

# Reducing Fear of Missing Out (FoMO) Through Experiential Learning: A Quasi-Experimental Study in Vocational High Schools

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## ABSTRACT

The rise of digital technology has contributed to increased Fear of Missing Out (FoMO) among adolescents, which negatively affects their emotional well-being and academic engagement. This study aimed to examine the effectiveness of Experiential Learning (EL) in reducing FoMO among vocational high school students. A quasi-experimental, one-group pretest-posttest design was used with 15 purposively selected 11th-grade students from SMK Nasional Malang who exhibited moderate to high FoMO scores. The intervention was based on Kolb's experiential learning model and included role-playing, group discussions, and reflective activities. FoMO levels were assessed using a validated 10-item Likert scale adapted from Przybylski et al. (2013). Data were analyzed using the Wilcoxon Signed Rank Test. Findings showed a significant reduction in FoMO scores after the intervention ( $Z = -3.415, p = 0.001$ ), with most participants moving from high to medium or low FoMO categories. Students also reported improved emotion regulation and time management. The experiential activities promoted active engagement, self-awareness, and practical coping strategies in managing digital pressure. The results support the use of experiential learning to reduce FoMO by enhancing emotional resilience and fostering healthier social interactions. Although limited by sample size and lack of a control group, the study provides promising evidence for integrating experiential methods into school-based guidance and counseling programs. Future research should employ randomized controlled trials to strengthen causal claims and explore long-term effects.

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## 1. INTRODUCTION

The development of information and communication technology has now changed the pattern of social interaction and lifestyle of individuals, especially the younger generation. From the emergence of the internet to the application of artificial intelligence, it has not only led to innovation but also created a new reality that changes the pattern of work, communication, and daily life (Permana et al., 2025; R et al., 2024). One of the striking implications is the emergence of the Fear of Missing Out (FoMO) phenomenon,

which is excessive anxiety due to feeling left behind from the experience or information that others have (Przybylski et al., 2013).

The phenomenon of Fear of Missing Out is increasingly prominent among Vocational High School (SMK) students, during which time adolescents face various challenges, including the search for self-identity and adjustment to change (Putra et al., 2020). Individuals characterized by pronounced FOMO face many adverse feelings, such as symptoms of depression and anxiety, and may adopt diverse strategies to manage these sentiments (Elhai et al., 2020). FoMO not only impacts psychological health, but can also interfere with study concentration, decrease productivity, and affect the quality of students' interpersonal relationships. One study explained that FoMO also has a negative impact on students' concentration, interest in learning, and academic performance in subjects (Kusuma et al., 2023).

In the context of education, Fear of Missing Out behavior is a complex challenge for educators especially counselors, counselors in Indonesian vocational high schools (SMK) highlight their important role in supporting student development. Counselors help students with career preparation, personal growth, and academic challenges (Sharma et al., 2023). Therefore, the need for an approach that is able to integrate the strengthening of intrapersonal and interpersonal skills is an inevitable urgency. One of the relevant approaches to address this FoMO challenge among adolescents is experiential learning. Experiential Learning emphasizes what students should do to construct their knowledge and achieve the desired learning outcomes (Kolb, 2014). In contrast to traditional learning that focuses more on expository, experiential learning provides opportunities to combine theoretical and practical knowledge and apply it in real-world situations, which helps deepen understanding and insight through experiential learning (Morris, 2020). Experiential learning is a pedagogical approach that emphasizes learning through direct experience and reflection (Wooding, 2020). Experiential learning has been shown to improve academic performance, adaptability, and skills essential for integrating technology (Nicolas et al., 2023).

Experiential learning provides space for students to learn through hands-on experiences that involve active participation, critical reflection, and independent decision-making. Studies show that experiential learning can increase student engagement (Wadu et al., 2024). Experiential learning is designed to encourage students to understand themselves better, manage their emotions better, and improve their ability to interact positively with their social environment. Research on EL has shown its efficacy in improving students' emotion regulation (Duan, 2024). In the context of reducing FoMO behavior, experiential learning can be an effective method to improve students' ability to deal with social pressure from digital media.

