RELATIONSHIP BETWEEN ANXIETY AND FOMO (*FEAR OF MISSING OUT*) WITH NOMOPHOBIA IN NURSING FACULTY STUDENTS

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ABSTRACT

Introduction: Smartphones can have positive and negative impacts on their users. Generally, smartphone use among the community is difficult to control, causing dependence on smartphone use or known as nomophobia. **Objective:** This study aims to determine the relationship between anxiety and FoMO in the Faculty of Nursing, University of Riau. **Method:** This study is a quantitative study using a descriptive correlational design and a cross-sectional approach. The research sample was 235 respondents from the Faculty of Nursing, University of Riau using the stratified random sampling technique. The instruments used in this study were the No Mobile Phone Phobia Questionnaire (NMP-Q), Fear of Missing Out Scale (FoMOS) and HARS (Hamilton Anxiety Rating Scale). The analysis using the alternative kolmogorov smirnov test. **Results:** The majority of respondents experienced moderate nomophobia as many as 129 (54.9%), high anxiety as many as 121 (51.5%) and high FoMO as many as 123 (52.3%) students. There was a significant relationship between anxiety and nomophobia with a p value = 0.001 <0.05 and there was a significant relationship between FoMO and nomophobia obtained a p value = 0.000 <0.05. **Conclusion:** The higher the anxiety and FoMO, the higher the nomophobia, conversely, the lower the anxiety and FoMO, the lower the nomophobia in students.
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Keywords: FoMO (Fear of Missing Out), Nomophobia in Nursing Students, Student Anxiety

INTRODUCTION

The development of information and communication technology is increasing due to the increasing needs of society. *Smartphones* are communication technology devices that can be used as communication tools, accessing the internet and various other features. The ability of technology to create features on *smartphones* is increasingly sophisticated, which makes users continue to involve *smartphones* in their daily lives so that the benefits can be felt by all ages. (Retalia, 2020).Not only providing benefits, *smartphones* It can also have a negative impact on users if they cannot control their *smartphone use* , such as anxiety, depression, increased risk of stress, sleep disorders, eye fatigue, near vision disorders, poor posture, decreased cognitive abilities, and even dependence on *smartphone use.* (Kamaruddin et al., 2023).

In the survey Asosiasi Penyelenggara Jasa Internet Indonesia(APJII), it was noted that in Indonesia there was an increase in internet usage every year. In the year 2020there were 198 million users (73.7%) of a population of 267 million people. In the year 2022it became 210 million users (77.02%) of a population of 273 million people and in the year2023 penetrated 216 million users (78.19%) of the population of 276 million people. Internet users in the Sumatra region are 73.50% and in Riau Province 77.14%. Internet use at the age of 19-34 years reached 97.17% and students are in first place with a percentage of 98.99%, especially undergraduate students reaching 97.61%.

The increasing number of internet users is caused by excessive *smartphone use. Someone who is addicted to using a smartphone* is called nomophobia. Nomophobia (*No Mobile Phone Phobia*) is a modern phobia that involves excessive *smartphone use that can cause mental health disorders. People with nomophobia tend to feel* anxious, afraid and restless when away from *their smartphones.*(Rizal & Widiantoro, 2022). From the

data of *The Royal Society for Public Health* , the problem of nomophobia is prone to occur when aged 18-25 years or late adolescence because they do not have an important routine that can fill their free time. Therefore, late adolescence uses *smartphones more often.*

Students who are dependent on *smartphone use* will use *smartphones* more than 5 hours/day.(Ayar & Bektas, 2021). Based on the results of the study, the intensity of Syafitri et al., (2022)*smartphone* use at the Faculty of Nursing, University of Riau reached 10 hours/day. The Faculty of Nursing, University of Riau is one of the faculties at the University of Riau that still uses the *hybrid learning method . Hybrid Learning* is learning that combines 50% face-to-face learning and 50% online learning. The method applied makes students access *smartphones more often to attend lectures such as conducting skill lab* room drills with *Google Forms* , contacting lecturers for lecture contracts and using *Zoom meetings* to study. Therefore, students cannot be separated from the use of *smartphones* during lectures(Nurhayati et al., 2023; Verawati & Desprayoga, 2019).

