

The Influence of The Intensity of Social Media Use and Peer Group Communication Towards Fear of Missing Out on Late Adolescents

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ABSTRACT

Indonesian late adolescents are actively involved in social media, experiencing both positive and negative effects. On the positive side, they gain knowledge, access useful information, find inspiration, and engage in meaningful interactions. Conversely, they also face negatives such as heightened anxiety, social comparison, exposure to misinformation, and mental health challenges. This study explores how social media engagement and peer group communication contribute to Fear of Missing Out (FOMO) in late adolescents.

FOMO has emerged as a significant concern with the rise of social media and digital technology, intensifying the fear of being excluded from social experiences and trends. The research focuses on the influence and correlation between social media use intensity and peer group communication regarding FOMO in late adolescents aged 18-21. Employing a quantitative approach with 100 respondents and a simple linear regression test, the findings consistently indicate that as social media usage increases, weaken the likelihood of experiencing FOMO. Notably, heightened communication among peers corresponds with a decreased likelihood of FOMO.

To enhance future research, it is recommended to incorporate additional variables such as comparison tendencies, self-esteem levels, personality traits, and peer pressure, contributing further to the understanding of FOMO. Qualitative research methods, like interviews or focus groups, could offer deeper insights into individuals' subjective experiences related to FOMO, complementing quantitative findings with context. Additionally, broadening the age range and demographic characteristics of participants would provide a more comprehensive understanding of how FOMO manifests across diverse life stages within the context of social media usage.

Keywords: Social Media Use, Peer Group Communication, Fear of Missing Out, Late Adolescents.

ABSTRAK

Remaja akhir di Indonesia aktif menggunakan media sosial, dan fenomena ini membawa sejumlah dampak, baik positif maupun negatif, pada kehidupan mereka. Di satu sisi, terdapat manfaat signifikan dari keterlibatan dalam media sosial, seperti peningkatan pengetahuan, akses terhadap informasi bermanfaat, sumber inspirasi, dan interaksi yang memiliki makna dalam konteks sosial. Namun, di sisi lain, remaja juga dihadapkan pada sejumlah tantangan yang muncul bersamaan dengan penggunaan media sosial, termasuk kecemasan, perbandingan sosial, penyebaran misinformasi, dan masalah kesehatan mental.

Penelitian ini menyoroti peran media sosial dalam membentuk pengalaman Fear of Missing Out (FOMO) pada remaja akhir. FOMO, yang muncul seiring dengan perkembangan media sosial dan teknologi digital, menciptakan rasa takut tertinggal dari pengalaman dan tren sosial yang sedang berlangsung. Oleh karena itu, fokus utama penelitian ini adalah untuk menginvestigasi sejauh mana tingkat keterlibatan dan komunikasi dalam kelompok sebaya memengaruhi atau terkait dengan pengalaman FOMO pada remaja akhir.

Penelitian ini melibatkan 100 responden berusia 18-21 tahun menggunakan metode kuantitatif dengan non-probability sampling. Analisis data menggunakan uji regresi linier sederhana menunjukkan bahwa terdapat hubungan negatif antara intensitas penggunaan media sosial dan komunikasi dalam kelompok sebaya dengan pengalaman FOMO. Artinya, penggunaan media sosial dan komunikasi antar peer group yang tinggi, kemungkinan mengalami FOMO juga cenderung melemah.

Untuk meningkatkan kedalaman penelitian di masa depan, disarankan untuk mempertimbangkan penggunaan variabel tambahan yang dapat memberikan kontribusi lebih lanjut pada pemahaman FOMO, seperti kecenderungan perbandingan, tingkat harga diri, ciri-ciri kepribadian, dan tekanan teman sebaya. Selain itu, pendekatan kualitatif seperti wawancara atau kelompok fokus dapat digunakan untuk memperoleh wawasan lebih mendalam tentang pengalaman individu terkait FOMO. Dengan demikian, penelitian ini memberikan landasan untuk pemahaman lebih baik tentang dinamika antara media sosial, komunikasi sebaya, dan pengalaman FOMO pada remaja akhir di Indonesia.

