HOW THE IMPACT OF SELF REGULATION ON FEAR OF MISSING OUT (FOMO) AND INTERNET ADDICTION ON ELEMENTARY SCHOOL PRE SERVICE TEACHER STUDENTS?

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Abstract

The pattern of interaction and communication among young people is currently changing more towards digital communication with virtual social networks. Unfortunately, not many studies have been conducted to determine the relationship between the communication behavior patterns of social media networks and the fear of missing out. This study aims to determine whether there is an influence of student self-regulation on the variable level of internet addiction and fear of missing out on information. This research was conducted using a survey method, taking a sample of 208 active students at the University of PGRI Yogyakarta, the sample was taken using a simple random sampling technique from a population of 480 students, the data were analyzed using a simple linear regression technique. The results showed that self-regulation had no significant effect on the level of fear of missing out, but had a significant effect on the internet addiction variable. For further reasons and causes of these findings are described in the discussion.

Keyword: Self regulation, internet addiction, fear of missing out.

INTRODUCTION

Nowadays, the problem of Internet addiction (IA) among adolescents become a serious public mental and health problem around the world. Previous research showed a global prevalence by internet addcition in adolescent is estimated 6.0% from world population (Cecilia Cheng, 2014). Many other researchs also find that internet addiction for several countries is always increase slightly year by year. The research that has been done at University of Thessaly, Greece reveal that 22% of students as were diagnosed internet addicted. This high rate is extremely alarming. Concern is thus raised upon the impact such an addiction may have on society and its youngest members in particular (Argyris V. Karapetsas, 2012). The other research was conducted in Junior

High School of Surabaya, Indonesia show that 27.2 % of respondents are categorized as digital addicts. The types of addictive behavior are covered are cyber relationships, gaming, and even cybersex (Mutimmatul, 2018). In a study with Finnish teens, 14% of subjects were classified as normal users, 61% were mild over-users, and 24% were moderate or serious over-users. Although half of the subjects admitted that there are disadvantages associated with there Internet use, none of those who were classified as serious over-users reported any harm caused by their Internet use (Sinkkonen, 2014). Based on research by the Association of Internet Service Providers in Indonesia (AJPII), the number of internet users in Indonesia in 2016 reached 132.7 million people or 51.8% of the total population of

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Indonesia. The figure was ranked the sixth largest in the world after China, the U.S., India, Brazil, and Japan. Internet users aging 10-24 years old reached up to 10.4%; among these were students reaching up to 6.3% or equivalent to 8.3 million teenagers with penetration reached 69.8% (Mutimmatul, 2018).

The high rate of internet addiction in adolescents and students, such as the data above, is inseparable from the shifting patterns of communication of young people in today's modern digital age. The pattern of communication that is all digital, fast and up to date from various regions far away can be done by young people through social media networks such as Facebook, Instagram, line, WhatsApp and others. The use of social media like Facebook reduces this time lag to seconds. Considering that 73% of adult online users are on some social networking site, and 84% of adults aged 18–29 years use Facebook (Duggan & Smith, 2013). The presence of increasing social media networks as modern communication in the communication patterns of young people. Many children cannot be excluded from using social media. One study in Germany showed that 1.5% - 3.5% of German teenagers showed signs of internet addiction or overuse. Among these adolescents, internet addiction correlates with lower levels of depression, anxiety, and school performance (Peukert et al., 2010). Based on these data it was revealed that internet addiction correlates with mental problems in young people. One of the mental problems from the emergence of this internet addcition phenomenon is FoMO (fear of missing out). Today's young people cannot escape from the internet because they don't want to feel left behind by the latest information / news from their friends. It is argued that frequently checking smartphones is linked to the development of Fear of Missing Out, or FOMO, whereby

individuals have a tendency to continuously follow other individuals, groups and news they are curious about to see whether they have shared anything new (Hato, 2013; Gokler et al, 2016; Przybylski et al., 2013). This leads to extreme behaviors with individuals not wanting to miss out on anything regarding the people and/or groups they are connected with and as a result frequently checking their smartphones (Fox & Moreland, 2015; Dossey, 2014; Hato, 2013).

