



The Effect Of Fear Of Missing Out (FOMO) On The Psychological Wellbeing Of Social Media Users For Students In Medan City

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Abstract

This study aims to evaluate the influence of Fear of Missing Out (FOMO) on the psychological well-being of social media users among students in Medan City. The sampling technique in this study is by using one of the non-probability sampling techniques, namely purposive sampling, which is a sampling technique based on consideration of the criteria of the research subjects according to what the researcher wants to study and draw conclusions. Based on the results of a simple linear regression analysis, it can be concluded that Fear of Missing Out (FOMO) does not have a significant influence on psychological well-being (PWB) in students. This is also shown by the R value of 0.076 which indicates a very small influence between the two variables. The R Square value of 0.006 indicates that only 0.6% of the variability in psychological well-being can be explained by FoMO, while the rest is influenced by other factors outside the model. The Adjusted R Square value of -0.001 also indicates that this regression model cannot be generalized and has very low predictive ability. In addition, the ANOVA test results show a calculated F value of 0.850 with a significance (p) of 0.358 (> 0.05), which means that the regression model is not statistically significant. Thus, the null hypothesis (H_0) is accepted and the alternative hypothesis (H_1) is rejected. This means that there is no significant influence between FoMO on psychological well-being in students in this study.

Keywords : Fear Of Missing Out (Fomo), Psychological Wellbeing, Social Media

INTRODUCTION

College students are the nation's next generation, currently in their early adulthood stage, and should have completed various developmental tasks. Santrock (2011) states that early adulthood is between 18 and 24 years old. In today's digital era, using social media is one way they fulfill their social needs. Social media is frequently used by young adults, who are generally college students. Ideally, students use social media for both social and academic

purposes in their studies. Social media plays a key role in keeping students connected with family and friends (Rahardjo & Soetjningsih, 2022). and serves as a means of exchanging ideas during academic activities (F. P. Utami, 2022).

However, in this era of technological advancement, many students live a virtual life. Most are constantly updating their Instagram stories, following TikTok dance remake trends, and posting photos or status updates when they're somewhere trendy. This social media addiction leads students to live in two worlds simultaneously. When in a social setting, interactions are limited to their smartphones, forgetting about real social life. Unconsciously, they must always broadcast their behavior online and fear being left behind on social media, leading them to experience a fear of missing out.

According to Przybylski et al. (Muharam, Sulistiya, Sari, Zikrinawati, & Fahmy, 2023) fear of missing out, or FOMO, is a feeling of anxiety, fear, or worry felt by individuals when they discover that others are having a pleasant experience while they are not present. People experiencing FOMO not only fear missing out on the experiences others are having but also fear missing out on experiences they hope to have for themselves.

Previous research conducted by Beyens et al. (F. P. Utami, 2023) found that individuals experiencing FOMO and unable to connect to social media tend to experience stress and anxiety, which then impacts the individual's psychological well-being, especially in terms of environmental mastery, positive relationships with others, and self-acceptance. In this case, fear of missing out can give rise to negative emotions such as stress and anxiety, which can disrupt concentration and even give rise to negative thoughts, making it less possible to enjoy life in general. Fear of missing out is a drive to stay connected with what others are doing and to have a feeling that others may have valuable experiences. Fear of missing out (FoMO) was initially associated with the fear of missing out if someone misses valuable experiences with their friends in real life. However, as time goes by, FoMO tends to be associated with experiences on social media (Aprianti & Wendari, 2022). Individuals experiencing FoMO will always feel afraid of missing out. FoMO has consistently been a predictor of internet, smartphone, and social network use disorders. The social networks that always make users want to stay connected are WhatsApp, Facebook, Instagram, and Snapchat. The FoMO experienced by users of these apps will impact individual productivity in their daily activities. In college students, FoMO is more often associated with negative outcomes, both daily and throughout the semester, including increased negative affect, fatigue, stress, physical symptoms, and decreased sleep quality (Milyavskaya et al., 2018).

In line with research by Rahardjo & Soetjningsih (Yunarti, 2024) which states that the desire to stay connected with others through social media to witness all their activities will affect psychological well-being due to intensive interaction between individuals and the content on social media which will increase feelings of worry and anxiety or what is commonly called fear of missing out (FOMO). Reer et al shows that those who experience FoMO and are highly attached to social media will have low scores on psychological well-being, the fear of missing out and comparing themselves to others will make individuals access social media excessively and become a trigger for fatigue in social media and bridge the decline in the level of psychological well-being.

