Exploring the Relationship Between Self-Control and Self-Regulation, with Fear of Missing Out (FoMO) among College Students

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Abstract
Fear of Missing Out (FoMO) is a person's feeling of always being afraid of being "left behind" for not participating in certain activities or a feeling of anxiety and fear due to missing out on something new. This is due to a lack of Self Control which makes it difficult for individuals to direct their actions to positive things. And adolescents who experience Fear of Missing Out (FoMO) also need Self-regulation in themselves so that they can manage their thoughts and focus on their achievements. The purpose of this study is to reveal whether there is an effect of Self Control and Self-regulation on Fear of Missing Out (FoMO). The research method used is quantitative descriptive correlation. The research object of this article focuses on students of the Faculty of Tarbiyah and Teacher Training, Kerinci State Islamic Institute (IAIN), Indonesia with a population of 2,245 and a sample using convenience sampling of 304 people from 10 departments. Researchers used three research scales for data collection, namely Self-Control Scale (S-CS) which contains 8 question items, Self-Regulation Questionnaire (S-RQ) which contains 8 question items and Fear of Missing Out Scale (FoMOS) which contains 12 question items. From the results of hypothesis testing, a significant value is obtained between Self Control and Self-regulation with Fear of Missing Out (FOMO) as evidenced by a significant value of (0.001 <0.05), Ha is accepted, so it can be said that there is a simultaneous influence between self-control and self-regulation with FoMO. Suggestions for further researchers are to deepen the specific factors that cause the occurrence of Fear of Missing Out (FoMO) and to increase the number of respondents in order to get maximum results.

1. Introduction

The Fear of Missing Out (FoMO) that occurs in the world includes several countries that have been researched by K. Bright (2018) who conducted a study of 518 US social media user respondents to test whether FoMO affects users' desire to distance themselves or stop using social media. This study was conducted on 232 respondents who are social media users in Korea (Kang et al., 2020). Then Pradhan, (2022) conducted a study of 309 social media user respondents in India to study FoMO-related factors that influence intention to stop using social media. FoMO is a universal phenomenon, which has been investigated and supported as a valid construct across multiple countries and languages. FoMO has been studied in samples from Israel, Turkey, Belgium, Poland, England, New Zealand, Germany, Italy, China, Bosnia, India, Latin America and various regions of the United States (Elhai et al., 2020). Furthermore, according to a survey conducted by Sujarwo and Rosada (2023), they tracked the sentiments of gen Z, millennials and gen X from the US, Canada, UK and China between November and December 2022. The research concluded that more than 40% of generation Z members in the US, Canada and the UK claimed FoMO as the cause of investment decisions. Meanwhile, 60% of China's generation Z also invested because of FoMO.

In Indonesia, there are also many teenagers who experience FoMO which can have a negative impact on teenagers' lives, as has been shown that FoMO is a negative impact of excessive use of social media, low levels of self-confidence (Setiadi et al., 2020). In general, FoMO is characterized by an uncontrollable desire to stay connected to other people's activities, making the teenager anxious when others have more satisfying experiences than him (Carolina et al., 2020; Fathadhika & Sarentya, 2018; Maza et al., 2022; Przybylski et al., 2013; Sianipar et al., 2019).

In 2024 there are still students who experience FoMO, because it is caused by weak self control and self regulation in students, especially students of the Faculty of Tarbiyah and Teacher Training at the Kerinci State Islamic Institute (IAIN). To avoid FoMO, self-control includes the basic ability to control emotions, thoughts and actions so that he can live his life well (Kholidin et al., 2020; Yandri et al., 2019). In addition, Yandri et al., (2019) also revealed that adolescents who are still in school will experience more problems in their lives so that when they see their friends they will feel that their friends' lives are better than theirs.