Several studies have been conducted relating to FoMO (fear of missing out) and its relation to other aspects in students. One of the research revealed that there was a moderate level of self regulation on facebook usage by university students thus depicting ambivalence in attitude towards controlling the urge to use facebook when in site. Further, it was found that there was a significant relationship between the level of facebook self regulation and academic performance (Racheal N, 2015). Results of this study demonstrated that FoMO was positively associated with time spent on social media. Furthermore, experiencing higher levels of FoMO was associated with more depressive symptoms, less mindful attention, and more physical symptoms (Zachary, 2016). One of the most important findings of this study is that internet addiction is closely related to personal factors as well as the sense of alienation measured by powerlessness, normlessness, and isolation (Sunwoo Kim, 2014). Another result of research also confirmed that Internet addiction is a multidimensional phenomenon influenced by impulsivity and passion. It can be concluded that self-regulation in young children does affect academic outcome for those who transition to formal schooling from a preschool environment. Further, children who are good self-regulators will see greater academic success than those who cannot self-regulate

in the later elementary grades (Susan, 2014). The study reveals a picture showing that those Facebook users who are able to resist an impulse or temptation, are more self-disciplined, and do not focus on negative emotions are less likely to develop Facebook addiction. The obtained findings may serve as a basis for prevention programs for people at risk of Facebook addiction (Agata Błachnio, 2015). The same thing was also seen in students in the PGSD study program at the University of PGRI Yogyakarta, many students who, when lecturing, played mobile phones and often even played social media. During the lecture even the students seemed to always play with mobile phones and social media. This is as it seems that students cannot be separated from gadgets and the world of social media. In support of this, the study by Alt (2015) reveals that university students use social network services for unrelated activities during classes.

From various data mentioned above, it is clear that there is a connection between internet addiction, FoMO (fear of miss out) and self regulation. But unfortunately not many studies have revealed how the influence of student regulation on the level of internet addiction and fear of missing out. This study will try to reveal how the influence of self regulation on students on the level of internet addiction and FoMO (fear of missing out).

Research Questions

Based on the background above, several research questions are proposed as follows:

1) What is the effect of self regulation on the level of internet additions in students of primary school education at the PGRI University of Yogyakarta?

2) What is the effect of self regulation on the level of fear of missing out on elementary school teacher education students at the PGRI University of Yogyakarta?

Self Regulation

Self regulation can be connected with Bandura's (1991) view point, in the learning environment, students are internally motivated, they are engaged is tasks that enhance their learning. He brought together behavioral and cognitive components in which he concluded that "humans are able to control their behavior through a process known as self-regulation.

This led to his known process that contained: self observation, judgement, and self response. Self observation (also known as introspection) is a process involving assessing one's own thoughts and feelings in order to inform and motivate the individual to work towards goal setting and become influenced by behavioral changes. Judgement involves an individual comparing his or her performance to their personal or created standards. Lastly, self-response is applied, in which an individual may reward or punish his or herself for success or failure in meeting standard(s). An example of self-response would be rewarding oneself with an extra slice of pie for doing well on an exam.

In the context of education and learning, self-regulation refers to proactively applying self-directive processes, cognitive behaviors, and emotions to attain goals, learn skills, and manage emotional reactions (Abara & Lokena, 2010; Southam-Gerow & Kendall, 2002; Zimmerman, 2008). The self-regulation process can be defined as making a plan, monitoring that plan, making changes to stay on track, and reflecting on what worked and what could be improved the next time (Gaumer Erickson & Noonan, 2018). Zimmerman (2001) cognizes self-regulation learning as a self-controlled process via that learners convert their mental abilities to practical skills related to them homework. Ning &Downing (2010) indicate that successful and self regulated students have same characteristics like intrinsic

motivation and self-satisfied beliefs.

