

THE EFFECT OF SELF-CONTROL AND SELF-REGULATION ON FEAR OF MISSING OUT (FOMO) IN STUDENT USERS OF TIKTOK SOCIAL MEDIA

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ABSTRACT

This study aimed to analyze the influence of self-control and self-regulation on Fear of Missing Out (FOMO) among students who use TikTok social media in East Palu District, Palu City. This study employed a quantitative approach with an ex post facto design and multiple linear regression analysis. The sample consisted of 250 students who were active TikTok users and were selected through questionnaire distribution. Data were collected using self-control, self-regulation, and FOMO scales that had met validity and reliability requirements. The results showed that self-control and self-regulation simultaneously had a significant effect on FOMO ($p < 0.05$). Partially, self-control did not have a significant effect on FOMO ($p = 0.189$), whereas self-regulation had a significant effect on FOMO ($p = 0.000$). These findings indicate that self-regulation plays a more dominant role in influencing the level of FOMO among students who use TikTok. Students with higher self-regulation tend to manage their social media use more effectively and are therefore less likely to experience FOMO. The findings imply the importance of strengthening students' self-regulation skills through guidance and counseling services as an effort to reduce FOMO tendencies among TikTok users.

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INTRODUCTION

The development of digital technology in the global era has transformed the way people communicate and obtain information. The Global Overview Report 2024 reported that there are more than 5.35 billion internet users worldwide, with 5.04 billion of them actively using social media. This massive digitalization has not only affected social communication but has also generated complex psychological impacts, particularly among adolescents, who represent the most active social media users and are highly vulnerable to the negative effects of digital technology (WeAreSocial, 2024).

Social media has evolved from a mere communication tool into a platform where individuals construct identities, seek validation, and compare themselves with others. This transformation has influenced mental health, particularly through the emergence of the Fear of Missing Out (FoMO) phenomenon. FoMO refers to the anxiety experienced when individuals feel left behind in experiences or activities enjoyed by others online. This condition

encourages individuals to remain constantly connected to social media, which may negatively affect mental health, reduce productivity, and disrupt interpersonal relationships (Przybylski, 2013).

Indonesia has a very high level of social media usage, with 78.19% of its population having internet access (APJII Indonesia, 2024). Most internet users actively engage with various social media platforms, with TikTok, Instagram, and YouTube being the most popular. Recent data indicate that Indonesia has the largest number of TikTok users in the world, reaching 157.6 million users in July 2024, surpassing the United States with 120.5 million users. This highlights TikTok's significant influence on Indonesian society, particularly among adolescents (Sunaryo, 2024).

Adolescents constitute the largest group of TikTok users in Indonesia. Statistics show that 72% of TikTok users are under the age of 34, with the 18–24 age group (34.9%) and the 25–34 age group (27.1%) being the dominant user groups on the platform (WeAreSocial, 2024). TikTok's short, creative, and easily accessible content, combined with its sophisticated personalization algorithm, makes the platform highly appealing to adolescents who are in the process of identity formation and are highly sensitive to social recognition (Alziqraf et al., 2024).

FoMO has various consequences for adolescents' lives. Psychologically, FoMO is associated with increased anxiety, depression, and lower levels of well-being. Socially, it encourages excessive social media browsing, disrupts face-to-face interactions, and damages interpersonal relationships. Academically, FoMO can reduce learning concentration, lower academic achievement, and trigger procrastination, as time that should be devoted to studying is instead spent accessing social media (Fontaine, 2019).

According to Tangney et al. (2004), two important internal psychological factors that may serve as protective factors against FoMO are self-control and self-regulation. Self-control refers to an individual's ability to restrain impulses, regulate behavior, and make decisions that are consistent with long-term goals despite temptations or environmental pressures. In the context of social media use, self-control enables individuals to limit usage duration, resist the urge to constantly check updates, and avoid being easily influenced by every trend emerging on TikTok (Mastura et al., 2025).

Furthermore, Zimmerman (2000) defines self-regulation as a more active and complex process involving an individual's ability to set goals, monitor progress toward those goals, and adjust thoughts, emotions, and behaviors to achieve desired outcomes. Self-regulation consists of cognitive (planning and monitoring), affective (emotion management), and behavioral (action implementation) aspects that function simultaneously. In the context of TikTok use, self-regulation helps adolescents establish healthy usage boundaries, manage emotional responses to viewed content, and maintain a balance between online and offline activities (Briandana et al., 2023; Erwana et al., 2025).