Based on the results of interviews that researchers conducted in March 2024 with 4 students of the State Islamic Institute (IAIN) Kerinci, Jambi Province in Indonesia who experienced FoMO with the initials NN, DM, RY and NZ. Researchers see the results lead to the occurrence of indications of FoMO due to the lack of self-control and self-regulation in students of the Faculty of Tarbiyah and Teacher Training of the State Islamic Institute (IAIN) Kerinci so that students always feel that their friends have more interesting experiences, better than themselves. The age range of 19 - 23 years, the occurrence of the phenomenon of FoMO in students is caused by several things, including adolescents who always feel left behind, thus making themselves always want to know everything that happens in their environment (Yulya et al., 2022). Someone who experiences high FoMO will find it difficult to develop their attitudes and behaviors to develop in a better direction and have no motivation to learn (Alt, 2015). Adolescents who experience FoMO are more easily tricked into staying connected and connecting with others so that they can see the achievements of others because of their weak self-control and self-regulation so that they always feel left behind by their friends (Savitri, 2019). Therefore, this research needs to be done in order to help us understand more deeply about the need for self-control and self-regulation to overcome FoMO in college students.

One of the causes of FoMo is due to immaturity in making decisions or lack of self-control. Tangney et al.,(2018) explains that self-control is a person's ability to determine his behavior. Kholidin et al., (2022) state that adolescence is an age after childhood that is immature in every decision, so that indivicual is easier to experience FoMO. According to research conducted by Yandri et al., (2021), students' self-control in using cell phones can also help them avoid the various negative impacts of cell phones. Self-control plays a very important role in the lives of adolescents as social beings. This is considered reasonable due to the high need for integrity in adolescents, because during adolescence they have a high desire for social interaction (Maza et al., 2022). According to Marsela et al.,(2019), autonomy is the ability to change individual behavior, the ability to manage desired and unwanted information and the ability to choose individual actions based on what they believe. Adolescents have good self-control, namely being able to control themselves against behavior that violates the rules and norms that exist in society, such as being able to integrate well in society and anticipate stimuli from outside (Marsela et al., 2019), while adolescents have a very high desire for social interaction (Youarti et al., 2018). Every individual who has good self-control, he is able to change the situation, and has the ability to direct and regulate his behavior so that it has a positive effect (Yandri & Juliawati, 2020; Zulaika et al., 2020). Self-control is the ability to control or control behavior which is included in one of the personality traits that influence a person in buying or using Gadgets (Sutikno, 2020). In addition, autonomy is the ability to control and regulate one's behavior depending on circumstances and conditions, express oneself in socialization to control behavior, attract attention and change behavior according to circumstances, social environment, please others and conceal one's emotions (Salamah & Mazidatus, 2022). Self-control can be referred to as a mechanism that can help regulate and direct individual behavior (Kurnia & Shirley, 2020).

The cause of FoMO in students is not only because of weak self-control, but there are also other causes, namely self-regulation. Research by Wang et al., (2015) explains that lack of self-regulation and feelings of distraction lead to social media addiction. Self-regulation means a change in behavior or a standard state such as an ideal or goal (Tangney et al., 2018). Self-regulation, is one of the main factors that drive human personality (Boere et al., 2016). From the research results by Harmalis et al., (2023), self-regulation owned by students is in the good category. The term self-regulation was first coined by Albert Bandura in his theory of social learning, which is defined as a person's ability to control his own behavior (Boere et al., 2016). Self-regulation is an internal motivation that is expressed in a person's desire to identify life goals, plan the strategies to be used, and evaluate and change the behavior to be implemented (Cervone et al., 2012). Self-regulation is an internal motivation, which results in a person's desire to determine goals in his life, plan the strategies to be used, and evaluate and modify the behavior to be carried out (Rahmawati & Vivi, 2020). Self-regulation

plays an important role in students' lives, due to the importance of self-regulation in achieving goals and proactive attitudes in motivating individuals to self-regulate. Individual goals will be achieved and vice versa shows that feelings of anxiety and lack of self-regulation have a positive influence on social media addiction (Wang et al., 2015). This conclusion is supported by Huang (2011) which suggests that the reason why people suffer from social media addiction is because they cannot manage their free time, causing them to feel bored and choose to spend their free time accessing social networks.