According to Shanker (2010) self regulation is the ability to stay calm, be focused and alert which is akin to having self-control. Self-regulation involves goal-oriented behaviours (Matthews, Ponitz, & Morrison, 2009, p. 692). It is "a deep internal mechanism that underlies mindful, intentional and thoughtful behaviours of children which allows the capacity to both stop the behaviour or start something new" (as cited in Harrison & Muthinvhi, 2013, pp. 80-81).

Fear of Missing Out

The habits and intensity of young people in checking cellphones to see social media is a sign of the Fear of Missing Out (FoMO) phenomenon. Frequently checking smartphones is linked to the development of Fear of Missing Out, or FOMO, whereby individuals have a tendency to continuously follow other individuals, groups and news they are curious about to see whether they have shared anything new (Hato, 2013; Gokler et al, 2016; Przybylski et al., 2013). Przybylski et al. (2013) suggest that FoMO could serve as a mediator linking deficits in psychological needs to social engagement. Fear of Missing Out is defined as: "a pervasive apprehension that others might be having rewarding experiences from which one is absent, FoMO is characterized by the desire to stay continually connected with what others are doing." In line according to Vittoria, et al (2018) argue that FOMO was a positive predictor of both how frequently teenagers use several social media platforms and of how many platforms they actively use. FOMO was a stronger predictor of the use of social media platforms that are more private (e.g., Facebook, Snapchat) than platforms that are more public in nature (e.g., Twitter, Youtube).

Kandell (1998) links internet addiction -which manifests itself as lengthy engagement on the internet- to the fear of missing out on something. FoMO situation results in staying connected to what others are doing (Przybylski et al., 2013). In this respect, most recent research shows that problematic smartphone use is indeed related to anxiety, a need for touch, and FOMO (Elhai et al, 2016). FOMO reduces young peoples' life satisfaction (Cohen, 2013; Dossey, 2014; Przybylski et al., 2013). All these caused by FOMO impact on important factors such as academic success, proper sleep, and academic motivation especially in young peoples' lives (Alt, 2015). Vanden Abeele and van Rooij (2016) argue that FOMO has a significant impact on the problematic use of social media, and that FOMO is important in explaining the problematic use of social media. According to a recent survey by JWTIntelligence (2012), roughly 40% of individuals from 12-67 say that social media has increased their fear of missing out. Only 8% of this survey's respondents had heard of FOMO.

Internet Addiction

Like in behavioural and medical science, internet addiction means a condition that depends, mentally and physically, on a specific kind of substance, especially on internet use. Internet addiction is generally categorized under the label of "technological addiction" and is defined as a "psychological dependence on the Internet regardless of the type of activity once logged on" (Griffiths, 2000). Considering the fact that youngsters, especially the millennium generation (born in 2000s), focus on social interactions and show loyalty through mobile phones, short messages, chat rooms, and e-mail to their friends, family, and colleagues while playing games on a computer, listening to music, watching TV (McMahon & Pospisil, 2005) According to Anderson (2017) said that as adolescents (12–17 years) and emerging adults (18–29 years) access the Internet more than any other age groups and

undertake a higher risk of overuse of the Internet, the problem of Internet addiction disorder is most relevant to young people. Internet addiction in students is associated with problems such as loss of interpersonal communication, anger, aggression and irritability. According to Flisher (2010) internet addiction can also cause multiple harms to the person, including mental health (anxiety, depression, and loneliness), physical (sleep disorders, nutrition), familial (reduction of family relationships and increasing the distance between family members), job (reduced work effectiveness, dismissal from work) and education (school grades drop).

Theoritical Framework

The study was informed by the Flow theory also called "Optimal experience". Flow theory was proposed by Mihalyi Csikszentmihalyi. Csikszentmihalyi (1997) described flow as the state in which one is so involved in an activity that nothing else seems to matter. The theory is useful in the study since a self regulated person can be seen to be one who is conscious of his/her environment while an unregulated individual seems to be immersed in an activity without environmental consciousness. Although the user is delighted in the networking activities and appears to be in command, the sense of time becomes distorted. Self-esteem represents the affective, or evaluative, component of the self-concept; it signifies how people feel about themselves (Leary & Baumeister, 2000). Low self-esteem has been found to be a risk factor for social anxiety and depression (Sowislo & Orth, 2012). According to DeJong et al. (2012), there are two major facets of self-esteem: implicit and explicit self-esteem. Explicit self-esteem entails conscious reflective self-evaluation whereas implicit.