Kata Kunci: Sosial Media, Komunikasi Peer Group, Fear of Missing Out, Remaja Akhir

INTRODUCTION

Background

The unsettling and sometimes overwhelming feeling that you are missing out on something (that your peers are doing, in the know about, or in possession of more or something better than you) is what the acronym FOMO refers to (Abel et al., 2012). FoMO may occur because it is influenced by several factors, such as the unfulfilled need to connect with

others (relatedness) and the low level of competence and autonomy possessed by individuals. Anxiety over missing out on significant, joyful, or otherwise noteworthy experiences that one's contemporaries are having is the core concept underlying the term "fear of missing out" (FoMO) (Przybylski et al., 2013). Fear of missing out isn't limited to what you see on social media, despite common notion. FOMO, a

psychological phenomenon discussed in various studies, encompasses key traits and behaviors such as a strong desire for inclusion, constant online connectivity, comparative thinking, impulsivity, anxiety when not participating, difficulty disconnecting from devices, seeking validation, overcommitting, shorter attention span, and experiencing negative emotions like dissatisfaction, envy, or loneliness.

The Fear of Missing Out (FOMO) phenomenon in Indonesia encompasses a range of situations in which individuals, particularly teenagers and young adults, participate in trends or activities to avoid the fear of being excluded or missing out on various experiences. This includes risky challenges like attempting to block moving trucks for viral videos, which tragically resulted in an incident in Bekasi, West Java. Psychologists stress the importance of understanding the underlying motivations driving such behaviors, often linked to a desire to establish one's self-identity. FOMO is also evident in the intense demand for event tickets, as seen with the Coldplay concert, causing ticket shortages and even instances of fraud. Furthermore, it extends to the sharing of personal information on social media platforms, increasing the risk of identity theft. While FOMO can lead to positive trends like the Wes Anderson cinematic style and generate excitement during exclusive product launches, its negative consequences are apparent when it drives impulsive and potentially harmful financial decisions, such as taking illegal loans. Finally, FOMO prompts individuals to flock to popular attractions like the Van Gogh Alive Exhibition, not always out of genuine interest but due to the fear of missing out, resulting in overcrowded experiences and a quest for validation on social media.

The rise in internet users has led to challenges in internet usage. Recently, the emergence of the Fear of Missing Out (FOMO) phenomenon is believed to act as a mediator in the relationship between personality and problematic internet usage (Angesti & Oriza, 2018). In January of 2023, according to wearesocial, 167 million people in Indonesia used at least one social media platform. Top social media platforms' ad planning tools reveal that there were 153.7 million users aged 18 and up in Indonesia at the beginning of 2023, or roughly 79.5% of the country's entire population aged 18 and above.

Concerns about missing out on enjoyable experiences play a significant role in Social Media Fatigue (SMF) (Hattingh et al., 2022). Elhai et al. highlight that problematic smartphone use is more prevalent and severe among young Chinese individuals experiencing fear of missing out (FoMO) on social media, suggesting that FoMO may contribute to the correlation between anxiety and SMF. The research indicates that individuals prone to worry may be more susceptible to generalized FoMO, contributing to weariness from social media use (Świątek, Szcześniak, Bielecka, 2021). The fear of missing out attracts a large audience to exhibitions, with some attending solely to participate in trends and seek validation on social media.

Adolescences, according to Erikson's perspective, the focus is on developing a distinct identity apart from adult influence. This phase involves a choice between ego identity formation and role diffusion. Erikson argues that without a coherent sense of self and values, adolescents risk lacking a consistent identity in adulthood, potentially leading to engagement in risky behaviors. The urgency to participate in social events

during this period may result in the fear of missing out on crucial experiences (Hazen et al., 2008).

The term "peer group" denotes a collection of individuals or organizations with comparable traits, such as age, educational background, ethnicity, size, industry, or sector (Hayes, 2021). These groups wield influence over members' decisions, often featuring established hierarchies with prominent leaders. Peers not only impact behavioral changes but also play a crucial role in influencing an individual's emotional state (Wein, 2022). Having a larger circle of friends and spending time with them tends to enhance overall happiness, with quality friendships associated with increased life satisfaction and improved mental well-being (Wein, 2022).

RESEARCH OBJECTIVE

The purpose of this study is to examine if there's an influence and relation of the intensity of social media use and peer group communication towards fear of missing out among late adolescents from age 18-21.

THEORETICAL FRAMEWORK

The Cultivation Theory

Throughout 1919-2005, George Gerbner and his colleagues at the Annenberg School of Communication in Pennsylvania developed the concept of cultivation theory through an article titled "The Television World of Violence." This article was later included in the book "Mass Media and Violence". It marked the first formal presentation of cultivation theory, which explores the relationship between television exposure and perceptions of violence in society.