In research by Menayes (2015) on 1,327 university students, it was found that those who were addicted to social networking had lower academic outcomes than those who were not. Research results by Wanjohi et al. (2015) shows that students lack the ability to regulate themselves so that they tend to become addicted to using social networks. Self-regulation means change, especially changes in behavior or circumstances, standards such as ideals or goals (Baumeister et al., 2007). Self-regulation is an internal motivation that produces a person's desire to identify life goals, plan strategies to be used, evaluate and modify the behavior that will be taken (Cervone et al., 2012). Self-regulation plays an important role in students' lives, because of the importance of self-regulation in achieving goals and a proactive attitude in motivating individuals to self-regulate. The more perfect one's goals and vice versa (Alifiana & Dwi, 2013). Gollwitzer et al. (2011) state that self-regulation can create discipline in a person, allowing them to use time wisely and determine what is most important to do first. According to Rambe et al., (2017), self-regulation is one of the many personality factors that influence academic procrastination behavior. Lubis and Liza (2018) mentioned the existence of self-regulation in learning will make individuals set goals, evaluate them and make the necessary adaptations so that they support achievement.

Other studies have shown that students with poor self-regulation have difficulty in regulating their emotions and behavior, which will lead to learning difficulties and the loss of some cognitive and social skills necessary for academic success (Blair et al., 2010; Eisenberg et al., 2005). In the social cognitive perspective proposed by Bandura (1991), There is a personality dimension known as self-regulation, which is the result of the interaction of personal, behavioral, and environmental dimensions. Also reinforced by the opinion from Setiawan et al. (2019) which states that with self-regulation people can control thoughts, emotions, actions and set adaptive goals. Self-regulation requires regulating emotions, thoughts, and behavior in achieving goals (Altun et al., 2013). This makes self-regulation very important for students (Sari & Prawitha, 2014).

Some research results stated that there is a significant relationship between Self Control and FoMO (Maza et al., 2022; Natasha et al., 2021; Sujarwo & Rosada, 2023). Sianipar et al. (2019) explained the significant relationship between self-regulation and FoMO. Thus, the purpose of this study is to reveal the influence between self-control and self-regulation with FoMO in college students. Through research conducted in Indonesia, there are still few researchers who discuss the relationship between self-control and self-regulation with FoMO in Faculty of Tarbiyah and Teacher Training students. This research is important and interesting to do because first, this research is about the lifestyle of FoMO students because lifestyle is a social condition for individuals to socialize with other individuals. Second, this research is different from research by Sujarwo & Rosada (2023), which about the relationship between self-control and FoMO in social media users while this research is about FoMO on college students. Third, this research focuses on alleviating anxiety in students towards FoMO attitudes.

2. Method

This study uses a quantitative research method descriptive correlation. Descriptive correlation research is a research method that aims to see the relationship between two or more variables. The variables used in this study consist of three variables, namely FoMO as the dependent variable, and self-control and self-regulation as independent variables. We used a cross-sectional study conducted online. Cross-sectional surveys are often used in nursing, medical, and social science research to collect data on disease prevalence, behavior, intentions, knowledge, attitudes, and opinions of respondents (Adhyatma & Aatinaa, 2019). Cross-sectional surveys have several advantages, one of which is flexibility, can cover various areas of human behavior and conditions, and can be used with many populations (Polit et al., 2010). We set a thirty-day period in March-April 2024 for data collection. Respondents who participated in the survey were 304 using convenience participants students from the Faculty of Tarbiyah and Teacher Training at Institut Agama Islam Negeri Kerinci.

Data collection was carried out online using the Google Form application which was then distributed via Whatsapp. Respondents were asked for their willingness to become respondents, then they filled in their identity and responded to each item of the research scale.

Population in this study was taken from the penomena experienced by students of the Faculty of Tarbiah and Keguruan science State Islamic Institute (IAIN) Kerinci and conducted research in the scope of the faculty because the researcher has a limited time, found a population of 2,245 people and a sample of 304 people. Determination of the number of samples in this study was taken from a certain population with an error rate of 5%, with the number of all students of the Faculty of Tarbiyah and Teacher Science of the State Islamic Institute (IAIN) Kerinci as many as 2,245, then the sample used was at 304 people (see Table 1).