METHOD

Participants

Data was collected from the students in PGRI University of Yogyakarta, Indonesia who took study in elementary school pre service teacher education study program by simple random sampling. The number of population is 480 (N=480) students and the sample is 208 based on Krejcie and Morgan Table (1970) for sampling technique. The respond rate was 43% (n=480). The partisipants asked to fill in the questionnaire by online questionnaire (google form). The sample varied on a range of demographic factors namely sex, age, grade, and activity as shown in table 1, 2, 3 and 4.

Measure

The study adopted the ex post facto research design in which survey method was used to collect data. For self regulation variable is measured by questionnaire with Likert Scale from 1 to 5 with optional answer 'very like' me to 'not very like me'. For internet addiction test we use questionnaire with optional answer is only 'yes' and 'no', then for Fear of Missing Out variable measurement, we use also questionaire with optional answer is (Almost) Never, Incidentally, Occasionally, Regularly, (Almost) Always. All of instruments from 3 variables namely Self Regulation, Fear of Missing Out and Internet Addiction were measured its validity and reliability.

RESULTS AND DISCUSSION

Result

The Effect of Self Regulation to Fear of Missing Out Level

In this section, the results of the calculation of simple regression analysis are displayed from the effect of independent variable regulation on the first dependent variable, namely Fear of Missing Out Level. The SPSS output explains the value of the correlation / relationship (R) value of 0.031. From the output obtained the coefficient of determination (R square) of 0.001 which implies that the influence of independent variables (dependent) on the dependent

variable (Fear of Missing Out) is 1%.

Based on the SPSS output it is known that the value of f value = 0.192 with a significance level of 0.00 <0.05, the regression model can be used to predict the Fear of Missing Out variable or in other words there is the effect of Self Regulation variable (X) on the Fear variable of Missing Out (FoMO).

Based on the SPSS output it is known that the value of Constant (a) is 31,198 while the value of Self Regulation (b / regression coefficient) is -0,030, so the regression equation can be written:

$Y = a + bX$

$Y = 31.198 + (-0.030)X$

From the equation above, can be translated that:

1. The constant of 31,198 means that the consistent value of the Fear of Missing Out variable is 31,198

2. The regression coefficient of X is -0.030, which states that every 1% increase from the value of the Self-Regulatory value when the Fear of Missing Out value is reduced by 0.030. The coefficient is negative, meaning that the direction of the influence of variable X on Y is negative.

3. Regression coefficient Self Regulation (b) = -0.030 means that the negative (opposite) regression coefficient is -0.030. If student Regulations increase (X) by 1 unit, then Internet Addiction (Y) will decrease by 0.030.
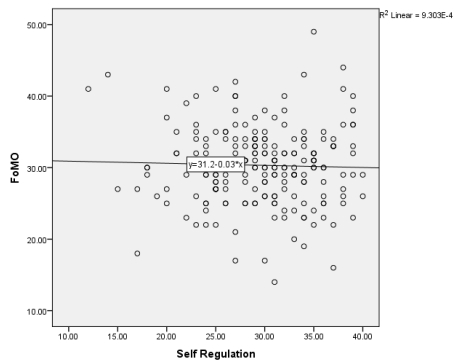

Figure 1. The linear regression scatter plot

between Self Regulation and Fear of Missing Out.

Decision Making in the Regression Test between Self Regulation and Fear of Missing Out

Based on the significance value of the coefficient table above, a significance value of 0.662> 0.05 is obtained so that it can be concluded that the variable X (Self Regulation does not significantly affect Y (Fear of Missing Out) variable. Or based on t value: it is known that the t-value -0.438 <t table 1972 so it can be concluded that the variable X (self regulation) does not affect significantly to the variable Y (fear of missing out). We can see at the Figure 1 above that the line of regression is flat.