Psychological well-being (PWB) involves dimensions of satisfaction in social relationships and autonomy or independence (Ryff, 1989), while FOMO arises from feelings of anxiety, fear, and worry about missing out on social experiences and feeling dissatisfied with basic psychological needs such as self (competence and autonomy) and relatedness. Therefore, based on this, FOMO can influence the level of PWB. Przybylski et al. reinforce this

statement by stating that one of the causes of low PWB is FOMO. Someone who experiences FOMO will be very interested in participating in social media. This is because social media provides a variety of social information that can be accessed in real time, whether information about activities, events, or conversations, so that this can increase greater social engagement, where social engagement is an attraction for someone experiencing FOMO.

According to Ryff (Santoso, Widyasari, & Soliha, 2021) psychological well-being or psychological well-being (PWB) is a state when several aspects such as mental, physical, and life span development are integrated and function optimally. Individuals with high PWB are when they are able to achieve the following six aspects, namely having a purpose in life, being able to determine their own life choices (autonomy), being able to master their environment (environmental mastery), the desire to grow and develop (personal growth), having positive relationships with others (positive relationships), and knowing themselves and being able to accept themselves (self-acceptance).

Individuals with high levels of FoMO tend to try to find out about their friends' activities through social media, indicating a low level of environmental mastery due to their inability to control their immediate surroundings. Low levels of environmental mastery mean individuals struggle to develop their immediate environment, are less aware of the opportunities offered in their environment, and have less control over the external world (Vasist & Amrutha Raju, 2024). This suggests a significant negative relationship between FOMO and environmental mastery.

Individuals with high levels of FoMO tend to lack clear life goals and value life less. This is in line with Przybilsky (Goodyear & Armour, 2021) who stated that individuals with high levels of Fear of Missing Out tend to have low levels of satisfaction of basic psychological needs, so that individuals only focus on efforts to fulfill psychological needs. Based on the results of research by Firdaus (2019), it states that the tendency to use social media can be a predictor of achieving psychological well-being, while research by Widiyanti (2022) states that high social media use also tends to cause high psychological distress which will have an impact on low individual psychological well-being.

This is reinforced by research showing that in 2022, internet users in Indonesia reached 77.2% of the total population. Furthermore, a survey conducted by the Indonesian Internet Service Providers Association (APJII) in 2021-2022 showed that 89.15% of respondents stated that their reason for using the internet was to access social media, including Facebook, YouTube, Instagram, WhatsApp, and Twitter. The highest internet user penetration rate based on occupation was students, at 99.26%, with the 19-34 age group contributing 25.68%. Research results from Ahmed Fernanda Desky (2024) of the State Islamic University of North Sumatra, Medan show that most respondents actively use Instagram (67%), followed by TikTok (14%) and WhatsApp (13%). Other platforms, such as X (2%), Facebook (1%), and Telegram (1%), have relatively lower usage rates. The duration of social media use per day mostly ranges between 2-4 hours (29%) and 1-2 hours (28%), followed by 4-6 hours (22%) and more than 6 hours (15%). These data indicate that most students spend significant time on social media, which can increase exposure to content that influences consumptive behavior and FoMO. Respondents who spend more than 4 hours a day on social media tend to show higher engagement with online activities, which is a major risk factor for FoMO.

Based on the background of the problem above, to support this phenomenon, the researcher conducted interviews with several students. The researcher conducted an interview with a 5th semester student. The following is an excerpt from the interview that was conducted with the subject: Sometimes when I look at social media, I feel left behind a new trend and

I don't follow it, I feel like I'm not up to date. This sometimes makes me anxious and feel like I'm not good enough. Now I'm trying to spend less time on social media and focus on things that make me happy, without constantly comparing myself.

The results of interviews with subjects showed that the experience of FoMO (Fear of Missing Out) had an impact on their psychological well-being (Zinngrebe et al., 2020).

As expressed in the statement, "Sometimes when I look at social media, I feel left out, especially when my friends post about exciting activities," the subject felt social pressure due to exposure to his friends' posts on social media.

This aligns with the self-acceptance aspect of psychological well-being proposed by Ryff (1989), where individuals who frequently compare themselves to others tend to experience dissatisfaction with themselves. Furthermore, the subject also stated, "If there's a new trend and I don't follow it, I feel like I'm not up to date," indicating that the urge to follow trends is a contributing factor to their social anxiety. This relates to the autonomy aspect, where individuals experiencing FoMO tend to be more influenced by social pressure than making decisions that align with their personal values (Baker, Krieger, & LeRoy, 2016).