The cultivation theory views mass media as a socializing agent and discovers that media consumers tend to believe in what is presented by the media based on the frequency of their exposure to it. Gerbner and his research team furthered their investigations into mass media effects by delving into the influence of mass media on daily life through cultivation analysis. According to the theory, the mass media is believed to have a great influence on the attitudes and behavior of its users. It can be asserted that the impact observed on the audience occurs as a subsequent phase, following the media's initial alteration and shaping of specific beliefs within individuals through the various programs it broadcasts.

Despite George Gerbner originally focusing on television as the primary cause in cultivation theory, over time, the theory has expanded to encompass other mass media, including social media (Cohen, 2001). According to the cultivation theory in the context of social media, continuous involvement with these platforms can mold users' perceptions of reality, much like the impact of prolonged television exposure. By frequently encountering particular themes and portrayals on social media, users' perspectives on societal norms, values, and expectations might be affected, potentially resulting in skewed perceptions of reality and a modified understanding of social norms and behaviors.

In the context of the study of investigating the impact of social media usage on the fear of missing out (FOMO) in late adolescents, the application of Cultivation theory becomes particularly relevant. This theoretical framework can shed light on the ways in which continuous exposure to social media content might mold the perceptions, convictions, and outlooks of

these individuals in relation to the fear of missing out.

Social Cognitive Theory

The social cognitive theory, introduced by Albert Bandura in 1986, emphasizes triadic reciprocal causation to explain psychological and social functioning (Bandura, 1986). This theory posits that human nature, within biological limits, can be shaped by personal and others' experiences (Bryant et al., 2009). Contrary to passive views, humans actively engage in their development and regulation, contributing to evolution and adaptability. Individual agency operates within a sociostructural framework, where personal action and social structure mutually reinforce each other, challenging the notion of passive consumption.

The Social Cognitive Theory is a psychological model that examines how mass media impacts people's thinking, actions, and learning. It proposes that individuals learn and imitate behavior by observing others, such as media figures, and that media content can mold their attitudes and beliefs. In the realm of psychology communication, the Social Cognitive Theory is crucial in comprehending how individuals gain knowledge, beliefs, and cognitive structures by observing and engaging in social interactions. This theory highlights the significance of cognitive processes like attention, retention, reproduction, and motivation in mediating the impact of communication.

Modeling has the direct power to influence human judgment, values, and behavior without relying on influential intermediaries to adopt and disseminate what has been depicted. Several factors, including role modeling, influence the rate at which

people embrace novel social practices and behavioral norms. People are shown or told how to change the way they think and act, respectively. The order in which one acquires knowledge is not set in stone. Different activities and the same activity at different stages of the adoption process place differing emphasis on interpersonal and media sources of information.

In this study of concerning the influence of intensive peer group communication on late adolescents' fear of missing out (FOMO), the social cognitive theory becomes valuable. It offers a framework to understand how these interactions might shape the cognitive functions, social learning experiences, and self-regulation abilities of late adolescents as they encounter and respond to the FOMO phenomenon within their peer circles. This theory sheds light on how adolescents observe, learn from, and manage their reactions to FOMO within the dynamics of their peer relationships.

Self Determination Theory

Self-Determination Theory (SDT) is a psychological framework concerning motivation and human growth, formulated by Edward L. Deci and Richard M. Ryan. Their work on this theory commenced during the 1980s, and it has since evolved into one of psychology's most significant theories regarding motivation. The theory suggests that when individuals perceive that the potential benefits from a situation are worthwhile and controllable, and when they possess the ability to adjust their expectations, choices, and actions in a way that aligns with the outcomes they anticipate from that situation (Mithaug, 2003).

As per SDT, when fundamental psychological needs are met, people tend to encounter elevated levels of motivation,

overall well-being, and optimal personal growth. In contrast, if these needs are obstructed, it can result in reduced motivation, psychological stress, and suboptimal performance. Fundamentally, Self-Determination Theory centers on intrinsic motivation, which represents the inherent, inner desire to participate in activities for the inherent gratification and self-development they offer, as opposed to being driven by external incentives or pressures. SDT proposes that individuals possess three fundamental psychological needs. SDT differentiates between various forms of motivation, spanning from intrinsic motivation (engaging in an activity because it is inherently pleasurable) to extrinsic motivation (participating in an activity for external incentives or to evade penalties). Additionally, the theory delves into the concept of amotivation, where individuals lack any motivation for an activity altogether.

