

The Influence Of Fomo On Intention To Attend Alumni Events With Campus Involment As Mediation

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Abstract

The phenomenon of Fear of Missing Out (FOMO) is increasingly occurring among students and alumni, which can affect their involvement in campus activities and alumni events. The purpose of this study is to analyse the impact of FOMO on intention to attend alumni events by considering the role of campus involvement as a mediating variable. The researcher used a quantitative approach using a cross-sectional survey design. Data collection using online questionnaire techniques distributed to alumni of the University of Nahdlatul Ulama Sidoarjo (Unusida) for the 2015-2020 period, with a total sample of 322 respondents. Data were analysed using the partial least square method to determine the correlation between variables. The study results explain that FOMO has a significant positive influence on the intention to attend alumni events. In addition, campus involvement was shown to mediate the relationship between FOMO and intention to attend alumni events. The findings emphasise the importance of increasing student involvement in campus activities as a strategy to increase alumni participation in various post-campus activities.

Keywords: *Fear of Missing Out; campus involvement; intention to attend alumni events*

1. Introduction

Intention to attend alumni events is important in maintaining the relationship between alumni and alma mater. Many factors influence alumni interest in participating in events held, such as emotional attachment to the campus, benefits offered, experiences on campus, and practical factors such as time and accessibility of the event. Alumni can make non-monetary contributions through various activities, such as posting job openings, offering class projects to students, giving guest lectures, offering student exchanges, mentoring, becoming school ambassadors, participating in focus groups and conferences, providing local chapter support, and offering references (Johnson *et al.* , 2023) . Alumni who have positive experiences and active involvement during college tend to be more interested in returning and participating in alumni activities. In addition, the opportunity to expand professional networks and meet old friends is also an attraction for alumni to attend. So that having an understanding of disability as a factor that influences *Intention to attend alumni events* is very

important so that alumni activities can be more relevant and interesting for participants, and can strengthen the relationship between alumni and their alma mater (Issue *et al.* , 2025) .

In today's digital era, the feeling of *Fear of Missing Out (FOMO)* has become a very common phenomenon, especially among the younger generation who are very connected to technology and social media. FOMO is the emergence of anxiety due to the lack of awareness of meaningful experiences in a community or organization or the existence of viral events on social media. (TANHAN *et al.*, 2022) . This often occurs in the context of social activities, including alumni events, which are important moments for strengthening personal and professional relationships. *FOMO* can drive individuals to attend alumni events, even though they may not have a direct attachment to the event.

While *FOMO* can be a driver of alumni event attendance, there is another factor that influences whether someone will actually attend, namely campus involvement. Students' involvement in various campus activities such as organizations, communities, and social activities can strengthen their sense of connection to the university and fellow alumni. *Campus involvement* encompasses the importance of the quality and quantity of student participation in various aspects of academic life, extracurricular activities, and interactions with faculty, staff, and peers. Engagement is defined as the amount of time and physical and psychological energy that students contribute to the educational process, including activities outside the classroom such as student organizations and activism, which enrich the overall campus experience (Forsythe *et al.* , 2024) . However, even though someone feels anxious about missing out on social experiences (*FOMO*), campus involvement can act as a mediating factor in their decision to attend alumni events. This involvement is closely related to the social and professional identities that are built during college.

Many alumni are unable to attend events due to personal commitments, such as work or family matters. Most alumni already have busy schedules with work and responsibilities, making it difficult to set aside time to attend alumni events. In addition, family interests often take priority, making them tend to choose to spend time with family rather than attend alumni events . Some alumni who live far away or even out of town or country also find it difficult to attend. If the event is not considered interesting or relevant, alumni may feel that there is no benefit to attending.

Based on the data listed in Table 1, the number of alumni who attended activities organized by the Unusida Alumni Association (IKA) showed relatively low participation in several activities.