Table 1. Distribution of Research Population Data

No.	Department	Population	Sample
1.	Islamic religious education	703	95
2.	Islamic education guidance and counseling	407	55
3.	Islamic education management	290	40
4.	Tadris biology	274	37
5.	Tadris english	250	34
6.	Tadris math	164	22
7.	Tadris arabic	89	12
8.	Early childhood islamic education	54	7
9.	Tadris chemistry	8	1
10.	Tadris physics	6	1
	Amount	2,245	304

2.1. Research Scales

The researcher used three research scales for data collection, namely Self-Control Scale (S-CS), Self-Regulation Questionnaire (S-RQ), and Fear of Missing Out Scale (FoMOS).

2.1.1. Self-Control Scale (S-CS)

Self-Control Scale is a tool to measure self-control with two forms, namely a short form scale of 8 items and a total scale of 36 items, researchers chose to use a short form of 8 items in the form of a Likert scale, ranging from 1 to strongly disagree to 4 to strongly agree. Researchers use the Self-Control Scale as a whole because according to researchers can describe the topic of this study. This Self-Control Scale is borrowed from the Uziel et al. (2017). This study uses the Self-Control Scale because good self-control is associated with positive behaviors, while poor self-control is often associated with negative conditions such as an increase and reporting of psychopathology symptoms, an increase in drug abuse disorders, food, alcohol and so on (Tangney et al., 2018). The 3 sample items of the scale used were (1) "I want to be more self-disciplined"; (2) "I wish I had a better ability to change unwanted habits"; (3) "I want to be more able to persist in pursuing goals". The scale used has been tested for validity and reliability with a Cronbach`s Alpha of 0.890.

2.1.2. Self-Regulation Questionnaire (S-RQ)

The scale used is a self-regulation scale that researchers get permission to use from the article (Sartika & Hardianti, 2021). The preparation of instruments to measure self-regulation is an ability to determine their own learning, able to foster a sense of achieving the targets to be achieved, structuring the environment to support the achievement of targets, conducting self-evaluation and monitoring their learning activities, there are 8 question items presented in this Self Regulation scale which consists of 4 answer choices ranging from 1 strongly disagree to 4 strongly agree. Three examples of scale items used are (1) "keep working when the task is not interesting"; (2) "work hard even if I don't like what I'm doing"; (3) "study even if there are better things to do". The scale used has been tested for validity and reliability with a Cronbach`s Alpha of 0.897.

2.1.3. Fear of Missing Out Scale (FoMOS)

Fear of Missing Out was measured using the Fear of Missing Out Scale (FoMOS) which was compiled by Przybylski et al. (2013). The scale was borrowed from previous research on FoMO (Li Li et al., 2020). FoMO is unidimensional and consists of 12 items with a 4-point Likert format response from very unsuitable to very suitable. Scoring is done by summing the total score. The highest score

on this scale is 50 and the lowest score is 10. Through the total score which will then be analyzed. Three examples of scale items used are (1) "I worry that other people have more satisfying experiences than I do"; (2) "I feel worried when I know my friends are having fun without me"; (3) "when I miss a planned event, it makes me feel annoyed". The scale used has been tested for validity and reliability with a Cronbach`s Alpha of 0.932.

2.2. Data Analysis

The data collection technique in this study used 3 forms of scale (Questionaire) related to the research title, namely the Self-Control Scale, the Self-Regulation Scale and the Fear of Missing Out (FoMO) scale. Data collection using a scale is a form of data collection that facilitates researchers in the process of taking research data. Furthermore, to test the hypothesis developed, researchers using research data analyzed by multiple regression statistical tests using the Statistical Package for Social Science (SPSS) version 23 program.

From the various gaps that the researcher has described, the researcher recognizes that the method used in this research is only limited to a descriptive approach, namely, the researcher tries to provide systematically and carefully the actual facts and characteristics of a particular population by only seeing or observing the object under study based on the relationship of the variables that have been determined, in accordance with the nature of the research method descriptive correlation.

3. Results and Discussion

Data were collected using three research scales, namely the Self-Control Scale (S-CS), Self-Regulation Questionnaire (S-RQ), and the Fear of Missing Out Scale (FoMOS). To ensure that the scales used are feasible, Classical Assumption Test were conducted (See Table 2).

