Psikostudia
Jurnal Psikologi
Volume 15 No. 3| September 2026 : 541 - 550
DOI: http://dx.doi.org/10.30872/psikostudia.v15i1

p-ISSN: 2302-2582
e-ISSN: 2657-0963

Perfectionism and Fear of Missing Out Among Junior High School Students: The Mediating Role of Social Media Intensity

Perfeksionisme dan Fear of Missing Out pada Siswa Sekolah Menengah Pertama: Peran Mediasi Intensitas Media Sosial

Umar Diharja[1]
[1]Faculty of Psychology,
University Islam Sultan Agung Semarang, Indonesia
Email: [1]umardiharja@gmail.com

Joko Kuncoro[2]
[2]Faculty of Psychology,
University Islam Sultan Agung Semarang, Indonesia
Email: kuncoro@unissula.ac.id

Correspondence:

Umar Diharja
Faculty of Psychology, University Islam Sultan Agung Semarang
Email: umardiharja@gmail.com

Abstract

The digital era triggers pressure for an idealized image and social comparison among adolescents, leading to the anxiety of missing out on rewarding moments, known as Fear of Missing Out (FOMO). Perfectionism exacerbates this condition. This study aims to examine the correlation between perfectionism and Fear of Missing Out (FOMO) among junior high school students who actively use social media. The study employed a quantitative correlational design involving 120 students (64 female, 56 male) from two junior high schools in Lubuk Linggau, selected through purposive sampling. Perfectionism was measured using the Multidimensional Perfectionism Scale (MPS) by Hewitt and Flett (1991), while FOMO was measured using the Fear of Missing Out Scale (FoMOs) by Przybylski et al. (2013). Data were analyzed using Pearson correlation and simple linear regression with IBM SPSS Statistics version 22. Results showed a strong positive correlation between perfectionism and FOMO ($r = 0.704$; $p < 0.01$). Among the three dimensions, SPP demonstrated the strongest correlation with FOMO ($r = 0.699$), followed by SOP ($r = 0.468$) and OOP ($r = 0.514$). Perfectionism accounted for 70.4% of FOMO variance ($R^2 = 0.704$; $F = 115.638$; $p < 0.001$). These findings suggest that maladaptive perfectionism, particularly perceived social pressure, is a key mechanism underlying FOMO among adolescents.

Keywords : *Fear of Missing Out, Junior High School Students, Perfectionism*

Abstrak

Era digital memicu tekanan citra ideal dan perbandingan sosial pada remaja, yang memunculkan kecemasan tertinggal momen berharga atau Fear of Missing Out (FOMO). Perfeksionisme memperburuk kondisi ini. Penelitian ini bertujuan mengkaji hubungan antara perfeksionisme dan Fear of Missing Out (FOMO) pada siswa Sekolah Menengah Pertama (SMP) pengguna media sosial. Penelitian menggunakan pendekatan kuantitatif desain korelasional dengan melibatkan 120 siswa (64 perempuan, 56 laki-laki) dari dua SMP di Lubuk Linggau yang dipilih melalui teknik purposive sampling. Perfeksionisme diukur menggunakan Multidimensional Perfectionism Scale (MPS) dari Hewitt dan Flett (1991), sedangkan FOMO diukur menggunakan Fear of Missing Out Scale (FoMOs) dari Przybylski et al. (2013). Analisis data menggunakan korelasi Pearson dan regresi linear sederhana melalui IBM SPSS Statistics versi 22. Hasil penelitian menunjukkan korelasi positif yang kuat antara perfeksionisme dan FOMO ($r = 0.704$; $p < 0.01$). Di antara tiga dimensi, SPP menunjukkan korelasi paling kuat dengan FOMO ($r = 0.699$), diikuti SOP ($r = 0.514$) dan OOP ($r = 0.468$). Perfeksionisme mampu menjelaskan 70,4% variansi FOMO ($R^2 = 0.704$; $F = 115.638$; $p < 0.001$). Temuan ini mengimplikasikan bahwa perfeksionisme maladaptif, khususnya tekanan sosial yang dipersepsi, merupakan mekanisme utama yang mendasari FOMO pada remaja.

Kata Kunci : Fear of Missing Out, perfeksionisme, siswa sekolah menengah pertama

Copyright (c) 2026 Umar Diharja & Joko Kuncoro

Received 07/03/2026 | Revised 11/06/2026 | Accepted 07/07/2026

Psikostudia: Jurnal Psikologi Published by Faculty of Social and Political Siences, University of Mulawarman, Samarinda, East Kalimantan and This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License.

BACKGROUND

The swift advancement of information technology in the digital age has profoundly transformed human interaction, communication, and information access. This alteration has profoundly affected adolescents who have matured in conjunction with digital technologies. Information technology enhances communication, influencing adolescents' thoughts, behaviors, and social identities (Saldanha et al., 2021). Communication in cyberspace presents numerous obstacles, since the temptation to maintain an idealized image on social media induces anxiety and self-discontent among adolescents. Information technology enhances engagement but also poses threats that necessitate caution. In Indonesia, per data from the Indonesian Internet Service Providers Association (APJII, 2024), active internet users were 221 million, with the 13-18 age demographic comprising the greatest segment of social media platform users, including Instagram, TikTok, and YouTube.

Social media has become an integral component of the life of junior high school students (Ulum & Rozi, 2023). Students in junior high school, aged 12 to 15, are at a precarious stage of psychological development known as early adolescence, marked by the quest for self-identity, the desire for social approval, and heightened sensitivity to social comparison. In this setting, social media serves as a communication medium and a social environment that profoundly impacts adolescents' self-esteem, relational skills, and mental well-being (Ratih et al., 2025).