Research by Reer et al. (2019) shows that those who experience FoMO and are highly engaged with social media will have low scores on psychological well-being (Widiastuti, Auwalin, Rani, & Ubaidillah Al Mustofa, 2021). Fear of missing out and comparing themselves to others will cause individuals to access social media excessively and become a trigger for social media fatigue and bridge the decline in psychological well-being.

Burnell et al. (Wolf, Aber, Behrman, & Tsinigo, 2019) stated that fear of missing out and comparing oneself to others will drive individuals to use social media compulsively, leading to social media burnout and a decline in psychological well-being. This is common due to the psychological characteristics of individuals who are in the process of discovering their identity, one of which is building interpersonal relationships with peers through social media.

This is in line with the results of research conducted by Sutanto, Sahrani and Basaria (Tumanggor, 2021) which explains that the fear of missing out on information can make people anxious because individuals feel like they always want to be connected with other people through social media which can cause individuals to be less prosperous so it is very important for individuals to be able to improve their welfare properly.

Based on the explanation above, researchers are interested in conducting research and examining more deeply the influence of FoMO on the PWB of social media users. Furthermore, most previous studies have focused on general social media users and tended to focus on Facebook, even though the use of other social media platforms (such as WhatsApp, Instagram, LinkedIn, etc.) has increased rapidly. This also aligns with previous research (Dey & Beena Daliya, 2019) which suggests that research on FOMO should broaden its focus to include social media platforms that actively engage users.

RESEARCH METHODS

Fear of missing out is a feeling of fear, anxiety, or restlessness when someone feels left out or not involved in the pleasant moments or experiences experienced by others. This feeling often arises from the desire to stay connected with others, gain social recognition, or follow current trends. In this study, fear of missing out was measured using a scale developed by researchers based on two aspects proposed by Przybylski et al. (P. W. Utami & Duryati, 2023) namely: Relatedness (social connectedness): reflects the extent to which an individual

feels the need to stay connected with others. Self (self): describes an individual's feelings about themselves when not participating in certain social activities.

Psychological Wellbeing is a state of psychological well-being that reflects how a person is able to accept themselves, establish positive relationships with others, have a clear purpose in life, be able to manage their environment, have autonomy, and continue to grow as a person. In this study, psychological wellbeing was measured through six aspects adapted from Ryff's theory ((Hasanah & Pratisti, 2023) namely: self-acceptance, positive relationships with others, autonomy, mastery of the environment, purpose in life, and personal growth.

The population criteria in this study are:

- a. Have the status of an active student in the city of Medan
- b. Aged 18-24
- c. Social media users such as Instagram, TikTok, Twitter, etc.
- d. Men and Women

Sugiyono (C. H. Mercer et al., 2016) explains that a population is a generalized area consisting of objects or subjects with certain quantities and characteristics determined by the researcher to be studied and then conclusions drawn. The population in this study were students in Medan City.

According to Sugiyono (Sari, Chasiotis, van de Vijver, & Bender, 2018) a sample is a portion of the population's size and characteristics. The sampling technique used in this study is a non-probability sampling technique, namely purposive sampling, which is a sampling technique based on consideration of the research subject's criteria according to what the researcher wants to study and draw conclusions from (Mohr, Hammer, Brady, Perry, & Bodner, 2021).

The data collection technique used to obtain data in this study was a psychological scale. A psychological scale is a series of items used to express a psychological attribute (Winurini, 2023). This scale will be distributed via Google Forms.

The scale used by researchers in data collection was a Likert scale. A Likert scale is a data measurement technique in which respondents are asked to choose an answer that best reflects their characteristics by choosing between agreement and disagreement with each statement (Masyhuri, Saragih, & Prasetyo, 2023). In this study, the scales used were the Fear of Missing Out scale and the Psychological Wellbeing scale.

RESULTS AND DISCUSSION

Research Subject Overview

This research was conducted from April 20, 2025, to April 26, 2025, both *online* and *offline* until all data was collected. The subjects of this study were students in Medan. Next, the researcher conducted data analysis, but first, the researcher described the research respondents based on aspects, gender, age, and university of origin. After that, assumption tests were conducted on *fear of missing out* and *psychological wellbeing* by conducting normality tests, linearity tests, and hypothesis tests.