Table 2. Classical Assumption Test

Classical Assumptions	Sig	Decision
Normality	0.104 > 0.05	Normal
Multicollinearity	1.007	Does not occur
Heteroscedasticity in self-control variables	0.783	No Heteroscedasticity
Heteroscedasticity in self-regulation variable	0.308	No Heteroscedasticity

Based on table 2, the results of the normality test with a significant value of (0.104) indicate that the data is normal, the data is normal when the significant value is above (> 0.05). The results of the multicolonierity test with the VIF value (1.007), results can be said that there is no collonierity if the VIF value is less than (10.00). and the results of the heteroscedasticity test show that there is no heteroscedasticity as evidenced by the significant value of the self-control variable (0.783 and the self-regulation variable (0.308), there is no heteroscedasticity if the significant value is greater than (0.05).

The results of the t test (partial) (see Table 3) show that there is an influence between Self-control and FoMO, as evidenced by the significant value, namely (0.004 < 0.05), then Ha is accepted, meaning that there is an influence between self control and FoMO significantly, then from the test between Self-regulation and FoMO, the resulting value states that there is also an influence as evidenced by the significant value, namely (0.024 < 0.05), then Ha is accepted, meaning that there is an influence between self regulation and FoMO significantly.

Table 3. Hypothesis Test (T)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	28.200	3.480		8.104	.000
	Self-control	-.264	.091	-.164	-2.898	.004
	Self-regulation	.176	.077	.128	2.269	.024

a. Dependent Variable: FoMO

Based on Table 4, the results of hypothesis testing between self-control and self-regulation with FoMO, is 0.001 < 0.05, then Ho is rejected, it can be said that there is a simultaneous influence between self-control and self-regulation with FoMO.

Table 4. Hypothesis Test (F)

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	388.546	2	194.273	7.392	.001[b]
1	Residual	7910.704	301	26.281		
	Total	8299.250	303			

a. Dependent Variable: FoMO
b. Predictors: (Constant), Self-regulation, Self-control

Based on research conducted, it was found that students in the campus environment experienced FoMO, the population and samples were taken only from the Faculty of Tarbiyah and Teacher Training at Institut Agama Islam Negeri Kerinci students with a research population of 2,245 students from 10 departments and using a sample of 304 students, many students were found to experience FoMO because of their weak self-control that made them always feel left behind by their friends. According to Sujarwo (2023) self-control affects the FoMO. The results of this study are in line with the results of research Kadri (2022) which shows a significant relationship between self-control and FoMO. That is, the higher the self-control, the lower the level oh FoMO. Conversely, the lower the self-control, the higher the level of FoMO in his daily life.

Based on the results of the study, it was found that self-control influences the occurrence of FoMO experienced by students. From the results of the t test hypothesis test (partial), there is an influence between self-control and FoMO, as evidenced by the significant value, namely (0.004 < 0.05), Ho is rejected and Ha is accepted, meaning that there is an influence between self-control and FoMO significantly. According to the researcher's assumption, the form of self-control experienced by this student is because he always feels that he is always behind his friends, thus making his self-control unstable because he always wants to see his friends' achievements and wants to follow all the achievements obtained by his friends, making students experience FoMO.

Self-control is related to the form of controlling one's behavior when wanting to do something, Imam (2014) explains that self-control is a form of self-control of a person, a form of concern for one's satisfaction, this is certainly easier and more risky if his self-control is unstable when pursuing his pleasure. Nofzinger (2005) states that self-control is a form of resistance to temptations in the present that are likely to hinder goals in the long term, delaying pleasure or other goals. Yandri (2013) states that if someone has low self-control, they tend to have impulsive behavior. Newman (2008) explains that self-control is a form of a person's ability to fulfill his desires by changing his behavior according to conditions and situations, hastening work or delaying it, a form of behavior that can be accepted by society without being guided or directed by other things.