Two psychological phenomena pertinent to adolescent social media usage are perfectionism and Fear of Missing Out (FOMO). Perfectionism denotes an individual's propensity to establish exceedingly elevated standards for themselves and others, along with severe self-assessment when those standards are unmet (Hewitt & Flett, 1991). FOMO is characterized by a continuous anxiety that others may be experiencing more fulfilling events, coupled with a desire to be engaged with others' activities, stemming from the dread of missing significant moments shared by individuals or groups (Przybylski et al., 2013).

Theoretical studies provide a logical correlation between the two notions, indicating that students exhibiting perfectionist qualities often experience a fear of imperfection, which then induces anxiety around the potential absence from current events or trends, so exacerbating the FOMO phenomenon. Perfectionism compels individuals to incessantly compare themselves to others on social media, engendering a self-reinforcing cycle of worry (Madani & Ambarini, 2021). While numerous foreign studies have investigated FOMO, empirical research directly connecting it to Hewitt and Flett's multidimensional characteristics of perfectionism is limited, particularly concerning how these specific dimensions uniquely drive FOMO among early adolescents within the Indonesian cultural setting.

Numerous foreign studies have investigated FOMO among adolescents and college students. Przybylski et al., (2013) and Almásy et al., (2025) identified a correlation between socially enforced perfectionism and FOMO among students in Western cultures. Nonetheless, three notable research gaps persist. No research has systematically investigated how the three characteristics of perfectionism (Self-Oriented Perfectionism, Other-Oriented Perfectionism, and Socially Prescribed Perfectionism) differentially predict Fear of Missing Out, specifically among junior high school adolescents aged 12 to 15. Secondly, most research has been undertaken within individualistic Western cultural frameworks, but the collectivist Indonesian cultural setting, characterized by distinct social constraints and group expectations, remains insufficiently examined. Third, research employing psychometrically validated instruments in Indonesian (MPS and FoMOs) for junior high school teenage groups remains exceedingly scarce.

Numerous foreign studies have investigated FOMO in adolescents; however, research directly connecting it to Hewitt and Flett's characteristics of perfectionism is limited, especially within the Indonesian cultural setting. Longa et al., (2025) indicate that social comparison on social media correlates with self-dissatisfaction, whereas Nepon et al., (2024) demonstrate that perfectionism, especially in terms of traits and self-presentation, correlates with adverse mental health outcomes, such as increased loneliness and social anxiety, underscoring its harmful effects on psychological well-being. Heriyanto et al., (2026) indicate that the influence of social media is context-dependent and multifaceted, requiring the engagement of schools, families, and educational policies to enhance and safeguard adolescent mental health. Both findings suggest common mechanisms that require additional investigation.

Perfectionism is a multifaceted personality construct that has been the subject of psychological investigation for decades. The most extensive and commonly utilized definition in current research was put forth by Nepon et al., (2024), who defines perfectionism as a personality disposition that involves setting very high standards accompanied by critical evaluation of one's own behavior. Hewitt and Flett's multidimensional model distinguishes three main dimensions of perfectionism.

Self-Oriented Perfectionism (SOP) denotes an individual's propensity to establish exceedingly high standards for themselves and to drive themselves towards the attainment of perfection. Individuals with elevated self-oriented perfectionism impose stringent self-expectations and rigorously assess their performance. Second, Other-Oriented Perfectionism (OOP) denotes the inclination to establish elevated standards for others and to assess them critically when those standards are not fulfilled. Third, Socially Prescribed Perfectionism (SPP) refers to an individual's conviction that their social milieu imposes exceedingly high expectations that must be fulfilled to attain approval and evade disapproval. SPP is seen as the most maladaptive feature and is most strongly linked to mental health issues (Hewitt & Flett, 1991).

Curran & Hill, (2019) emphasized that perfectionism among adolescents is rising in tandem with escalating academic and social pressures. Adolescent perfectionism pertains not just to academic success but also encompasses physical beauty, social popularity, and self-presentation on social media (Setiyono et al., 2023). Etherson et al., (2022) discovered that perfectionist teenagers exhibit heightened susceptibility to the adverse effects of social media, attributed to their inclination towards upward social comparison.

Frost & Marten, (1990) highlighted six components of perfectionism in their alternative model: fear of mistakes, personal standards, organization, concerns about actions, parental expectations, and parental criticism. This concept, although differing perspectives, aligns with the Hewitt and Flett model by highlighting that maladaptive perfectionism, particularly when motivated by fear of failure and societal pressure, is significantly associated with various psychological diseases.

The Fear of Missing Out (FOMO) is a psychological phenomenon that was initially formally defined by Przybylski et al., (2013). In a study published in the journal Computers in Human Behavior, Przybylski and associates characterized FOMO as the "pervasive apprehension that others might be having rewarding experiences from which one is absent," or the persistent concern that others are enjoying rewarding experiences while one is excluded.

FOMO is fundamentally based on Self-Determination Theory (Deci & Ryan, 2012), this underscores the need of satisfying three fundamental psychological needs: competence, autonomy, and relatedness. Przybylski et al., (2013) contend that FOMO emerges when the desires for relatedness and competence are inadequately satisfied in everyday life, prompting individuals to seek fulfillment by incessantly observing others' activities on social media.

The primary attributes of FOMO encompass: (1) concern regarding others' activities, (2) the compulsion to remain continuously connected and informed via social media, (3) feelings of discontent when excluded from social engagements, and (4) a decline in mood upon realizing others are enjoying themselves in one's absence. Subsequent investigation by Sutanto et al., (2020) confirmed that FOMO is positively correlated with excessive social media use, anxiety, and decreased psychological well-being.