The primary distinction between self-control and self-regulation lies in their complexity and scope. Self-control emphasizes the ability to resist immediate impulses and temptations, whereas self-regulation encompasses a broader process that includes goal setting, action planning, implementation, and evaluation of outcomes (Bungge et al., 2026). These two constructs complement one another in promoting healthy social media use. Self-control helps individuals resist the urge to continuously access TikTok, while self-regulation supports the development and maintenance of balanced social media habits over time (Fadhlih & Marsinun, 2023).

Previous studies have demonstrated that self-control is negatively associated with FoMO. Sutinah and Hanifah (2025) found that higher levels of self-control were associated with lower levels of FoMO among students. Another study by Vikcyyati and Rozali (2023) revealed that self-regulation also had a significant negative effect on FoMO among adolescent TikTok users. In addition, Chika and Fahmawati (2024) found that self-control was negatively related to social media addiction, whereas FoMO was positively related to social media addiction. These findings indicate that self-control and self-regulation are important factors in reducing the negative impacts of social media use.

Fear of Missing Out is influenced by various factors, including social media use, peer relationships, and cultural aspects. Social media provides easy access to information and social interactions. Within peer relationships, individuals may experience acceptance or rejection, both of which can contribute to FoMO. Cultural influences also encourage individuals to keep up with technological developments and online trends. Another factor associated with FoMO is loneliness. Individuals experiencing loneliness often seek social interaction through social media, making them more susceptible to FoMO (Kurnia et al., 2025).

This study is important because Fear of Missing Out (FoMO) is widely experienced by adolescents, particularly students who use TikTok and are vulnerable to the influence of social media. By examining the influence of self-control and self-regulation on FoMO, this study is expected to provide a deeper understanding of the role of

these psychological factors in helping students manage social media use more effectively. The findings are also expected to provide valuable insights for educators, parents, and educational institutions in guiding students toward more responsible social media use and minimizing its negative impacts. Therefore, this study aims to investigate the influence of self-control and self-regulation on Fear of Missing Out (FoMO) among students who use TikTok, including analyzing the levels of self-control, self-regulation, and FoMO, as well as identifying the effects of self-control and self-regulation, both partially and simultaneously, on students' FoMO levels.

METHOD

This study employed a quantitative approach using a causal-associative method. The quantitative approach was used to examine relationships and effects among variables through the collection of numerical data analyzed using statistical techniques (Karimuddin et al., 2022). The causal-associative method aims to determine the effect of independent variables on dependent variables and to measure the significance of the relationships between them (Sugiyono, 2020). The sample consisted of 250 students selected through purposive sampling based on the following criteria: being actively enrolled as students, having a TikTok account, and actively using TikTok in their daily lives. Respondent characteristics included gender, age, and educational level, which were obtained through an identity questionnaire.

Data were collected using questionnaires consisting of self-control, self-regulation, and Fear of Missing Out (FoMO) scales based on a Likert scale model. Prior to data collection, the instruments were tested for validity and reliability to ensure their adequacy as measurement tools. Self-control was operationally defined as an individual's ability to regulate behavior and impulses, self-regulation as the ability to plan, monitor, and evaluate behavior in order to achieve goals, and FoMO as the anxiety experienced when individuals feel left behind in information or activities experienced by others through social media.

Data analysis was conducted using multiple linear regression with the assistance of SPSS software. Before hypothesis testing, classical assumption tests, including normality, linearity, multicollinearity, and heteroscedasticity tests, were performed to ensure that the regression model met the required assumptions. The heteroscedasticity test was used to assess the homogeneity of residual variances, where a significance value greater than 0.05 indicated the absence of heteroscedasticity in the regression model.

RESULT AND DISCUSSION

RESULT

Classical Assumptions

The data for this study were obtained using questionnaires and documentation. Respondents in this study were 250 students from three junior high schools (SMP) located in East Palu, Palu City, Central Sulawesi Province. The data were obtained from two independent variables: Self-Control (X1) and Self-Regulation (X2), and one dependent variable: *Fear of Missing Out* (Y).