Based on research conducted by Nabila & Septy (2022), during *hybrid learning* students tend to experience anxiety. Anxiety is a condition characterized by feelings of tension, worry, palpitations and sweating. Individuals who experience anxiety react with fear to certain situations. Anxiety that occurs in students is related to pressures faced such as running out of battery, running out of quota, losing network during the hybrid learning process and fear of not being able to interact with people. Individuals with anxiety are more prone to exhibiting nomophobic behavior.(Gnardellis et al., 2023; Rahayuningrum & Sary, 2019).

Apart from anxiety in students which can trigger nomophobia, there are also other factors according to YouGov, namely the syndrome FoMO. FoMO (*Fear of Missing Out*) is a feeling of anxiety, envy because you are not involved in other people's activities and a feeling of fear of missing out on something new. Basically, there are many features that are obtained when using *a smartphone* , including social media. Students actively use social media so that they can connect with each other and support *updates on* activity posts that can be seen by others, so this triggers the emergence of FoMO. This feeling of wanting to continue to be involved is what makes it difficult for students to part with *their smartphones.* (Rahmi & Sukarta, 2020).

Individuals who experience FoMO will always check *their smartphones* at any time, either before going to bed or when they wake up because they are afraid of missing out on news. People with FoMO are more concerned about social media, this causes a desire to be recognized in cyberspace and always find out about other people's activities. FoMO is driven by several factors, namely not being able to use free time, feeling the need to continue to engage with others on social media, lack of communication skills towards the environment, high intensity use of social media, feeling that information is easy to obtain, resulting in dependence and feeling the need to continue to access it.(Jannah & Rosyiidiani, 2022; Mandas & Silfiyah, 2022).

Based on a preliminary study conducted by researchers on March 25, 2024 with 10 students using a questionnaire distributed via *Google Form* at the Faculty of Nursing, University of Riau, it was found that 10 students (100%) experienced nomophobia with various categories. A total of 4 students (40%) experienced moderate nomophobia and 6 students (60%) experienced severe nomophobia. Regarding the FoMO phenomenon in students, the results showed that 10 (100%) students experienced different levels of FoMO. A total of 9 students (90%) experienced moderate FoMO and 1 student (10%) experienced mild FoMO. The results of the preliminary study showed that 10 students (100%) experienced moderate anxiety. This study aims to determine the relationship between anxiety and FoMO (Fear of Missing Out) with nomophobia in students of the Faculty of Nursing, University of Riau.

METHODS
This research is a quantitative - research using a descriptive design. This research will use a *Cross Sectional approach*. The population in this study were active students of the Nursing study program A in 2021, 2022 and 2023 totaling 568 students. The sampling technique used was *stratified random*

sampling . *Stratified random sampling* is a sampling technique in a heterogeneous population and there are strata in the population (Carsel, 2018). The calculation of the number of samples was carried out using the Slovin formula using a significance level of 5% so that the sample in this study amounted to 235 respondents. This research was conducted at the Faculty of Nursing, University of Riau on May 28, 2024 - June 9, 2024. This research was conducted by distributing questionnaires *offline.* The instruments used in this study were the No Mobile Phone Phobia Questionnaire (NMP-Q), Fear of Missing Out Scale (FoMOS) and HARS (Hamilton Anxiety Rating Scale). The analysis used is univariate and bivariate analysis with the *Kolmogorov Smirnov alternative test.* because it does not meet the requirements for a *chi square test* with a = 0.05. This research was conducted after obtaining a research ethics permit from the Ethics Committee of the Faculty of Nursing, University of Riau with the number 753 / UN19.5.1.8 / KEPK.FKP / 2024.