In junior high school adolescents, FOMO is particularly pertinent because to the increased demand for connection and sensitivity to social rejection at this developmental stage. Blakemore & Mills, (2014) assert in their adolescent development theory that early adolescents are particularly vulnerable to peer influence and acutely aware of social judgments. Social media exacerbates this issue by offering a forum for continuous, instantaneous social comparison.

The need of this inquiry intensifies while examining the phenomena reported in the field. Preliminary observations and interviews done by researchers at various junior high schools in Lubuk Linggau indicated that most kids reported suffering considerable anxiety when deprived of access to social media. This anxiety is not merely transient but possesses the capacity to undermine mental and emotional health. Students who cannot access updates on Instagram or TikTok frequently experience feelings of isolation and disconnection in comparison to their socially active peers. This signifies that reliance on social media has become a fundamental aspect of everyday existence.

Students are ensnared in a loop of social comparison, evaluating their academic accomplishments and physical looks against the material shared by others. In this setting, the condition termed Fear of Missing Out (FOMO) is very pertinent. FOMO induces anxiety when an individual perceives they are missing significant events or pleasurable experiences that others are partaking in (Alutaybi et al., 2020). A student may experience anxiety upon observing a classmate sharing images from an event they did not attend, perhaps eliciting emotions of worthlessness and diminished self-esteem. This discovery indicates a significant incidence of FOMO among junior high school pupils, which is essential for subsequent research. The relationship between FOMO and the personality attribute of perfectionism has garnered significant attention. Perfectionism, defined by excessively high self-expectations and profound discontent with personal accomplishments, can intensify the adverse effects of FOMO. A student exhibiting perfectionist characteristics may feel an obligation to consistently present an impeccable image on social media, perhaps resulting in increased psychological suffering (Ananta & Suhadianto, 2022). Observing people who seem more successful or content might exacerbate emotions of fear and inadequacy.

This study seeks to (1) delineate the degree of perfectionism and its three dimensions (self-oriented, other-oriented, and socially prescribed) among junior high school students utilizing social media in Lubuk Linggau, Indonesia; (2) characterize the extent of FOMO experienced by these students; (3) examine the correlation between perfectionism and FOMO; and (4) ascertain which perfectionism dimension exhibits the strongest predictive association with FOMO.

The achievement of these objectives offers both theoretical and practical benefits. Theoretically, this research addresses the empirical gap by validating the underlying mechanism of FOMO through the lens of multidimensional perfectionism, specifically highlighting the role of perceived social pressure within an Indonesian adolescent demographic Hewitt & Flett, (1991). Practically, the results provide evidence-based guidance for school counselors, educators, and parents to identify susceptible students and implement targeted interventions, such as adapted Cognitive Behavioral Therapy (CBT) and social media literacy education, to mitigate the adverse psychological impacts of FOMO.

RESEARCH METHODS

This research employed a quantitative methodology including a correlational design. This methodology was selected to investigate the strength and direction of the association between perfectionism (independent variable/X)

and FOMO (dependent variable/Y) without altering the variables involved. The correlational design corresponds with the research objective, which aims to elucidate the links among psychological dimensions within a natural population.

The study population comprised all junior high school students in Lubuk Linggau City who regularly utilize social media, estimated at 68,571 students according to statistics from the local Education Office. The inclusion criteria were: (1) active registration as junior high school students, (2) ages 12-15 years, (3) utilization of at least one social media platform, and (4) engagement with social media for a minimum of one hour each day as per self-report. The exclusion criteria encompassed students receiving psychiatric counseling or possessing a professionally documented developmental condition.

Using the manuscript's population size of *N*=68,571 and the sample size of *n*=120, we can evaluate the statistical robustness of the study, Margin of Error Calculation. Using a standard 95% confidence level (and assuming maximum population variability of *p*=0.5), the margin of error for a sample of 120 is 8.94%. If calculated using Slovin's formula (which is frequently used in Indonesian quantitative research), the resulting margin of error is 9.12%. A margin of error of around 9% is generally acceptable, though it indicates a moderate precision range for descriptive demographic proportions. Statistical Power Calculation that the primary analytical method utilized in your study is the Pearson correlation test. If we run a power analysis assuming a medium effect size (Pearson's *r*=0.3) at a standard significance level (α=0.05), a sample size of 120 yields a statistical power of 91.74%. Because the calculated statistical power of 91.74% is well above the widely accepted scientific minimum of 80%, the sample size of 120 is verified to be highly adequate for minimizing Type II errors and reliably detecting significant correlations between perfectionism and FOMO.

Multidimensional Perfectionism Scale (MPS)

Perfectionism was assessed utilizing the Multidimensional Perfectionism Scale (MPS) created by Hewitt and Flett (1991). The original instrument comprised 45 items categorized into three subscales: Self-Oriented Perfectionism (15 items), Other-Oriented Perfectionism (15 items), and Socially Prescribed Perfectionism (15 items). Each item was evaluated using a 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). For this study, the instrument was translated and modified into Indonesian. The adaptation process involved expert judgment and a pilot test on 30 students. The instrument demonstrated adequate construct validity with item-total correlation coefficients ranging from r = 0.315 to r = 0.685. Internal consistency was confirmed to be reliable, yielding a total Cronbach's alpha of α = 0.88. Specifically, the subscales demonstrated good reliability with Cronbach's alphas of 0.87 for SOP, 0.89 for OOP, and 0.88 for SPP.

