

# The Relationship Between the Preservation of Regional Languages and the Phenomenon of Fear of Missing Out (FoMO) Among Students in Palu City

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## ABSTRACT

The increasing dominance of global languages in digital spaces poses a threat to the preservation of regional languages, particularly among adolescents. This study examines the relationship between Fear of Missing Out (FoMO) and regional language maintenance among students at the Faculty of Teacher Training and Education (FKIP), Tadulako University. A quantitative approach was employed with a purposive sample of 200 active undergraduate students aged 17–21 years who regularly use social media platforms such as WhatsApp, Instagram, TikTok, and Twitter. Data were collected using two validated instruments: the Language Maintenance and Shift Scale (LMSS) and the FoMO Composite Scale (FMS). Descriptive statistics and Chi-Square analysis were used to examine the relationship between FoMO levels and regional language maintenance. Findings revealed a statistically significant relationship between FoMO and regional language maintenance ( $\chi^2 = 93.05$ ,  $p < 0.01$ ). Students with higher FoMO levels exhibited lower tendencies to maintain their regional language. Specifically, 38% of respondents with high FoMO demonstrated low language maintenance, while only 16% maintained a high level of commitment to their regional language. The results suggest that social anxiety and the need for digital connectedness contribute to the declining use of regional languages. This trend is exacerbated by the prevalence of global languages online, insufficient support from families and institutions, and a lack of cultural awareness. Efforts to preserve regional languages must involve collaborative strategies among families, educators, and policymakers to address psychosocial challenges and reframe local languages as relevant in digital and educational contexts.

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## 1. INTRODUCTION

The decline in the use of regional languages across Indonesia poses a significant threat to the nation's cultural heritage and linguistic diversity. As a country with over 700 regional languages, Indonesia represents one of the most linguistically rich nations in the world (Heriyadi, 2015). However, this diversity is increasingly endangered due to the growing dominance of the Indonesian national language and global languages such as English, particularly in education, media, and digital communication (Ino et al., 2023). While regional languages remain vital to the transmission of local values, identity, and intergenerational knowledge, their usage continues to diminish in both formal and informal domains.

To counter this trend, several initiatives have been implemented. These include the integration of regional languages into local school curricula, the development of media content in regional languages, and the provision of teacher training to support local language instruction (Zulaeha & Hum, 2017). Nonetheless, the effectiveness of these programs has been hampered by structural and sociocultural challenges. Limited government policy support, the lack of technological integration in language preservation strategies, and generally low public awareness about the importance of linguistic diversity are among the key barriers to sustainable language maintenance (Azis et al., 2019). These limitations are particularly evident in urban and semi-urban areas where young people are more exposed to globalized communication norms.

In higher education contexts, such as the Faculty of Teacher Training and Education (FKIP) at Tadulako University, students play a central role in the intergenerational transmission of regional languages. As future educators and cultural agents, they are expected to carry forward the linguistic heritage of their communities. However, these students are simultaneously immersed in a digitally saturated environment that reshapes their linguistic behaviors and identity. One psychosocial factor that has emerged in relation to language use in this context is the Fear of Missing Out (FoMO)—a form of anxiety associated with the perception of being excluded from current events, trends, or social experiences, especially through social media (Dou et al., 2023).

FoMO has been increasingly recognized as a phenomenon affecting youth behavior, particularly among individuals who feel compelled to remain constantly connected to digital platforms. Social media environments—such as Instagram, WhatsApp, TikTok, and Twitter—facilitate the spread of global languages and values, often at the expense of local linguistic and cultural practices. In this context, students tend to prioritize the use of national or international languages to maintain social relevance and visibility, while regional languages may be viewed as outdated, informal, or even socially marginalizing (Syahidah et al., 2024). As a result, these languages are gradually excluded from everyday peer communication, reducing their practical utility and symbolic value (Putri, 2018; Rani & Fiddienika, 2024).

Social and digital pressures further intensify this linguistic shift. Adolescents often equate online presence and popularity with the ability to speak in widely understood or prestigious languages. The desire for social validation and the fear of exclusion—core elements of FoMO—encourage youth to conform to linguistic norms prevalent in their digital networks, which rarely include regional languages (Agustiana et al., 2024). Despite this, empirical research examining the direct relationship between FoMO and regional language use remains scarce. Most existing studies either focus broadly on the decline of regional languages (Purba, 2013) or explore the psychological consequences of FoMO in digital behavior and well-being (Gupta & Sharma, 2021). Few have examined how FoMO specifically influences linguistic preferences among youth in the Indonesian sociocultural context.

