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The correlation between trait mindfulness and fear of missing out among students who use instagram

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ABSTRACT

The increasing use of Instagram plays a significant role in connecting its users to other people. However, this convenience has led to the Fear of Missing Out (FoMO) phenomenon. Students who experience FoMO always try to connect to social media and obsessed with the moments around them because of their low trait mindfulness. There is a gap between the results of the previous research and the findings of a preliminary study conducted by researchers on students who use Instagram in Solo Raya. Thus, this study aims to examine the correlation between trait mindfulness and FoMO among students who use Instagram. This research used a quantitative method and applied a correlational approach involving 271 college students who use Instagram in Solo Raya are both male or female aged 18-25. The sampling technique in the study used cluster sampling. The data collection instruments use 2 scales, namely the Trait Mindfulness scale and the FoMO scale. Hypothesis testing was carried out using Pearson product-moment and the rxy result was -0.528 with a significance value of 0.000 ($p < 0.05$). The results showed a negative correlation between trait mindfulness and FoMO. The effective contribution of trait mindfulness to FoMO is 27.9%. The implication of this research is to show the need for strategic efforts such as mindfulness training for college students who use Instagram. This study contributed to reinforcing the literature on similar topics.



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Introduction

Social media has become one of the best means for communication and interaction in the current digital era (Arianto & Handayani, 2023). The emergence of social media has made it very easy for its users to communicate with others and establish relationships (Zanah & Rahardjo, 2020). Unfortunately, the increasing opportunities and ease of connecting with other people through social media have led to the phenomenon of Fear of Missing Out (FoMO) or the fear of missing out on precious moments. According to Sette et al. (2020), FoMO is the need to interact with others and stay updated with what others are doing, leading to a desire to always stay connected on social media to avoid missing precious moments.

Research conducted by Aziz (2020) confirmed that the group that actively uses social media is college students since they are in the transition to early adulthood, and often face psychological dynamics. A research institute, J. Walter Thompson Intelligence, stated that early adults aged 18-34 years have the highest level of FoMO compared to those aged 13-17 and are susceptible to FoMO (Yusra & Napitupulu, 2022). Individuals with FoMO are busy finding out all information or events through social media and feel the

need to be connected with others at all times. These individuals try to connect with others because they want acceptance and recognition from others (Mandas & Silfiyah, 2022). Individuals with FoMO feel the need to satisfy their curiosity about the other's activities by being connected to social media to find the latest news and see the activities of others. High curiosity about moments that happen to other people can lead to addiction to social media (Sachiyati et al., 2023).

FoMO among students can lead to various negative impacts. FoMO can affect students' academic performance. Students who experience FOMO tend to procrastinate on academic tasks and have difficulty maintaining concentration on learning activities, which affects their academic performance (Azzahra et al., 2024). This is caused by the desire that arises within students to continuously interact and engage in the activities of others on social media. In addition, distractions from social media notifications cause students to tend to check social media more frequently. Students will spend a lot of time, even hours, accessing social media, which can disrupt their study time. The impact that occurs is a decrease in academic motivation and student learning achievement.

The negative impact of FoMO not only affects students academics but also their psychological well-being. The research by Daffanur et al. (2025) explains that students experiencing FoMO are highly attached to social media, resulting in low psychological well-being. This occurs because FoMO increases anxiety in students if they do not experience valuable moments like those experienced by others (Przybylski et al., 2013). Students who experience FoMO tend to suffer from sleep disturbances, difficulty maintaining concentration, trouble fulfilling daily responsibilities, and a lack of satisfaction with the moments happening in their lives (Hayran & Anik, 2021). FoMO causes a sense of dissatisfaction with one's own condition, leading students to seek acceptance from others. One way is through Instagram because it offers various interactive features that allow its users to connect and interact with each other (Ainiyah & Palupi, 2022).

In the digital age, FOMO is a significant psychological concept. Potential correlations of FoMO include self-control and self regulation has obvious relevance for psychological well-being. Therefore, further exploration of these constructions as a FoMO correlation is important. Amelisastri et al. (2024) conducted a thorough investigation into the relationship between relationship between self-control and self regulation, with fear of missing out among college students. This research shows that the relationship between self-control and self-regulation with FoMO shows a positive direction. Many stressors, like the fear of gaining information from social media users, can cause people to struggle with self-control, self-regulation, and self-direction. Numerous more research that demonstrate the connection between self-control and FOMO also support this. Self-regulation as well as self-control are factors that contribute to students feelings of FOMO. Self-control and self-regulation are crucial for success in a variety of spheres of daily life. Students with strong self-control are able to manage their psyche and perform well on assignments. Another study, when faced with negative affectivity, people with emotion dysregulation may resort to maladaptive coping mechanisms (Elhai et al, 2021). Additionally, FoMO is linked to negative emotion and involves both cognitive and affective. Therefore, it stands to reason that increased FoMO would be associated with emotion dysregulation.

