other side, fear of missing out (FoMO) is defined by Przybylski et al. (2013) as a pervasive concern when other people have better or more valuable experiences, and it is characterized by an urge to always connect with other people. In understanding FoMO, Przybylski et al. (2013) referred to the Self-Determination Theory (SDT) proposed by Deci and Ryan (2001), in which FoMO indicates one's poor self-regulation emerged from unfulfilled psychological needs for a long time. SDT theory also explains how self-regulation and psychological health can be effectively affected by fulfilling three basic psychological needs: competence, autonomy, and connectedness.

Previous studies have described FoMO as a psychological construct closely related to the misuse of smartphones and excessive use of social media (Elhai et al., 2016; Przybylski et al., 2013). According to Brown & Vaughn (2011), real-time and location-based features on social media trigger individuals to experience FoMO. FoMO also causes everyone to feel the need to be directly involved in online discussions and maintain relationships with other people without exception (Sayrs, 2013). It is supported by Triani (2017), who asserted that the higher the need to maintain the relationship, the higher the FoMO tendency for social media users. In addition, Festinger (in Eddleston, 2009) stated that individuals are urged to compare their abilities with other people's abilities. This urge triggers a behavior of making comparisons among internet users, and it indicates the need to be constantly connected on social media (JWT Intelligence, 2012). Therefore, various impacts caused by a high level of FoMO on individuals are non-virtual relationship breaks due to lack of attention while communicating (Sayrs, 2013), increased frequency and attachment to smartphones (Hato, 2013), low level of life satisfaction and welfare (Jood, 2017; Przybylski et al., 2013), and an indication of social situations and negative emotions, such as boredom and loneliness, directly related to social media use (Burke et al., 2010; Kross et al., 2013). More specifically, Wallace (2014) explained that it happens due to an increased feeling of disconnectedness, and it causes social anxiety.

According to JWT Intelligence (2012), FoMO is affected by six driving factors: disclosure of information on social media, age, social one-upmanship, topics spread through hashtags, condition of relative deprivation, and a huge number of stimuli to find information. Besides, Hetz et al. (2015) also Li and Chen (2014) contended that social media bring advantages for students nowadays in getting information from college and family they left at home, which can be one's social capital in adapting to the environment.

However, with that condition, Gezgin et al. (2017) discovered that the highest level of FoMO was experienced by those under the age of 21 which is the age of first-year students. According to Arnett (in Santrock, 2012), the age between 18-25 is a transition from adolescence to adulthood, also known as emerging adulthood. One of the characteristics of this phase is instability in various aspects of life. Students with a high level of FoMO will have impacts, such as decreased productivity, learning motivation, academic achievement, emotional well-being,

and increased use of gadgets during class, which may interfere with the learning process (Samaha & Hawi, 2016).

Furthermore, living with the rapid flow of information urges individuals to develop strategies for facing and avoiding stimuli that can hinder daily activities. The ability to develop strategies for managing behavior continuously to achieve desired goals is called self-regulation (Bandura et al. in Ormrod, 2012). On the other hand, an individual with a high level of fear of missing out (FoMO) will tend to use the internet more often to find various information through various applications, such as social media, searching, and chatting when they wake up, eat, before they go to bed, and even when driving; they use gadgets like smartphone, laptop, notebook, and others (Przybylski et al., 2013). The results showed that individuals with FoMO had an individual attachment to the internet, causing them to access the internet anywhere and anytime frequently.

Therefore, this research involved business administration students since, based on observation results, after checking in several majors, such as management, communication science, and psychology, in the business administration department, the students looked very individual and could not be away from gadgets. They stated that gadgets had become their daily habit, and they always used it as a means of learning, so they found it difficult to stay away from their gadgets. On the other hand, they were afraid to lose information. For this reason, this research chose the subject of the student of business administration.

METHOD

This study aimed to examine the relationship between FoMO and internet addiction in business administration students in the academic year 2016-2017 in Universitas Malikussaleh. This study was conducted at Universitas Malikussaleh for three months, from October to December 2019. The study population was all active students from the academic year 2016-2017. Samples of the study were 79 students majoring in business administration, selected using the Slovin method with a 10% error rate. Data in this present study were collected utilizing two scales: 1) FoMO scale, arranged by Marlina (2017), consisting of 16 items, and 2) internet addiction scale, arranged by Marlina (2017), comprising 26 items.

In addition, the sampling technique employed saturated sampling, where the researcher took all students from the 2016-2017 class in the department to fulfill the research sample because this department did not have many students. Meanwhile, data analysis used the normality test to see if the data were normally distributed and then used the correlation test. The output correlation results could be seen as the Pearson correlation value between the FoMO and internet addiction variables.

RESULTS AND DISCUSSION

The study results discussed the normality test, linearity test, and correlation test. The distribution normality test was analyzed using the Kolmogorov Smirnov

test. Based on the analysis, it was discovered that FoMO and internet addiction variables spread following normal distribution, distributed according to the rule of the normal curve. As a criterion, if p > 0,05, the distribution is normal. On the other hand, if p < 0,05, the distribution is not normal (Hadi, 2000).