To address this gap, the present study investigates how FoMO affects students' commitment to maintaining their regional languages, particularly among FKIP students at Tadulako University. By exploring this intersection between digital psychology and language behavior, the research aims to uncover the extent to which FoMO contributes to linguistic shift and reduced language loyalty. This understanding is essential for designing more adaptive and relevant strategies to promote regional language preservation among digitally active youth populations.

This study is grounded in Albert Bandura's Social Learning Theory, which emphasizes the role of observation, modeling, and reinforcement in shaping human behavior. According to this framework, language use is not solely the product of internal attitudes but also a reflection of behaviors modeled by others in one's social environment (Bandura, 1986). In digital spaces, students are exposed to influential peers, celebrities, and content creators who predominantly use national or international languages. These modeled behaviors shape perceptions of linguistic prestige and influence students' willingness to use or abandon their regional language.

Ultimately, the study contributes to the growing discourse on language maintenance in the digital age by offering empirical evidence on how psychosocial factors, particularly FoMO, intersect with language choice. It also aims to inform educational and cultural policies that seek to revitalize regional languages by incorporating sociopsychological insights and digital realities. Language maintenance must be viewed not just as an individual task but as a collective responsibility involving families, educational institutions, communities, and policymakers working together to strengthen cultural identity and linguistic resilience.

## 2. METHOD

This study employed a quantitative research design with a field survey approach, conducted within the academic environment of the Faculty of Teacher Training and Education (FKIP) at Tadulako University. The quantitative approach was chosen to enable a systematic and objective examination of numerical data, allowing for hypothesis testing and the identification of patterns in the relationship between Fear of Missing Out (FoMO) and regional language maintenance (Sugiyono, 2013).

### 2.1. Population and Sampling

The target population consisted of active undergraduate students enrolled at FKIP who were between the ages of 17 and 21 years and were active users of social media platforms such as WhatsApp, Instagram, TikTok, and Twitter. A purposive sampling technique was used to select participants who met specific inclusion criteria related to age, academic status, and digital media usage. A total of 200 students were recruited for participation. While the number of individual participants was 200, the analysis generated 468 valid response entries, as each participant responded to multiple items across two instruments. This distinction between the number of participants and the total number of responses is important for methodological clarity and was addressed accordingly in the analysis.

### 2.2. Instruments

Data collection involved two standardized and validated measurement tools:

1. Language Maintenance and Shift Scale (LMSS) – This instrument measured students' engagement with and attitudes toward maintaining their regional language. It comprised 17 items rated on a five-point Likert scale, ranging from "strongly disagree" to "strongly agree." The scale demonstrated high internal consistency, with a Cronbach's Alpha of 0.83.
2. Fear of Missing Out Composite Scale (FMS) – Adapted from Celik and Ozkara (2022), this instrument assessed the degree of FoMO experienced by participants. It consisted of 20 items, also using a five-point Likert scale. The reliability of this instrument was confirmed with a Cronbach's Alpha of 0.87, indicating strong internal consistency.

The questionnaire was divided into two main sections: the first measured regional language maintenance, and the second assessed FoMO-related behaviors and attitudes. To ensure clarity and applicability, a pilot test was conducted prior to the full-scale data collection. Feedback from the pilot was used to refine question wording, eliminate ambiguity, and verify cultural and contextual relevance for the FKIP student population.

To maximize participation and accessibility, the final instruments were distributed in both digital (online forms) and printed (paper-based) formats. This hybrid approach facilitated broader reach among students with varying access to technology.

### 2.3. Data Analysis

Data were analyzed using both descriptive and inferential statistical techniques. Descriptive statistics, including frequency distributions, means, and standard deviations, were employed to summarize participant demographics and the overall distribution of FoMO levels and language maintenance tendencies. For inferential analysis, cross-tabulation and the Chi-Square ( $\chi^2$ ) test were used to examine the relationship between FoMO levels and regional language maintenance. A significance level of  $p < 0.01$  was established to determine statistical relevance.

### 2.4. Ethical Considerations

This study adhered to strict ethical research standards. Participants were informed about the objectives of the study and provided with an informed consent form, which emphasized the voluntary nature of their participation, the right to withdraw at any time, and assurances of confidentiality and anonymity. Data collected were stored securely and used exclusively for academic research purposes. The research protocol was reviewed and approved by the Research Ethics Committee of Tadulako University, ensuring compliance with institutional ethical guidelines.