Table 1. Number of Alumni attending Unusida activities

Name of activities in the IKA Unusida organization	Number of participants
1. Deliberation and launching of IKA Unusida's food stall	20 people
2. Deliberation and breaking of the fast together	20 people
3. Inauguration and work meeting II of IKA Unusida	20 people
4. Prayers and halal bihalal	25 people
5. Working meeting I	25 people
Amount	110 people

Source: Author, (2024)

Although the average number of participants in each activity reached 20 to 25 people, the total number of alumni who attended these five activities was only 110 people. This shows that

alumni participation is still relatively limited compared to the total number of alumni of Nahdlatul Ulama University of Sidoarjo from 2015 to 2020 which reached 1,657 people as seen in Table 2.

Table 2. Number of Unusida graduates

YEAR OF ENTRY	L	P	AMOUNT
2015	73	119	192
2016	85	142	227
2017	88	129	217
2018	112	250	362
2019	139	248	387
2020	106	166	272
AMOUNT			1,657

Source: Author, (2024)

Previous research has shown a positive relationship between *FOMO* (*Fear of Missing Out*) and students' desire to be informed and involved in various aspects of campus, which ultimately affects university outcomes such as satisfaction, connections, and alumni intentions to participate. However, a negative relationship has also been found between self-esteem and *FOMO*, where individuals with low self-esteem are more susceptible to feelings of isolation, which can affect their social experiences on campus.

There is a research gap regarding how *FOMO* affects the quality of student interactions and how campus engagement may mediate the impact of *FOMO* on alumni event attendance intentions. Problems arise when student engagement is not strong enough to overcome *FOMO* or when alumni no longer feel sufficiently connected to the university. While *FOMO* may drive alumni event attendance intentions, other factors such as personal busyness and distance may hinder participation.

This study aims to analyze the influence of *FOMO* on intention to attend alumni events, the influence of *FOMO* on *campus involvement*, the influence of *campus involvement* on *intention to attend alumni events*, and the mediating role of *campus involvement* in the relationship between *FOMO* and *intention to attend alumni events*. The results of the study are expected to provide insight for universities in designing strategies to increase alumni participation and strengthen the bond between alumni and their alma mater.

2. Literature Review

Fear of Missing Out (FOMO)

According to research by Arief et al., (2024) *FOMO* (Fear of Missing Out) is defined as an individual's fear of missing out on the fun moments experienced by others, while they are not involved. *FOMO* is characterized by a desire for connectedness to other individuals' activities in cyberspace and the fear that they will be left behind. Research shows that high levels of *FOMO* encourage individuals to participate in ongoing social activities. *FOMO* is also influenced by involvement in social groups and frequent interactions, as well as low fulfillment of basic psychological needs such as competence, autonomy, and connectedness.

Campus Involvement

According to research from Lestari et al., (2024) *Campus Involvement* is alumni participation in campus activities after graduation, such as reunions, seminars, and workshops, which can strengthen relationships with the campus and help students develop. Alumni share experiences, build networks, and provide support for campus progress. In addition, students who are actively involved in campus activities tend to be happier and more successful

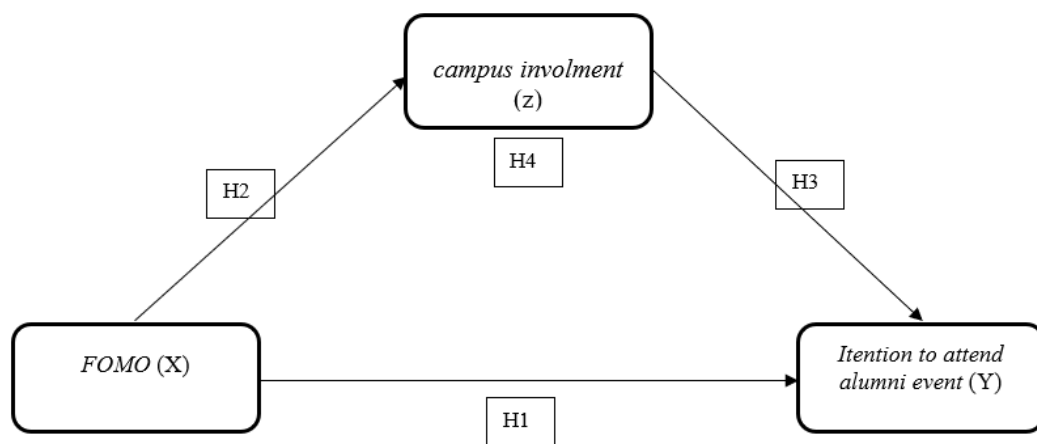
academically, and develop skills such as time management, leadership, and self-confidence that contribute to better achievement.

