
Self Regulation in Final Year University Students Who has FoMO Social Media Symptoms

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Abstract:

This research aims to determine the description of self-regulation in final year students at University who experience social media FoMO. This research uses a quantitative approach with descriptive methods. Data collection in this research used a questionnaire. The research subjects were final year students at Malikussaleh University, totaling 188 final year students who had high FoMO in social media. The research results show that self-regulation in final year students who experience social media FoMO is in the high category, meaning that final year students can direct and monitor their behavior between working on final assignments and accessing social media. If we look at it based on gender, it is found that male and female students have different levels of self-regulation, where self regulation in male students is higher than self-regulation in female students. Based on the self-regulation aspect, the highest is in the standards and goals aspect compared to the monitoring and feedback loops and strength and depletion aspects.

Keywords: *Social Media FoMO, Final Year Students, Self Regulation*

1. Introduction

The number of internet users in Indonesia is increasing every year, based on the results of a survey conducted by the Asosiasi Penyelenggara Jasa Internet Indonesia (APJII) in 2023 the number of internet users in Indonesia has reached 215 million people, an increase of 1.17% compared to 2022 (APJII, 2023). Nowadays the internet has become a necessity for many people, through the internet a person can access and find all kinds of information all over the world. The Internet is inseparable from everyday life, as it is no longer a trend but a necessity (Putri et al., 2019; Castells, 2010; Surian & Sciandra, 2019).

The development of the use of the internet as a communication tool is increasing rapidly after the internet began to be accessible via mobile phones, the term smartphone emerged. With the presence of smartphones, the facilities provided to communicate are increasingly diverse, ranging from SMS, MMS, chat, email, browsing, and social media facilities (Akbar et al., 2018). Behind the various benefits contained in social media that become a driving factor for individuals in using social media, there are negative influences that can arise when accessing social media excessively. This is referred to as Fear of Missing Out (Kusumaisna., 2023).

According to Przybylski, et al, (2013) Fear of Missing Out makes individuals always want to follow what other people are doing, so that individuals who experience Fear of Missing Out view media sosial as something very interesting, characterised by the emergence of a desire to continue to follow or know what other individuals are doing in cyberspace. It can be said that FoMO is a serious problem, especially for students. Rather than using social media as an escape, students can get caught up in compulsive or addictive social media use. This can lead to a range of negative consequences, such as increased physical symptoms and depression, and decreased self-awareness (Baker 2016). One of the factors considered to play an important role in the development of FoMO is self-regulation (Kusnadi, 2022; Ahmed, et al, 2023). Therefore self regulation could be one of the psychological aspect that give impact to individuu when they used social media.

According to Zimmerman, self-regulation is a stage of thinking, feeling and then the behaviour that will be taken to design the plan that you want to do in order to achieve something you want (Yusra and Napitupulu, 2022). Self-regulation has an important role in student life, because self-regulation has a reactive nature in achieving a goal, as well as being proactive to make individuals motivated to make goals that are higher in nature, the more effective self-regulation carried out by individuals, the more perfect the individual's goals are, and vice versa (Alfiana, 2013).

Therefore, the researchers chose self-regulation as a variable because, based on the results of previous research, Wang et al (2014) explained that lack of self-regulation and feelings of distraction can lead to social media addiction. In line with the results of the study conducted by Sianipar and Kaloeti (2019), there is a negative and significant relationship between self-regulation and FoMO among university students, which means that the higher the level of self-regulation, the lower the level of FoMO and vice versa. Students with high self-regulation are able to control their use of

social media and avoid negative effects such as attachment to social media to compulsive and addictive use (Wanjohi et al., 2015).

2. Methode

This study uses a quantitative approach with a descriptive type. The population in this study were final year university students who has FoMO social media symptoms.

The research sample is part of the number and characteristics of the population (Sugiyono, 2019). The sampling technique used in this study is Nonprobability Sampling technique, which is a sampling technique that provides equal opportunities for each member of the population to be selected as a sample member. This research sample technique uses purposive sampling technique, which is a sampling technique with certain considerations (Sugiyono, 2019).

Data collection in this study used a questionnaire or questionnaire. Questionnaire or questionnaire is a data collection technique that is done by giving questions or written statements to respondents to answer. This questionnaire can be in the form of closed or open questions or statements, can be given to respondents directly or sent by post, or via the internet (Sugiyono, 2019).

3. Result

Table 1

Categorisation of Self-Regulation

Score	Category	Frequency	Percentage
$X > 56,59$	High	88	46,8%
$X < 55,19$	Low	75	39,9%
$55,19 < X < 56,59$	Missing	25	13,3%
Total		188	100%

Source: data processed by SPSS (2024)

Based on the categorisation table of self-regulation above, it can be seen that self-regulation in the subject is in the high category with 46.8%, while in the low category a percentage of 39.9% is obtained and 13.3% is not categorised. It can therefore be concluded that the majority of final year students at the University are classified as having high self-regulation.