Overview of Research Subjects Based on Gender

Based on gender category, it can be seen that 72 (48%) of the subjects were male and 78 (52%) of the subjects were female. A complete picture can be seen in the following table:

Table 1. Distribution of Subjects by Gender

| Gender | Person | % |
|---------------|---------------|------------|
| Man | 72 | 48 |
| Woman | 78 | 52 |
| Total | 150 | 100 |

Hypothesis Testing

Hypothesis testing uses simple linear regression to examine the effect of the independent variables on the dependent variable in this study. This hypothesis can be tested using SPSS 20.0 for Windows, resulting in the following values:

Table 2. Hypothesis Testing

| Model | R | R Square | Adjusted R Square | Std.Error of the Estimate |
|--------------|----------|-----------------|--------------------------|----------------------------------|
| 1 | 076 | 006 | -001 | 6.86370 |

The table above shows an R value of 0.076, indicating a very weak relationship between FoMO and PWB. An R-squared value of 0.006 indicates that only 0.6% of the variation in PWB can be explained by FoMO. The remaining 99.4% is explained by factors other than FoMO.

Meanwhile, the Adjusted R Square value = -0.001, a negative value indicates that the model is not suitable when applied to a wider population, and even tends to be irrelevant as a predictive model (Awais, Elahi, Wahga, Majid, & Ikram, 2021).

Standard Error of the Estimate = 6.86370, indicating the average error in predicting psychological well-being based on the model used. The larger this value, the greater the model's prediction inaccuracy.

Table 3. Results of the Feasibility Test of the Regression Model

| Model | Unstandardized Coefficients | | Standardized Coefficients | | |
|--------------|------------------------------------|------------------|----------------------------------|----------|------------|
| | B | Std.error | Beta | t | sig |
| (Constant) | 50,251 | 2,244 | | 22,398 | 000 |
| FOMO | 123 | 134 | 076 | 922 | 358 |

The table above shows the results of the feasibility test of the regression model used to examine the effect of *Fear of Missing Out* (FoMO) on *Psychological Wellbeing* (PWB). The table yields: F-value = 0.850 and Significance (Sig.) = 0.358.

This significance value is used to test whether the regression model used is significant in predicting the dependent variable (PWB). Since the sig. value = 0.358 > 0.05, it can be concluded that the regression model is not statistically significant. This means that FoMO does not significantly influence *psychological well-being*, and the regression model used is unable to convincingly explain the influence between the two variables.

Thus, this ANOVA test supports the conclusion that the alternative hypothesis is rejected, and the null hypothesis is accepted, namely that there is no significant influence between FoMO and *psychological well-being* in students.

Discussion

This study aims to determine whether there is an influence between *fear of missing out* and *psychological well-being* on students in Medan using SPSS version 20.0 for Windows to reveal the results of the hypothesis using simple linear regression analysis techniques. Based on the results of the simple linear regression analysis, it does not have a significant effect on *psychological wellbeing* (PWB) in students. The R Square value of 0.006 indicates that only 0.6% of the variability in *psychological wellbeing* can be explained by FoMO, while the rest is influenced by other factors outside the model.

Based on the Anova table, the sig. value = 0.358 > 0.05, it can be concluded that the regression model is not statistically significant. This means that FoMO does not have a significant effect on *psychological well-being*, and the regression model used is not able to explain the influence between the two variables convincingly. Thus, this ANOVA test supports the conclusion that the alternative hypothesis is rejected, and the null hypothesis is accepted, namely that there is no significant influence between FoMO on *psychological well-being* in students (Nababan, Purba, & Siburian, 2020).

Based on the description of the *fear of missing out score* categorization applied to the subjects of this study, it was revealed that the majority of respondents exhibited moderate to high levels of *fear of missing out*, indicating this is a common phenomenon among social media users in Medan. The high levels of FoMO in this population are consistent with existing literature (Noor, Hapsari, & Kusuma, 2021).

1. Przybylski, Murayama, Marszalek, and colleagues (2013), the developers of the FoMO concept, assert that the fear of missing out on positive experiences is common among young adults. This phenomenon is also supported by research by Buglass, Castell, and colleagues (Sharif Nia et al., 2021) and Baker, Ferszt, and colleagues (2018), which links FoMO to social media activity and the vulnerability of college students to it. This emphasizes the relevance of FoMO as a potential issue for college students' well-being.
2. *fear of missing out* aspect scores, the majority of students showed a high level of *fear of missing out on the relatedness aspect*. This means they are very worried about missing out on connections, interactions, or social experiences that occur on social media. This finding is consistent with Przybylski, Murayama, Marszalek, and colleagues (2013) who identified *fear of missing out* as rooted in the need to feel connected. Anxiety about being left behind in online social activities drives intense social media monitoring.
3. Meanwhile, in terms of *self*, quite a number of respondents were in the high category for the *self aspect* of *Fear of Missing Out*. This indicates concerns about the impact of social media on self-image or the potential for missing out on personal opportunities. Wegmann, Stodt, and Brand (2015) linked *fear of missing out* to self-regulation, where individuals constantly compare themselves and feel the need to participate to avoid feeling "inadequate." However, concerns about *relatedness* tended to be more dominant than concerns about self for the students in this study.