Individuals experiencing FoMO can be reduced with the presence of trait mindfulness. Research conducted by Sofia et al. (2023) confirmed that there was a significant decrease in FoMO after being given mindfulness therapy. According to Baer et al. (2008), trait mindfulness is a condition when an individual is aware of their place and mentality towards what is happening at the moment and does not focus on what happened in the past or future. Trait mindfulness helps an individual to be aware of every moment that happens to them in all conditions and times. The presence of trait mindfulness in students impacts their ability to become more aware of and observe their own psychological conditions, allowing them to focus on their own moments rather than those experienced by others. Previous research found that individuals tend to experience lower FoMO if they have a high trait mindfulness (Witarso, 2023). Conversely, individuals tend to have high levels of FoMO if they have a low trait mindfulness. Individuals with trait mindfulness can be aware of and observe their psychological condition so that they tend to have good self-control. Research by Watipah (2024) found that self-control contributes negatively to FoMO, where individuals tend to experience higher FoMO if they have low self-control. Individuals with trait mindfulness will have high awareness and attention to understanding their own condition and events in their external environment. Mindfulness improves emotional regulation and reduces anxiety linked to FoMO (Parashar, 2024). When paired with a non-judgmental mindset, this increased awareness can act as a buffer against comparisons that cause anxiety and feelings of inadequacy brought on by FOMO.

The researchers conducted a preliminary study by distributing open-ended questionnaires to 35 college students who use Instagram in Solo Raya aged 18-25. The use of open-ended questionnaires aims to provide

space for respondents to construct meaning from their experiences freely and deeply, thus allowing for the exploration of respondents' subjective experiences or views (Creswell & Creswell, 2018). In this preliminary study, there were 13 students residing in Surakarta, 4 in Sukoharjo, 4 in Wonogiri, 4 in Boyolali, 4 in Karanganyar, 3 in Sragen, and 3 from Klaten. The questionnaire was prepared by the researcher based on the theories underlying each psychological variable, namely FoMO and trait mindfulness. The FoMO instrument refers to the aspects of FoMO by Sette et al. (2020), which consist of 4 aspects: anxiety, need to belong, addiction, and need for popularity. Each of these aspects is adapted into questions on the questionnaire. The results obtained are as follows: out of 35 students, 23 students feel anxious when they fail to access Instagram, indicating the aspect of anxiety; 18 students feel sad and anxious when ignored by friends on Instagram, indicating the aspect of need to belong; 19 students have difficulty controlling the duration of Instagram usage, indicating the aspect of addiction; 19 students want to receive more likes and comments on their Instagram posts, indicating the aspect of need for popularity. Based on the results of this preliminary study, the majority of college students who use Instagram in Solo Raya experience FoMO.

Meanwhile, a preliminary study on the trait mindfulness variable was measured based on the trait mindfulness theory by Baer et al. (2008), which consists of 5 aspects: observing, describing, acting with awareness, non-judging of inner experience, and non-reactivity to inner experience. The results obtained were that out of 35 students, 34 students considered carefully before posting something on Instagram, which indicates the observing aspect; 21 students were able to describe their thoughts through captions on Instagram, which indicates the describing aspect; 21 students were able to act with focus while engaging in activities on Instagram, which indicates the acting with awareness aspect; 28 students were able to accept and not judge the meaning of thoughts or feelings, which indicates the non-judging of inner experience aspect; and 22 students were able to allow thoughts to come and go without getting caught up in those thoughts. The results of this preliminary study indicate that the majority of students possess trait mindfulness.

Ideally, individuals with high trait mindfulness are able to be aware of experiences occurring in the present moment, rather than what happened in the past or what will happen in the future, by accepting them openly and non-judgmentally (Baer et al., 2008). Individuals are able to focus on internal conditions and are not easily distracted by external factors. Thus, individuals with trait mindfulness are likely to be free from FoMO because they are more aware of their personal experiences without being influenced by social media pressure. Individuals will not feel fear and anxiety if they miss information compared to others on social media (Witarso, 2023). However, in reality, based on the preliminary study results, the majority of students who use Instagram in Solo Raya still experience FoMO despite having the trait mindfulness. Thus, even though students have awareness of their personal experiences, they still feel anxious and afraid when they fail to connect with others on Instagram. Students' attention is easily diverted due to the urge to continuously interact and stay connected with others' activities on Instagram. This indicates a gap between the results of previous research and the findings of the preliminary study conducted by the researcher. Therefore, this research will fill that gap as there has been no empirical study examining the relationship between trait mindfulness and FoMO in college students who use Instagram in Solo Raya. This research focuses on Solo Raya because preliminary study results show that the majority of students experience FoMO. Furthermore, the selection of this research location is due to the increasing use of the Instagram social media platform among students. In fact, Instagram is utilized as a promotional tool to promote cultural activities in Solo Raya, one of which is done by "Rumah Budaya Kratonan" (Syahroi & Briyan Pratiwi, 2024).

