

## Do Fear of Missing-out Mediated by Social Media Addiction Influence Academic Motivation Among Emerging Adulthood?

Rahma Widyana  
Faculty of Psychology  
Mercu Buana University of Yogyakarta, Indonesia  
[rahma@mercubuana-yogya.ac.id](mailto:rahma@mercubuana-yogya.ac.id)

Santi Esterlita Purnamasari  
Faculty of Psychology  
Mercu Buana University of Yogyakarta, Indonesia  
[santi@mercubuana-yogya.ac.id](mailto:santi@mercubuana-yogya.ac.id)

### Abstract

The aim of this research was to examine the relationship between fear of missing out and academic motivation mediated by social media addiction among emerging adulthood. The participants involved in this research were 18 to 25 years emerging adulthood, who live in Special Region of Yogyakarta. They were active internet users and have used the internet for more than 6 months. Furthermore, they were students in both high school and university. The hypothesis proposed in this study was that there is a relationship between fear of missing out and academic motivation mediated by social media addiction. The results showed that the hypothesis was correct. This implies that the fear of missing out is negatively correlated with academic motivation mediated by social media addiction. However, it was discovered that there was a positive correlation between fear of missing out and social media addiction. There was also a negative correlation between social media addiction and academic motivation.

**Keywords:** Social media addiction, fear of missing out, academic motivation, emerging adulthood

Received 25 April 2020/Accepted 10 August 2020 ©Author all rights reserved

### Introduction

Motivation is an important foundation of academic development in students (Rowell & Hong, 2013). It has been widely studied in education and in other fields (Isaksen, & Treffinger, & Dorval, 2011). Research has consistently discovered that academically motivated students tend to perceive school and learning as valuable, like to learn, and enjoy learning-related activities (Zimmerman, 2008). From the psychological perspectives, motivation is one of the key standards used in explaining different performance levels. Numerous studies have shown that children, tend to lose their motivation in learning some subjects as they go through school (Schmakel, 2008; Walker & Greene, 2009; Wang &

Pomerantz, 2009). Lack of motivation leads not only to disengagement with school activities in general, but also to underachievement and dropping out of school (Glass & Rose, 2008; Janosz, Archmbault, Morizot, & Pagani, 2008; Scheel, Madabhushi, & Backhaus, 2009).

Motivation is considered as an important psychological construct in learning process. It is also highly correlated with academic achievement and student persistence. Motivation is stated as a continuum of increased self-determination with three fundamental parts reflecting the level of autonomy on amotivation, intrinsic and extrinsic motivation (Stover, Boubeta, Iglesia, & Liporace, 2012). Vallerand et al (Karin & Utvær, 2016) developed the Academic Motivation Scale (AMS) with 7 subscales assessing 3 types of intrinsic motivation (such as knowledge, skill/accomplishment and stimulation), three types of extrinsic motivation (such as identification, introjected motivation and external). The last type being amotivation.

Derci and Ryan (in Karin & Utvær, 2016) constructed intrinsic motivation into three non-sequential subscales. They include: (1) Intrinsic motivation for knowledge; measured by assessing the desire to do some activities for pleasure and satisfaction in the learning process, (2) Intrinsic motivation for skills; measured by assessing the desire to carry out activities involving completion or creation of something for pleasure and satisfaction and, (3) Intrinsic motivation for stimulation; measured by assessing the desire to do activities in order to experience stimulation.

Conversely, there are three extrinsic motivation subscales which includes: (1) identification regulation; measured by assessing the desire to perform an activity in order to get important and personal value, (2) introjection regulation; measured by assessing the experience of pressure and guilt, and (3) extrinsic regulation; measured by assessing whether students participate in activities to avoid negative consequences or to get prizes. The amotivation subtest assesses the lack of motivation. Currently, severe but beneficial challenges which affects academic motivation has led to advancement in information technology.

Internet has become the utmost invention in providing numerous information in human history. People are able to access information on virtually any topic easily and quickly (Arnett, 2013). Nowadays, people use the internet in obtaining information not only by using search applications, but also by using social media. This is because a large number of social media platforms provide numerous

information needed by people. On social media, individuals can share any information because it will be updated continuously. This was in line with a research carried out by Dossey (2014). It explained that people tend to access the internet by using their cell or smart phones starting from when they wake up in the morning, before going to sleep, when eating and even when driving a motorcycle or car.