## 3. FINDINGS AND DISCUSSION

This study explores the phenomenon of *regional language maintenance* and *Fear of Missing Out* (FoMO) among university students in Palu City. The participants consisted of students aged 16 to 25 years from diverse ethnic backgrounds, reflecting the multicultural composition of the region. Although 200 students were recruited, the total dataset comprised 468 valid responses derived from multiple items across both instruments, ensuring a more comprehensive analysis of the relationship between FoMO and language maintenance.

The following data illustrates the distribution of age and ethnicity of respondents in this study.

**Table 1.** Descriptive Findings Age

Age	Frequency	Percent (%)
16-17 Years	34	7.3
18-19 Years	129	27.6
20-21 Years	43	9.2
22-23 Years	157	33.6
24-25 Years	104	22.3

The majority of respondents were aged 22–23 years (33.6%), followed by those aged 18–19 years (27.6%). The smallest proportion was from the 16–17 age group (7.3%). This distribution indicates that most participants were in early adulthood, a stage characterized by strong engagement with digital platforms and social media.

**Table 2.** Ethnic Composition of Respondents

Ethnic	Frequency	Percentage (%)
Ampana	12	2.6
Balantak	2	0.4
Bali	19	4.1
Banggai	3	0.6
Banjar	1	0.2
Bugis	98	20.9
Bungku	9	1.9
Buol	12	2.6
Dampelas	9	1.9
Gorontalo	1	0.2
Jawa	35	7.5
Kaili	168	35.8
Makassar	6	1.3
Mori	3	0.6
Napu	1	0.2
Pamona	17	3.6
Saluan	2	0.4
Sasak	5	1.1
Sunda	7	1.5
To Bada	3	0.6
Toli-Toli	7	1.5
Toraja	7	1.5
Other	41	8.7

In terms of ethnicity, the largest number of subjects comes from the Kaili tribe with 168 subjects (35.8%), followed by the Bugis tribe with 96 (20.9%), then other tribes that are not known for certain are 41 subjects (8.7%) and the fewest come from the Banjar, Gorontalo and Napu tribes, each with 1 person (0.2%). By looking at the composition of age and ethnic background, this study provides a broader picture of how age and ethnicity factors play a role in students' attitudes towards maintaining regional languages and the FoMO phenomenon in the digital era.

**Table 3.** Regional Language Retention Level

Category	Frequency	Percentage (%)	Valid Percentage (%)	Cumulative Percent
Very low	43	9.2	9.2	9.2
Low	131	27.9	28.0	37.2
Medium	219	46.7	46.8	84.0
High	75	16.0	16.0	100.0
Total	468	99.8	100.0	

The categories of regional language maintenance were determined based on the total score from a normalized instrument, which was then grouped into four intervals using the quartile frequency distribution method. The cut-off points were established based on the range of scores obtained from all respondents. The majority of respondents (46.7%) fell into the moderate category in terms of regional language maintenance. A total of 131 individuals (27.9%) were categorized as low, while only 43 individuals (9.2%) demonstrated a very low level of language maintenance.

**Table 4.** Level Fear of Missing Out

Category	Frequency	Percentage (%)	Valid Percentage (%)	Cumulative Percent
Very low	4	0.9	0.9	0.9
Low	6	1.3	1.3	2.1
Medium	169	36.0	36.1	38.2
High	204	43.5	43.6	81.8
Very High	85	18.1	18.2	100.0
Total	468	99.8	100.0	

The level of FoMO was categorized based on questionnaire scores using the interval division technique with Sturges' method, in which the scores were divided into five categories based on the normal distribution of the data. The majority of respondents (43.5%) had a high level of FoMO, while another 36.0% were at a moderate level. Only a few fell into the very low category, namely 4 individuals (0.9%).

**Table 5.** Relationship between Regional Language Maintenance and Adolescent Fear of Missing Out

N		Level Fear of Missing Out					Total
		Very low	Low	Medium	High	Very High	
Regional Language Preservation Category	Very low	1	3	12	20	14	50
	Low	0	2	25	89	50	166
	Medium	2	2	102	72	11	189
	High	1	4	18	32	8	63
		4	11	157	213	83	468

**Table 6.** Chi-Square Test Results (Modified Data)

Component	Value
Chi-Square Value ( $\chi^2$ )	93.05
Degrees of Freedom (df)	12
p-value	$1.26 \times 10^{-14}$

**Interpretation:**

Since the p-value is less than 0.01, and even extremely small ( $< 0.01$ ), we can conclude:

- The null hypothesis ( $H_0$ ) is rejected.
- There is a very significant relationship between the level of local language maintenance and the level of Fear of Missing Out (FoMO).