Previous studies that have been presented have linked FoMO with various psychological variables such as self-control, self-regulation, and the trait of mindfulness. The delimitations of this research is that it focuses on the trait of mindfulness and FoMO. Although various previous studies have examined the relationship between mindfulness traits and FoMO, the findings have not been entirely consistent, especially in the context of social media users. The research by Jin et al. (2023) shows mindfulness was significantly negatively correlated with FoMO. Another research found that trait mindfulness plays a role in FoMO in social media users (Witarso, 2023). In contrast, there is no significant correlation between fear of missing out and mindfulness in social media usage (Nusrath & Veronica, 2020). Due to the differing results of those studies, this research aims to fill that gap by examining the relationship between trait mindfulness and FoMO especially for college students who use Instagram.

Based on the explanation above, the research problem formulation is whether there is a relationship between trait mindfulness and FoMO in college students who use Instagram. Although this study uses a correlational approach, the results can serve as a basis for developing interventions through mindfulness training or digital literacy programs for college students who use Instagram. This research is expected to contribute to the literature on similar topics, broaden the horizon, and understanding of trait mindfulness

and FoMO. This research is important to conduct because FoMO brings various negative impacts to students. Therefore, the benefit of this research is to provide insights into the importance of having a trait mindfulness, which helps students manage anxiety caused by FoMO. This happens because trait mindfulness makes students more focused on the moments happening to themselves rather than on others, so it is not an obligation for them to be connected with others on social media. In the context of education, the trait mindfulness can be a strategy to enhance focus on academic tasks and increase student participation in the learning process (Wu & Zhao, 2023). Thus, students are able to follow the learning activities well and are not easily distracted by notifications from social media.

Method

Method and Research Approach

The quantitative method is used in this study by applying a correlational approach. The quantitative research method aims to objectively test theories by examining the relationships between variables. These variables must be measurable so that the numerical data obtained can be statistically analyzed (Creswell & Creswell, 2018). Researchers use correlational quantitative research method to examine whether there is a correlation between the variables studied. Thus, researchers use this method to determine whether there is a correlation between the variables studied, namely trait mindfulness as an independent variable and FoMO as a dependent variable in college students who use Instagram. The findings of this study cannot be used to draw causal conclusions such as ascertaining whether trait mindfulness decreases FoMO, whether FoMO impacts trait mindfulness, or both are influenced by a third variables.

Population and Sample

The population in this study were students who use Instagram in Solo Raya, including Surakarta, Sukoharjo, Boyolali, Karanganyar, Klaten, Sragen, and Wonogiri. The population consisted of students in both state and private universities in Solo Raya. The population was determined based on preliminary studies and previous research, which found that there were students with FoMO tendencies. This study involved a countably infinite population since the number of students who used Instagram in Solo Raya is uncountable. Based on Isaac and Michael's table, with the population size, the sample required was 271 if the error rate was 10%. The sampling technique in the study used cluster sampling. Cluster sampling is a sampling technique from a population by identifying clusters and taking samples within them (Creswell & Creswell, 2018). The clustering process in Solo Raya is carried out by dividing it into 7 existing regions, namely Surakarta, Sukoharjo, Boyolali, Karanganyar, Klaten, Sragen, and Wonogiri. The sample criteria used in this study were male or female students domiciled in Solo Raya, aged 18-25 years, and were Instagram users.

Data Collection Instrument

This study uses two scales, namely the trait mindfulness scale and the Fear of Missing Out scale. Trait mindfulness was measured using a modified scale from the Five Facet Mindfulness Questionnaire (FFMQ) scale by Fourianalistyawati et al. (2023) based on the trait mindfulness theory of Baer et al. (2008) consisting of 5 aspects, namely observing, describing, acting with awareness, non-judging of inner experience, and non-reactivity to inner experience. The FoMO scale used in this study was a modification of the online Fear of Missing Out (ON-FoMO) scale from Kurniawan & Utami (2022) based on the FoMO in an online context developed by Sette et al. (2020). The scale has 4 aspects, including anxiety, need to belong, addiction, and need for popularity.