4. Based on gender, the categorization of *fear of missing out* in this study subjects found that among male students, many showed a high level of *fear of missing out*, followed by a moderate level, and a small number with a low level. On the other hand, in the female group, the majority of respondents were in the moderate category, although some also showed a high level of *fear of missing out*. A small number were in the low category. The dominance of the moderate category among women indicates a more moderate level of concern, although the issue of *fear of missing out* remains relevant among them. This difference may be influenced by various sociocultural and psychological factors unique to each gender in social media use.

Based on age, the results of the *fear of missing out* categorization by age show that the level of *fear of missing out* varies across student age groups. At eighteen and nineteen years old, a small proportion of respondents indicated moderate and high levels. As age increases, particularly at twenty-one and twenty-two years old, there is a tendency for the *fear of missing out* to increase in the high and moderate categories.

peaks of *fear of missing out* were seen most frequently in the twenty-one and twenty-two age groups, suggesting that students in this age range may feel the greatest pressure to stay connected and stay informed on social media. This may be related to the phase of identity exploration, social circle formation, and the fast-paced academic demands of this age group (Changcharoen & Techapalokul, 2019).

However, as we enter our twenties and twenties, while some still have a high *fear of missing out*, there is also an increase in the number of respondents with low and moderate levels. This pattern may indicate maturity in social media use or other priorities that are beginning to shift the focus away from the fear of missing out.

Based on University Origin, the results of the *fear of missing out* categorization, which were seen from the origin of the university, found variations in the level of *fear of missing out* among students from various universities in Medan. The University of North Sumatra showed a dominance in the high category, with a large number of students experiencing a significant *fear of missing out*, followed by the medium and low categories.

Meanwhile, at Medan State University, the moderate category was the most common, indicating a moderate level of *fear of missing out* among students there, although some were in the high category and a small number were in the low category. This contrasted with Medan State Polytechnic, where the majority of students were in the high category, with a few in the moderate category, and none in the low category (Ahmad, 2022).

Other universities, such as HKBP Nommensen University, Santo Thomas Catholic University, Sari Mutiara University, Medan Area University, Muhammadiyah University of North Sumatra, UISU, UNPRI, Indonesian Methodist University, Panca Budi Development University, Darma Agung University, and Budi Darma University, showed diverse patterns, with a more varied number of respondents in each category. Some universities showed a tendency towards high *fear of missing out*, while others were more dominant in the medium category or even absent from the low category.

psychological wellbeing scores, the majority of respondents demonstrated a high level of *psychological wellbeing*, with a small proportion in the moderate category and very few in the low category. This implies that student social media users in Medan generally have good psychological wellbeing (J. A. Mercer, 2016).

These findings are consistent with Ryff's (Ramos et al., 2021) model, which considers *psychological well-being* as a multidimensional construct with six core aspects. High scores

indicate students' ability to manage life's dimensions well. Research by Keyes, Schmotkin, and Ryff (2002) also supports that young adults tend to have stable or increasing levels of psychological well-being as they adapt. This confirms that students in Medan have a strong psychological foundation.

Psychological Wellbeing Score Overview Based on Self-Acceptance Aspect: The majority of respondents showed a high level of self-acceptance. This means that students are able to recognize and accept themselves as they are, in line with Ryff's (Keeler, 2023) view that self-acceptance is the core of well-being, or Hurlock's (Ross, Hazari, Sonnert, & Sadler, 2020) view that links it to good adjustment and self-confidence.

Environmental Mastery: The majority of students have a high level of environmental mastery. This means they feel competent in managing their lives and their environment effectively. According to Ryff (Wallace, Wallace, Elliott, Davies, & Pontin, 2022) this concept is the ability to choose or create a conducive environment, demonstrating students' strong adaptive skills in facing challenges.

