

FOMO COUNSELING TEACHER STRATEGIES IN REDUCING THE IMPACT OF FOMO ON HIGH SCHOOL STUDENTS IN THE ERA OF SOCIETY 5.0

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Abstract

The phenomenon of Fear of Missing Out (FOMO) is increasingly prevalent among adolescents, particularly senior high school students who are highly active on social media. FOMO can lead to various negative effects such as social anxiety, stress, sleep disorders, and decreased concentration in learning. This article aims to explore the strategies used by Guidance and Counseling (GC) teachers in addressing FOMO in students, using a literature review method based on 21 relevant scientific articles. The results show that the most commonly used approaches include Cognitive Behavioral Therapy (CBT), Rational Emotive Behavior Therapy (REBT), and thought stopping techniques. Other effective strategies identified include funseling, Islamic counseling based on gratitude and self-reflection (muhasabah), online counseling services, digital ethics training, and multicultural approaches. The role of GC teachers is crucial in guiding students to build self-awareness, emotional control, and responsible use of social media. This study concludes that collaborative, contextual, and psychologically–spiritually integrated strategies can significantly reduce the impact of FOMO among students.

Keywords: cognitive-behavioral therapy, counseling services, digital literacy, FOMO, mindfulness

1. Introduction

Technological developments in the Society 5.0 era have brought significant transformations in social life, affecting patterns of human interaction, relationship dynamics, and psychological conditions, especially among adolescents Hermawan (2019). This era is characterized by the convergence between the physical and digital worlds through the application of intelligent technologies based on the Internet of Things (IoT), big data, and artificial intelligence (AI). This convergence not only revolutionizes the industrial and economic sectors, but also changes the way individuals communicate, build relationships, and form self-identities Kurniawan et al. (2023).

In this social context, the phenomenon of Fear of Missing Out (FoMO) is a prominent issue. Fear of Missing Out is defined as a feeling of anxiety that arises from concerns about losing information, experiences, or events that are considered socially important Przybylski et al. (2013). This phenomenon is reinforced by easy access to social media, which allows teenagers to monitor the lives of others in real-time. Data

Indonesian Internet Service Providers Association APJII (2022) shows that 98.02% of internet users in Indonesia actively access social media, with the dominance of users from among teenagers. This is fertile ground for the development of Fear of Missing Out.

According to Coskun & Karayagız Muslu (2019), excessive digital connectedness, plus pressure to keep up with trends, increases the tendency of adolescents to experience Fear of Missing Out. As a result, psychological symptoms such as stress, anxiety, decreased self-esteem, sleep disturbances, and decreased motivation to learn appear (Hasanuddin et al., 2024; Wahyuningtyas et al., 2024). In fact,

Kolinug & Prasetya (2021) stated that around 40% of internet users experience this phenomenon, with adolescents as the most vulnerable group because they are in the phase of self-identity exploration.

Various interventions have been developed to reduce the impact of Fear of Missing Out on adolescents. One of them is Cognitive Behavioral Therapy (CBT), which focuses on cognitive restructuring to change irrational thought patterns into adaptive ones Keles et al., (2020). In addition, group counseling approaches have been shown to be effective in reducing adolescents' dependence on social media and reducing the tendency to compare themselves with others Hanidar Astika et al. (2023). In group counseling, the practice of self-reflection or muhasabah can help adolescents increase self-awareness of the negative impact of Fear of Missing Out, thus encouraging them to build a healthier mindset (Zuleyka, 2023).

Religious-based interventions, such as Islamic counseling, also have an important role in building students' self-control and spiritual balance, especially in the face of social pressure due to Fear of Missing Out Fadila, (2024). In addition, creative arts-based counseling, such as drawing or painting, has been shown to help adolescents express their feelings, lower social anxiety, and increase self-confidence (Silfianingrum & Prasetiawan, 2023).

The phenomenon of Fear of Missing Out is also closely related to phubbing (phone snubbing) behavior, which is the habit of ignoring direct social interactions because it is distracted by digital devices (Roberts & David, 2016). Azizah & Baharuddin's (2024) study confirmed that Fear of Missing Out can reduce the quality of interpersonal relationships, increase conflict, and reduce empathy. Therefore, a comprehensive strategy is needed, both within the school scope through strengthening the role of guidance and counseling (BK) teachers, as well as in the family environment, to support healthy social media management. This strategy includes social skills training, strengthening digital literacy, and developing awareness of media ethics (Alutaybi et al., 2020)

Based on the study, it can be concluded that Fear of Missing Out is a complex phenomenon that requires multi-disciplinary and collaborative handling. The integration of psychological counseling, religious, creative, and digital literacy is key in supporting adolescents to face social pressure in the era of Society 5.0. Comprehensive preventive and curative efforts will create an ecosystem that supports adolescent mental health and builds critical awareness of the wise use of social media.