There is a significant relationship between self control and Feor of Missing Out (FoMO) (Maza et al., 2022; Natasha et al., 2021; Sujarwo, S Rosada, 2023), this research was also strengthened by Vaughn (2012). Many stimuli such as fear of getting information on social media users can make individuals experience difficulties in directing, regulating, and controlling themselves. This is also supported by several other studies which state that there is an influence between self control and FoMO (Dewi et al., 2021; Herlindawati, 2017; S. Savitri et al., 2021; Siallagan et al., 2021; Tripambudi et al., 2020; Wulandari et al., 2020).

Furthermore, based on the results of the study, it was found that the influence of self-regulation on the occurrence of FoMO experienced by students. From the results of the t (partial) hypothesis test between self regulation and FoMO, the resulting value states that there is also an influence as evidenced by the significant value, namely (0.024 < 0.05), then Ha is accepted, meaning that there is an influence between self regulation and FoMO significantly. According to the researcher's assumption, the occurrence of FoMO is one of them, namely because of his weak self regulation, making it difficult for him to adapt to his environment, because he always wants to see the achievements of his friends, thus making himself FoMO.

According to Baumeister et al. (2007) When there is a desire to improve self-regulation, what individuals must do is to be able to adjust to the environment. That is, if the self-regulation is weak then the FoMO can occur, because the lack of regulation makes him feel that other people's achievements are better than his achievements. Based on the results of research conducted by Zahron & Sholichah (2022) stated that self-regulation and FoMO obtained a significant value of 0.000 (< 0.05), which means that there is a strong relationship between self-regulation and FoMO, this study is in line with research conducted by the authors explained the significant relationship between self-regulation and FoMO (Se'u et al., 2022; Sianipar et al., 2019; Utami et al., 2021; Wati et al., 2022; Yandri, Sujadi, et al., 2021; Yusra et al., 2022).

Based on the results of the study obtained the results of hypothesis testing between self control and self regulation with FoMO, the results obtained are (0.001 < 0.05), then Ha is accepted, it can be said that there is a simultaneous influence between self control and self regulation with FoMO. According to the researcher's assumption, the thing that makes individuals experience FoMO is because they always feel that they have missed achievements compared to their friends, the cause is because of their weak self-control and self-regulation, thus making the individual range to experience FoMO and making themselves always focus on the achievements of others.

Self-control is known to have a relationship with FoMO because the cause of FoMO is due to low self-control, thus making students experience FoMO. Not only self-control, but self-regulation is also a reason for causing students to experience FoMO. Self-regulation and self-control are very important to succeed in various fields of life in everyday life. Students who have high self-control can make themselves have their psychology well controlled, can do a job well. Tangney, Baumeister, & Boone (2004) stated that self control is still a better academic predictor than intelligence. Duckworth & Seligman (2006) also states that people who have high self-control are likely to have lower alcohol or drug use, their behavior can also be stated that they belong to a fairly good person. Kholidin et al., (2020) stated that we must have confidence in every action we take so we can avoid FoMO.

In previous research, it was stated that the FoMO was a predictor of academic procrastination in college students (He, 2017; Masur, Reinecke, Ziegele & Quiring, 2014; Xu, Wang & David, 2016). This is because individuals who experience FoMO are more likely to focus on their anxiety. Individuals who experience FoMO are more likely to monitor their social media because they want to see their friends' achievements (Fox & Moreland, 2015).

4. Conclusion

The conclusion of the results of this study, which can be said that there is a simultaneous influence between self-control and self-regulation with FoMO because the results of hypothesis testing obtained a significant value between self-control and self-regulation with FOMO as evidenced by a significant value of (0.001 < 0.05), Ha is accepted. This study shows that the relationship between self-control and self-regulation with FoMO shows a positive direction, because the significance value obtained is positive. FoMO experienced by students of the Faculty of Tarbiyah and Teacher Science, Kerinci State Islamic Institute (IAIN) is caused by a lack of self-control and self-regulation, thus experiencing FoMO which makes students feel worried if they miss the activities, information and experiences gained by their friends, making these students always want to find information about their friends' activities. The majority of respondents have weak self-control and self-regulation, so they easily experience FoMO. Suggestions for further research are to further deepen the specific factors that cause students to experience FoMO, increase the number of respondents and develop the scope so as to get maximum research results.

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All authors have equal contributions to the paper. All the authors have read and approved the final manuscript.

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