When the desire of people to obtain information from the internet is not fulfilled, it leads to a feeling of discomfort and anxiety. This is because they tend to experience the fear of not being updated. A feeling of discomfort is experienced when people are not able to access the internet. This is a symptom related to social media addiction. It was mentioned by Al-Menayes (2015) that people tend to experience restlessness, depression and irritations when they try to reduce or stop the usage of the internet. Fear of not being up to date is one characteristic of fear of missing out (FoMO). This fear, results in individuals increasing the intensity of time spent on the internet. Increasing the amount of time spent on social media is a part of internet addiction. The research conducted by Abel, Buff, & Burr (2016) showed that the ease of accessing various information via the internet can encourage individuals to easily compare their lives with others. According to Al Menayes (2016), individuals who experience fear of missing out (FoMO) will continuously be interested in using the social media and so tend to have low academic motivation. This is because much time is spent accessing social media platforms.

Based on the research conducted by Przybylski, Murayama, DeHaan and Gladwell (2013) internet make use of abundant forms in providing information for its users. From the internet, information can be obtained not only from search applications but also through social media. Through the internet, individuals are able to access information related activity, event or any diverse information easily. The fear of missing out (FoMO) is a phenomenon which has emerged from constant use of the internet. According to the research conducted by Bosker (2012) they are 40% of internet users in the world experiencing the fear of missing out (FoMO).

Last time, fear of missing out belongs to social anxiety. However, the advance development of technology and internet, has resulted in an increase in fear of missing out (Bosker, 2012). Fear of missing out (FoMO) is referred to as a social anxiety that was conceived from the advancement of information, technology, and social media development. It is a modern syndrome among the modern society who is obsessed with being connected at all times.

According to Przybylski, Murayama, DeHaan and Gladwell (2013) the fear of missing out (FoMO) is the fear of losing precious moments with other individuals or groups which such an individual cannot be part of. It is characterized by a desire to stay connected to what other people do via internet or cyberspace. Meanwhile, according to Bosker (2012) fear of missing out (FoMO) is a fear felt by someone who is highly curious about the pleasant events of others which she or he does not belong to. Similar to the definition described by Przybylski, Murama, DeHaan and Gladwell (2013), Alt (2015) mentions that fear of missing out (FoMO) is a phenomenon in which individuals feel that others are having pleasant experiences which they are not directly involved in. Therefore, it results in individuals trying to stay connected to what others do through the media and internet. More simply, fear of missing out (FoMO) can be interpreted as the fear of being out dated and therefore considered as being non-existent.

Przybylski, Murayama, DeHaan and Gladwell (2013) refers fear of missing out (FoMO) to Self Determination Theory, which illustrates that fear of missing out (FoMO) is formed due to the low level of psychological basic needs associated with using the internet. According to Tekeng (2015) Self Determination Theory is related to humanistic theory of motivation and well-being. This theory assumes that all individuals, regardless of age, gender, economic status, nationality and cultural background have inherent developing tendencies (such as intrinsic motivation, curiosity and basic psychological needs). Therefore, it forms the basis of motivation for an individual's involvement in daily life. Psychological basic needs according to Reeve (Tekeng, 2015) are a source of proactive intrinsic motivational tendencies. These tendencies are inherent and direct individuals in the search of new things, pursuing optimal challenges, training and expanding abilities, exploring and learning. Therefore, from the results of the research conducted by Przybylski, Murayama, DeHaan and Gladwell (2013), fear of missing out (FoMO) is formed due to low satisfaction in the psychological basic needs of competence, autonomy and relatedness.

Fear of missing out (FoMO) causes feelings of loss, stress, and being far away from knowing the important events of other individuals. This is based on the view of social determinism that social media gives room for comparison between individuals in regards to the level of their well-being and perceptions of happiness. Social media enables other individuals to know their lives as a form of individual self-esteem. When other individuals see aroused perceptions, it is seen as true happiness (Przybylski, Murama, DeHaan & Gladwell., 2013).

Przybylski (in Dossey, 2014) discovered some facts about the fear of missing out (FoMO). It is seen that fear of missing out (FoMO) is the driving force for the use of internet specifically social media. The highest level of fear of missing out (FoMO) is experienced by teens and emerging adulthood. Therefore, this low life satisfaction may lead to high fear of missing out (FoMO). This is because of the high level of concentration used while accessing the internet.