Data collection for both scales used a Likert scale. Each answer in the instrument item on the Likert scale has 5 answer choices. The data collection process through questionnaires was carried out online through Google Form to research respondents. The Google Form settings are limited to 1 response per answer, so each respondent can only submit the form once. This aims to minimize multiple submissions. The validation process of both instruments was carried out by five expert judges. After the revision process, and each item was stated to be relevant, it was found that both instruments had validity that moved at 0.80-0.90 based on Aiken's validity. Therefore, both instruments were declared valid. Before data collection in the field was carried out, the researcher conducted a trial of the measuring instrument on 60 college students with the same characteristics as the research subjects. The minimum requirement for sample size is 30 respondents specifically to test the reliability of the questionnaire (Bujang et al., 2024). The reliability of both scales was calculated using SPSS version 25.0. The trait mindfulness scale consisted of 24 items and had a reliability coefficient of 0.886. The FoMO scale had 24 items, with a reliability coefficient of 0.956. Instruments with reliability scores in the range of 0.900 are considered satisfactory, and reliability scores of more than 0.800 are suitable for use in psychological research (Azwar, 2017a).

Data Analysis Technique

This research used the Pearson product-moment correlation test. Before conducting the hypothesis test, the researcher conducted an assumption test, namely normality and linearity tests. The assumption test is necessary before conducting the hypothesis test. The entire data analysis process was carried out using the assistance of the Statistical Product and Service Solutions (SPSS) for Windows version 25 application.

Results and Discussions

Research Respondents

The number of respondents in this study was 271 college students in Solo Raya whose characteristics were male or female, aged 18-25 years and Instagram users. The description of respondents presented in this study includes sex, age, domicile, and duration of Instagram use in a day.

Table 1 <Sex of Research Respondents>

Sex	Frequency	Percentage (%)
Male	28	10.3
Female	243	89.7
Total	271	100

Based on Table 1, it can be concluded that the number of research respondents is 271 college students, consisting of 28 (10.3%) male and 243 (89.7%) female.

Table 2 <Age of Research Respondents>

Age	Frequency	Percentage (%)
18	3	1.1
19	7	2.6
20	48	17.7
21	102	37.6
22	52	19.2
23	32	11.8
24	16	5.9
25	11	4.1
Total	271	100

Table 2 shows that the respondents of the study are 18-25 years old. Respondents are dominated by 21-year-old college students, totaling 102 respondents (37.6%), while the fewest respondents are 18 years old, which is 3 students or 1.1%.

Table 3 <Overview of the Domicile of the Research Respondents>

Domicile	Frequency	Percentage (%)
Surakarta	123	45.4
Boyolali	37	13.7
Sukoharjo	27	10.0
Karanganyar	24	8.9
Klaten	22	8.1
Wonogiri	21	7.7
Sragen	17	6.3
Total	271	100

The study respondents were domiciled in Solo Raya, including Surakarta, Boyolali, Sukoharjo, Karanganyar, Klaten, Wonogiri, and Sragen. Based on Table 3, the majority of respondents are domiciled in Surakarta with 123 students (45.4%). The respondents who live in Boyolali are 37 students, 27 students in Sukoharjo, 24 students in Karanganyar, 22 students in Klaten, 21 students in Wonogiri, and 17 students in Sragen.

Table 4 <Duration of Daily Instagram Usage>

Duration	Frequency	Percentage (%)
<1 hour	15	5.5
1,5 hours	1	0.4
2 hours	43	15.9

3 hours	51	18.8
4 hours	37	13.7
5 hours	48	17.7
6 hours	30	11.1
7 hours	17	6.3
8 hours	8	3.0
>8 hours	21	7.7
Total	271	100

Based on Table 4, it can be seen that the longest duration of using Instagram is more than 8 hours per day, while the shortest duration is less than 1 hour. There are 21 students (7.7%) with daily Instagram usage of more than 8 hours and 15 students (5.5%) with daily Instagram usage of less than 1 hour. In this study, the duration of daily Instagram usage is dominated by 3 hours, amounting to 51 students (18.8%). On the other hand, there is 1 student (0.4%) with daily Instagram use for 1.5 hours in one day.

Table 5 <Category of Trait Mindfulness>

Category	Interval	Frequency	Percentage (%)
Very Low	$X \leq 63.87$	8	3.0
Low	$63.87 < X \leq 74.2$	76	28.0
Medium	$74.2 < X \leq 84.53$	117	43.2
High	$84.53 < X \leq 94.86$	47	17.3
Very High	$X > 94.86$	23	8.5
Total		271	100

Based on Table 5, it can be seen that the research respondents are divided into 5 categories, namely very low, low, medium, high, and very high. In this study, the research respondents are dominated by the medium category of trait mindfulness, namely 117 respondents (43.2%). Then, there are 8 respondents (3.0%) with a very low category of trait mindfulness. Conversely, in the very high category of trait mindfulness, there are 23 respondents (8.5%).

Table 6 <Category of FoMO>

Category	Interval	Frequency	Percentage (%)
Very Low	$X \leq 43.94$	29	10.7
Low	$43.94 < X \leq 54.28$	83	30.6
Medium	$54.28 < X \leq 64.62$	64	23.6
High	$64.62 < X \leq 74.95$	65	24.0
Very High	$X > 74.95$	30	11.1
Total		271	100

The category of FoMO is divided into 5, namely very low, low, medium, high, and very high, as shown in Table 6. In this study, the category of FoMO is dominated by the low category, which is 83 respondents (30.6%). In the very low category of FoMO, there are 29 respondents (10.7%), while in the very high category of FoMO, there are 30 respondents (11.1%).