Table 1. Calculation Results of Distribution Normality Test

	Cases					
	Valid		**Missing**		**Total**	
	N	Percent	N	Percent	N	Percent
FoMO	79	100.0%	0	0.0%	79	100.0%
Internet addiction	79	100.0%	0	0.0%	79	100.0%

Table 2. Normality Test

	Kolmogorov-Smirnov[a]			**Shapiro-Wilk**		
	Statistic	**Df**	**Sig.**	**Statistic**	**df**	**Sig.**
FoMO	.107	79	.025	.975	79	.129
Internet addiction	.112	79	.016	.959	79	.013

a. Lilliefors Significance Correction

The linearity test results are provided in Table 3. It was found that the significance value on linearity was 0.00. As the significance was less than 0.05 (0.00 < 0.05), it can be concluded that there was a linear relationship between FoMO and internet addiction variables. Therefore, the assumption of linearity was met.

Table 3. Calculation Results of Relationship Linearity Test

			Sum of Squares	df	Mean Square	F	Sig.
"FoMO" *	Between	(Combined)				2.33	.00
			2132.875	32	66.652		
"Internet addiction"	Groups					3	4
		Linearity				33.6	.00
			962.374	1	962.374		
						78	0
		Deviation from				1.32	.19
			1170.501	31	37.758		
		Linearity				1	2
	Within Groups		1314.467	46	28.575		
	Total		3447.342	78			

Moreover, the following table consists of correlation test results conducted. It was discovered that the Pearson correlation value between FoMO and internet addiction variables was 0.528. In this case, the asterisk equals 1, meaning that the correlation was significant at 0.05 with a 2-tailed test. A positive correlation value

indicates that there was a positive relationship. In other words, if FoMO increases, internet addiction also increases.

Table 4. Calculation Results of Relationship Correlation Test

		FoMO	**Internet Addiction**
FoMO	Pearson Correlation	1	.528**
Sig. (2-tailed)			.000
	N	79	79
Internet addiction	Pearson Correlation	.528**	1
	Sig. (2-tailed)	.000	
	N	79	79

**. Correlation is significant at the 0.01 level (2-tailed).

Based on test results of research data conducted by the researchers, the following discusses research results obtained from each FoMo and internet addiction variables. On normality, it showed significant results, where there was a correlation between FoMO and internet addiction, in which N equals 79 with a 100% result. Then, the relationship linearity is seen in Table 3. It is shown that the significance value on linearity was 0.00. As the significance was less than 0.05 (0.00 < 0.05), it is concluded that there was a linear relationship between FoMO and internet addiction variables. Therefore, the assumption of linearity was met. On the correlation test, as presented in Table 4, it was discovered that the Pearson correlation value between FoMO and internet addiction variables was 0.528. A positive correlation value indicates a positive relationship; thus, if FoMO increases, internet addiction also increases.

Furthermore, the study results demonstrated a significant positive relationship between FoMO and internet addiction variables, in which the higher FoMO, the higher internet addiction. The accepted hypothesis in this study indicated that FoMO is one of the factors affecting internet addiction tendency in business administration students in the academic year 2016-2017 in Universitas Malikussaleh. It aligns with research by Weiser (in van den Eijnden et al., 2008), stating that two purposes of using the internet are social affection and easy access to information. Social affection is indicated by the desire to meet other people or new people on the internet, while easy access to information is specified by the desire to keep using the internet to gain information.

It is also supported by research conducted by Arnett (2013), which found that internet users in the emerging adulthood period tended to use the internet excessively. During the use of the internet in emerging adulthood, the individuals would have self-exploration and experiment, which are the characteristics of emerging adulthood. It was done by trying new things or having new experiences to expand personal experiences using the internet as media to communicate and find various information. In addition, it is in accordance with a study conducted by Dossey (2014), which uncovered that after waking up, before going to bed, when eating and driving, an individual

continues to use their phone or smartphone to surf the internet, so they will not miss any information.

Moreover, previous studies have shown that FoMO is one of the factors of internet addiction during emerging adulthood, namely the purpose and time of internet use. The internet also offers easy access to gain information and communicate, where the individual needs during emerging adulthood to find information quickly and connect with other people easily are fulfilled. The purpose of the individuals in using the internet also explains the increased time in internet use.

CONCLUSION

The study results demonstrated a positive and significant relationship between FoMO and internet addiction, in which the higher FoMO, the higher internet addiction. The accepted hypothesis in this study showed that FoMO is one of the factors affecting internet addiction in business administration students in the academic year 2016-2017 in Universitas Malikussaleh. The results also revealed that business administration students used gadgets to get easy access to reach information. It was reinforced by the observations, uncovering that business administration students were seen using gadgets on campus.

For suggestion, future researchers can conduct similar research on students from different majors. They can also research students with the same major but from another academic year, for example, comparing results from freshman year students to senior year students by using the same variables.

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