Several studies have been conducted using the experiential learning approach to improve several aspects of students' personality. Group guidance services with an experiential learning approach are effective for increasing students' self-esteem (Priest et al., 2025; Yuliska Putri et al., 2024). Students' social skills can be improved through an experiential learning approach in guidance and counseling services (Dwi Mulyani et al., 2025). There is an increase in student confidence after providing classical guidance services through experiential learning for students (Kholiq et al., 2020). The results of previous research show that experiential learning is effective in building students' social and emotional skills. Experiential activities, such as simulations, role plays, or group discussions, have been shown to increase students' self-awareness and self-confidence. However, studies that specifically examine the impact of experiential learning on reducing FoMO behavior are still very limited. This opens up opportunities for research into how this approach can be adapted to face the challenges presented by the digital age.

Experiential learning allows students to learn from real experiences, which strengthens individuals' understanding of character values and how to apply them in daily life (Faslia et al., 2024). This study aims to determine the effectiveness of experiential learning in reducing FoMO behavior in vocational students. Activities such as decision-making simulation, conscious time management, and social relationship exploration are expected to help students understand their mindset and behavior more deeply. In addition, through systematic reflection, students are given the opportunity to evaluate the impact of FoMO behavior on their lives and design strategies to overcome it. The results of this study are expected to provide comprehensive guidance for the development of learning programs that are not only oriented

towards academic and vocational mastery, but also towards strengthening the character and psychological well-being of vocational students.

Experiential learning emphasizes active engagement, reflection, and application, allowing students to construct meaning from their experiences rather than passively receiving information. According to Kolb's model, the process unfolds through four stages: concrete Experience involves students engaging in real activities such as role plays, simulations, or group discussions that mirror challenges linked to FoMO. Reflective Observation allows them to critically examine these experiences, recognizing how FoMO influences their emotions, relationships, and decision-making. Abstract Conceptualization supports the development of new insights and coping strategies, such as healthier approaches to time management and digital engagement. Finally, active Experimentation encourages students to apply these strategies in daily life, testing more adaptive behaviors in social and academic contexts. This cycle encourages deeper self-awareness, emotion regulation, and adaptive behaviors, which are critical for students facing social pressures in the digital age. Building on this framework, the present study seeks to examine whether experiential learning can effectively reduce Fear of Missing Out (FoMO) among vocational high school students by fostering healthier coping strategies and improving social-emotional skills.

## 2. METHODS

This study uses a quantitative experimental approach with a one-group pretest-posttest design, which is a design that gives a pre-test (initial assessment) before treatment and gives a post-test (final assessment) after treatment. These experimental activities can be said to be a treatment so that the results are not influenced by other factors (Creswell, 2009). There are two variables in this study, namely fear of missing out (dependent variable) and experiential learning (independent variable). The selection of research subjects is based on the fulfillment of certain criteria (purposive sampling) so that the subjects in this study are fifteen XI students of SMK Nasional Malang, consisting of students with high and medium fear of missing out behavior categories taken based on the results of the fear of missing out scale pre-test analysis. The FoMO scale used in this study was adapted from Przybylski et al. (2013) and underwent validity and reliability testing prior to data collection. Content validity was confirmed by expert judgment from counseling and psychology lecturers. Construct validity was assessed using item-total correlations, with all items meeting the minimum threshold ( $r > 0.30$ ). Reliability testing produced a Cronbach's alpha coefficient of 0.82, indicating high internal consistency.

Data were collected using an adapted FoMO scale (Przybylski et al., 2013), consisting of 10 items rated on a 4-point Likert scale (1 = strongly disagree to 4 = strongly agree). The scale measures cognitive aspects (e.g., preoccupation with missing information), affective aspects (e.g., anxiety when not online), and behavioral aspects (e.g., repeatedly checking social media). Validity was ensured through expert judgment and item-total correlation testing ( $r > 0.30$ ). Reliability analysis produced a Cronbach's alpha of 0.82, indicating strong internal consistency. The questionnaire is a widely used research tool for structured data collection, which allows the collection of consistent information from many informants (Cohen et al., 2017). The questionnaire used was adopted from previous research on FoMO (Przybylski et al., 2013). The statement items used in the questionnaire are 10 items using a 4-point Likert scale. In this case, non-parametric statistical research does not require a normality test as a prerequisite test because the data used in the distribution is not normal, namely, respondents are fewer than 30 people. Wilcoxon Signed Rank Test analyzed the data to determine whether there was an effect before and after being given the intervention