Assumption Test Results

An assumption test is a provision before conducting a hypothesis test. The assumption test in this study was performed with a normality test and a linearity test. The assumption test was calculated with the help of SPSS software version 25.0 for Windows.

Table 7 <Normality Test>

Variable	Significance	Conclusion
Trait mindfulness	0.200*	Normal
Fear of Missing Out	0.200*	Normal

* $p > 0.05$

The normality test is performed using the Kolmogorov-Smirnov test on SPSS version 25.0. Table 7 shows the normality test results on the trait mindfulness and FoMO variables, which are 0.200. Since the significance value is more than 0.05 ($p > 0.05$), it can be concluded that the data is normally distributed (Azwar, 2017b).

Table 8 <Linearity Test>

Variable	Deviation from Linearity	Conclusion
Trait mindfulness	0.064*	Linear
Fear of Missing Out		

*p>0.05

Table 8 shows the results of the linearity test, which obtained a significance value of 0.064. Since the significance value (Deviation from Linearity) of both variables is more than 0.05 ($p>0.05$), it can be concluded that the two variables have a linear correlation (Azwar, 2017b).

Hypothesis Test

The hypothesis test is conducted to answer the research problem's formulation: the correlation between variable X (trait mindfulness) and variable Y (Fear of Missing Out or FoMO). The assumption test is conducted using Pearson Product-Moment on SPSS software version 25.0.

Table 9 <Hypothesis Test Results>

Variable	Pearson Correlation (r_{xy})	Significance (2-tailed)	Conclusion
Trait Mindfulness	-0.528**	0.000	Negative correlation Significant correlation H_0 rejected H_1 accepted
FoMO			

**Correlation is significant at the 0.01 level (2-tailed)

The hypothesis test is conducted to answer the research problem's formulation: the correlation between variable X (trait mindfulness) and variable Y (FoMO). Table 9 shows that the significance value is 0.000. Because the significance is <0.05 , H_0 is rejected, and H_1 is accepted. Then, because the significance is <0.05 , it can be concluded that the two variables have a significant correlation. The Pearson correlation value obtained is -0.528, meaning the two variables have a negative correlation. Thus, this results indicate that higher mindfulness tends to be associated with lower levels of FoMO. However, due to the correlational nature of this study, no causal conclusions can be drawn.

Effective Contribution

The coefficient of determination (r^2) obtained is 0.279, meaning that the effective contribution of trait mindfulness to FoMO is 27.9%. Further testing is conducted to analyze the effective contribution of each aspect of the independent variable (trait mindfulness) to the dependent variable (FoMO).

Table 10 <Effective Contribution of Each Aspect of Trait Mindfulness to FoMO>

Aspect of Trait Mindfulness	b	Cross Product	Regression	R^2	Effective Contribution (%)
Observing	-0.881	-3559.513	17824.290	27.9	5
Describing	0.319	-939.886			0.4
Acting with awareness	-0.878	-3530.546			4
Non-judging of inner experience	-0.994	-5419.494			8.4
Non-reactivity to inner experience	-1.048	-6201.579			10.1
Total Effective Contribution					27.9

Table 10 shows the effective contribution value of each aspect of trait mindfulness to FoMO. The aspect with the largest effective contribution is Non-Reactivity to Inner Experience at 10.1%, while the aspect with the smallest effective contribution is Describing at 0.4%. Effective contributions of the other three aspects are Observing at 5%, Acting with Awareness at 4%, and Non-Judging of Inner Experience at 8.4%.

Independent Samples t-test

This study used independent samples t-test to compare the traits of mindfulness and Fear of Missing Out between men and women. The researcher conducted a homogeneity test before conducting an independent samples t-test using the Levene's test homogeneity test in SPSS version 25.0.

Tabel 11 <Homogeneity Test>

Variable	Significance	Conclusion
Trait mindfulness	0.246	Homogeneous
Fear of Missing Out	0.195	Homogeneous

Based on Table 11, the significance value of the homogeneity test on the trait mindfulness variable was obtained with a value of 0.246 and FoMO with a significance of 0.195. These results show that data from the population have the same or homogeneous variance because the significance value of the two variables is greater than 0.05 ($p > 0.05$) (Field, 2013).