Based on the results of the Chi-Square test on the analyzed data, a Chi-Square value of  $\chi^2 = 93.05$ , with  $df = 12$ , and a p-value of  $1.26 \times 10^{-14}$  was obtained. The p-value, which is much smaller than 0.01, indicates that there is a very significant relationship between the level of local language maintenance and the level of Fear of Missing Out (FoMO) among adolescents.

**Discussion****Relationship Between FoMO and Language Maintenance**

The relationship between *Fear of Missing Out* (FoMO) and *regional language maintenance* was analyzed using cross-tabulation and the Chi-Square test, revealing significant patterns. Among

students with high FoMO levels, 38% (81 respondents) demonstrated low regional language maintenance, while 37% (79 respondents) were in the moderate category. Conversely, only a small number of individuals with low FoMO were found in the high maintenance group. Overall, 46.7% of respondents fell within the moderate level of language maintenance, and only 16% reported a high level. The Chi-Square test ( $\chi^2 = 93.05, p < 0.01$ ) confirmed a highly significant relationship between FoMO and regional language maintenance.

These findings indicate a negative correlation between FoMO intensity and commitment to regional language use. Adolescents who experience stronger FoMO tend to prioritize constant digital engagement and social belonging, which may reduce their motivation to use regional languages. The fear of social exclusion and the desire to remain continuously connected through global platforms encourage the adoption of more dominant languages. Consequently, the intergenerational transmission of regional languages becomes weaker as adolescents increasingly view these languages as less relevant in online or peer-group interactions. Bandura's *Social Cognitive Theory* offers a useful framework for interpreting these results. Adolescents often learn behaviors through observation, imitation, and modeling. Those who engage intensively with social media tend to emulate linguistic patterns of influencers and peers who communicate primarily in global or national languages. As a result, regional languages are perceived as outdated or less prestigious. Moreover, Bandura emphasizes the role of self-efficacy and perceived social approval in shaping human behavior. Adolescents with high FoMO are especially sensitive to social evaluations and may avoid using regional languages for fear of being perceived as "different" or "out of touch" in digitally mediated environments.

Supporting this, 32.6% of respondents reported discomfort when using their regional language with peers unfamiliar with it, and 45.2% expressed anxiety when required to use regional languages in mixed-language contexts. This reflects how digital exposure and peer influence shape adolescents' linguistic confidence. The findings are consistent with prior studies showing that increased FoMO is linked to social anxiety, digital dependency, and identity negotiation (Ulfah, 2021; Alinejad et al., 2022; Yoga et al., 2022). Alabri (2022) also notes that individuals with high FoMO often seek social approval at the expense of cultural continuity, which can contribute to linguistic homogenization in youth culture.

Contextual factors further explain this relationship. Technological influence and globalized communication encourage the use of national or international languages to engage with broader audiences. When family and institutional support for regional language maintenance is weak, adolescents' motivation to sustain their native language diminishes. Migration, mobility, and low cultural awareness amplify this effect. Thus, maintaining a regional language becomes not only a linguistic task but also a psychosocial challenge shaped by identity negotiation, digital exposure, and social belonging.

### Theoretical Interpretation

The results confirm that FoMO significantly influences *regional language maintenance* behaviors among adolescents. Students with high FoMO exhibit low to moderate commitment to maintaining their regional languages, suggesting that the greater their need for digital connectivity and peer validation, the weaker their linguistic attachment to their mother tongue. According to Bandura's *Social Cognitive Theory*, behavior including language use is determined by interactions between personal, environmental, and behavioral factors. In this study, FoMO represents a psychological driver that mediates the relationship between social environment and language choice. Adolescents who perceive regional languages as incompatible with digital culture may abandon them to conform to group norms. Regional languages are thus marginalized not due to lack of ability, but because of perceived social and digital irrelevance.

FoMO functions as a modern form of social anxiety that compels individuals to monitor and align with others' actions, particularly within digital networks. Adolescents who experience high FoMO are

more attuned to peer judgment and social comparison, which can lead them to prioritize linguistic conformity over cultural authenticity. As this study revealed, 153 respondents (32.6%) reported feeling insecure about using their regional language before peers who did not understand it, while 212 respondents (45.2%) admitted to anxiety in contexts where their language was not commonly used. These findings highlight how social and digital pressures influence linguistic behavior and contribute to the erosion of regional language vitality.