RESULTS

Tabel 1. Frequency distribution and percentage of nomophobia, anxiety and FoMO

Nomophobia	Number (n)	Percentage
Mild	8	3.4
Moderate	129	54.9
Severe	98	41.7
Anxiety		
Low	114	48.5
Tall	121	51.5
FoMO		
Low	112	47.7
Tall	123	52.3
Total	**235**	**100**

In table 1, it can be concluded that the majority experienced moderate nomophobia, namely 129 respondents (54.9%), followed by severe nomophobia as many as 98 respondents (41.7%) and mild nomophobia as many as 8 respondents (3.4%). The anxiety that occurred in the majority of respondents was high anxiety, namely 121

respondents (51.5%), followed by low anxiety, namely 114 respondents (48.5%) and the majority of respondents experienced high FoMo, namely 123 respondents (52.3%), followed by low FoMO as many as 112 respondents (47.7%).

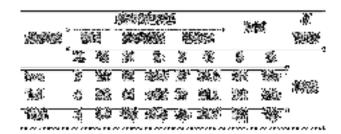**Table 2. Relationship between Anxiety and Nomophobia in Nursing Faculty Students**

Table 2 above shows the results that the majority of respondents experienced low anxiety with moderate nomophobia as many as 69 respondents (60.5%), followed by high anxiety with severe nomophobia as many as 61 respondents (50.4%), high anxiety with moderate nomophobia as many as 60 respondents (49.6%), low anxiety with severe nomophobia as many as 37 respondents (32.5%) and low anxiety with mild nomophobia as many as 8 respondents (7.0%). The results of the *Kolmogorov Smirnov test* obtained *a p value* = 0.045 <0.05 which means Ha is accepted, it can be concluded that there is a relationship between anxiety and nomophobia in students of the Faculty of Nursing, University of Riau.

Tabel 3. Relationship between FoMO (Fear of Missing Out) and Nomophobia in Nursing Faculty Student
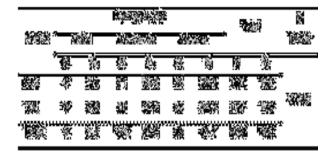
Table 3 above shows the results that The majority of respondents experienced low FoMO with moderate nomophobia as many as 71 respondents (63.4%), followed by high FoMO with severe nomophobia as many as 65 respondents (52.8%), high FoMO with moderate nomophobia as many as 58 respondents (47.2%), low FoMO with severe nomophobia as many as 33 respondents (29.5%) and low FoMO with mild nomophobia as many as 8 respondents (7.1%). There are 2 *cells* (33.3%) in the anxiety variable with nomophobia that have an *expected count value* of less than 5. The results of *the Kolmogorov Smirnov test* obtained *a p value* = 0.003 <0.05 which means Ha is accepted, it can be concluded that there is a relationship between FoMO and nomophobia in students of the Faculty of Nursing, University of Riau.

DISCUSSION
Nomophobia
Nomophobia is a fear and anxiety that is often experienced by young people because they cannot use *smartphones* and the features available in them (Nugraha et al., 2022). This study shows that the majority of students of the Faculty of Nursing experience moderate nomophobia. This means that students feel uncomfortable when away from *their smartphones*, although the feeling is not excessive. Students will always want to bring *their smartphones* wherever they go, but their use can still be controlled. Nomophobia in the moderate category still needs to be overcome by controlling oneself so that it does not turn into severe nomophobia (Haryati et al., 2020).

The results of the second study showed that students experienced severe nomophobia. Nomophobia in this category is almost unable to get away from *smartphones* for many reasons and always checks *smartphones* every 60 seconds. People who experience severe nomophobia need to get intervention as a preventive measure. If this is not followed up, it can cause mental health problems (Haryati et al., 2020).

Students with moderate to severe nomophobia will be anxious if they miss important notifications and information available on social media and anxious if *their smartphones* are not carried during activities. Therefore, students who experience moderate to severe nomophobia will hold *their smartphones* wherever they go (Rahman et al., 2024).

Students with mild nomophobia tend to have good self-confidence in living life without prioritizing *smartphones*. Individuals who do not have nomophobia can manage their time well in using. *Smartphones* and prefer to interact directly rather than involving *smartphones.* (Haryati et al., 2020).

