

THE RELATIONSHIP BETWEEN SELF-CONCEPT AND PEER INTERACTION WITH FoMO LEVELS IN ADOLESCENTS

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ARTICLE HISTORY

Received : 20-01-2026

Revised : 07-02-2026

Accepted : 15-04-2026

KEYWORDS

Self-concept;

Peer interaction;

FoMO;

Teenagers;

ABSTRACT

FoMO or *Fear of Missing Out* is the feeling of wanting to always be connected and not left behind with other people's activities. The FoMO phenomenon is a widespread phenomenon in society, especially among teenagers. This can be influenced by various factors, such as: self-concept and peer interaction. This study aims to explain the relationship between self-concept and peer interaction with FoMO levels in adolescents. This study uses a survey method. Data were analyzed using the Tau Kendall correlation test to measure the relationship between variables. The results showed that there was a positive relationship between self-concept and FoMO in adolescents with a correlation value of 0.14, and a p value of 0.003 showing that the two variables were significantly related. The analysis of the results of the study showed that there was a positive relationship between peer interaction and FoMO in adolescents of 0.29 with a p value of 0.000, showing that there was a significant relationship between the two variables. The results of this study show that self-concept and peer interaction are not fully related to the level of FoMO. A less positive self-concept becomes an evaluation for oneself rather than comparing it to others. Adolescents with a positive self-concept tend to experience FoMO, compared to adolescents who have a negative self-concept. Enough peer attachment cannot cause anxiety in adolescents. FoMO in adolescents focuses more on academic matters such as grades and achievements than entertainment or lifestyle.

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INTRODUCTIONS

FoMO or the fear of missing a moment is a phenomenon that occurs in society. FoMO is a feeling to stay connected and follow other people's social activities (Azizah & Baharuddin, 2021). This understanding then develops: FoMO is not just a desire to follow, but also a feeling of anxiety if it leaves behind information or trends that are happening (Syawal & Fachri, 2023). The FoMO phenomenon has actually occurred since the 2000s (Carolina & Mahestu, 2020). However, this phenomenon is not yet known by the public because of the development of technology

that has not developed as rapidly as it is today. FoMO changes individual behavior, one of which is that it makes individuals always check their phones and feel anxious if they are not involved in the trend that is happening (Syafitri & Ayu, 2022). The FoMO phenomenon is interesting because it is natural for humans to want to own and connect with their group (Utami, 2024). Social life makes individuals not want to be isolated or excluded in their social group (Daniati, 2022). When individuals are left behind with information or activities that are crowded, it causes a feeling of failure to carry out their social activities and is slowly alienated from social groups (Azzahra, et al. 2025).

FoMO has both negative and positive impacts, but most references explain that FoMO tends to have a negative impact. The negative impact of FoMO can occur when individuals are unable to follow trends, causing feelings of anxiety and choosing not to interact directly (Aristiani, 2023). However, FoMO also has a positive impact if individuals can manage themselves well (Rahman, et al. 2024). The positive impact of FoMO is that it can increase the productivity and involvement of individuals in their social activities. The fear of missing out on information or trends can be a driver to develop and make the most of existing opportunities (Nisa & Erawati, 2025). FoMO can motivate individuals to achieve goals and become better individuals (Panggabean, 2024)

FoMO is influenced by several factors, such as self-concept and peer interaction. The relationship between self-concept and the FoMO phenomenon can be seen through an individual's perception of himself which is formed through social interaction and feedback from the surrounding environment. The results of Kusuma, et al.'s (2023) research show a positive relationship between self-concept in the academic field of science and student learning achievement with FoMO tendencies. A strong and positive self-concept tends to make individuals more confident to make decisions, so that individuals are not easily influenced by social pressure or the desire to follow trends in the surrounding environment. The results of Zahroh & Sholichah (2022) research show that self-concept of FoMO has a very strong influence in a negative direction, meaning that the lower the self-concept in individuals, the more FoMO occurs. Most previous studies have only explained FoMO in the lives of individuals with their social interactions. However, in the academic context, individuals with a positive self-concept have not been widely studied.