Some aspects of fear of missing out (FoMO) according to Przybylski, Murayama, DeHaan & Gladwell (2013) are influenced by the perspective of Self Determination Theory. Przybylski, Murayama, DeHaan & Gladwell (2013) stated that effective self-regulation and psychological health can be achieved based on satisfaction of three basic psychological needs. They include: (a) Competence; ability to act and interact effectively with one's environment, (b) Autonomy; being the initiator and source of ones own behaviour (personal initiative), and (c) Relatedness, an inherent tendency to be connected to others (closeness or desire to relate to others).

According to Przybylski, Murayama, DeHaan & Gladwell (2013) the low-level of psychological basic needs are related to Fear of Missing Out (FoMO). Some of its aspects according to Przybylski Murayama, DeHaan & Gladwell (2013), are: (a) Unfulfilled psychological needs for relatedness. Relatedness is a person's need to have the feeling of being joined and connected with others. Strong, warm and caring relationships can satisfy the need for connections. This makes individuals obtain more opportunities to interact with important people therefore, developing their social competence. When the psychological needs of relatedness cannot be fulfilled, anxiety arises. Therefore, the individual tries to find out the experiences of other people through social media. (b) Unfulfilled self-psychological need. Psychological needs of self, in relation to competence and autonomy. Competence is defined as an individual's self-esteem to being effective in interacting with the environment. This reflects the need for practicing new abilities and searching for optimal challenges (Reeve & Sickenius in Tekeng, 2015). The need for competence is related to the individual's belief in performing certain actions or behaviours efficiently and effectively. Low satisfaction of competence leads to the individual getting frustrated and feeling hopeless. While autonomy is the experience of having the choice, support and willingness which is associated with some behaviors like starting, maintaining and ending behavioral involvement (Niemic, Lynch, Vansteenkistec, Bernstein, Deci & Ryan in Tekeng, 2015). Autonomy means that individuals are free to integrate actions taken on their own initiative without being bound or controlled by others (the individual is the initiator and source of his behavior). If the

psychological needs for an individual are not fulfilled, the individual makes use of the internet in obtaining various kinds of information and also getting connected with others. This makes the individual always trying to find out what is happening to others through the internet.

Some aspects of the Fear of Missing Out (FoMO) according to Bosker (2012) are: (a) Feeling afraid of losing the latest information available on the internet, (b) Getting nervous when not able to use the internet, and (c) Feeling unsecured because of the internet. Then they find it very easy to miss some information on internet.

According to Thakkar (2006), addiction is a medical and psychiatric condition characterized by excessive use of a substance. Continuous usage of such substance may lead to a negative impact on the individual such as the loss of good relationships with family or friends or loss of job. According to Davis (Soetjipto, 2005), addiction is a form of psychological dependence between a person with certain stimulus. The stimulant can be an object or substance.

In the field of psychiatrists, addiction is a very robust phenomenon (Thakkar, 2006). Recently, the term addiction is not only related to dependence on addictive substances. The American Psychological Association (Rosenberg, 2014) explained that dependency is not only caused by addictive substances, but also certain behavior. An example are activities involving use of the internet. There are many experts who defined internet addiction. However, the expert's reference in defining internet addiction is similar to the definition of behavioral addiction. Internet addiction is a new psychological disorder. Soetjipto (2005) defined internet addiction as a strong desire or psychological dependence on the internet.

According to Lance Dodes in his book titled "The Heart of Addiction" (Yee, 2002), there are two types of addiction, which includes: physical addiction like alcohol or cocaine addiction, and non-physical addiction such as addiction to online games or social media. Using too much social media is known as social media addiction. However, some experts also refer to it as compulsive problematic or pathological social media use. Although some experts gave different terms but the reference in defining social media addiction is similar to that which has resulted in psychological problems. This implies that such individuals seem to do nothing else rather than accessing the social media. They also see the social media as their life. This is very risky for their development.

Individuals are called experienced social media addicts when they exhibit certain behaviors. Some aspects of Social Media Addiction Scale according to Al Menayes (2015) are: (1) Social Consequences; these items reflect how social media affects daily life activities, (2) Diversion time; it reflects on time dimension associated with the use of social media, and (3) Compulsive Tendency.

Nowadays, social media addiction has become an important issue to be investigated. This is because it affects an individual's relationship with family, social environment and professional life (Vollmer, Ayas, Randler, & Ayas, 2014). The results of previous studies conducted by Chou, Tsai and Lin (Vollmer, Ayas, Randler, & Ayas, 2014) showed that internet addiction including social media has a negative impact on academics such as decreasing academic achievement, physical health such as reduced sleep due to excessive internet use and health mental disorders such as anxiety and depression. Previous studies have discovered that younger internet users are more at risk of becoming internet addicts (Soule in Apriliana, 2016). Based on a survey conducted by the Center for Communication Studies in University of Indonesia in collaboration with the Association of Indonesian Internet Service Providers, it was discovered that the highest internet users are within the age bracket of 18 to 25 years or in emerging adulthood. The use of internet is quite popular among emerging adulthood because, internet provides benefits in facilitating individuals to obtain various kinds of information. In addition, it can help emerging adulthoods in practicing their social abilities, such as communicating through social media (Arnett, 2013).