Table 1. Normality Test Results Table

Variables	Kolmogorov-Smirnov Z	Significant	Information
Regression Residuals	0.068	0.191	Normal

Source: Data processed by researchers using IBM SPSS Statistics 26, 2026

Based on the results of the normality test, the *Kolmogorov-Smirnov* value was obtained at 0.068 with a *Monte Carlo Sig.* sign value of 0.191. The significance value is greater than 0.05 ($0.191 > 0.05$), so it can be concluded that the residual data is normally distributed.

Table 2. Heteroscedasticity Test Results

Variables	Sig.	Information
Self Control	0.189	No Heteroscedasticity Occurs
Self-Regulation	0,000	Heteroscedasticity occurs

Source: Data processed by researchers using IBM SPSS Statistics 26, 2026

Based on the *coefficients table*, the significance value of self-control (X1) was $0.189 > 0.05$, so it did not have a significant effect on *Fear of Missing Out* (FOMO). Meanwhile, self-regulation (X2) obtained a significance value

of $0.000 < 0.05$, so it had a significant effect on *Fear of Missing Out* (FOMO) in students who use TikTok social media.

Table 3. Multicollinearity Test Results Table

Variables	Tolerance	VIF	Information
Self-Control (X1)	0.416	2,405	No Multicollinearity Occurs
Self-Regulation (X2)	0.416	2,405	No Multicollinearity Occurs

Source: Data processed by researchers using IBM SPSS Statistics 26, 2026

A multicollinearity test was conducted to determine whether there was a relationship between the independent variables. Based on the *coefficients table* above, the tolerance value for the self-control (X1) and self-regulation (X2) variables was $0.416 > 0.1$, and the VIF value was $2.405 < 10$. Therefore, it can be concluded that there was no multicollinearity between the independent variables in this study.

Table 4. Multiple Linear Regression Analysis Results Test

Variables	B	t	Sig.
Constant	-7,880	-2,850	0.005
Self-Control (X1)	0.103	1,316	0.189
Self-Regulation (X2)	0.520	7,744	0,000

Source: Data processed by researchers using IBM SPSS Statistics 26, 2026

Based on the research results, a constant value of -7.880 was obtained. The Self-Control variable (X1) has a regression coefficient of 0.103 with a significance value of $0.189 > 0.05$, so that self-control does not have a significant effect on *Fear of Missing Out* (FoMO). Meanwhile, the Self-Regulation variable (X2) has a regression coefficient of 0.520 with a significance value of $0.000 < 0.05$, so that self-regulation has a significant effect on *Fear of Missing Out* (FoMO).

Table 5. R Square Results Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.655 ^a	.429	.425	4.97910

Source: Data processed by researchers using IBM SPSS Statistics 26, 2026

The R value is 0.655, which indicates that the relationship between Self-Control and Self-Regulation with Fear of Missing Out (FoMO) falls into the strong category. The R^2 value shows that 42.9% of the variation in FoMO is explained. The Adjusted R Square value shows that after adjusting for the sample size and the number of independent variables, the model's ability to explain variations in FoMO is 42.5%. Therefore, it can be concluded that Self-Control and Self-Regulation contribute 42.9% to Fear of Missing Out (FoMO) among students who use TikTok, while the rest is influenced by other variables not examined in this study.

Hypothesis Testing

F Test Results Table

Model	F Count	Sig.	Information
Regression	92,924	0,000	Significant

Source: Data processed by researchers using IBM SPSS Statistics 26, 2026

on The calculated F value was **92.924**, with a significance value of $0.000 < 0.05$, so it can be concluded that the variables of self-control and self-regulation simultaneously influence the *Fear of Missing Out* (FOMO) in students who use TikTok social media. In addition, the results of the coefficient of determination (*R Square*) show that the variables of self-control and self-regulation have an influence on FOMO, while the rest are influenced by other variables not examined in this study.