Self-concept can be positive or negative if associated with FoMo. FoMO can make a positive self-concept when individuals feel motivated to follow positive trends, so that individuals can develop according to their interests and talents. Maharani's research (2022) explains that the use of *Face Beauty Filters* among adolescents is a motivation to practice communication and express their creativity. FoMO can make a negative self-concept when individuals always compare their lives with others, thus causing feelings of anxiety when they cannot follow trends and make the standard of their happiness with the lives of others. The results of the pen are the activities or experiences that are crowded (Varwani, 2022). Peers become a positive or negative role depending on who and where the individual is (Franciska, 2014 in Muharam, et al. 2024). Research by Sinaulan, et al. (2025) states that individuals with low self-control tend to become FoMO with high levels.

Friend interaction can cause feelings of wanting to always be involved in activities or chats (Intan, et al. 2024). Humans are essentially social creatures who coexist and are interdependent with each other (Hasanah, et al, 2024). The feeling of worrying about losing a moment can arise when an individual knows that his friends or social groups are doing activities without him, thus causing a feeling of losing the moment (Sutarmin, 2024). Peer interaction with FoMO becomes related because peers are a source of information. Verdiyanti (2023) stated that there is a fairly high positive relationship between peer interaction and children's social behavior. Research by Febrian, et al. (2025) also states that there is a positive relationship between individuals and peer interactions, when individuals do not participate in their friends' activities, it causes anxiety.

FoMO can occur in high school students who do not understand their concept (Kusuma, et al. 2023). When students don't understand themselves or don't believe in their abilities, students will seek validation from their peers. This can cause feelings of anxiety and feel that their life is worthless, so they appear insecure and become FoMO (Munif, et al. 2024). Peer interaction is also an indicator of FoMO. When students see that their friends have a pleasant life compared to themselves, it gives rise to the urge to do the same thing as their friends (Puspitasari, et al. 2025). This feeling arises because students feel that their lives are not as pleasant as their friends, so students feel that following their friends' lives can provide pleasure. This study aims to explain self-concept and peer interaction related to FoMO

levels in high school adolescents. This research is expected to identify the self-concept of high school students, both positive and negative, and the quality of interaction with peers that can affect the tendency of high school students to experience FoMO.

METHOD

This study uses a survey method. Surveys are a type of research that uses questionnaires as a source of data (Martono & Isnania, 2023). This research was conducted by giving questionnaires to respondents, namely students at one of the high schools in Purwokerto; The school was chosen because of the character of the students, mostly from the lower middle class. The economic status of the lower middle class makes students limited to participating in activities with their friends, so that it can cause FoMO (Aisyah, 2025). Samples were taken using a simple random method, i.e. a technique without considering strata in the population (Timamah, et al. 2025). The number of samples taken was 210 students (50.51% of the population i.e. 396 students) with a maximum sampling error of 5%. The variables tested in this study were the variables of self-concept (X1), peer interaction (X2), and FoMO level (Y). The operational definition of self-concept is the respondent's assessment or view of himself; Peer interaction is a reciprocal relationship between the respondent and his or her peers, including in the school environment and at home; while FoMO is defined as the feelings and attitudes of respondents when they see activities that are done by friends so that they feel the desire to do the same. The hypothesis that is operationalized is that "there is a positive relationship between self-concept and the FoMO level of high school students", "there is a positive relationship between peer interaction and the FoMO level of high school students". The data collection methods used in this study were questionnaires and structured interviews. Structured interviews are activities prepared by researchers in the form of questionnaires containing questions related to the acquisition of research data directly (Rudini & Khasanah, 2022). Data processing is carried out by the following steps. First, collecting data with questionnaires; second, processing questionnaire data using SPSS, presenting data using frequency distribution and cross-tables, analyzing data using Kendall Tau correlation; Third, the analyzed data generates correlation values to prove the operational hypothesis. Interview data is processed by procedure, namely the preparation of interview transcripts, coding, and analysis of interview data to strengthen quantitative data.

RESULT AND DISCUSSIONS

Self-Concept Variables

Self-concept has several indicators, one of which is about the respondent's perception of self-ability. This perception can arise through the social environment that is the cause of the urge to compare his abilities with his friends. Table 1 shows the level of perceived ability of the respondents.