Tabel 12 <Independent Samples t-test>

Variable	t	Df	Significance (2-tailed)	Mean Difference	Standard Error Difference
Trait mindfulness	-.006	269	.995	-.013	2.066
Fear of Missing Out	.349	269	.727	.932	2.666

In independent samples t-test, if the t-value is greater than 0.05, then there is no significant difference between the mean in the two samples (Field, 2013). The results of the trait mindfulness variable test in Table 12 obtained a value of $t = -0.006$ with a significance of 0.995. This value indicates that there is no significant difference in trait mindfulness between men and women because the significance value is greater than 0.05 ($p > 0.05$). In the FoMO variable, a value of $t = 0.349$ and a significance of 0.727 ($p > 0.05$) were obtained, so it was concluded that there was no significant difference in FoMO in men and women. The difference in mean FOMO scores between males (mean=60.29) and females (mean=59.35) was 0.932 which was not large enough to be significant.

Discussion

Hypothesis testing with Pearson product-moment in SPSS version 25.0 obtained a significance value of 0.000. Since it is less than 0.05 ($p < 0.05$), it is concluded that there is a significant correlation between trait mindfulness and FoMO. The results of this study only show an associative relationship, not a cause-and-effect relationship. The Pearson product-moment test results obtain a r_{xy} value of -0.528. The negative value in r_{xy} indicates a negative correlation between trait mindfulness and FoMO. This finding aligns with Jauhariyah's research (2022), which found a significant negative correlation between FoMO and mindfulness in adolescents. Another study found that trait mindfulness plays a role in FoMO in social media users (Witarso, 2023). However, another study showed that there is no significant relationship between Fear of Missing Out and mindfulness in individuals aged 12-23 years. The study used a correlational approach and involved 120 samples selected through purposive sampling (Nusrath & Veronica, 2020).

The value of the effective contribution of trait mindfulness to FoMO is 27.9%, while 72.1% is influenced by other factors that this study does not examine. Other research studies linked FoMO to other factors. According to research by Xu et al. (2024), FoMO mediates the relationship between inhibitory control and problematic social media use. Inhibitory control is weakened in problematic social media users by FoMO. Unmet social connection needs are directly associated with FoMO, which leads people to turn to social media to meet their relational needs. In turn, this dependence leads to impaired inhibitory control. As a negative emotional state, FoMO further erodes self-control capabilities by depleting limited cognitive resources, resulting in an inability to regulate social media usage. Another study found a significant effect of emotional dysregulation on FoMO, revealing a direct correlation between constructs, where an increase in one can predict an increase in the other (Quaglieri et al., 2022). According to Servidio et al. (2021), those with poor Self-Concept Clarity scores had higher levels of FoMO and can start using their smartphones dysfunctionally since they saw them as essential tools for social media applications. People with low self-concept were more likely to engage in social comparison behaviors, which may indicate a higher likelihood of problematic smartphone use.

The effective contribution of each aspect of trait mindfulness to FoMO is 5% observing, 0.4% describing, 4% acting with awareness, 8.4% non-judging of inner experience, and 10.1% non-reactivity to inner experience. Based on these results, the trait mindfulness aspect that provides the greatest effective contribution to FoMO is non-reactivity to inner experience, which is 10.1%. The ability to stay non-reactive to inner experiences rather than getting caught up or absorbed by them is known as mindful non-reactivity. The results showed that the average changes in mindful non-reactivity and psychological flexibility. It was discovered that the treatment benefit for health anxiety was mediated by mindful non-reactivity (Frydendal et al., 2023). Thus, individuals will consciously accept whatever conditions and enjoy every moment that is happening without being attached to it. This is in line with the research of Fahmi et al. (2022) that

mindfulness is characterized by full awareness in a person by accepting conditions and enjoying every moment. Suppose someone consciously agrees with the conditions and enjoys every moment that is happening, and in that case, their FoMO tends to be low because they will focus on the moments that happen to them, while someone with FoMO is fixated on what happens to others (Weaver & Swank, 2021).

Respondents of this study are students who use Instagram applications in the Solo Raya area and are divided into five categories. The trait mindfulness variable is dominated by the medium category, with 117 respondents (43.2%), indicating that students who use Instagram social media applications in the Solo Raya area have medium trait mindfulness. The positive psychological effects of mindfulness are more likely to be experienced by students who use digital devices with awareness. People can better handle stress by practicing mindfulness, which is developing present-moment awareness and nonjudgmental acceptance (Sode et al., 2024). Then, there are 8 respondents (3.0%) with a very low category of trait mindfulness. Students who have very low trait mindfulness may experience this due to a lack of good self-control, especially in social media. This is in line with the research by Du et al. (2021) that mindfulness is positively correlated with self-control on social media. Low mindfulness indicates more failures in self-control regarding social media. Additionally, students are more prone to using social media impulsively because they find it difficult to resist the urge to access social media. Students with very low trait mindfulness are easily distracted by social media and feel anxious if they do not keep up with information updates because they are less capable of paying attention and being aware of the moments happening to themselves at the present time (Witarso, 2023). As a result, students prioritize monitoring moments outside of themselves or those happening to others. In the very high category of trait mindfulness, there are 23 respondents (8.5%). High mindfulness impacts better self-control over social media (Du et al., 2021). Thus, 23 students with very high trait mindfulness can fully be aware of the moments they are currently experiencing because they have good self-control. Students will be able to manage their behavior well both when using social media and when focusing on their daily activities.