When individuals feel competent and capable of handling new situations, they gain a sense of control over the outcomes of their efforts. This sense of control makes them believe that future opportunities to engage with these situations will lead to further knowledge and personal growth. In essence, they become self-determined learners, driven by an internal desire for learning and personal development rather than external pressures or rewards (Mithaug, 2003).

The concepts of self-determined learning and FOMO share a common thread in people's pursuit of fulfilling experiences. Self-determined learners strive to enhance their learning results by skillfully adapting to their educational circumstances. In contrast, those impacted by FOMO strive to enhance their social experiences by engaging in events and activities they find enticing or valuable. Both ideas underscore the significance of harmonizing one's decisions

and behaviors with their intended objectives, whether in the realms of education or social interaction.

The Intensity of Social Media Use

The development of social media reflects a dynamic interplay between technological innovation and evolving user preferences. From the early days of basic networking to the current era of multimedia-rich, real-time communication, social media has become an integral part of modern society, influencing how individuals interact, share experiences, and stay connected with the world. In the dynamic landscape of social media, the evolution of user engagement took a significant turn with the advent of the mobile revolution in the 2010s. The widespread adoption of smartphones transformed how individuals interacted with social platforms, providing constant and on-the-go access. This shift had a profound impact on the development of mobile-centric features, with platforms like Instagram, originally launched in 2010, capitalizing on the trend. In summary, the development of social media users in the 2010s was characterized by the mobile revolution, a focus on visual content, and the introduction of innovative features that diversified the ways in which individuals connect, share, and communicate in the digital space.

The Intensity of Peer Group Communication

A peer group is a social unit comprising individuals who share common characteristics such as age, interests, and social status. These groups play a crucial role in the social development of individuals, especially during adolescence and early adulthood.

Peer group communication is how individuals within these social units interact, exchange information, and communicate

with one another. This communication can take various forms, including verbal discussions, non-verbal cues, shared activities, and, in the contemporary context, digital interactions on social media platforms. Through these channels, individuals in a peer group engage in the process of socialization, learning societal norms and behaviors by observing and interacting with their peers. Peer group communication plays a pivotal role in identity formation. Through ongoing interactions and feedback from peers, individuals develop a sense of self-concept and establish their identity within the context of the group. This process is dynamic and can influence personal values, interests, and aspirations. Furthermore, peer communication involves a complex interplay of influence and conformity. Individuals may be influenced by the attitudes and behaviors of their peers, leading to a convergence of values and preferences within the group. This influence can shape decision-making processes and contribute to a shared group identity.

Fear of Missing Out

The Fear of Missing Out (FOMO) has emerged as a distinctive psychological phenomenon in the era of digital communication and social media. This fear is rooted in the anxiety individuals experience when they perceive that others are engaged in experiences or events from which they are excluded. Social media platforms, such as Facebook, Instagram, and Twitter, play a pivotal role in amplifying FOMO by providing a curated window into the lives of others. Users often share moments of joy, success, and excitement, creating a virtual highlight reel that can evoke feelings of inadequacy or a sense of missing out.

RESEARCH METHOD

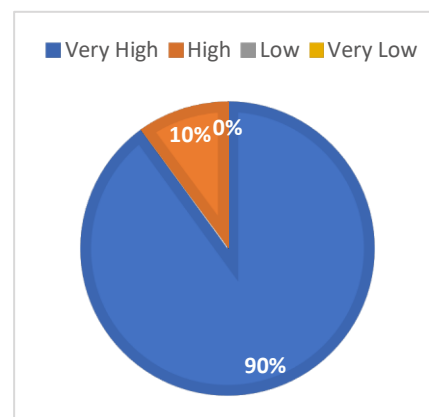
This study utilizes quantitative research to ascertain if there is a stronger

causal connection between the variables and the object of investigation. Hence, there are both independent and dependent variables. The type of research used in this research is explanatory in which in the realm of social science, exploratory research can be perceived and defined in various manners. However, at its essence, it involves an endeavor to uncover novel and captivating insights by thoroughly investigating a research subject (Elman et al., 2020).