Table 1. Respondents feel that their ability is below their peers

Category	Frequency	Percentage
Always feel	28	13.3
Frequent feeling	53	25.2
Sometimes you feel	122	58.1
Never feel	7	3.3
Total	210	100.0

Source: Primary data, 2025.

Most respondents stated that sometimes they felt that their abilities were below the abilities of their friends. Respondents compared themselves to friends in academic and non-academic achievements, for example when participating in competitions, so they felt left behind by their friends.

The perception of having advantages or disadvantages is one of the indicators in self-concept. Respondents do not only want to be understood through similarities, but also confessions from their friends. When respondents have

advantages or advantages that are recognized by their friends, they consider themselves to have differences with their friends. Table 2 shows that respondents feel that they have advantages or advantages that their friends do not have.

Table 2. Feeling like they have advantages or advantages that friends don't have

Category	Frequency	Percentage
Strongly agree	1	5
Setuju	39	18.6
Disagree	135	64.3
Strongly disagree	35	16.7
Total	210	100.0

Source: Primary data, 2025.

Most respondents feel that their advantages or advantages are the same as their friends. Respondents do not feel that they have inferior abilities or superior to their friends. Respondents tend to accept their abilities rather than compare them with their peers, so they feel that their advantages or advantages are the same as their peers.

When respondents realize that they have advantages, they want to show their advantages to their friends will appear. When their friends give appreciation for the respondent's strengths, the respondents will be even more proud of their strengths. Table 3 shows that respondents understand and are proud of their advantages.

Table 3. Feel proud of your strengths

Category	Frequency	Percentage
Always proud	13	6.2
Often proud	67	31.9
Sometimes proud	60	28.6
Never proud	70	33.3
Total	210	100.0

Source: Primary data, 2025.

Most respondents have never been proud of their strengths. Respondents feel that their strengths are not recognized in the surrounding environment so they feel never proud.

The achievements achieved give rise to a sense of pride and recognition by their friends or others. When the respondent can be recognized by friends or others then appear proud of himself. Table 4 shows a feeling of pride when the respondents' achievements can be achieved.

Table 4. Feel proud of the achievements that have been achieved

Category	Frequency	Percentage
Always proud	3	1.4
Often proud	51	24.3
Sometimes proud	71	33.8
Never proud	85	40.5
Total	210	100.0

Source: Primary data, 2025.

Most of the respondents were never proud of the achievements that had been achieved. Most respondents are never proud of their achievements. Respondents emphasized on the standards of other people's achievements. AU feels that "I still like to feel that my achievements are still lacking, so I'm still not very proud of myself...". Respondents feel that they can get superior achievements than what they currently get.

Weakness is often considered to be one of the less favorable things for respondents. When respondents feel that they have weaknesses, it causes distrust to do something accomplished. Table 5 shows that respondents feel that they have many weaknesses.

Table 5. Feeling like you have a lot of weaknesses

Category	Frequency	Percentage
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Always feel	25	11.9
Frequent feeling	95	45.2
Sometimes you feel	86	41.0
Never feel	4	1.9
Total	210	100.0

Source: Primary data, 2025.

Most respondents often feel that they have a lot of weaknesses. Respondents sometimes feel that their abilities are not like their friends, for example when they receive test scores and then compare them with their friends.

Weaknesses are often considered to be an obstacle when respondents want to achieve something, for example when respondents want to achieve achievements. When respondents consider weaknesses as obstacles, it can have a positive and negative influence depending on how the respondents respond to these weaknesses. Weaknesses can have a positive influence if the respondent is aware of his weaknesses, so that he makes a harder effort to achieve achievements, on the other hand when the respondent makes weaknesses as an obstacle, he considers it difficult to overcome when achieving achievements. Table 6 shows that respondents' perceptions of their weaknesses are not an obstacle to achievement.

Table 6. Weaknesses are not an obstacle to achievement

Category	Frequency	Percentage
Setuju	27	12.9
Disagree	108	51.4
Strongly disagree	75	35.7
Total	210	100.0

Source: Primary data, 2025.

Most respondents stated that weakness is an obstacle to achievement. Some respondents think that weaknesses can damage them, so that respondents feel that they are an obstacle to achieving achievements.