T-Test Results Table

Variables	t Count	Sig.	Information
Self-Control (X1)	1,316	0.189	Not Significant
Self-Regulation (X2)	7,744	0,000	Significant

Source: Data processed by researchers using IBM SPSS Statistics 26, 2026

coefficients table above, a constant value of -7.880 was obtained. The self-control variable (X1) has a coefficient value of 0.103 with a significance value of $0.189 > 0.05$, so it does not have a significant effect on *Fear of Missing Out* (FOMO). Meanwhile, the self-regulation variable (X2) has a coefficient value of 0.520 with a significance value of $0.000 < 0.05$, so it has a significant effect on *Fear of Missing Out* (FOMO) in students who use TikTok social media.

DISCUSSION

The results of this study indicate that self-control and self-regulation simultaneously have a significant effect on *Fear of Missing Out* (FOMO) in students who use TikTok. This finding is supported by the F-test results, which showed a significance value lower than the 0.05 level. This indicates that both independent variables jointly contribute to explaining variations in FOMO levels in students. Therefore, the research hypothesis stating that self-control and self-regulation influence FOMO is accepted.

The simultaneous influence of self-control and self-regulation on FOMO indicates that social media usage behavior is inextricably linked to an individual's self-regulation skills. Self-control plays a role in resisting impulsive urges to continue accessing social media, while self-regulation encompasses the more complex ability to manage emotions, behavior, and set more targeted goals for social media use. In this context, students with strong self-regulation skills tend to be better able to control the intensity of their TikTok use, thus preventing them from easily becoming trapped in the fear of missing out. (Kusnadi & Suhartanto, 2022)

The results also showed that partial self-control had no significant effect on FOMO. This indicates that students' ability to resist the urge to use social media may not necessarily reduce their tendency to experience FOMO. Students can still experience FOMO even with sufficient self-control due to other factors such as social needs, high curiosity, and pressure from their digital peer group. This condition aligns with the characteristics of adolescents who tend to have a need to constantly connect with their peer group through social media. (Maulana et al., 2025).

During adolescence, social media serves not only as a means of communication but also as a space for social identity formation (Taufik et al., 2025). Therefore, even though students are able to control their behavior in certain situations, they are still compelled to check social media repeatedly to stay informed about information deemed important in their social environment. This suggests that self-control alone is not strong enough to suppress the emergence of FOMO without the support of other psychological factors.

In contrast to self-control, research results show that self-regulation significantly influences FOMO in student TikTok users. Self-regulation is an individual's ability to manage thoughts, emotions, and behavior to achieve desired goals. In the context of social media use, self-regulation relates to students' ability to manage usage time, set boundaries, and control behavior to avoid excessive TikTok use. (Parameita et al., 2025).

Individuals with good self-regulation tend to be able to use social media in a more purposeful manner and are less easily influenced by external stimuli from the digital environment. This makes them better able to control feelings of anxiety when they miss out on information. (Suhadianto et al., 2025) Conversely, students with low self-regulation tend to struggle to manage their social media use, making them more susceptible to FOMO. They feel the need to constantly monitor their TikTok activity to stay on top of trends, information, and social interactions within their circle of friends.

These findings suggest that self-regulation plays a more dominant role than self-control in influencing FOMO. This suggests that more complex self-management skills contribute significantly to reducing FOMO tendencies in students. Self-regulation is not only related to self-restraint but also encompasses the ability to make decisions, regulate emotions, and set priorities in social media use.

Overall, the results of this study confirm that self-control and self-regulation are important factors in explaining the FOMO phenomenon among students who use TikTok. The fast-paced, interactive nature of social media, full of new information, makes students vulnerable to psychological stress in the form of a fear of missing

out. Therefore, self-regulation skills are crucial for maintaining balanced social media use among students.

CONCLUSION

significant effect on Fear of Missing Out (FoMO) among junior high school students who use TikTok. However, partially, self-control did not have a significant effect on FoMO, whereas self-regulation showed a significant effect. These findings indicate that self-regulation plays a more important role in influencing FoMO than self-control. Students with better self-regulation tend to be more capable of managing their thoughts, emotions, and social media use, thereby reducing their susceptibility to FoMO. Therefore, strengthening self-regulation skills is essential to support healthier and more balanced social media use among adolescents. Nevertheless, this study was limited to students from three junior high schools in East Palu and only examined self-control and self-regulation. Future studies are recommended to involve broader samples and include other variables that may contribute to FoMO.

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