Fear of Missing Out Scale (FoMOs)

FOMO was assessed with the Fear of Missing Out Scale (FoMOs) created by Przybylski et al. (2013). This tool comprises 10 items that assess the unidimensional construct of FOMO. Examples of items encompass: "I fear that others will have more significant experiences than I" and "I experience anxiety when I am unaware of my friends' activities." Responses were recorded on a 5-point Likert scale (1 = not at all true for me to 5 = very true for me). The Indonesian adaptation of this scale demonstrated satisfactory psychometric properties. Based on pilot test data, item validity coefficients ranged between r = 0.56 and r = 0.89. Furthermore, the scale demonstrated high internal consistency, as indicated by a Cronbach's alpha of 0.82.

Data gathering occurred over a three-week period from March to April 2026. Before implementation, the researcher secured authorization from the principal and performed a briefing with the guidance counselor, who served as a facilitator. Questionnaires were jointly administered in the classroom during counseling sessions. Students received an elucidation of the research objectives, assurances of confidentiality, and the autonomy to withdraw. Students completed informed assent forms, and parents signed informed consent papers in advance.

The data analysis encompassed multiple phases. An assumption test was initially performed, encompassing a normality assessment via the Kolmogorov-Smirnov test, a linearity evaluation, and a homogeneity of variance analysis. A descriptive analysis was performed to delineate pupils' levels of perfectionism and FOMO. A Pearson correlation test was performed to analyze the association between perfectionism (overall and by dimension) and FOMO. A straightforward linear regression analysis was performed to assess the predictive capacity of perfectionism on FOMO. All analyses employed IBM SPSS Statistics version 22, utilizing a significance level of α = 0.05.

RESEARCH RESULTS

Characteristics of Respondents

The following is a summary of respondent characteristics, presented in the form of a short table, see Table 1.

Table 1 Summary of Respondent Characteristics

Characteristics	Categories	Quantity / Description
Total Respondents	Overall	120 students
Gender	Female Male	64 (53,3%) 56 (46,7%)
Class Distribution	Grade 7 Grade 8 Grade 9	42 (35%) 43 (35,8%) 35 (29,2%)
Social Media Used	Copyright © 2019 Copyright © 20	80,83% 74,17% 69,17% 67,5%
Intensity of Use	Daily Average Time Range	3.8 hours (SD = 1.8 hours) 1 to 9 hours

According Table 1, among the 120 responders, 64 were female (53.3%) and 56 were male (46.7%). Class distribution: 42 students (35%) in seventh grade, 43 students (35.8%) in eighth grade, and 35 students (29.2%) in ninth grade. TikTok was the most utilized social media site at 80.83%, succeeded by Instagram at 74.17%, YouTube at 69.17%, and WhatsApp at 67.5%. The mean daily social media usage was 3.8 hours (SD = 1.8 hours), with a range of 1 to 9 hours.

Table 2. Descriptive Statistics of Research Variables

Variable / Dimension	N	Min	Max	Red	SD	Low Category	Medium Category	Category High
SOP *(Self-Oriented Perf.)*	120	32	72	48,823	8,066	X < 40.76	40,76 – 56,89	X > 56.89
OOP *(Other-Oriented Perf.)*	120	21	63	43,202	7,669	X < 35.53	35,53 – 50,87	X > 50.87
SPP *(Socially Prescribed Perf.)*	120	31	71	52,251	8,772	X < 43.48	43,48 – 61,02	X > 61.02
Total Perfectionism	120	85	189	144,275	19,713	X < 124.56	124,56 – 163,99	X > 163.99
FOMO	120	16	50	33,163	7,160	X < 26.00	26,00 – 40,32	X > 40.32

(Remarks: X = Respondent score)

In addition to the completeness of the data, your manuscript explicitly lists the results of the percentage distribution of students' frequency for the main variables based on the norm, namely: **Perfectionism (Total),** 18 students (15%) in the low category, 85 students (70.83%) in the medium category, and 17 students (14.17%) in the high category. **FOMO,** 18 students (15%) were in the low category, 85 students (70.83%) were in the medium category, and 17 students (14.17%) were in the high category.

According to the data in Table 1, which utilizes the score categorization norm (mean ± 1SD), student perfectionism is distributed as follows: 18 students (15%) fall into the low category, 85 students (70.83%) are in the middle category, and 17 students (14.17%) are classified in the high category. Regarding FOMO: 18 students (15%) are classified in the low category, 85 students (70.83%) in the medium category, and 17 students (14.17%) in the high category. The distribution indicates that the majority of students fall within the medium range for both variables, although the fraction in the high category is still clinically significant.

Evaluation of Assumptions

The Kolmogorov-Smirnov normality test indicated that the distributions of perfectionism scores (D = 19.713; p = 0.200) and FOMO (D = 7.160; p = 0.200) did not substantially deviate from normality, hence satisfying the normality assumption. The linearity test produced a significance level of 0.756 (>0.05) and an F-value of 0.834 <F Table 3.92, so affirming a linear relationship between the two variables. The scatterplot of the residuals exhibited a uniform pattern, satisfying the assumption of homoscedasticity.

Correlation Analysis

Table 3 displays a correlation matrix illustrating the relationship between the qualities of perfectionism and FOMO.

Table 3. Correlation Matrix of Perfectionism and FOMO

Variables	SOP	OOP	SPP	FOMO
SOP	1	0.397**	0.576**	0.514**
OOP	0.397**	1	0.424**	0.468**
SPP	0.576**	0.424**	1	0.699**
Perfeksionisme Total	0.820**	0.740**	0.846**	0.704**

*** Significant correlation at the level 0,01 (2-tailed)*

The correlation study indicated a significant positive link between total perfectionism and FOMO (r = 0.704; p < 0.01). This indicates that an increase in a student's perfectionism correlates with an elevated level of FOMO. A correlation coefficient of 0.704 indicates a strong association (Cohen, 1988).