Variables of Interaction with Peers

Close friends are friends who share experiences, provide support and become a means of learning respondents' interactions. Respondents who have a large number of close friends show that their friendship relationships are broad. Respondents who had close friends showed little that their friendship relationships were limited. Respondents who did not have close friends showed that there was alienation from social groups. Table 7 shows the ownership of the respondent's close friends.

Table 7. Close friend ownership

Category	Frequency	Percentage
Have, a lot of	102	48.6
Have, a little	105	50.0
No close friends	3	1.4
Total	210	100.0

Source: Primary data, 2025.

Most respondents had few close friends. Respondents prefer to spend more of their time studying. When they have free time, respondents prefer to play *on their phones* and limit interactions with friends so that they feel they have few close friends.

Interaction can be formed when respondents meet their friends. A friendly environment, such as school, home or others provides a different social experience. Table 8 shows the respondents' friendship environment.

Table 8. Friend environment

Category	Frequency	Percentage
Schoolmates	183	87.1
Friends at home	3	1.4

Tutoring or tutoring companions	18	8.6
Friends I know on social media	2	1.0
Others	4	1.9
Total	210	100.0

Source: Primary data, 2025.

Most of the respondents had close friends at school. Schools are not only a place to learn, but also a social environment that respondents use more often to interact socially. The respondent with the initials AU stated "... I've been friends since junior high school until now but it's different schools, for those at school now there are also but different classes".

The respondent with the initials ID stated that "I have friends, there are some from high school friends but they are still friends with elementary, junior high, and even college friends".

The existence of peers gives meaning in the formation of social relationships through interaction. Indicators of individual involvement in friendship can be influenced by the frequency of encounters. Table 9 shows the frequency of respondents interacting with close friends.

Table 9. Frequency of meeting or interacting with friends

Category	Frequency	Percentage
Rare	13	6.2
Often, almost every day	93	44.3
Always every day	104	49.5
Total	210	100.0

Source: Primary data, 2025.

Most respondents stated that they met with their friends every day. The high frequency of meetings shows that the bond of friendship is formed because the respondents do many activities at school.

Peers are not only about quantity and attendance, but about the quality of the relationship that is established. A strong bond with friends is formed through the connection between respondents and their friends. Table 10 measures the respondents' perception of their attachments.

Table 10. Have a strong bond with friends

Category	Frequency	Percentage
Not feeling tied down	1	0.5
A little tied up	16	7.6
Simply tied up	116	55.2
Feeling bound	77	36.7
Total	210	100.0

Source: Primary data, 2025.

Most respondents stated that they felt quite attached to their friends. This attachment can be formed through activities carried out together, such as: group work, organizing, accepting and giving to each other.

Relationships with close friends are formed through interactions in daily life. Activities done with friends can form strong social bonds. This activity can also be a place to share stories and provide emotional support. Table 11 shows the most frequent activities with their friends.

Table 11. Most frequent activities with friends

Category	Frequency	Percentage
Chat	141	67.1
Sightseeing	30	14.3
Main game	23	11.0
Work on tasks	7	3.3
Watch movies	3	1.4

Others	6	2.9
Total	210	100.0

Source: Primary data, 2025.

Most respondents stated that the most frequent activity was chatting. Chatting activities are a way to connect respondents with their friends. It can also be a mechanism to avoid conflicts in the environment on a daily basis. Respondents with the initials IF stated "usually with friends the most like to talk, usually talk about random things to the point of confiding too...". The respondent with the initials AU also stated that "... I mostly just talk, everything is chatted, especially girls, there are only girls who can be used as story material".

Variable FoMO

The desire to continue to follow and understand what is trending is a strategy to adapt socially to stay connected to the environment. The habit of looking for information about trending things is an activity that respondents often do. This shows that respondents do not want to miss information that others are talking about. Table 12 identifies the frequency with which respondents searched for trending information.

Table 12. Often looking for information on new things that are trending

Category	Frequency	Percentage
Never	13	6.2
Rare	87	41.4
Frequent	98	46.7
Very often	12	5.7
Total	210	100.0

Source: Primary data, 2025.

Most respondents stated that they often look for information on new things that are trending. Respondents do this so as not to be left behind with their friends while chatting.