The results of this study are in line with research conducted by Rahmadani & Mandagi (2021)on nomophobia in Unair students. The results of the study showed that the majority of students experienced moderate nomophobia, namely 37 people (90.24%) and the rest experienced mild nomophobia, namely 4 people (9.76%). Research related to nomophobia in students was also conducted by Haryati et al (2020), the results obtained were that students of the Faculty of Nursing Unpad experienced the most moderate nomophobia, namely 559 people (63.5%).

Anxiety
Anxiety according to *the American Psychological Association* (APA) is a feeling that arises during stressful situations characterized by feelings of restlessness, worry, high blood pressure, and rapid heartbeat. Anxiety that commonly occurs in students is anxiety related to the learning environment or known as academic anxiety (Fransiska et al., 2023; Pertiwi et al., 2021).

Nursing students experience academic anxiety due to demands from the academic field such as challenges in subjects, pressure in doing practicum, facing exams and the implementation of *hybrid learning methods* on campus (Fransiska et al., 2023; Nabila & Septy, 2022). Learning at the Faculty of Nursing, Riau University currently uses a hybrid method. This method apparently causes anxiety in nursing students related to various obstacles that arise (Andiarna & Kusumawati, 2020).

This study shows that the majority of students of the Faculty of Nursing experience high anxiety. According to Stuart & Laraia (2005), Nurcita & Susantiningsih, 2020)high or severe anxiety is characterized by a reduction in conceptual views so that they become unfocused on the source of anxiety. The anxiety felt causes symptoms such as

nausea, insomnia, headaches, frequent urination, focusing on oneself and wanting to eliminate anxiety.

According to Stuart & Laraia (2005, inNurcita & Susantiningsih, 2020) Low-level or mild anxiety occurs due to everyday phenomena, namely individuals will be more sensitive in doing something so that they become more creative. Characteristics of mild anxiety are fatigue, increased motivation and can learn well.

This study is in line with research conducted by Gnardellis et al (2023)on DAS (Depression, Anxiety and Stress) with nomophobia in adolescents aged 18-25 years. The results of the study found that adolescents experienced severe anxiety but differed between male and female genders. The results showed that women experienced more severe anxiety (63.3%) than men (55.1%).

FoMO
According to Przybylski et al (2013, in Putri et al., 2019), FoMO is a feeling of anxiety, restlessness, and fear of missing important moments from other people without being involved in them. Someone who experiences FoMO always does not want to miss information related to activities carried out by other people.

This study shows that the majority of nursing faculty students experience high FoMO. Students who experience high FoMO tend to spend more time on social media because of the desire to stay connected so as not to miss information and activities carried out by others. This can also occur because the need to interact arises so that the use of social media increases.(Putri et al., 2019; Rahmi & Sukarta, 2020).

The second research result shows that students experience low FoMO. Individuals who experience low FoMO when using social media are less interested in involving themselves too much in the activities of others. Students who experience low FoMO tend not to experience excessive anxiety and fear if they miss information from social media.(Kiyassathina & Sumaryanti, 2021).

This research is in line with research conducted byPutri et al., (2019) In students, the results of the study found that the students were at the *severe* FoMO level. The results of this study are also in line with research conducted by Rahmi & Sukarta (2020) where students who experience high levels of FoMO reach the majority of students.

Relationship between anxiety and nomophobia in students of the Faculty of Nursing
Nomophobia that occurs can cause personality disorders, loneliness, and decreased self-esteem. Nomophobia is also associated with depression, anger, anxiety, aggressive behavior, stress and lack of time to rest due to excessive (Walean et al., 2021).*smartphone use.*

Based on Yildirim's theory (2015, in Alini et al., 2022), people who experience nomophobia cannot be far from *their smartphones* and always want to check them. These feelings are in accordance with the aspects of nomophobia, namely not being able to communicate, losing connection, not being able to access information and feeling comfortable using *smartphones* (Iswanti, D.I, Lestari, S.P & Hani, 2020). This causes individuals to forget the negative impacts that can arise so that they tend to experience anxiety, restlessness, and anger.