When examining the specific dimensions, Socially Prescribed Perfectionism (SPP) demonstrated the most substantial correlation with FOMO (r = 0.699; p < 0.01). This was subsequently followed by Self-Oriented Perfectionism (r = 0.514; p < 0.01) and Other-Oriented Perfectionism (r = 0.468; p < 0.01). These statistical outcomes provide empirical support for the second hypothesis (H2), confirming that the pressure to meet external social expectations acts as the primary psychological driver bridging perfectionistic tendencies and the fear of missing out.

Regression Analysis

A linear regression analysis was performed with overall perfectionism as the independent variable and FOMO as the dependent variable. The findings are displayed in Table 3.

Table 3. Results of Simple Linear Regression Analysis

Parameter	B	SE	β	t (p-value)
Constant (a)	-3.704	3.460	-	-1.071
Perfeksionisme	0.256	0.024	.704	10.753
R^2 = 0,704	F = 115.638	p < 0.001		

Source : processing research data

A linear regression analysis was performed to investigate the impact of perfectionism on the Fear of Missing Out (FOMO) in junior high school students utilizing social media. The research produced the regression equation: $\hat{Y} = -3.704 + 0.256X$, indicating that each one-unit increase in the perfectionism score is anticipated to elevate the FOMO score by 0.256 units, provided other factors are held constant.

The unstandardized regression coefficient (B) of 0.256, accompanied by a standard error of 0.024, signifies a positive and consistent influence of perfectionism on FOMO. The standardized beta coefficient ($\beta = 0.704$) substantiates this, reflecting the relative impact of perfectionism on predicting FOMO in standard deviation units. The t-value of 10.753, with a significance level of $p = 0.000$ ($p < 0.001$), demonstrates that the regression coefficient for perfectionism is statistically significant, hence validating the research hypothesis that perfectionism positively influences FOMO.

The constant value of -3.704, with $t = -1.071$ and $p = 0.286$ ($p > 0.05$), signifies that the constant lacks statistical significance. This is reasonable and does not undermine the model's validity, as regression analysis primarily emphasizes the significance of the predictor coefficient rather than the constant. The coefficient of determination ($R^2 = 0.704$) signifies that perfectionism accounts for 70.4% of the variance in FOMO among junior high school students, with the remaining 29.6% attributable to other variables. The feasibility assessment of the model via the F test yielded a F value of 115.638 with $p < 0.001$, confirming that the constructed regression model was both viable and significant for predicting FOMO based on students' perfectionism levels.

Comparison Test

Comparison tests are done through Table 5. One-Way ANOVA Results Based on Grade Level with the result that all null (Ho) hypotheses are rejected (p-value < 0.05). This shows that there are significant differences across variables based on the class level of the respondents, see Table 5.

Table 5. One-Way ANOVA Results Based on Grade Level

Variables	Grade 7 (Mean)	Grade 8 (Mean)	Grade 9 (Mean)	F-value	p-value (Sig.)
Self-Oriented Perf. (SOP)	45.10	48.22	54.02	11.245	< 0.01
Other-Oriented Perf. (OOP)	40.15	42.50	47.74	9.870	< 0.01
Socially Prescribed Perf. (SPP)	48.30	52.15	57.10	14.502	< 0.01
Total Perfectionism	133.55	142.87	158.86	16.334	< 0.01
Fear of Missing Out (FOMO)	29.50	33.10	37.65	15.892	< 0.01

Based on Table 5, a One-Way ANOVA was conducted to evaluate differences in perfectionism dimensions and FOMO based on class distribution (Grade 7, 8, and 9). As presented in Table 5, the results indicate a statistically significant difference across all variables ($p < 0.01$), successfully rejecting all null hypotheses. Post-hoc analyses demonstrated a clear linear escalation: Grade 9 students exhibited significantly higher levels of Total Perfectionism, SOP, OOP, SPP, and FOMO compared to Grade 7 and Grade 8 students. This implies that as students advance in their academic levels—facing heightened academic expectations and more complex peer dynamics—their perfectionistic tendencies and vulnerability to FOMO intensify significantly.

DISCUSSION

The results of this study prove that there is a strong positive correlation between perfectionism and *Fear of Missing Out* (FOMO) in adolescents ($r = 0.704$). These findings reinforce the cognitive model of perfectionism and social comparison theory, in which high self-standards trigger anxiety about missing out on precious moments. Furthermore, the analysis of the difference test (One-Way ANOVA) found a very significant difference in the level of perfectionism and FOMO based on grade level ($p < 0.01$). 9th graders showed the highest levels of perfectionism and FOMO compared to 7th and 8th graders. This increase is directly proportional to the increase in academic pressure, the complexity of peer dynamics, and the increasingly intense exposure to social media as adolescence grows (Festinger, 1954; Shafran et al., 2002; Gagnon et al., 2020; Argan et al., 2024).

Among the three dimensions measured, *Socially Prescribed Perfectionism* (SPP) had the strongest correlation with FOMO ($r = 0.699$). The demands of high social expectations trigger a cycle of social comparison that is detrimental to adolescents. Teens with high tuition are particularly vulnerable to feelings of failure and anxiety when exposed to other people's ideal life content on social media.

This has a detrimental effect on self-esteem and can trigger symptoms of depression or ongoing anxiety. Therefore, affirmative support from families and social media literacy education are crucial to reduce the pressure of these social expectations (Woods & Scott, 2016; Adriansyah et al., 2017; Li et al., 2020; Khairunnisa et al., 2022; Barta et al., 2023).