The digital era makes it easy for people to connect with anyone, so they can see other people's activities. This convenience creates a desire to follow other people's activities. The desire to follow trends can cause social pressure if respondents consider it a must so as not to be considered left behind. Table 13 shows the respondents' statements regarding "whether following trends is a must".

Table 13. Following trends is a must

Category	Frequency	Percentage
Disagree	89	42.4
Disagree	101	48.1
Setuju	19	9.0
Strongly agree	1	0.5
Total	210	100.0

Source: Primary data, 2025.

Most respondents said they did not agree that following the trend is a must. Respondents feel that the current trend is not in accordance with their interests. Therefore, it is considered that following trends is not a necessity but enough to know so that respondents do not miss information.

Achievements uploaded by his friends can cause various feelings, one of which is anxiety. Anxious feelings due to respondents positioning their friends as the standard measure of achievement. Table 14 shows whether the respondent felt anxious when his friend managed to reach the target.

Table 14. Feeling anxious if a friend reaches a target

Category	Frequency	Percentage
Not feeling	28	13.3
A little feeling	61	29.0
Enough feel	73	34.8

Very felt	48	22.9
Total	210	100.0

Source: Primary data, 2025.

Most respondents stated that they were quite anxious when they saw that their friend had reached the target. Respondents set a standard of achievement, for example buying trending items. The AU respondent stated "if you say that it is also enough to feel like you, if you look at what friends buy things that if I like and really want to buy them for a long time, I will be fomo and want to buy them too, but if it is outside of it, it seems to be okay".

FoMO does not only cause feelings of anxiety when seeing the activities or achievements of their friends. FoMO can encourage the desire to do the same as with his friend when he succeeds in accomplishing something. Table 15 shows the feelings of the respondents when they saw their friends succeed in achieving achievements.

Table 15. Feel compelled to try activities after seeing their friend succeed

Category	Frequency	Percentage
Not feeling	15	7.1
A little feeling	51	24.3
Enough feel	105	50.0
Very felt	39	18.6
Total	210	100.0

Source: Primary data, 2025.

Some respondents felt quite encouraged when they saw their friends succeed in achieving achievements. The school environment provides an encouragement for respondents to imitate the success of their peers, for example when respondents get high report card scores. However, this impulse is not something that can destroy the respondent's self, but only as a motivation to get the same thing as his friend.

Correlation Analysis

Self-concept is one of the ways respondents view and assess themselves. FoMO can analyze respondents with the level of anxiety that arises when missing information or moments. Table 16 shows the relationship between the two variables between self-concept and FoMO.

Table 16. Self-concept relationship with FoMO

Self-concept	FoMO			Total
	Low	Medium	Height	
Low	2 (6.2%)	20 (62.5%)	10 (31.1%)	32 (100.0%)
Medium	5 (4.1%)	43 (35.0%)	75 (61.0%)	123 (100.0%)
Height	2 (3.6%)	12 (21.8%)	41 (74.5%)	55 (100.0%)
Total	9 (4.3%)	75 (35.7%)	126 (60.0%)	210 (100.0%)

Source: Primary data, 2025.

The cross-table shows that respondents with low FoMO levels are respondents who have low self-concept. Based on the Tau Kendall correlation value, the relationship between self-concept and FoMO levels was positively related to a correlation value of 0.14. A p value or significant value of 0.003 indicates that there is a significant relationship between the two variables because the p-value is $0.003 < \alpha 0.05$. The relationship between the two variables is low, and self-concept is not the dominant factor that causes respondents to do FoMO.

Current peer interaction can occur through indirect interaction. Friend interactions include the frequency of meetings and activities carried out while with their friends, so that they create a quality relationship with their friends. This is related to FoMO. The FoMO phenomenon is not only about individual feelings but also a form of social and cultural pressure that

encourages individuals to always connect with their friends. Table 17 shows the relationship between peer interaction and FoMO in daily life.

Table 17. The relationship between peer interaction and FoMO

Peer interaction	FoMO			
	Low	Medium	Height	Total
Low	3 (33.3%)	3 (33.3%)	3 (33.3%)	9 (100.0%)
Medium	6 (7.9%)	35 (46.1%)	35 (46.1%)	76 (100.0%)
Height	0 (0.0%)	37 (29.6%)	88 (70.4%)	125 (100.0%)
Total	9 (4.3%)	75 (35.7%)	126 (60.0%)	210 (100.0%)

Source: Primary data, 2025.