There are factors that can influence nomophobia including gender, age, self-esteem, extraversion personality, loneliness and neurotic personality. Individuals with high neurotic personality show attitudes and behaviors such as anxiety, worry, moodiness and depression.(Ciptadi & Selviana, 2020).

Students with negative emotional attitudes such as anxiety will be more prone to showing nomophobia behavior. Anxiety can cause *smartphone abuse* such as being unable to stay away from it. Anxiety that occurs in students is related to the pressure faced when having to part with *smartphones* and the fear of not being able to interact with others.(Gnardellis et al., 2023; Rahayuningrum & Sary, 2019).

Hybrid learning method at the Faculty of Nursing, University of Riau is one of the factors that can trigger anxiety in students. The anxiety that arises encourages students to use *smartphones* to always be connected to lecture information obtained *online.* This study is in line with research Gnardellis et al., (2023) where anxiety that occurs in individuals can cause nomophobia. In this case, students feel very much in agreement with one of the

nomophobia question items related to anxiety, namely feeling anxious if they cannot communicate with other people and feeling anxious when they do not bring *a smartphone*. The same research results are also found in research conducted by (Rahayuningrum & Sary, 2019) where there is a relationship between anxiety levels and nomophobia. Anxiety can cause *smartphone abuse,* namely being unable to stay away from *smartphones.*

Relationship between FoMO and nomophobia in students of the Faculty of Nursing

Students who experience FoMO tend to continue accessing *smartphones* to eliminate feelings of anxiety and worry that can occur if they miss information and activities carried out by other people on social media. FoMO arises due to excessive *smartphone use* in accessing social media. Based on the fear of being left behind on trends on social media, it encourages individuals to use *smartphones* continuously until they cannot stay away from them.(Nafisa & Salim, 2022).

Individuals with high FoMO feel the need to monitor their social media activity because they are afraid of not following the news and missing important moments with friends. This clearly encourages people to continue using their smartphones. Therefore, nomophobia is more often experienced by FoMO(Mandas & Silfiyah, 2022).

Based on research conducted by Przybylski (2013, in Wardani et al (2023), students who experience FoMO want to stay connected to social media without paying attention to time and place. This condition is certainly also experienced by students who experience nomophobia because they want to continue using *smartphones* without any limitations of place and time such as when eating, going to the toilet, gathering with friends and family, even during lectures.

Based on Hamutoglu's research (2018, in Rahmi & Sukarta, 2020)revealing that students who experience nomophobia are more likely to experience FoMO. One of the causes of moderate nomophobia is influenced by FoMO. Nomophobia contributes 41% to the incidence of FoMO experienced by students, the rest is contributed by other nomophobia factors. Nomophobia is related to

FoMO because most late adolescents are currently connected to others through social life and the identity that has been built (Nursalam et al., 2023). They seek external validation and recognition from others(Setia & Tiwari, 2021).

The results of this study are in line with research conducted by Rahmi & Sukarta (2020)on FoMO with nomophobia in students, it was found that there is a relationship between FoMO and nomophobia in students with *a p value* = 0.000. This study is also in line with research Rizal & Widiantoro (2022), where someone who experiences FoMO has a habit of connecting with activities done by other people on social media. They will continue to check notifications that come into their *smartphones* so they don't miss information. This means that FoMO can be the cause of individuals experiencing nomophobia.

This study is expected to broaden insights in the field of psychiatric nursing and develop its science related to the phenomenon of nomophobia in various vulnerable age groups. It is expected to increase students awareness to manage smartphone usage time and for further researchers who want to conduct research on nomophobia by examining other factors that can cause nomophobia. The limitation in this study is that the researcher used a modified HARS questionnaire so that the questionnaire used in the study was less specific.

CONCLUSION

There is a relationship between anxiety and FoMO with nomophobia in students. the majority of students who have low anxiety experience moderate nomophobia, while students who have low FoMO experience moderate nomophobia. The researcher suggests that further researchers who are interested in similar problems can develop factors that have the potential to cause nomophobia in students and are also expected to conduct research on different age groups.

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