In this study, the FoMO variable is dominated by the low Category, which is 83 respondents (30.6%), indicating that students who use the Instagram social media application in the Solo Raya area have low FoMO. However, this study also found very high FoMO in 30 students (11.1%). These students feel anxious due to FoMO because they cannot know the activities of others on social media and cannot find answers to their curiosity about others (Tanhan et al., 2022). Students will always need access to social media to continue interacting with others by constantly staying connected to others' activities so as not to miss valuable moments (Sette et al., 2020). This is relevant to Aisafitri & Yusriyah's research (2021), which shows that social media is the biggest factor in triggering FoMO. Additionally, students with very high levels of FoMO have lower levels of mindfulness attention, which reduces their ability to focus and fully experience their personal experiences. Trait mindfulness in students plays a role in reducing negative emotions and enhancing emotional regulation abilities (Lang, 2024). In the very low FoMO category, there were 29 respondents (10.7%). Students with very low FoMO are caused by having high self-concept and self-regulation. Research found that higher self-concept and self-regulation among students result in lower levels of FoMO among Instagram users (Zahroh & Sholichah, 2022). Students who have a high self-concept are able to maintain a positive attitude towards themselves and interact positively both on social media and in their environment, thereby minimizing the occurrence of FoMO. Meanwhile, having high self-regulation enables students to control themselves in using social media and to understand the limitations of information from social media that can negatively impact them.

Individuals with FoMO will always try to be associated with other people through social media and be busy exploring all information or events that occur so as not to miss a precious moment with other people. Individuals with FoMO will strive to always stay connected with others due to their obsession with moments outside of themselves. Moreover, individuals with FoMO will experience anxiety if they do not have valuable experiences like those of others (Tanhan et al., 2022). A person will have difficulty controlling the use of social media. As a result, a person is prone to stress caused by anxiety when they cannot connect to social media. Thus, it can also encourage a person to use social media for a long time. A person with FoMO needs 5-7 hours daily, or even more, to access social media (Utami & Aviani, 2021). One hundred twenty-four students (45.8%) in this study used Instagram for 5 hours, or even more, in one day. Furthermore, there are 21 students classified as Heavy Users because they use the Instagram social media platform for more than 8 hours a day (Tamonob et al., 2023). They have a high duration of Instagram usage because they spend a lot of time reviewing the activities of friends and others through photo, video, and instastory posts to always stay updated with the latest information and trends on social media (Puteri et al., 2023). Cognitive control processes are necessary to inhibit or ignore impulsive responses (Wegmann et al., 2020). With

increased control in using social media through mindfulness, the tendency to behave impulsively will be lower and also have an impact on the tendency for a lower duration of social media use.

This study found that there is no significant difference in FoMO between males and females based on the independent samples t-test, which yielded a t-value of 0.349 and a significance of 0.727 ($p > 0.05$). The results of this study are consistent with the research by Hakim et al. (2023) that there is no significant difference in FoMO male and female Instagram users among students. Other research also shows that there is no difference in FoMO between female and male students (Puteri et al., 2023). The findings of this study contradict the research results by Amadea et al. (2023) that women experience higher FoMO than men. The reason women are prone to having high FoMO is that women tend to have a high need to be accepted and recognized by others. The absence of a difference in FoMO between males and females may occur because the factors influencing FoMO are not solely affected by gender. In line with the research by Suhertina et al. (2022), it was mentioned that there is no difference in the FoMO condition between male and female students because both experience anxiety when losing internet access and use the internet for more than 6 hours a day. The findings of this research reflect that in the current digital era, both men and women are equally involved in the use of social media. The increasingly massive development of social media so that access is not limited to a specific gender. Meanwhile, for the trait mindfulness variable, a t-value of -0.006 with a significance of 0.995 was obtained, indicating no significant difference in trait mindfulness between males and females, as the significance value is greater than 0.05. This finding is in line with the research by Kaur & Kaur (2020) that there is no significant difference in mindfulness between men and women. It should be noted that these findings cannot be generalized to the broader population.

FoMO can have a negative impact on the psychological well-being of students who use Instagram because FoMO causes feelings of anxiety (Ulfa & Farida, 2023). Students also feel dissatisfied with their personal experiences, leading them to seek validation from others. This validation can be obtained in the form of feedback such as likes and comments through Instagram because there are features that allow users to connect and interact with each other (Ainiyah & Palupi, 2022). Students with FoMO is more concerned with being accepted and recognized by others (Sette et al., 2020). Another negative impact of FoMO is the decline in students' academic performance (Azzahra et al., 2024). This happens because students who experience FOMO tend to be easily distracted by notifications from social media, making it difficult for them to concentrate on academic tasks. Research by Tanrikulu & Mouratidis (2023) revealed that the higher the FoMO, the more often students check social media during lectures, negatively impacting their learning quality. Therefore, it can be concluded that efforts to reduce the tendency of FoMO are important, one of which is by applying the trait mindfulness.