2. Methods

This article was prepared using a literature review approach, which is a scientific method carried out through a systematic process of examining, analyzing, critically reviewing, and synthesizing various relevant and credible scientific sources in order to obtain a deep, thorough understanding, and present a comprehensive picture of an issue or phenomenon under study. According to Creswell (2014), literature review not only serves as a solid conceptual basis in the preparation of scientific work, but also acts as an argumentative framework that supports and strengthens the position of research in the context of pre-existing knowledge. Creswell asserts that the literature review is conducted through a series of structured steps, which include identifying relevant literature, critically evaluating previous findings, and formulating an adequate synthesis.

In line with this, Snyder (2019) states that the literature review method allows researchers to not only collect previous empirical findings, but also to examine the relevance, consistency, and innovation potential of these findings. Through this approach, researchers can build an integrative and contextual

theoretical framework, as well as identify research gaps that need to be bridged through further studies. A systematic and in-depth literature review also allows for constructive criticism of methodological weaknesses, generalization limitations, and interpretative biases in previous studies, so that the results obtained become more comprehensive, valid, and of high academic value.

In preparing this article, the author conducted an in-depth literature search with a focus on scientific publications that examine the phenomenon of Fear of Missing Out (FoMO) in high school students, as well as intervention strategies that have been developed by Guidance and Counseling teachers to overcome these problems. A total of 21 scientific articles published in journals and proceedings of national repute were collected as the main material for the study. The articles were obtained through exploration of various reputable academic databases, including Google Scholar, Scopus, Garuda, and DOAJ. The literature selection process was carried out by considering several strict criteria, namely (1) the relevance of the topic to the research focus, (2) the year of publication (maximum of the last five years to ensure currency), (3) the trustworthiness of the source, and (4) the suitability of the substance of the literature content to the context of the problem being studied.

The literature review approach used in this article aims to present a comprehensive theoretical and empirical synthesis of the dynamics of Fear of Missing Out (FoMO) as a psychological phenomenon that develops in the digital era, especially among adolescents. Through this study, the author maps various intervention strategies that have been implemented by Guidance and Counseling practitioners, and analyzes the effectiveness of these approaches in reducing students' anxiety levels and maladaptive behaviors. In addition, the literature review approach is also utilized to identify the potential for developing evidence-based practice interventions that are more adaptive and contextual to the needs of the digital generation.

Thus, this article is expected to make a significant contribution to the development of the science and practice of Guidance and Counseling, especially in facing the psychosocial challenges posed by the Fear of Missing Out (FoMO) phenomenon in students at the Senior High School level. This in-depth literature review not only presents a thorough theoretical explanation, but also builds a solid conceptual framework to understand the strategic role of Guidance and Counseling teachers in supporting students' mental health and psychological well-being in the digital era. This is in line with the demands of the world of education which increasingly prioritizes an evidence-based scientific approach as a basis for decision making in the development of intervention programs and educational policies.

3. Results and Discussion

Results

The results of this study show that various counseling approaches have been effectively applied by Guidance and Counseling teachers in an effort to mitigate the impact of the Fear of Missing Out (FoMO) phenomenon on high school students. The Cognitive Behavioral Therapy (CBT) approach is one of the most widely used strategies. According to Kurniawan et al. (2023), Cognitive Behavioral Therapy (CBT) helps individuals identify, manage, and reconstruct negative thought patterns that contribute to the emergence of the Fear of Missing Out (FoMO) phenomenon, so as to increase psychological resilience and strengthen learners' self-control. This approach focuses on changing maladaptive cognitive schemas into more rational and adaptive mindsets, which in turn can improve emotional and behavioral responses due to the urge to keep up with social media.

In line with these findings, Wulandari (2023) asserted that the techniques used in CBT, such as reframing and self-talk (positive internal dialog), are effective in increasing self-awareness and adaptability in students. A case study conducted by Aslam (2023) supports these results, showing that the application of CBT was able to produce significant attitudinal changes, including in terms of self-perception and views on unrealistic social expectations. In addition, Khoirunnissa et al. (2023) reported the successful implementation of CBT in the form of group counseling services, while Fadhilah (2022) revealed that internet-based individual counseling utilizing CBT principles also proved effective in reducing the level of FoMO intensity in students.