THE INTENSITY OF SOCIAL MEDIA USE

The intensity of social media use is a state of level or how intense a person is in accessing social media. The variable intensity of social media use can be measured using several indicators such as the frequency, duration, level of attention, and interactivity of respondents when accessing social media. The findings regarding the intensity of social media use are presented in the graph below:

Graphic 1 (The Intensity of Social Media Use)

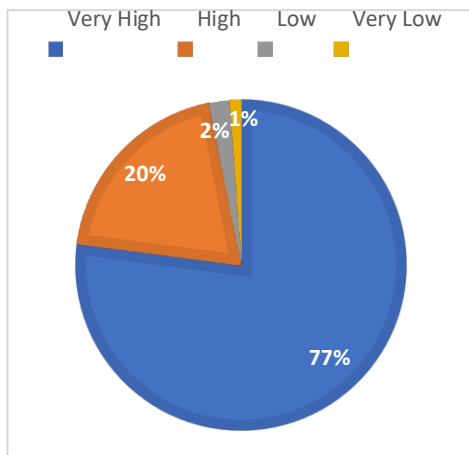


The majority of respondents, precisely 90%, fall into the category of high social media users. The classification of very high social media usage is at 90%, with only a small fraction using social media infrequently. It can be concluded that almost all respondents use social media with a very high intensity.

THE INTENSITY OF PEER GROUP COMMUNICATION

The intensity of peer group communication can be characterized by the regular occurrence of interactions within a social group, often taking place repeatedly. The variable intensity of peer group communication can be measured using the several indicators such as the frequency, duration, level of attention and reliability of peer group communication. The findings regarding the intensity of peer group communication are presented in the graph below:

Graphic 2 (The Intensity of Peer Group Communication)



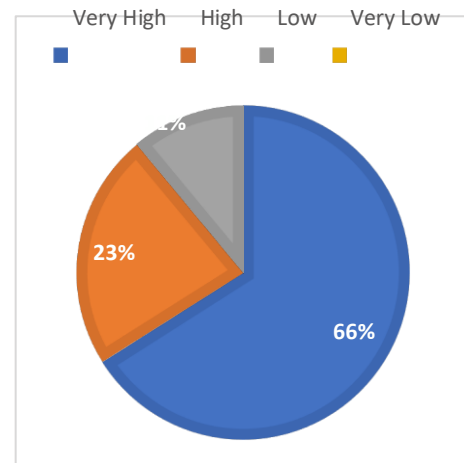
The majority of respondents, precisely 77%, engage frequently in communication with their peer group. The classification of extensive peer group communication stands at 77%, and only a minor segment infrequently engages in communication with their peer group. In summary, a considerable proportion of respondents maintains a high level of communication intensity within their peer group.

FEAR OF MISSING OUT ON LATE ADOLESCENTS

FOMO on late adolescents is the anxiety or apprehension about missing out on

social experiences or opportunities, often driven by a desire to stay connected and be involved in the activities of their peers. The variable of FOMO among late adolescents can be measured using the FOMO characteristic indicators such as constant connectivity, validation seeking, worry, anxiety and the self-esteem state of the respondents. The findings regarding FOMO on late adolescents are presented in the graph below:

Graphic 3 (Fear of Missing Out on Late Adolescents)



The graphic reveals that a majority of respondents, precisely 66%, experience fear of missing out. Not even half of the respondents haven't experienced FOMO. This implies that respondents which are late adolescents are prone to experience FOMO.

DISCUSSION

The Influence of The Intensity of Social Media Use Towards Fear of Missing Out

Based on the simple regression analysis test, there is an influence with positive correlation of the intensity of social media use towards fear of missing out. The test result shows that the significant value is 0.000, which means if sig. < 0.05 it is interpreted as significant.

The positive influence of social media use on FOMO on late adolescents suggests that frequent engagement with social media platforms contributes to the cultivation of a heightened fear of missing out among late adolescents. As individuals immerse themselves in the content and interactions on social media, they may develop a perception that others are experiencing more exciting or fulfilling activities, creating a sense of inadequacy or a fear of missing out on rewarding experiences. The findings, therefore, support the notion that the cultivation of attitudes and perceptions through media exposure extends to the realm of social media and its impact on the emotional experiences of late adolescents, particularly in relation to the Fear of Missing Out.

The Cultivation Theory, which underscores the role of media in shaping perceptions and attitudes, provides a theoretical framework for understanding how the intensity of social media use can influence and cultivate the fear of missing out among late adolescents. The pervasive nature of social media as a mediator of social reality appears to contribute substantially to the development and reinforcement of FOMO tendencies in this demographic. In the context of the findings, the positive effect observed suggests that the consistent and elevated use of social media platforms by late adolescents has a significant impact on shaping their perception of social experiences. The results from this study related to Cultivation Theory which posits that prolonged exposure to media content, such as social media in this context, can shape individuals' perceptions and beliefs about the world.