The Effect of Self Regulation to Internet Addiction Level

In this section, the results of the calculation of simple regression analysis are shown from the effect of independent variable regulation on the second dependent variable, namely Internet Addiction Level.

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.266[a]	.071	.066	2.20916

a. Predictors: (Constant), Self Regulation
b. Dependent Variable: Internet Addiction

The table above explains the value of correlation / relationship (R) which is equal to 0.266. From the output obtained the coefficient of determination (R square) of 0.71 which implies that the influence of independent variables (dependent) on the dependent variable (Internet Addiction) is 71%. From the SPSS output it is known that

the value of f value = 15,679 with a significance level of 0.000 <0.05, then the regression model can be used to predict the Internet Addiction variable or in other words there is the influence of the Self Regulation variable (X) on Internet Addiction (Y) variables.

Based on the SPSS output it is known that the value of Constant (a) is 8.588 while the value of Self Regulation (b / regression coefficient) is -0.108 so that the regression equation can be written:

Y = a+bX

Y = 8.588 + (-0.108)X

The equation can be translated that:

1. A constant of 8.588 means that the consistent value of the Internet Addiction variable is 8.588

2. X regression coefficient of -0.108 states that every 1% increase in the value of Self Regulation when the value of Internet Addiction will decrease by 0.108. The coefficient is negative, meaning that the direction of the influence of variable X on Y is negative.

3. Regression coefficient Self Regulations (b) = -0.108 means that the negative (opposite) regression coefficient is -0.108. If student Regulations increase (X) by 1 unit, then Internet Addiction (Y) will decrease by 0.108.
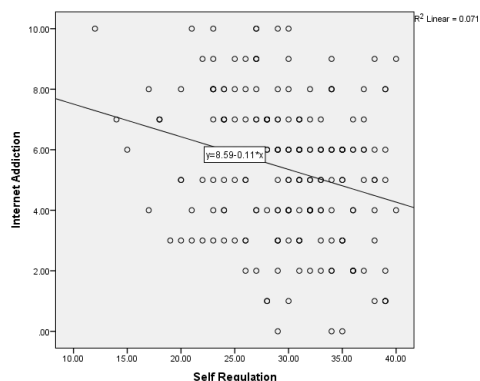

Figure 2. The linear regression scatter plot between Self Regulation and Internet Addiction Variables.

Based on the significance value of the coefficient table above, a significance value of 0.000 <0.05 is obtained so that it can be concluded that the variable X (Self Regulation has a significant effect on variable Y (Internet Addiction) with negative correlation. We can see at the Figure 2 above that the connection line between self regulation and internet addiction is tilted to the right side or inversely proportional.

Discussion

The result of this study reveal some important point, first, that self regulation doesnot affect significantly to the level of fear of missing out. This finding suggest that student self regulation is not directly influence their level of missing out. Secondly, self regulation affects the level of internet addiction significantly by negatif corelation. Its mean that the higher the student self regulation, the lower the level of the internet addiction and vice versa.

For the first result that there is no influence from student's self regulation to fear of missing out can be explained that self regulation contribution to level fear of missing out is not significant. Its means that person with higher self regulation is not guarantee that he/ she will have more/ less fear of missing out level. This is in line with what was said by Shanker (2010) that self regulation is the ability to stay calm, be focused and alert which is akin to having self-control. As expressed by Harisson (2013) self regulation is "a deep internal mechanism that underlies mindful, intentional and thoughtful behaviours of children which allows the capacity to both stop the behaviour or start something new". People who have a high level of self regulation will not influence their level of fear of missing out. He can control himself from being involved and fixated on things that he thinks are not useful for him.

For the second result, reveal that self

regulation affects the level of internet addiction significantly by negatif corelation. Self regulation as the personal factor for person to control and manage their life is influence for person internet addiction. This result is in line with previous research that reveal that internet addiction level is influed by personal factor such as the low of self efficacy level (Song, 1999). In addition, Song (1999) has reported on low self-efficacy and its influence on internet addiction, and Kang (1999) has reported that the more loneliness and social anxiety an individual PC user feels, the more addicted he or she will become to PC communication.

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