Trait mindfulness is important to apply in daily life. The implementation of trait mindfulness can be done by managing thoughts and feelings being experienced, practicing acceptance and non-judgment of one's condition, and focusing attention on the present moment. This is in line with the research by Kuroda et al. (2022) that trait mindfulness can be developed by training to focus attention on a single object such as breathing, thereby helping to enhance attention and awareness focused on the present moment. Students can apply the trait mindfulness during learning or mindful learning by focusing their attention on the material without being distracted by social media or their surroundings. Thus, it can enhance student engagement in learning activities and create an optimal learning environment because students will be able to maintain concentration on learning activities and will not be easily distracted by social media notifications (Wu & Zhao, 2023).

The presence of trait mindfulness in students who use Instagram allows individuals to focus more on the moments happening to themselves rather than the moments experienced by others. Individuals become more capable of accepting and enjoying their conditions regardless of how they are, thus tending to avoid FoMO (Weaver & Swank, 2021). Additionally, students who possess trait mindfulness have good self-control in using social media, thereby reducing the likelihood of social media addiction (Chang et al., 2023). The positive impact of applying trait mindfulness is that it can reduce anxiety disorders because it helps individuals to be aware of and understand their emotions and thoughts about their experiences without having to react impulsively. Individuals will be able to control every action they will take. The presence of trait mindfulness also plays a role in enhancing emotional regulation through more constructive responses (Zainal & Newman, 2024). This aligns with research by Yuniar et al. (2024) that mindfulness can enhance individuals emotional regulation abilities.

Based on the results of this study, which found a relationship between mindfulness traits and FoMO, the implementation that can be carried out in educational settings can be realized through programs such as curriculum-integrated mindfulness interventions. Research by MacLean et al. (2020) conducted a pilot study

of a longitudinal mindfulness curriculum in undergraduate medical education. In mindfulness practice, practitioners attempt to attend to the experience of the present moment without judgment and with full awareness, curiosity, and compassion. Cross-sectional results show that levels of mindfulness are positively correlated with empathy and resilience, and negatively correlated with perceived stress levels. Although correlation cannot be assumed as causation, there is a possibility that interventions that enhance awareness may positively impact empathy, resilience, and stress among medical trainees. Additionally, other studies show that mindfulness promotes emotional regulation, reduces stress, and improves overall mental health (Sode et al., 2024). Therefore, the integration of mindfulness-based programs into the context of education settings is a strategic step to support the psychological well-being, especially among students who use social media in this digital era.

Conclusions

The result of this study is that there is a relationship between the trait mindfulness and FoMO in college students who use Instagram social media, with a value of -0.528. This results indicate that higher mindfulness tends to be associated with lower levels of FoMO. However, due to the correlational nature of this study, no causal conclusions can be drawn. The implication of this research is to integrate mindfulness-based programs in educational settings, such as mindfulness exercises for college students who use Instagram. The findings of this study indicate that there is no significant difference in trait mindfulness between men and women because the significance value is greater than 0.05. Another finding in this study is that there is no significant difference in FoMO between men and women. The difference in the average FOMO scores between males and females, which is 0.932, is not large enough to be significant. Further research is recommended to explore other factors contributing to FoMO, such as emotion regulation, social support, and others. Research subjects can use different age groups, such as adolescents, to get new findings and a more in-depth study of FoMO.

Several limitations of this study are noteworthy. First, this study uses a correlational approach, aiming to identify relationships between variables that are not causal. An experimental design is necessary to test causal effects, such as assessing the effectiveness of mindfulness interventions in reducing FoMO symptoms, whereas a longitudinal design can help illustrate how the relationships between variables develops over time. Second, the research sample cannot be generalized to a broader population. Therefore, future research can use a larger and more representative sample to replicate the findings. Third, since all data were obtained through self-reports, the data are susceptible to biases. Future research is recommended to use methodological triangulation, such as incorporating digital behavior observations or semi-structured interviews, to enhance the validity of the findings. Then, the presence of confounding variables in this study is uncontrolled. Therefore, future research is needed to measure and analyze confounding variables through multivariate analysis models, such as multiple regression or path analysis, to identify the pure effects of independent variables and control for external influences. Despite its limitations, this research contributes to the literature on trait mindfulness and FoMO, particularly in studies of Instagram social media users. In this digital era, research on this topic is important and needs to be examined through further studies with a more diverse approach and population.

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