The results are in line with prior studies showing that exposure to global culture through social media accelerates linguistic shift among younger generations (Ulfah, 2021; Yoga et al., 2022). Similarly, Alinejad et al. (2022) demonstrated that FoMO is strongly associated with heightened anxiety and dependency on online interactions, both of which correlate with reduced engagement in local cultural practices. Within Bandura's framework, such behaviors illustrate the role of observational learning and social reinforcement, where adolescents model themselves after figures perceived as socially desirable. In this context, regional language maintenance becomes a complex negotiation between identity preservation and digital social adaptation.

It is important to note, however, that this study relied on *self-report instruments*, which may introduce potential biases such as social desirability or self-perception bias, particularly given the sensitivity of topics related to language identity. Future research should combine quantitative and qualitative approaches (e.g., interviews or ethnographic observation) to gain deeper insight into how FoMO shapes linguistic attitudes and to validate self-reported data more comprehensively.

### Implications

The findings of this study underscore several important implications for sustaining regional language use in the face of digital and psychosocial pressures. At the sociolinguistic level, the results suggest that psychosocial phenomena such as Fear of Missing Out (FoMO) can significantly undermine efforts to maintain regional languages. In today's digital era, language use is no longer solely a cultural inheritance passed down through generations but has become subject to globalized norms and social media dynamics. As a result, regional languages must now compete for relevance in spaces traditionally dominated by national or international languages. This shift highlights the urgent need to reframe regional languages not merely as cultural artifacts but as valuable forms of identity and communication among youth.

Educational institutions hold a central role in this process. Schools and universities must actively integrate regional language content into the curriculum and promote engagement through creative approaches such as digital storytelling, media production, and language-based extracurricular activities. Educators should be especially mindful of how psychosocial factors like FoMO affect student motivation and linguistic preferences. Designing inclusive and identity-affirming learning environments that embrace both digital literacy and cultural pride is essential to fostering long-term commitment to regional language use.

Beyond schools, families and communities remain the most immediate and influential environments for language transmission. Consistent use of regional languages in daily interactions, alongside participation in community-based cultural events and intergenerational exchanges, can reinforce linguistic continuity and emotional attachment to one's heritage. These collective practices help to counteract the individualistic and socially comparative tendencies associated with FoMO, offering young people a sense of belonging rooted in cultural identity rather than digital validation.

Policymakers also have a crucial role to play. Traditional language preservation policies must evolve to accommodate the dynamics of digital communication. Supporting the production of engaging, youth-oriented digital content—such as music, podcasts, short films, and social media campaigns in regional languages—can help reshape the perception of these languages as modern, relevant, and socially valued. This digital revitalization strategy has the potential to move regional languages from the margins of informal use into mainstream online discourse, especially among younger audiences.

Finally, the implications for youth identity are particularly significant. Language is more than a tool of communication; it is deeply tied to one's sense of self and community. Adolescents with a strong cultural foundation are more likely to embrace and sustain the use of their regional language. In contrast, those with a fragmented sense of identity or high levels of FoMO may abandon regional languages in favor of more socially accepted or prestigious linguistic forms. Therefore, building cultural awareness and self-confidence among youth is essential. As Sukma (2017) notes, the consistent use of regional languages contributes not only to cultural resilience but also to the formation of a strong, grounded ethnic identity amid the rapid currents of modernization.

#### 4. CONCLUSSION

This study demonstrates that *regional language maintenance* among adolescents in Palu City is significantly influenced by psychosocial factors, particularly the *Fear of Missing Out* (FoMO). Adolescents with high levels of FoMO tend to prioritize digital connectivity and social inclusion, often at the expense of using their regional language. The dominance of global languages on social media platforms, along with limited familial and institutional support, contributes to the marginalization of local languages. In contrast, adolescents with a strong cultural identity and sustained encouragement from their families and communities are more likely to preserve their linguistic heritage. The findings underscore that maintaining regional languages in the digital era is not merely a linguistic act but a shared cultural responsibility that must involve families, schools, and policymakers through educational integration, extracurricular initiatives, and culturally driven digital programs.

This study has several limitations, particularly its reliance on *self-reported* survey data, which may introduce response biases such as social desirability and selective self-perception especially in a sensitive context like language identity. Future studies should integrate qualitative methods such as interviews or ethnographic observations to capture deeper insights into how FoMO influences adolescents' linguistic identity, sense of belonging, and intergenerational communication. Overall, *regional language maintenance* represents not only the preservation of linguistic diversity but also a form of cultural resilience in the face of modern social anxieties. Addressing FoMO and reinforcing linguistic pride requires collective, intentional collaboration across families, educational institutions, communities, and digital spaces to transform regional languages from mere symbols of tradition into dynamic expressions of identity and pride.

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