According to Arnett (2013), emerging adulthood has some characteristics such as self-exploration, instability, self-focus, ambiguity and ability to explore and carry out experiments. These characteristics of emerging adulthood affects usage of the internet by some individuals. In using social media, emerging adulthood explore themselves and conduct experiments. They achieve this by trying new things to broaden personal experiences and participating in using internet as a medium for communicating and searching for various information. These individuals are in an unstable condition since they adopt a lot of experiences from their environment, including the internet. Emerging adulthood are also focused on themselves. Therefore, when they access the internet, they have the urge to continuously use it. This leads to internet addiction.

Nowadays, in obtaining information, people not only use the internet search applications, but also social media. This is because a large number of social media platforms are currently developing. On

social media, individuals can share any information because it will be updated continuously.

When the desire to obtain information from the internet is not fulfilled, it brings about a feeling of discomfort and anxiety. This is because of the emerge of fear of being out of date. These feelings of discomfort are the symptoms of social media addiction described by Al-Menayes (2015). These symptoms include feeling restless, depressed and irritable. They also happen when people try to reduce or stop the use of the internet including social media. The fear of not being updated about any information is one of the characteristics of the fear of missing out (FoMO). This makes an individual increase the amount of time spent on the internet which is a part of internet addiction. This is in line with Dossey's (2014) research which mentioned that when people wake up, before they go to sleep, eat and even when driving a motorcycle or car, they still use their cell or smart phones to surf the internet to be updated.

Research conducted by Abel, Buff, & Burr (2016), shows that the ease of accessing various information via internet encourages individuals to easily compare their lives with that of others showed on the internet. Meanwhile, the research conducted by Al-Menayes (2016) showed that the number of applications offered by the internet allows individuals to search for information efficiently and inexpensively. Therefore, this makes individuals use the internet over and over again. Al Menayes (2016) mentioned that individuals who experience fear of missing out (FoMO) will continue to be interested in using social media. This leads to a low academic motivation since they spend more time on social media.

The aim of this study was to determine the relationship between social media addiction, Fear of Missing Out (FoMo), and academic motivation among emerging adulthood. The hypothesis proposed in this study was the negative relationship between fear of missing out and academic motivation on students mediated by social media addiction. The model proposed in this study can be seen in Figure 1 as follows.



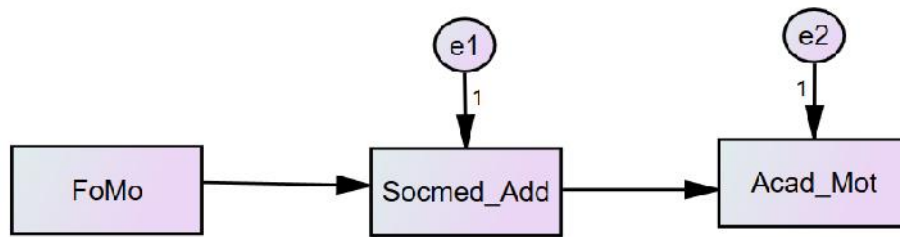


Figure 1. The proposed model

The theoretical benefits of this study were providing a new perspective on the relationship of social media addiction, fear of missing out (FoMO) and academic motivation among emerging adulthood. Conversely, the practical benefits of this research were to ascertain if the hypothesis of this study is accepted. This research hopes to provide benefits regarding the importance of paying attention to the factors of social media addiction and fear of missing out (FoMO) in the effort of increasing academic motivation among emerging adulthood.

## Method

### *Participants*

The participants of this study were 104 emerging adulthood in Special Region of Yogyakarta. Emerging adulthood is a period of transition from adolescence to early adulthood characterized by experimentation and exploration (Arnett, 2013). Other characteristics of the research participants include being an active internet user who have been using the internet for more than 6 months. Participants were both university and high school students. The participants were selected by incidental technique sampling and by voluntarily filling the google form.