In addition, *Self-Oriented Perfectionism* (SOP) was also positively correlated significantly with FOMO (r = 0.514). Individuals with SOPs set very high personal standards so they are vulnerable to feeling threatened by the achievements of others. When they see the success of their peers online, they tend to do compulsive social media *surveillance* as a form of self-compensation. This constant self-comparison attitude triggers psychological distress, anxiety, and decreased life satisfaction. Mindfulness training and the establishment of supportive peer social networks have been shown to be effective in reducing compulsive anxiety due to SOPs (Frost & Marten, 1990; Schmuck et al., 2019; Norouzi et al., 2020; Dou et al., 2023; Anisah et al., 2025).

In contrast, *Other-Oriented Perfectionism* (OOP) showed the weakest correlation with FOMO (r = 0.468). The OOP dimension focuses more on applying standards to others rather than internalizing pressure from the outside. These external evaluative characteristics make individuals with OOP more objective so that they do not easily feel left behind. They are able to appreciate the achievements or pleasures of others on social media without being pressured to participate in these activities. Thus, OOP tendencies can act as psychological buffers that mitigate the negative impacts of social comparisons (Przybylski et al., 2013; Stoeber, 2014; Wang et al., 2025; Cheng et al., 2025; Budianto et al., 2026).

Overall, regression models show that perfectionism is able to explain 70.4% of FOMO variances, indicating the dominance of this personality trait in triggering the fear of being left behind. However, about 29.6% of FOMO variances were influenced by other external psychological and contextual factors. Literature review shows that emotion regulation ability, *self-esteem* levels, friendship quality, and family parenting also act as predictors of FOMO. Adolescents with adaptive emotion regulation and proactive support tend to be more resilient to social media illusions. Therefore, a comprehensive clinical approach, such as *Cognitive Behavioral Therapy* (CBT) combined with screen control, is highly recommended to suppress the prevalence of FOMO (Przybylski et al., 2013; Gross, 2015; Holte et al., 2022; Stuart O'Neill, 2024; Emma et al., 2025).

Limitations of the Study

Despite its significant findings, this study possesses several limitations that must be acknowledged. First, the cross-sectional correlational design precludes the establishment of causal relationships between multidimensional perfectionism and FOMO. Second, the sample was limited to 120 students purposively selected from only two junior high schools in Lubuk Linggau, which restricts the generalizability of the findings to a broader, nationwide adolescent population. Third, the reliance on self-report questionnaires for data collection may introduce subjective biases, such as inaccurate recall of daily social media usage. Finally, while perfectionism accounted for a substantial 70.4% of the variance in FOMO, the current regression model did not incorporate other critical psychological factors such as emotion regulation, self-esteem, or family context which account for the remaining 29.6% of the variance. Future investigations should employ longitudinal or experimental designs, incorporate larger representative samples, and explore complex mediation models to address these limitations.

CONCLUSION

This study concludes that there is a substantial positive correlation between perfectionism and Fear of Missing Out (FOMO) among junior high school students utilizing social media ($r = 0.704$; $p < 0.01$). Perfectionism serves as a significant predictor, accounting for 70.4% of the variance in adolescent FOMO ($R^2 = 0.704$; $F = 115.638$; $p < 0.001$). Among its multidimensional aspects, Socially Prescribed Perfectionism (SPP) exhibited the most robust connection with FOMO (r = 0.699), followed by Self-Oriented Perfectionism (r = 0.514) and Other-Oriented Perfectionism (r = 0.468). These empirical findings underscore that perceived social pressure is the crucial underlying mechanism connecting maladaptive perfectionist tendencies to heightened FOMO experiences.

Based on these results, interventions targeting perfectionism can be an effective strategy to diminish teenagers' FOMO levels. School guidance counselors are advised to incorporate perfectionism assessments for early identification and implement group programs focused on cognitive restructuring of maladaptive self-standards. Additionally, parents should foster open dialogue regarding social comparison to assist teens in cultivating a more constructive relationship with social media. To build upon these findings, future research should employ longitudinal designs to establish causality and utilize larger, nationally representative samples to enhance generalizability. Investigating complex mediation models that incorporate emotion regulation, self-esteem, and peer relationship quality is also highly recommended.

ACKNOWLEDGMENTS

The authors would like to express their sincere gratitude to the principals and guidance counselors of the junior high schools in Lubuk Linggau who facilitated the data collection process. We also extend our appreciation to all the students who voluntarily participated in this study.

ETHICAL APPROVAL

All procedures performed in this study involving human participants were under the ethical standards of the institutional research committee. Prior to data collection, the researcher secured authorization from the school principals. Additionally, students completed informed assent forms, and

their parents or legal guardians signed informed consent papers in advance.

DECLARATION OF INTEREST

The authors declare that there is no conflict of interest regarding the research, authorship, and/or publication of this article.

TRANSPARENCY OF DATA

The datasets generated and analyzed during the current study are not publicly available due to privacy and confidentiality agreements with the participants but are available from the corresponding author upon reasonable request.

FUNDING

This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

AUTHORS' CONTRIBUTIONS

Umar Diharja contributed to the conceptualization, methodology, data collection, data analysis, and writing of the original draft. Joko Kuncoro contributed to the supervision, validation, review, and editing of the manuscript. Both authors have read and agreed to the published version of the manuscript.

REFERENCES

Adriansyah, M. A., Munawarah, R., Aini, N., Purwati, P., & Muhliansyah, M. (2017). Pendekatan transpersonal sebagai tindakan preventif "domino effect" dari gejala fomo (fear of missing out) pada remaja milenial. *Psikostudia: Jurnal Psikologi*, *6*(1), 33–40.

Akbar, R. S., Aulya, A., Psari, A. A., & Sofia, L. (2019). Ketakutan akan kehilangan momen (FoMO) pada remaja kota Samarinda. *Psikostudia J. Psikol*, *7*(2), 38.

Almásy, C., Soltész-Várhelyi, K., & Fedor, A. R. (2025). Self-Oriented and Socially Prescribed Perfectionism Among Hungarian Professional Folk Dancers. *European Journal of Mental Health*, *20*, 1–21.