The cross-table showed that respondents with low FoMO levels were respondents who had low peer interaction. Based on the Tau Kendall correlation value, the relationship between peer interaction and FoMO levels was positively correlated with a correlation value of 0.29. A p-value or significant value of 0.000 indicates that there is a significant relationship between the two variables because the p-value is $0.000 < \alpha 0.05$. The relationship between the two variables was low, and peer interaction was not the dominant factor that caused respondents to do FoMO.

Low self-concept with FoMO has a low contribution to students. School is a place for students to interact with their friends, through interaction can form self-identity (Sinambela, et al. 2025). Some students feel that their abilities are below their peers or even not proud of their strengths. Students tend to withdraw from their association with friends to avoid challenging situations or risks for themselves. When the student feels that he or she does not have the ability, the student feels that he has "given up" before competing with his or her peers so that it does not cause FoMO. Students with high self-concept can experience FoMO. When students have a high self-concept, the desire to maintain or improve their social position in school is also strong. Students who are active in school tend to worry if they miss information or events, because they feel that they have to maintain their status and popularity in school where FoMO tends to be high as well. Students who have low self-concept tend to like to be spectators because of their distrust of being a player in their school environment. Students who choose not to present themselves are one way to reduce the occurrence of feelings of anxiety and FoMO. On the other hand, if students choose to become players, then students will assume that they must maintain their appearance and continue to be present in their environment so that their image is not lost. FoMO occurs more in students who have a positive self-concept (Ramadhan, et al. 2025). Students with positive self-concept have high standards for their achievements and experiences, especially in the school environment. When students believe in their abilities, they will choose opportunities that are considered valuable or equivalent to their level of ability. Students who have high self-concept still compare themselves with their peers (Saputra, 2024). When students see their friends getting interesting and valuable experiences or achievements, students tend to be encouraged to do the same so as not to lose their social status. Self-concept is not a factor in the occurrence of FoMO, but there is pressure from outside the individual to be a factor in the occurrence of FoMO (Slahaan, 2025).

Peer interaction with FoMO has a low contribution to students. The results of Nurdin, et al.'s (2024) research stated that peers cannot be the main factor in the influence of FoMO. One of the activities done with friends is chatting, but chatting is not a full factor for individuals experiencing FoMO. Topics discussed during a conversation tend to be repetitive and monotonous, such as talking about the opposite sex so that they don't cause feelings of anxiety or curiosity. Some students have friends at school so that the activities carried out by teenagers only complete assignments so that they do not cause FoMO. Some students rarely check the activities of close friends, students feel that they have their own life so there is no incentive to check the activities of their close friends. Respondents feel less close to their friends, because students have repetitive activities such as: tutoring, group work and others, so they do not have closeness to their close friends. This happens because students do not have the time and opportunity to tell about their personal lives.

The equal social status of students causes the difference between them to be not high. It's a normal feeling when you see your close friends following the trend. This is because his friend's achievements do not match his interests so that they do not cause anxiety. Interaction with peers functions as a *support system* to deal with academic pressure, so that it does not cause anxiety (Handayani & Lestari, 2025). When students do not see significant material gaps in their environment, students tend to have less interest in following trends or lifestyles (Rahmadania, et al. 2025).

CONCLUSION

Self-concept and peer interaction do not fully affect the occurrence of FoMO. Based on the results of the data, self-concept has a positive relationship with a low-level relationship with a Tau Kendall correlation value of 0.14. A p value or significant value of 0.003 shows a significant relationship because the p value is smaller than 0.05. Some respondents focus on self-assessment and evaluation rather than comparing them to their peers. Respondents who have a positive self-concept tend to experience FoMO, compared to respondents who have a negative self-concept. Based on the results of the data, peer interaction had a positive relationship with a low relationship rate with a Tau Kendall correlation value of 0.29. A p value or significant value of 0.000 shows a significant relationship because the p value is less than 0.05. Respondents with low levels of FoMO had low peer interaction. Some respondents when interacting with their close friends only do ordinary chat activities and enough bonds make the quality of the individual's relationship with their friend not strong.

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