In addition to the CBT approach, group counseling has also been shown to have a positive impact on reducing FoMO. Hanidar Astika et al. (2023) showed that group counseling can significantly reduce adolescents' dependence on social media, which is one of the main triggers of the FoMO phenomenon. Silfianingrum and Prasetiawan (2023) added that group counseling utilizing a visual creative arts approach and religious values can reduce social anxiety which is closely related to FoMO. Zuleyka (2023) reinforced these findings by emphasizing that the self-muhasabah technique in group counseling is effective in increasing self-awareness and the ability to control the urge to keep up with the flow of digital information.

In addition to group counseling, individual counseling approaches also show significant results. Ningtyas and Wiyono (2020) stated that internet-based counseling, with parental support, is effective in overcoming social media addiction that triggers FoMO. Fadhilah (2023) and Khoirunnissa et al. (2023) emphasized that an individual counseling approach that integrates spiritual and religious values, both in online and offline formats, can assist students in strengthening self-control and increasing psychological resilience to social pressure. Lio (2023) added that the thought stopping technique used in individual counseling proved effective in stopping negative thought patterns that trigger FoMO, thus enabling students to develop a healthier and more adaptive mindset.

From an educational perspective, the information service developed by Hasanuddin et al. (2024) was shown to increase students' self-confidence through strengthening family support and implementing mindfulness practices. Azizah and Baharuddin (2024) and Haris (2012) emphasized the importance of developing effective communication skills and digital ethics as an integral part of strengthening students' adaptive capacity in facing digital challenges. In addition, Fadhilah (2022) and Mardhiyah (2023) found that time management training and the implementation of healthy social media use play an important role in reducing FoMO intensity, while supporting the development of better self-management skills. The Rational Emotive Behavior Therapy (REBT) approach has also been shown to contribute significantly to the treatment of FoMO. Handayani (2023) revealed that REBT assists learners in identifying and replacing irrational thoughts with rational thoughts, which in turn has an impact on reducing social anxiety and controlling the urge to keep up with the excessive flow of digital information. Finally, Widiastuti (2023) highlighted that a multicultural approach that pays attention to the cultural values embraced by students significantly contributes to building self-understanding, strengthening self-control, and improving adaptation to social pressures that arise from the use of digital media.

Based on this study, the following table presents a comparison of the effectiveness of various counseling approaches in reducing the phenomenon of Fear of Missing Out (FoMO) in high school students:

NO	Pendekatan Konseling	Strategi Utama	Efektivitas	Kekurangan	Kelebihan
1	<i>Cognitive Behavioral Therapy (CBT)</i>	<i>Reframing, Self-talk, Thought Stopping</i>	Very effective	Requires adequate counselor skills; online adaptation requires supporting facilities	Able to change maladaptive mindsets and behaviors; can be used in group and individual formats
2	Group Counseling	Group discussion, Creative arts, Religious values, Self-consciousness	Effective	Not all students are comfortable with group dynamics; results depend on group dynamics	Increase self-awareness, foster a sense of community, improve self-control
3	Counseling Individual	Face-to-face/online counseling, Integration of spiritual values	Efektif	Requires Resources adequate time and counselors	Allows personalized focus; flexible in time and media
4	Information & Educational Services	Family support, Mindfulness, Communication skills, Digital ethics, Time management	Effective enough	Long-term effects depend on consistency of application	Improve students' adaptive and communication skills
5	Rational Emotive Behavior Therapy (REBT)	Replacement of irrational thoughts, Exercise rationalization	Effective enough	Requires students' deep understanding of REBT theory	Improve rationality of thinking and self-control
6	Multicultural Approach	Integration of local cultural values	Effective enough	Requires cultural mapping and in-depth understanding counseling teachers	Relevant to students' cultural background; enhances self-acceptance

Discussion

Based on the results of the study obtained, it can be concluded that the Cognitive Behavioral Therapy (CBT) approach is one of the most effective and comprehensive intervention strategies in dealing with the Fear of Missing Out (FoMO) phenomenon that is experienced by many high school students. This approach not only focuses on changing maladaptive mindsets or cognitive aspects that are the root of the FoMO problem but also includes strengthening the emotional and behavioral dimensions of students holistically. Through the application of techniques such as reframing (rearranging the

meaning of an event), self-talk (positive and constructive internal dialogue), and thought stopping (conscious stopping of negative thoughts), CBT shows flexibility in its implementation, both in the form of individual and group counseling services, so that it can be tailored to the unique needs and characteristics of each student.