## 3. FINDINGS AND DISCUSSION

This study aims to examine the effectiveness of the experiential learning method in an effort to reduce the behavior of Fear of Missing Out (FoMO) in Vocational High School (SMK). The data collected are pretest and posttest scores, using the FoMO scale, which has been tested for validity and

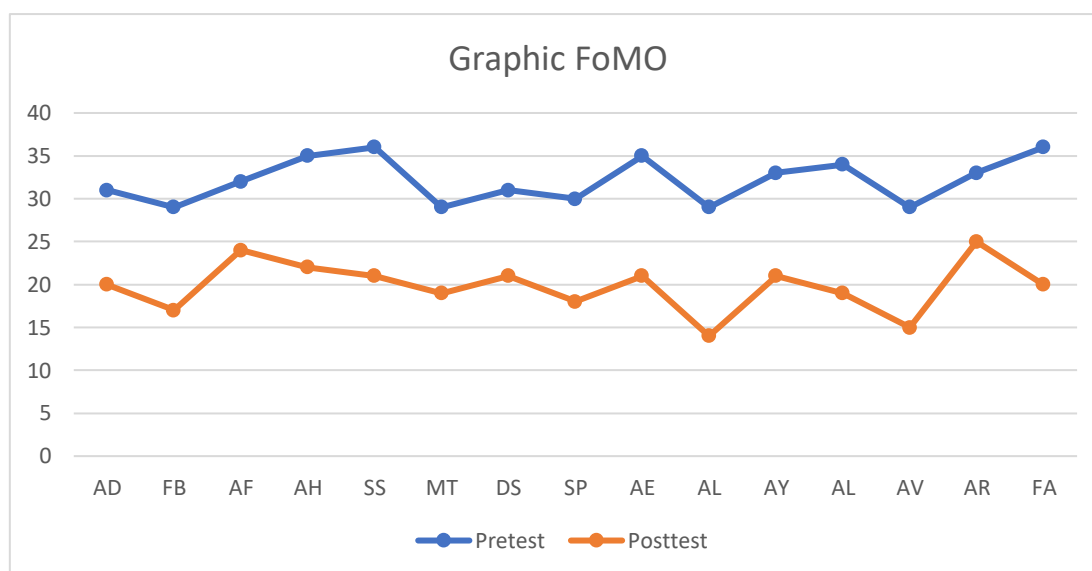
reliability. The following table provides the results of pretest and posttest scoring related to FoMO of Vocational High School students.

**Table 1.** Pretest and Posttest Scoring Results

No	Initial	Pretest Score	Category	Posttest Score	Category
1	AD	31	High	20	Low
2	FB	29	Medium	26	Medium
3	AF	32	High	24	Medium
4	AH	35	High	20	Low
5	SS	36	High	17	Low
6	MT	29	Medium	24	Medium
7	DS	31	High	22	Medium
8	SP	30	Medium	21	Low
9	AE	35	High	19	Low
10	AL	29	Medium	21	Medium
11	AY	33	High	18	Low
12	AL	34	High	21	Medium
13	AV	29	Medium	14	Low
14	AR	33	High	21	Medium
15	FA	36	High	19	Low

**Score Classification:**

- 10 - 20                      *Low*
- 21 - 30                     *Medium*
- 31 - 40                     *High*



**Figure 1.** Pretest and Posttest Results

In order for the group dynamics that take place in the group to be effective and beneficial for the development of group members, the number of group members should not be too large, around 10 or a maximum of 15 people (Kamil & Primanita, 2024). The pretest scores of students ranged from 29 to 36, with a mean of 32.53 (SD = 2.40), placing most students in the *high* FoMO category. After the intervention, posttest scores ranged from 14 to 26, with a mean of 20.40 (SD = 3.20), indicating a substantial reduction, with most students shifting into the *medium* or *low* categories.