### *Data collection methods*

This research made use of the quantitative method with a scale. The scales used included the Social Media Addiction Scale, the Fear of Missing-out Scale, and the Academic Motivation Scale. Corrected-item total correlation analysis was used to analyze and obtain the validity of alpha in other to see reliability scores.

### *Social Media Addiction Scale*

This refers to the scale and aspects compiled by Al Menayes (2015). They include: social consequences, diversion time and compulsive tendency.

Examples of items on Social Media Addiction Scale were:

“I spent a lot of time on the internet (online)” (represents the aspect of feeling preoccupied).

“The amount of time I spend on the internet (online) gradually increases” (represents the aspect for the need of additional time, in order to gain satisfaction while accessing the internet).

“I will have a bad mood if I can't access the internet. However, that feeling disappears when I am able to access the internet” (represents the aspect of being anxious, gloomy, depressed or getting angry easily when access to the internet is reduced or stopped).

Based on the trial results from 14 items, there were 8 valid items. It was discovered that the coefficient of discrimination ranged from 0.255 to 0.425, with a reliability coefficient of 0.640.

### *Academic Motivation Scale*

This scale refers to some aspects of the Academic Motivation Scale (AMS) developed by Vallerand et al (in Karin &Utvær, 2016). AMS was developed with 7 subscales, assessing 3 types of intrinsic motivation such as knowledge, skill/accomplishment, and stimulation. This also assessed 3 types of extrinsic motivation such as identified, introjected motivation, and external. The last type being amotivation. Examples of items on academic motivation were:

Why do you go to school/college?

“To get pleasure in finding something or something that I never knew/seen before”

“The fact that I will feel more important when I am successful in my educational pursuit”.

“I don't know why I go to school/college”

Based on the try out results, it was showed that the 28 items were all valid, with discrimination coefficients ranging from 0.280-0.765, and a reliability coefficient of 0.941.

### *The scale of fear of missing out (FoMO)*

This scale was arranged in accordance with the aspects of fear of missing out (FoMO) proposed by Przybylski, Murayama, DeHaan and Gladwell (2013). They are the unfulfilled psychological needs of relatedness (closeness to other individuals) and for self. Scoring mechanism on the scale used a range of 1 to 5. The highest score of favorable questions was 5 for always, 4 for frequently, 3 for

sometimes, 2 for rare and 1 for never. All statements of fear of missing out (FoMO) Scale were favorable items based on the consideration that this scale reveals the behavior of fear of missing out (FoMO). The scores for each statement will be added up as the total score of the participant. This also indicates the operationalization of the variable "fear of missing out (FoMO)".

Examples of items on FoMO scale were:

"I feel anxious when I cannot update the information on the internet (aspect of unfulfilled psychological need of relatedness (closeness to other individuals))"

"Sharing a happy moment on the internet is the most important thing to me (ex: updating the status) (aspect of unfulfilled psychological need for self)"

"I always check my email/twitter/facebook/LINE/Whatsapp/BBM/etc before performing any other activity, in order to access the latest information (unfulfilled psychological needs of relatedness (closeness to other individuals))"

The scale consists of 11 valid items with discrimination coefficient ranging from 0.339 to 0.672, with a reliability coefficient of 0.824.

#### Data Analysis

Data analysis on this research was carried out using Path Analysis with IBM® SPSS® AMOS™ 21 used to examine the correlation between fear of missing out and academic motivation mediated by social media addiction. In addition, the mediation effect of social media addiction was examined using the 1000 bootstrap at 95% confidence interval (CI).

#### Results

Computational results of structural equation modeling for testing theoretical models proposed in this study can be seen in Figure 2 as follows.

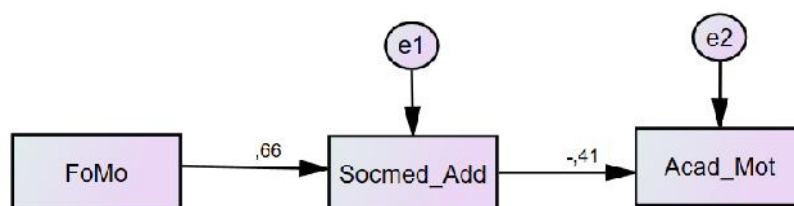


Figure 2. Path analysis results for testing theoretical models

The goodness-of-fit results from testing theoretical models are shown in Table 3.