The Cultivation Theory, originally addressing shifts in viewers' perceptions with increased media exposure, has evolved to

encompass the realm of social media. This aligns with the results of the study, indicating that heightened social media usage intensifies the likelihood of altering an individual's perception, with one resulting impact being the experience of FOMO. As these individuals engage with diverse content on social media, they may internalize a standard of social engagement that emphasizes constant activity and excitement. This, in turn, fosters a heightened Fear of Missing Out, as individuals may feel compelled to match or surpass the seemingly fulfilling experiences portrayed on social media.

The Influence of The Intensity of Peer Group Communication Towards Fear of Missing Out

Based on the simple regression analysis test, there is an influence with negative correlation of the intensity of peer group communication towards fear of missing out. The test result shows that the significant value is 0.000, which means if $\text{sig.} < 0.05$ it is interpreted as significant.

The correlation observed in the findings is compatible with the principles of the Social Cognitive Theory. According to this theory, proposed by Albert Bandura, individuals learn and model behavior by observing others in their social environment.

In the context of the social cognitive theory of observational learning, late adolescents who actively engage in peer communication may observe and learn from their peers' experiences. Positive social interactions, shared experiences, and effective communication within the peer group can serve as models for managing FOMO. Observing others effectively cope with social situations could contribute to a reduced likelihood of experiencing FOMO. The theory also emphasizes the dynamic interplay between personal factors,

environmental influences, and individual behavior. In the context of this research, increased peer communication can be seen as both a personal factor and an environmental influence. As late adolescents actively participate in peer discussions and share experiences, they shape and are shaped by the social environment, contributing to a reciprocal relationship that may decrease FOMO.

In the context of the result study implies that when individuals engage in more frequent and intense communication with their peers, they may feel more connected, informed, or involved in social activities. This heightened level of communication seems to contribute to a sense of inclusion and belonging, potentially mitigating feelings of FOMO.

The result suggests that interactions within one's peer group play a significant role in shaping perceptions and emotional experiences. The Social Cognitive Theory posits that individuals learn through social interactions and observational learning. In the case of late adolescents, heightened peer group communication may contribute to the emergence of FOMO by creating social norms and expectations related to shared experiences and activities.

As individuals witness and participate in discussions and activities within their peer groups, they may internalize a perception that certain social engagements are more desirable or fulfilling. This, in turn, cannot fuel a heightened FOMO as individuals strive to align with perceived social expectations established within their peer circles. In essence, the findings provide empirical support for the idea that the intensity of peer group communication is a significant factor in shaping FOMO experiences, consistent

with the premises of the Social Cognitive Theory.

CONCLUSION

Based on the results of the research and discussions that have been carried out, the following conclusions can be drawn:

1. The research results show that there is an influence with a positive correlation of the intensity of social media use (X1) towards fear of missing out on late adolescents (Y). This is indicated by the significance level figure of $0.000 < 0.05$. The findings distinctly reveal that as social media usage increases, the more likely the likelihood of experiencing FOMO.

2. The results of this research show that there is an influence with a negative correlation of the intensity of peer group communication (X2) towards fear of missing out on late adolescents (Y). This is indicated by the significance level figure of $0.000 < 0.05$. The results consistently indicate that an elevated level of communication among peers corresponds to a decreased likelihood of experiencing FOMO.

3. The findings of this research produced data from 100 late adolescents' respondents that the intensity of social media use has an influence and a strong positive effect on fear of missing out. Furthermore, the intensity of peer group communication has quite a strong positive effect and an influence towards fear of missing out.

SUGGESTIONS

The research conducted on this subject unveiled a compelling correlation between the intensity of social media use and peer group communication towards FOMO. To enhance the comprehensiveness of future research, it can be considered to incorporate other variables and indicators that could contribute to the experience of FOMO such as comparison tendencies, self-esteem levels,

personality traits (e.g., extraversion, neuroticism) and peer pressure.

For future investigations into FOMO, a qualitative research approach can offer valuable insights. Consider employing methods such as interviews or focus groups to delve deeper into individuals' subjective experiences, perceptions, and emotions related to FOMO. This qualitative approach can provide a richer understanding of the nuances surrounding FOMO and offer context to quantitative findings.

Given the diverse landscape of social media users, consider broadening the subject population beyond late adolescents. Expanding the age range and demographic characteristics of participants can yield a more comprehensive understanding of how FOMO manifests across different life stages. This adjustment will help capture the varied experiences of individuals in the context of their social media usage.

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