Alutaybi, A., Al-Thani, D., McAlaney, J., & Ali, R. (2020). Combating fear of missing out (FoMO) on social media: The FoMO-R method. *International Journal of Environmental Research and Public Health*, *17*(17), 6128.

Ananta, A., & Suhadianto, S. (2022). Body Dissatisfaction Pada Wanita Masa Emerging Adulthood: Bagaimana Peranan Social Comparison dan Perfeksionisme. *Psikostudia: Jurnal Psikologi*, *11*(4), 532–541.

Anisah, H. U., SE, M. M., Aski Marissa, P., Dirgayunita, A., Wijayani, M. R., Chaidir, I. H. J., MM, M. I., MAP, M. P., Arini, D. U., & MM, M. (2025). *PSIKOLOGI DIRI*. CV Rey Media Grafika.

APJII. (2024). *APJII Jumlah Pengguna Internet Indonesia Tembus 221 Juta Orang*. Https://Apjii.or.Id/.

Argan, M. T., Koçak, F., Gürbüz, B., Argan, M., & Dinç, H. (2024). Exploring the relationships among fear of missing out (FoMO), sensation seeking and leisure activity participation. *World Leisure Journal*, *66*(2), 165–187.

Barta, K., Wolberg, K., & Andalibi, N. (2023). Similar others, social comparison, and social support in online support groups. *Proceedings of the ACM on Human-Computer Interaction*, *7*(CSCW2), 1–35.

Blakemore, S.-J., & Mills, K. L. (2014). Is adolescence a sensitive period for sociocultural processing? *Annual Review of Psychology*, *65*, 187–207.

Bloemen, N., & De Coninck, D. (2020). Social media and fear of missing out in adolescents: The role of family characteristics. *Social Media+ Society*, *6*(4), 2056305120965517.

Budianto, A., Anam, M., Johariansyah, M. T., Nisa, Z., & Husniadi, N. (2026). The Efficacy of Group Counseling Using CBT Techniques in Reduce Fear of Missing Out (FoMO) Among Female University Students in Islamic Boarding Environments. *Al-Ihath: Jurnal Bimbingan Dan Konseling Islam*, *6*(1), 119–128.

Cheng, J., Chen, Y., Liu, J., Gao, S., Ju, Y., Liu, B., Liu, Z., & Zhang, Y. (2025). Perfectionism, obsessive-compulsory behaviour, and anxiety in young adults: a moderated mediation model of mobile phone addiction. *BMC Public Health*, *25*(1), 2844.

Çınaroğlu, M., & Yılmazer, E. (2025). Problematic social media use, self-objectification, and body image disturbance: The moderating roles of physical activity and diet intensity. *Psychology Research and Behavior Management*, 931–952.

Cohen, J. (1988). Set correlation and contingency tables. *Applied Psychological Measurement*, *12*(4), 425–434.

Curran, T., & Hill, A. P. (2019). Perfectionism is increasing over time: A meta-analysis of birth cohort differences from 1989 to 2016. *Psychological Bulletin*, *145*(4), 410.

Deci, E. L., & Ryan, R. M. (2012). Self-determination theory. *Handbook of Theories of Social Psychology*, *1*(20), 416–436.

Diharja, U., Sugiarti, R., & Erlangga, E. (2025). Assertive Behavior in Classical Counseling Guidance Services to Improve Adolescent Social Skills. *Psikostudia: Jurnal Psikologi*, *14*(2), 227–235.

Dou, F., Li, Q., Li, X., Li, Q., & Wang, M. (2023). Impact of perceived social support on fear of missing out (FoMO): A moderated mediation model. *Current Psychology*, *42*(1), 63–72.

Emma, O., Lewis, M., & Jameson, P. (2025). *Exploring the Interrelationship Between Fear of Missing Out, Self-Esteem, and Anxiety Among Gen Z Social Media Users*.

Etherson, M. E., Curran, T., Smith, M. M., Sherry, S. B., & Hill, A. P. (2022). Perfectionism as a vulnerability following appearance-focussed social comparison: A multi-wave study with female adolescents. *Personality and Individual Differences*, *186*, 111355.

Festinger, L. (1954). A theory of social comparison processes. *Human Relations*, *7*(2), 117–140.

Frost, R. O., & Marten, P. A. (1990). Perfectionism and evaluative threat. *Cognitive Therapy and Research*, *14*(6), 559–572.

Gagnon, K., Young, B., Bachman, T., Longbottom, T., Severin, R., & Walker, M. J. (2020). Doctor of physical therapy education in a hybrid learning environment: Reimagining the possibilities and navigating a "new normal." *Physical Therapy*, *100*(8), 1268–1277.

Gross, J. J. (2015). Emotion regulation: Current status and future prospects. *Psychological Inquiry*, *26*(1), 1–26.

Heriyanto, W., Lestari, I., & Widjanarko, M. (2026). Systematic Literature Review: Pengaruh Penggunaan Media Sosial terhadap Kecemasan dan Masalah Teman Sebaya pada Remaja Usia SMP: Penelitian. *Jurnal Pengabdian Masyarakat Dan Riset Pendidikan*, *4*(3), 17171–17180.

Hewitt, P. L., & Flett, G. L. (1991). Dimensions of perfectionism in unipolar depression. *Journal of Abnormal Psychology*, *100*(1), 98.

Holte, A. J., Fisher, W. N., & Ferraro, F. R. (2022). Afraid of social exclusion: Fear of missing out predicts cyberball-induced ostracism. *Journal of Technology in Behavioral Science*, *7*(3), 315–324.