Table 3  
*Evaluation of goodness-of-fit from testing theoretical Model*

Index	Value	Interpretation
The ratio of chi-squared to degrees of freedom (CMIN/DF)	5,068	Acceptable
Comparative Fit Index (CFI)	0,948	Acceptable
Bentler-Bonett Normed Fit Index (NFI)	0,938	Acceptable
Root mean square error of approximation (RMSEA)	0,199	Terrible
Standardized root mean square residual (SRMR)	0,087	Acceptable
Goodness of fit index (GFI)	0,969	Good
PClose	0.044	Acceptable

This research employed the multiple statistics recommended by Hu and Bentler (1999) and Kline (2005) with the goodness of fit used to assess the measurement and structural models. Furthermore, this research utilized the CMIN/DF (the ratio of chi-squared to degrees of freedom), Comparative Fit Index (CFI), the Bentler\_Bonett Normed Fit Index (TLI), Root Mean Square Error of Approximation (RMSEA), Standardised Root Mean Square Residual (SRMR), and Goodness of Fit Index (GFI). When the threshold value of CMIN/DF is below 3, it means suggests a good fit and when it is less than or equal to 5, it suggests an acceptable fit. A model is considered a good fit assuming the RMSEA and SRMR are, equal to or less than 0.06 and 0.08, respectively. Furthermore, a model is considered acceptable assuming the RMSEA and SRMR are, equal to or less than 0.08 and 0.10. CFI, NFI, and TLI values equal to or greater than 0.95 and 0.90 signify good and acceptable fits, respectively. The results showed that the testing and hypothesis models have acceptable fits.

The study showed that path analysis was significantly used to predict social media addiction ( $\alpha = 0,657, p < 0,01$ ), which negatively correlates with academic motivation ( $\beta = -0,406, p < 0,01$ ). The indirect paths from predictors to outcomes were statistically significant as follows: Fear of Missing Out  $\rightarrow$  Social media addiction  $\rightarrow$  Academic motivation ( $\alpha\beta = -0,267, p < 0,01, CI\ 95\% = -0,467$  to  $-0,151$ ). This result suggests that social media addiction is adequate as a mediator in the proposed model.

## Discussion

The results from this study showed that there was a negative relationship between fear of missing out and learning motivation mediated by social media addiction. It supports Al Menayes (2016) suggestion that individuals who experience fear of missing out (FoMO) will continue to be interested in using social media which in turn leads to social media addiction. When individuals experience internet addiction, they tend to have a low academic motivation, due to the amount of time spent on social media.

The results were also in line with Alt's research (2015), which showed that FoMO can terrace the use of social media in class. FoMO mediated the correlation between social media and academic motivation. Research by Alt (2017), Roberts & David (2019), corroborated the research that FoMO and social media engagement has a positive correlation, but also leads to a low academic motivation on students. The study by Hou, Xiong, Jiang, Song & wang (2019) showed that social media addiction negatively correlated with mental health and academic performance. Some studies have shown that the symptoms of social media addiction can be manifested in mood, cognition, physical and emotional reactions, as well as interpersonal and psychological problems (Balakrishnan & Shamim, 2013; Błachnio, Przepiorka, Senol-Durak, Durak, & Sherstyuk, 2017; Kuss & Griffiths, 2011).

FoMO has also been investigated for relations with variables involving the opposite of negative affectivity (Elhai, Yang & Montag, 2020). Central to FoMO is the perceived need to persistently stay connected with one's social network, resulting in frequent (and for some people, excessive) use of social networking sites and messaging services (Przybylski, et.al, 2013). Signs and symptoms of addiction to social networking may include experiencing disturbances in day-to-day work and activities, spending more than one hour a day on social networks, being curious about an old friend's profile, ignoring work and daily activities, and feeling anxious and stressed due to the lack of access to social networks. The study from Azizi, Sorouch & Khatony (2019) showed that there was a negative and significant relationship between the overall use of social networks and academic performance of students. Chou, Tsai and Lin (in Vollmer, Ayas, Randler, & Ayas, 2014) pointed out that internet addiction including social media has a negative impact on academics such as decreased academic achievement, physical health such as sleep deprivation due to excessive internet use and mental health such as anxiety and depression.

Dossey (2014) explained that most adults tend to use their cell or smart phones to surf the internet so as to be kept updated. When the desire to obtain information from social media is not fulfilled, it results to a feeling of discomfort and anxiety. This is because people tend to experience the fear of being less up to date. Feelings of discomfort when people are not being able to use the internet are a kind of symptom related to social media addiction. It was mentioned by Al-Menayes (2015) that people tend to experience restlessness, depression and irritations when trying to reduce or stop usage of the internet. Fear of not being up to date is one of the characteristics of the fear of missing out (FoMo). This makes individuals increase the amount of time spent on the internet which is a part of internet addiction. Research conducted by Abel, Buff, & Burr (2016) showed that the ease of accessing various information via internet encourages individuals to easily compare their lives with others. The desire to always be updated, results in an individual having a lack of academic motivation. Based on the descriptions above, it can be concluded that there is a negative relationship between social media addiction and academic motivation mediated by fear of missing out.