**Table 2.** Distribution of Ranks in the Wilcoxon Signed-Rank Test for Pretest and Posttest Scores

		N	Mean Rank	Sum of Ranks
posttest - pretest	Negative Ranks	15 <sup>a</sup>	8.00	120.00
	Positive Ranks	0 <sup>b</sup>	.00	.00
	Ties	0 <sup>c</sup>		
	Total	15		

a. posttest &lt; pretest

b. posttest &gt; pretest

c. posttest = pretest

**Table 3.** Test Statistics<sup>a</sup>

	posttest - pretest
Z	-3.415 <sup>b</sup>
Asymp. Sig. (2-tailed)	.001

a. Wilcoxon Signed Ranks Test

b. Based on positive ranks.

The results of the Wilcoxon signed rank test show that the value of  $Z = -3.415$  with asymp sig. (2-tailed)  $0.001 < 0.05$ , it can be concluded that there is an effect of Experiential Learning on reducing the behavior of Fear of Missing Out (FoMO). From several statistical explanations until the last test using the Wilcoxon Signed Ranks Test shows that most students who previously had high scores experienced a significant decrease in Fear of Missing Out (FoMO) after the intervention. This is in line with the theory of Experiential Learning developed at (Kolb, 2014), where experiential learning allows students to understand concepts more deeply through active engagement, reflection and also application in real life. This represents a large effect according to Cohen's benchmarks, suggesting that the intervention had not only a statistically significant but also a practically meaningful impact on reducing FoMO behavior among students.

### 3.1 Effectiveness of Experiential Learning in Reducing Fear of Missing Out (FoMO)

FoMO behavior appears to be easily affected by the environment, especially when students have entered into a new group environment from the junior high school environment to the vocational school environment, many students are less able to adjust to the environment (Pratiwi et al., 2024). The application of Experiential Learning methods is effective in increasing students' self-awareness and emotion regulation abilities, which contribute to reducing the behavior of Fear of Missing Out (FoMO) (Gezgin et al., 2025). Other research also shows that Fear of Missing Out (FoMO) is closely related to excessive social media use and low emotion regulation-related skills (Kusuma et al., 2023). The present study demonstrates that experiential learning can significantly reduce Fear of Missing Out (FoMO) among vocational high school students. These findings align with Kolb's experiential learning theory, which emphasizes that direct experience, reflection, and application foster deeper self-awareness and adaptive coping strategies (Laato et al., 2022). By engaging in role-playing, group discussions, and reflection, students may have fulfilled psychological needs for relatedness and competence, which previous research has linked to lower FoMO tendencies (Laato et al., 2022). This suggests that experiential learning does not only build academic or vocational skills but also promotes emotional regulation and healthier social interactions.

By implementing the Experiential Learning method, students can be directly involved in various activity settings or experiential activities (Villarroel et al., 2020). Examples of experiential activities such as social interaction simulation, role playing, and self-reflection, can help students understand their mindset and behavior in using social media. Experiential activities can help students apply knowledge, solve problems, and demonstrate professional skills, which are crucial for their future careers (Thote & Gowri, 2021). In the discussion of reducing Fear of Missing Out (FoMO) this method can provide assistance to students to focus more on social interactions with the real world rather than excessive

engagement offered in the virtual or digital world. Nevertheless, alternative explanations must be considered. The observed decrease in FoMO may partly reflect a novelty effect, since interactive methods often capture students' attention more effectively than traditional lessons. Social desirability bias may also have influenced self-reported outcomes, as students might have wanted to demonstrate improvement to teachers and researchers. Additionally, without a control group, it is difficult to rule out natural developmental changes or external factors influencing the results.

One of the main aspects of Experiential Learning is learning based on real experiences that allow students to meet and overcome challenges directly (Morris, 2020). This is corroborated by a study conducted by (Littman-Ovadia & Russo-Netzer, 2024), where the study showed that students who underwent a program with Experiential Learning methods experienced improvements in regulating emotions, time management and reduced social anxiety which can be caused by Fear of Missing Out (FoMO). It can be concluded that Experiential Learning not only improves academic skills but also contributes to students' emotional well-being at school. Through a real-life experience, students learn to be more appreciative of the moment and direct interactions with other students, thus significantly reducing their Fear of Missing Out (FoMO) (Wadu et al., 2024). Experiential Learning can not only be used in improving students' social and emotional skills but also help students a lot in managing the use of social media which has been difficult to follow lately.