Table 2.
Categorisation of Self-Regulation by Gender

Gender	Category	Frequency	Percentage
Male	High	36	45,0%
	Low	32	40,0%
	Missing	12	15,0%
	Total	80	100%
Female	High	39	36,1%
	Low	40	37,0%
	Missing	29	26,9%
	Total	108	100%

Source: data processed by SPSS (2024)

Based on the categorisation table above, it can be seen that regulation in final year university students with male gender is in the high category, namely 45.0%, whereas self-regulation in female gender is in the low category, namely 36.1%. Thus, it can be concluded that the majority of research subjects with male gender are classified as having high self-regulation compared to subjects with female gender..

Table 3
Categorisation of Self-Regulation by Aspects

Aspects	Category	Frequency	Percentage
Standard and Goals	High	104	55,3%
	Low	84	44,7%
	Missing	0	0%
	Total	188	100%
Monitoring and Feedback Loops	High	89	47,3%
	Low	71	37,8%
	Missing	28	14,9%
	Total	188	100%
Strength and Depletion	High	66	35,1%
	Low	79	42,0%
	Missing	43	22,9%
	Total	188	100%

Source: data processed by SPSS (2024)

Based on the category table above, it can be seen that the self-regulation of final year university students based on the aspect of standards and goals is in the high category compared to the aspects of monitoring and feedback loops and strength and exhaustion. Thus, it can be concluded that the majority of the research subjects have a high percentage in the aspect of standards and goals.

Table 4
Categorisation of Fear of Missing Out by Gender

Gender	Category	Frequency	Percentage
Male	High	26	32,5%
	Low	35	43,8%
	Missing	19	23,8%
	Total	80	100%
Female	High	32	29,6%
	Low	66	61,1%
	Missing	10	9,3%
	Total	108	100%

Source: data processed by SPSS (2024)

Based on the category table above, it can be seen that the FoMO of final year university students based on male gender is in the high category compared to female gender. Therefore, it can be concluded that the majority of research subjects based on gender, male gender is classified as having high FoMO compared to female gender.

Table 5
Categorisation of Fear of Missing Out by Aspects

Aspects	Category	Frequency	Percentage
Psychological relatedness needs are not met	High	68	36,2%
	Low	105	55,9%
	Missing	15	8,0%
	Total	188	100%
Psychological self needs are not met	High	65	34,6%
	Low	94	50,0%
	Missing	29	15,4%
	Total	188	100%

Source: data processed by SPSS (2024)

Based on the category table above, it can be seen that FoMO in final year university students based on aspects of psychological relatedness needs are not met in the high category compared to aspects of psychological self needs are not met.

4. Discussion

Based on the results of the research conducted, the researcher obtained the results that the self-regulation of final year students who experienced FoMO was more in the high category. This explains that students are able to regulate, control and monitor themselves when accessing social media. Students who have self-regulation ability show the characteristics of setting learning goals to increase knowledge, increasing motivation, and controlling emotions so as not to interfere with learning activities. Therefore, self-regulation ability is very important for students who are doing a thesis because they are able to take responsibility for the behaviour and goals they have set for themselves (Muntazhim, 2022, Chen & Bembenutty, 2018).

Based on gender, there are differences between male and female students, the level of self-regulation of males is higher than that of females, males are able to plan learning activities and manage time to achieve these goals. This contradicts Wahrumi's (2019) research, which states that female students are able to control their thoughts, behaviour and have goals or objectives to achieve in their lives by showing behaviour that has been adjusted to the actions that have been made and they are able to understand themselves.

Based on the aspects proposed by Baumeister (2007), it is known that final year university students' self-regulation based on the standards and goals aspect is in the high category, where students are able to change their behaviour to meet the desired standards or conditions to achieve their learning goals. Students who have a high level of satisfaction with learning are able to manage time well, manage tasks, motivate themselves and overcome obstacles effectively and tend to have better academic performance (Haru et al., 2023; Kaushar, 2023).

Based on gender, it is known that FoMO in final year students based on male gender is in the high category compared to female gender. Therefore, it can be concluded that the majority of research subjects based on gender, male gender is classified as having high FoMO compared to female gender. This is supported by the research of Gul et al. (2022). Men experience more FoMO because men tend to be more dependent on social media to develop relationships with people who

have the same goals and hobbies. Although the results obtained are different from the results of Bayens' research (2016) explaining that women have a higher level of FoMO than men. This is because women are more likely to experience stress when they feel they are not popular on social media. In addition, Park et al (2009) said that female students are generally more active in using social media to obtain information, to interact with friends, and to get pleasure.

Meanwhile, based on the FoMO aspect, it can be seen that FoMO in final year university students based on the psychological relatedness needs are not met aspect is in the high category, the majority of research subjects have a high percentage in the aspect, namely the psychological relatedness needs are not met aspect, namely when the need for relatedness is not met, the feeling of loneliness will increase so that it will lead to FoMO behaviour (Virnanda, 2020). Where the individual feels anxious and tries to find out about experiences and what other people are doing, one of which is through social media. Students tend to spend time opening their social media to satisfy their need for gratification.

5. Summary

Based on the results of the research conducted, it can be concluded that the self-regulation of university final year students who experience FoMO is more in the high category, which means that university students are able to regulate, control and monitor themselves when accessing social media and working on their dissertation. Thus, the higher the FoMO, the higher the self-regulation of final year university students..

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