## Conclusion

The results from the research showed that there is an indirect relationship between fear of missing out and academic motivation mediated by social media addiction. Individuals who experience internet addiction tend to experience fear of missing out. They will continue to be interested in using social media therefore, leading to a low academic motivation. Based on the results of this study, parents and educators are advised to make efforts in preventing children and adolescents from experiencing social media addiction due to fear of missing out which can ultimately lead to low academic motivation.

## References

- Abel, J.P., Buff, C.L., & Burr, S.A. (2016). Media sosial and fear of missing out: scale development and assesment. *Journal of Business & EconomicsResearch*, 14(1), 33-43
- Al-Menayes, J. J. (2015). Dimensions of media sosial addiction among university students in Kuwait. *Psychology and Behavioral Sciences*4(1), 23–28. <https://doi.org/10.11648/j.pbs.20150401.14>
- Al-Menayes, J. J. (2016). The fear of missing out scale: Validation of the Arabic version and correlation with media sosial addiction. *International Journal of Applied Psychology*, 6(2), 41-46. doi: 10.5923/j.ijap.20160602.04

- Alt, D. (2015). College students' academic motivation, media engagement and fear of missing out. *Computers in Human Behavior*, 49, 11–119. doi:10.1016/j.chb.2015.02.057
- Alt, D. (2017). Students' social media engagement and fear of missing out (FoMO) in a diverse classroom. *Journal of Computers in Higher Education*, 29, 388–410. doi:10.1007/s12528-017-9149-x
- Apriliana, K. (2016). Hubungan antara kecanduan internet dengan motivasi belajar siswa. *Skripsi* (tidak diterbitkan), Yogyakarta: Fakultas Psikologi Universitas Gadjah Mada
- Arnett, J. J. (2013). *Adolescence and emerging adulthood: A cultural approach*. United State of Amerika: Pearson Education. 5<sup>th</sup> Edition
- Azizi, S.M., Soroush, A., & Khatony, A. (2019). The relationship between social networking addiction and academic performance in Iranian students of medical sciences: a cross-sectional study. *BMC Psychology* 7:28 <https://doi.org/10.1186/s40359-019-0305-0>
- Balakrishnan, V., & Shamim, A. (2013). Malaysian Facebookers: Motives and addictive behaviours unraveled. *Computers in Human Behavior*, 29, 1342–1349. <https://doi.org/10.1016/j.chb.2013.01.010>
- Błachnio, A., Przepiorka, A., Senol-Durak, E., Durak, M., & Sherstyuk, L. (2017). The role of personality traits in Facebook and Internet addictions: A study on Polish, Turkish, and Ukrainian samples. *Computers in Human Behavior*, 68, 269–275. <https://doi.org/10.1016/j.chb.2016.11.037>
- Bosker, B. (2012). Fear of missing out(FOMO). Diunduh dari [https://www.iwtintelligence.com/wp-content/uploads/2012/03/F\\_JWT\\_FOMO-update\\_3.21.12.pdf](https://www.iwtintelligence.com/wp-content/uploads/2012/03/F_JWT_FOMO-update_3.21.12.pdf)
- Dossey, L. (2014). FOMO, Digital dementia and our dangerous experiment. *Exploration*, 10(2), 69-73. Diunduh dari [https://www.researchgate.net/publication/260644572\\_FOMO\\_Digital\\_Dementia\\_and\\_Our\\_Dangerous\\_Experiment](https://www.researchgate.net/publication/260644572_FOMO_Digital_Dementia_and_Our_Dangerous_Experiment)
- 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 Psychiatry*. 2020 xxx-xxx;00(00): 1 -7. doi:10.1590/1516-4446-2020-0870
- Glass, R., & Rose, M. (2008). Tune out, turn off, drop out. *American Teacher*, 93(3), 8-21
- Hou, Y., Xiong, D., Jiang, T., Song, L., & Wang, Q. (2019). Social media addiction: Its impact, mediation, and intervention. *Cyberpsychology: Journal of Psychosocial Research on Cyberspace*, 13(1), Article 4. <https://doi.org/10.5817/CP2019-1-4>
- Hu, L. & Bentler, P. (1999). Cutoff criteria for fit indices in covariance structure analysis: conventional criteria versus new alternatives. *Structural Equation Modeling*, 6, 1-55.
- Isaksen, S. G., Treffinger, D. J., & Dorval, K. B. (2011). *Creative approaches to problem solving: A*