In addition to the individual approach, the effectiveness of group counseling in reducing FoMO symptoms also confirms the important role of social support among fellow learners. Through dynamic interactions in the group, students realize that they are not alone in facing social pressures that arise from exposure to digital media. This can foster a sense of community, mutual support, and sharing of experiences and adaptive strategies. Furthermore, group counseling that integrates religious and spiritual values, such as the self-muhasabah technique, is proven to strengthen personal identity and internalization of positive values, which in turn increases students' self-control ability against the compulsive urge to keep up with developments on social media.

On the other hand, individual counseling services have the advantage of providing more in-depth, personalized, and tailored treatment to students' specific conditions, especially for those who experience FoMO symptoms with high complexity. The effectiveness of this approach is further increased when integrated with the active role of the family, as shown in the implementation of internet-based counseling that involves collaboration with parents. This emphasizes the importance of a holistic ecosystem of support, which is not only centered on counselor intervention, but also involves the family and social environment as an important element in the recovery and strengthening of students' psychological resilience.

Educational approaches, such as providing healthy and up-to-date information on social media use, strengthening effective communication skills, as well as time management and digital literacy training, also serve as essential preventive strategies in shaping students' critical awareness of digital risks. In this context, Guidance and Counseling (BK) teachers function as the main facilitators, bridging the delivery of information and skills that are relevant to students' needs, so that they are able to build healthy and productive patterns of social media use. In addition to the above approaches, the application of Rational Emotive Behavior Therapy (REBT) shows its effectiveness as an alternative intervention in overcoming FoMO. This approach not only assists learners in identifying and replacing irrational thoughts that trigger social distress and anxiety, but also teaches them to think more logically, rationally, and adaptively. Thus, REBT contributes to reducing the intensity of negative emotions, such as anxiety, insecurity, and fear of falling behind from unrealistic social development, which are often the main triggers of FoMO.

Furthermore, in the context of schools with diverse cultural backgrounds, the application of a multicultural approach becomes even more important. This approach allows students to understand that the social pressures created by digital media are not universal, but can be interpreted differently based on their cultural values. Thus, this approach not only promotes a deeper understanding of diverse perspectives, but also equips students with the ability to use cultural values as an adaptive filter in responding to social media influences, so that they can build a strong self-identity and better self-control in dealing with the dynamics of the digital age.

4. Conclusions

Based on the research findings and discussion that have been described, it can be concluded that the strategies implemented by Guidance and Counseling (BK) teachers in order to reduce the impact of Fear of Missing Out (FOMO) on high school students in the era of Society 5.0 require a holistic, adaptive, and contextual approach. The Cognitive Behavioral Therapy (CBT) based approach has proven to have

significant effectiveness in helping students identify, manage, and reconstruct negative thought patterns related to the FOMO phenomenon. This approach can be adapted in the form of individual and group counseling services, tailored to the characteristics and needs of each student. In practice, group counseling not only provides space for students to share experiences and obtain social support, but also facilitates the strengthening of spiritual values through the application of self-muhasabah techniques that can strengthen students' identity and self-control.

In contrast, individual counseling services provide more specific, in-depth, and focused treatment of the problems faced by students, especially when complemented by close collaboration with parents, as well as the application of cognitive techniques such as thought stopping to stop intrusive thought patterns associated with FOMO. Furthermore, the provision of information and education services by counseling teachers plays a crucial preventive role, especially in improving digital literacy, fostering awareness of healthy and responsible social media use, honing interpersonal communication skills, and building effective time management as provisions for facing the fast-paced digital era.

In addition, the application of Rational Emotive Behavior Therapy (REBT) provides a relevant alternative approach by emphasizing the strengthening of rational thinking in the face of social pressure and unrealistic expectations. A multicultural-based counseling approach is also an important element, given the diverse cultural backgrounds of students in schools that require adjustments to counseling strategies to remain inclusive, sensitive, and respectful of the different values held by each individual.

Considering the complexity of psychosocial dynamics faced by high school students in the era of Society 5.0, Guidance and Counseling teachers are required to have competence in integrating various strategic approaches in a flexible, innovative, and based on students' actual needs. The application of varied, adaptive, and contextual strategies will assist students in improving self-control abilities, strengthening mental health, and building healthier and more constructive social relationships in the midst of massive and competitive digital information flows, which have the potential to become the main trigger for the emergence of Fear of Missing Out (FOMO).

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Hopefully this scientific article can make a positive contribution to scientific development, especially in the field of Guidance and Counseling, and be useful as reference material for further related research. The author also hopes that this article can open new insights and become an inspiration for readers who have concerns about psychological and educational issues, especially in the context of the digital era and Society 5.0.

Finally, the author realizes that this article is far from perfect. Therefore, constructive criticism and suggestions are highly expected for the sake of improvement and refinement in the future.

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