Personal Growth: The majority of students also demonstrated high levels of personal growth. This indicates a strong desire to continue learning, developing, and realizing their potential. This aligns with Ryff's (Manuel, Carter, & Dutton, 2018) concept of the ability to see oneself growing and Deci and Ryan's (1985) concept of intrinsic motivation to continuously improve.

Based on the categorization of *psychological well-being* by gender, it was found that in the male group, the majority had a high level of psychological well-being. This indicates that many male students have excellent psychological well-being. A small number of others fell into the moderate category, and only a few fell into the low category. Meanwhile, in the female group, the majority also showed a high level of *psychological well-being*, indicating that many female students have good psychological well-being. However, there was a slightly larger proportion in the moderate category than in the male group, indicating that some women may still face some challenges. No female respondents fell into the low category.

Psychological Wellbeing Categorization Based on Age: At eighteen years old, *psychological wellbeing levels* varied. As age increased until the early twenties, the majority of students demonstrated high psychological wellbeing. This peak was evident at ages twenty-one and twenty-two. After that, although still predominantly high, there was an increase in the moderate category. This suggests that *psychological wellbeing* tends to increase and stabilize at a high level as students age.

the psychological well-being categorization show variation across universities. At the University of North Sumatra, the majority of students were in the high category, indicating good psychological well-being, although some were in the moderate category. A similar pattern was seen at Medan State University, where the majority also demonstrated high levels of psychological well-being, with a small proportion in the moderate category.

HKBP Nommensen University, Santo Thomas Catholic University, Sari Mutiara University, Medan Area University, UMSU, UISU, UNPRI, Indonesian Methodist University, Panca Budi University, Darma Agung University, and Budi Darma University also showed a tendency for the majority of students to be in the high category. However, there were differences in the proportion of students in the medium or low categories at several of these universities, such as Santo Thomas Catholic University which had several respondents in the low category.

These differences may indicate that the academic environment, campus culture, and student characteristics at each university can influence their level of psychological well-being. Overall, the majority of students from various universities in Medan demonstrated good *psychological well-being*, although there were some nuanced differences between institutions.

The results of the normality test indicate that the data distribution for the variables fear of missing out and psychological well-being is normal. This means that the research data meets the essential assumptions for parametric statistical analysis, allowing for the use of more robust and accurate statistical methods.

The results of the linearity test indicate that the influence between fear of missing out and psychological well-being is linear. This means that any increase or decrease in the level of fear of missing out tends to be followed by a consistent pattern of change in psychological well-being. The existence of this linear influence is very important because it confirms that the independent and dependent variables have a regular relationship, so that the regression analysis model used is valid for predicting their influence.

The results of the hypothesis test revealed an influence between fear of missing out and psychological well-being. This very weak correlation implies that, despite the link, fear of missing out only contributes minimally to explaining or influencing students' psychological well-being.

CONCLUSION

Based on the research results and discussions described above, which were conducted on students in Medan City, the researcher can express the following conclusions:

- a. Based on the results of simple linear regression analysis, it can be concluded that Fear of Missing Out (FoMO) does not have a significant influence on psychological wellbeing (PWB) in students. This is also indicated by the R value of 0.076 which indicates a very small influence between the two variables. The R Square value of 0.006 indicates that only 0.6% of the variability in psychological wellbeing can be explained by FoMO, while the rest is influenced by other factors outside the model. The Adjusted R Square value of -0.001 also indicates that this regression model cannot be generalized and has very low predictive ability. In addition, the results of the ANOVA test show a calculated F value of 0.850 with a significance (p) of 0.358 (> 0.05), which means that the regression model is not statistically significant. Thus, the null hypothesis (H_0) is accepted and the alternative hypothesis (H_1) is rejected. This means that there is no significant influence between FoMO on psychological wellbeing in students in this study.
- b. Based on the categorization results of the level of fear of missing out, it was found that 61 people (40.7%) of students had FoMO in the high category, 63 people (42.0%) in the medium category, and 26 people (17.3%) in the low category. This means that most respondents showed a level of fear of missing out that was in the medium category. The number of students in this category was the largest among all categories.
- c. Meanwhile, in the psychological wellbeing categorization, as many as 114 people (76.0%) of students were in the high category, 35 people (23.3%) were in the medium category, and only 1 person (0.7%) was in the low category, meaning that Based on the Categorization Description of the psychological wellbeing score, it shows that most respondents have a high level of psychological wellbeing. A number of other respondents are in the medium category, while very few are classified as low. This

implies that students who use social media in Medan generally have good psychological wellbeing, although a small number still need support to improve it.

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