### ***3.2 The Impact of Experiential Learning on Emotion Regulation and Social Interaction of Vocational High School Students***

An experiential learning approach can have a positive impact on students' emotion regulation and social interaction. Experiential learning has been shown to improve individual emotion regulation (Năstasă et al., 2023) and improve social-emotional skills at various levels of education (Malinauskas & Malinauskiene, 2021). Fear of Missing Out (FoMO) is closely related to poor emotion regulation and reliance on social media aimed at simply gaining validation from the general public (Elhai et al., 2021). There is evidence of a positive correlation between emotion regulation and prosocial behavior in high school students (Elhousseini et al., 2023).

The impact felt by students after the intervention using Experiential Learning shows some positive trends with them being more able to recognize feelings of anxiety or feelings of anxiety due to Fear of Missing Out (FoMO) from something that is being discussed. Students can also overcome and find ways to overcome this anxiety (Wooding, 2020). The time management that students have becomes more organized and runs according to the target. Students are more often to interact directly with peers and family around, neighbors this certainly has a positive impact on their own emotional well-being (Ditzel et al., 2023).

### ***3.3 Implications for Education and Guidance and Counseling***

Experiential learning needs to be one of the methods applied in the school setting. An important component of experiential learning is reflection, where students analyze their experiences to gain meaningful insights (Rahmi, 2024). Counselors play an important role in facilitating this reflective process and can adapt to bring this method into intervention programs in schools. Guidance and Counseling (BK) teachers can integrate this intervention program with services in Guidance and Counseling with the aim of helping students better regulate emotional regulation, social anxiety resulting from Fear of Missing Out (FoMO) (Hutasuhut & Maulidin, 2025). Guidance and Counseling teachers can also actively encourage students to be involved in school activities that are based or mostly apply real experiences in the field, such as social services, mutual cooperation with the community, extracurricular activities and others. For education itself, conducting training for teachers and counselors related to the application of Experiential Learning is a real action to help students quickly in psychosocial interventions (Nemiro et al., 2022; Passarelli & Kolb, 2023). This study is further limited by its small sample size and reliance on self-report measures, which restrict generalizability and may not fully capture behavioral changes. The absence of long-term follow-up also prevents conclusions

about the persistence of reduced FoMO over time. Despite these limitations, the findings highlight the promise of experiential learning as a school-based intervention to address psychosocial challenges linked to technology use.

Future research should examine the durability of these effects through longitudinal designs, as well as compare experiential learning with other approaches such as mindfulness training or digital literacy programs. Larger randomized controlled trials would provide stronger evidence of causality, while qualitative studies could explore the mechanisms, such as improved emotion regulation, peer connectedness, or time management, through which experiential learning reduces FoMO. Such directions would help establish a more comprehensive understanding of how experiential learning contributes to adolescent well-being in the digital age. In practical terms, these findings suggest that schools and counselors could incorporate experiential methods into guidance and counseling programs. Activities such as role-play, community service, or reflective group work may not only reduce students' dependence on social media validation but also strengthen their resilience and social adaptability (Flaherty et al., 2025; White et al., 2025). Embedding these approaches into school culture could create a learning environment that balances academic achievement with psychological well-being, preparing students to navigate both digital and real-world challenges.

#### 4. CONCLUSION

The findings of this study confirm that Experiential Learning is effective in reducing Fear of Missing Out (FoMO) behavior among vocational high school students. By engaging students in direct experiences, reflection, and active experimentation, this approach not only helps them regulate emotions and reduce social anxiety but also strengthens their ability to build meaningful face-to-face interactions. For schools, these results highlight the need to integrate experiential learning into guidance and counseling services, as well as into classroom practices. Teacher training programs should also provide educators with the skills to design and facilitate experiential activities that foster self-awareness, emotional regulation, and social adaptability. At the policy level, schools can consider adopting structured experiential learning programs as part of broader efforts to promote students' psychological well-being and resilience against digital pressures.

Future research is encouraged to explore the long-term effects of experiential learning interventions across diverse student populations and educational contexts. Program development should also focus on creating scalable models that can be implemented widely, ensuring that more students benefit from this practical and impactful approach.

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