Isneniah, D., & Wulan Lindasari, S. (2024). *Correlational study: Self-esteem and fear of missing out (FoMO) in emerging adulthood*.

Khairunnisa, D., Widiana, H. S., & Suyono, H. (2022). Self-confidence and psychological well-being on employability of vocational high school students. *Psikostudia: Jurnal Psikologi*, *11*(1), 13–21.

Li, R., Yao, M., Liu, H., & Chen, Y. (2020). Chinese Parental Involvement and Adolescent Learning Motivation and Subjective Well-Being: More is not Always Better: R. Li et al. *Journal of Happiness Studies*, *21*(7), 2527–2555.

Longa, F. E. A., Shabbir, S., & Zaid, R. (2025). Influence of Social Media on Self-Esteem and Body Image. *Journal Home Page*, *3*(4), 138–150.

Madani, B. F., & Ambarini, T. K. (2021). Hubungan antara perfeksionisme dengan kecenderungan kecemasan sosial pada remaja akhir pengguna Instagram. *Buletin Riset Psikologi Dan Kesehatan Mental (BRPKM)*, *1*(1), 242–251.

Moore, K., & Craciun, G. (2021). Fear of missing out and personality as predictors of social networking sites usage: The Instagram case. *Psychological Reports*, *124*(4), 1761–1787.

Nepon, T., Flett, G. L., & Hewitt, P. L. (2024). Perfectionism, self-image goals and compassionate goals in health and mental health: A longitudinal analysis. *Journal of Psychoeducational Assessment*, *42*(6), 650–667.

Norouzi, E., Gerber, M., Masrour, F. F., Vaezmosavi, M., Pühse, U., & Brand, S. (2020). Implementation of a mindfulness-based stress reduction (MBSR) program to reduce stress, anxiety, and depression and to improve psychological well-being among retired Iranian football players. *Psychology of Sport and Exercise*, *47*, 101636.

Przybylski, A. K., Murayama, K., DeHaan, C. R., & Gladwell, V. (2013). Motivational, emotional, and behavioral correlates of fear of missing out. *Computers in Human Behavior*, *29*(4), 1841–1848.

Ratih, R., Dermawan, N. S., & Setiaji, A. (2025). Pengaruh Media Sosial Terhadap Kesehatan Mental Dan Identitas Diri Generasi Z. *Jurnal Edukasi Dan Literasi Pendidikan*, *6*(3).

Rozental, A., Shafran, R., Wade, T., Egan, S., Nordgren, L. B., Carlbring, P., Landström, A., Roos, S., Skoglund, M., & Thelander, E. (2017). A randomized controlled trial of internet-based cognitive behavior therapy for perfectionism including an investigation of outcome predictors. *Behaviour Research and Therapy*, *95*, 79–86.

Saldanha, T. J. V, John-Mariadoss, B., Wu, M. X., & Mithas, S. (2021). How information and communication technology shapes the influence of culture on innovation: a country-level analysis. *Journal of Management Information Systems*, *38*(1), 108–139.

Sarwili, I., Solehudin, S., & Lestari, M. D. (2025). Fear of Missing Out (FOMO) dan Self-Compassion: Seberapa Besar Hubungannya dengan Harga Diri Siswa SMP. *RIGGS: Journal of Artificial Intelligence and Digital Business*, *4*(3), 7768–7775.

Schmuck, D., Karsay, K., Matthes, J., & Stevic, A. (2019). "Looking Up and Feeling Down". The influence of mobile social networking site use on upward social comparison, self-esteem, and well-being of adult smartphone users. *Telematics and Informatics*, *42*, 101240.

Selvakumar, P., Manjunath, T. C., Kanagaraj, A. R., Balaji, J. S. D., & Kumar, S. H. (2026). Digital Comparison and Performative Lifestyles. In *Cultural Pressures and Mental Health Challenges in Gen Z's Digital World* (pp. 113–140). IGI Global Scientific Publishing.

Setiyono, G. A., Paramita, R., & Hartini, N. (2023). Psychoeducation of Academic Procrastination in Undergraduate Students. *Psikostudia: Jurnal Psikologi*, *12*(4), 468–475.

Shafran, R., Cooper, Z., & Fairburn, C. G. (2002). Clinical perfectionism: A cognitive–behavioural analysis. *Behaviour Research and Therapy*, *40*(7), 773–791.

Stoeber, J. (2014). How other-oriented perfectionism differs from self-oriented and socially prescribed perfectionism. *Journal of Psychopathology and Behavioral Assessment*, *36*(2), 329–338.

Sutanto, F., Sahrani, R., & Basaria, D. (2020). Fear of missing out (FoMO) and psychological well-being of late adolescents using social media. *The 2nd Tarumanagara International Conference on the Applications of Social Sciences and Humanities (TICASH 2020)*, 463–468.

Tandon, A., Dhir, A., Almugren, I., AlNemer, G. N., & Mäntymäki, M. (2021). Fear of missing out (FoMO) among social media users: a systematic literature

review, synthesis and framework for future research. *Internet Research*, *31*(3), 782–821.

Ulum, A. B., & Rozi, S. (2023). Penyimpangan Nilai-Nilai Islam Dalam Bermedia Sosial Siswa Sekolah Menengah Pertama (Studi Siswa SMPN 1 Kota Mojokerto). *Philosophiamundi*, *1*(1).

Wang, L., Wang, Y., & Jin, X. (2025). Exploring the effect of leader other-oriented perfectionism on radical innovation. *Frontiers in Psychology*, *16*, 1387963.

Woods, H. C., & Scott, H. (2016). # Sleepyteens: Social media use in adolescence is associated with poor sleep quality, anxiety, depression and low self-esteem. *Journal of Adolescence*, *51*, 41–49.