*framework for innovation and change*. Thousand Oaks, CA: Sage

- Janosz, M., Archambault, I., Morizot, J., & Pagani, L. (2008). School engagement trajectories and their differential predictive relations to dropout. *Journal of Social Issues*, 64, 21-40. doi:10.1111/j.1540-4560.2008.00546
- Karin, B., & Utvær, S. (2016). The academic motivation scale : Dimesionality, reliability, and construct validity among vocational students, *Nordic Journal of Vocational Education and Training*, 6(2), 17–45. <https://doi.org/10.3384/njvet.2242-458X.166217>
- Kline, R. B. (2005). *Principles and Practice of Structural Equation Modeling* (2nd ed.). New York: Guilford
- Kuss, D. J., & Griffiths, M. D. (2011). Online social networking and addiction: A review of the psychological literature. *International Journal of Environmental Research and Public Health*, 8, 3528–3552. <https://doi.org/10.3390/ijerph8093528>
- Przybylski, A., Murayama, K., DeHaan, C.R., & Gladwell, V. (2013). Motivational, emotional and behavioral correlates of fear of missing out. *Computer in Human Behavior*, 29, 1841-1848. doi: 10.1016/j.chb.2013.02.014.
- Roberts, J.A., & David, M.E. (2019). The social media party: Party of missing out (FoMO), social media intensity, connection, and well-being. *International Journal of Human- Computer Interaction*. <https://doi.org/10.1080/10447318.2019.1646517>
- Rowell, L.L., & Hong, E. (2013). Academic motivation: Concepts, strategies, and counseling approaches. *Professional School Counseling*, 16(3), 158 – 171. DOI: 10.5330/PSC.n.2013-16.158
- Rosenberg, K. P. (2014). *Behavioral addictions: Criteria, evidence and treatment*. United States of America: Elsevier
- Scheel, M., Madabhushi, S., & Backhaus, A. (2009). The academic motivation of at-risk students in a counseling prevention program. *Counseling Psychologist*, 37(8), 1147-1178
- Schmakel, O. P. (2008). Early adolescents' perspectives on motivation and achievement in academics. *Urban Education*, 43(6), 723-749. doi:10.1177/0011000009338495
- Soetjpto, H.P. (2005). Pengujian validitas konstruk kriteria kecanduan internet. *Jurnal Psikologi*, 32(2), 74-91. ISSN: 0215-8884
- Stover, J.B., Boubeta, A.R., Iglesia, G., & Liporace, M.F. (2012). Academic Motivation Scale: adaptation and psychometric analyses for high school and college students. *Psychology Research and Behavior Management*, 71 – 83. DOI: 10.2147/PRBM.S33188 · Source: PubMed
- Tekeng, S. N. J. (2015). Peranan kepuasan kebutuhan dasar psikologis dan orientasi tujuan mastery approach terhadap belajar berdasar regulasi diri mahasiswa. Tesis (tidak diterbitkan). Yogyakarta: Fakultas Psikologi Universitas Gadjah Mada
- Thakkar, V. (2006). *Psychological disorder : Addiction*. New York: Chealsea House Publisher



- Vollmer, C., Horzum, M.B., Randler, C. & Ayas, T. (2014). *Computer game addiction in adolescents and its relationship to chronotype and personality*. SAGE Open. DOI: 10.1177/2158244013518054
- Walker, O. C., & Greene, A. B. (2009). The relations between student motivational beliefs and cognitive engagement in high school. *The Journal of Educational Research*, 102, 463-471. doi:10.3200/JOER.102.6.463-472.
- Wang, Q., & Pomerantz, M. E. (2009). The motivational landscape of early adolescence in the United States and China: A longitudinal investigation. *Child Development*, 80, 1271-1287. doi:10.1111/j.1467-8624.2009.01331.
- Yee, N. (2002). Understanding MMORPG Addiction. *Ariadne*, pg. 1-16
- Zimmerman, B.J. (2008). Investigating self-regulation and motivation: Historical background, methodological developments, and future prospects. *American Educational Research Journal*, 45, 166-183. doi:10.3102/0002831207312909.