Intention to attend Alumni Event

Intention to Attend Alumni Event reflects alumni's desire to participate in events organized by their university, which is influenced by emotional ties to their alma mater. Alumni who feel that the university is part of their identity, such as through ownership of university emblematic items, are more likely to give back and engage in social or volunteer activities after graduation. A strong sense of attachment to the university can strengthen alumni's participation in events such as reunions, which also influences their interactions and decisions in the professional world (Jackson, 2023).

Framework of Thought

Figure 1 Framework of Thought



Source: Data processed by researchers

Hypothesis

According to Hatimatunnisani et al.'s research, (2024) Fear of Missing Out (FOMO) can be defined as anxiety about interesting events that occur elsewhere, where this anxiety is stimulated by things written on one's social media. The results of the study state that the fear of missing out on moments in adolescents arises because of the unfulfillment of psychological needs for relatedness and self, namely individuals who do not have closeness with others and feel uncomfortable or unable to fulfill their own desires. And in the research of Karo-karo et al., (2024) FOMO encourages excessive behavior to always be connected on social media and fear of missing anything among college students. Therefore the hypothesis in this study can be stated:

H1 :There is a positive and significant influence between FOMO on itention to attend alumni events.

The results of Sulastri & Sylvia's research, (2022) how the daily life of students indicated by FOMO stated that he could not be separated from his social media, and always updated with things on social media. This is because individuals who are indicated by FOMO often feel fear and anxiety if they miss time to open social media and other people will have more valuable experiences than themselves, they consider that being known on social media is better and more profitable, than in their social environment. Therefore, the hypothesis in this study can be stated:

H2 :There is a positive and significant influence between FOMO on campus involvement.

In the research of Bessie & Diponegoro, (2023) explained that alumni who during their student days had an attachment to the alma mater, tended to care more about their alma mater, thus increasing the willingness of alumni to care and help the alma mater with high willingness. Therefore the hypothesis in this study can be stated:

H3 :There is a positive and significant influence between campus involvement on itention to attend alumni events.

The results of Azzahra et al.'s research, (2024) FOMO had a negative impact on their concentration and academic performance, leading to procrastination and increased stress levels. In addition, FOMO contributes to feelings of inadequacy and anxiety, as students often compare their lives with idealized representations they meet online both in campus and off-campus events. Therefore the hypotheses in this study can be stated:

H4: There is a positive and significant influence between FOMO and itention to attend alumni events mediated by campus involvement.

1. Research Methods

Researchers use a quantitative approach using a design *cross-sectional survey* to examine the relationship between *FOMO*, *campus involvement*, and *intention to attend alumni event* on alumni of Nahdlatul Ulama University of Sidoarjo who graduated in 2015-2020. With a population of 1,657 alumni and using the *Slovin formula* with a margin of error of 5%, a minimum sample of 322 respondents was determined, taken through *probability random sampling*. Data collection was conducted through an online questionnaire based on *Google Forms* distributed via social media with a 5-point *Likert scale*, and supported by secondary data from relevant scientific literature.

The validity of the data was tested through content validity (*expert judgment*), construct validity (CFA), and reliability (*Cronbach's Alpha* minimum 0.7), as well as non-response bias test to ensure data representativeness. The data were analyzed through the PLS method using SmartPLS version 3.2.9 which includes measurement model testing (*convergent validity* with $AVE > 0.50$ and factor loading > 0.70 , discriminant validity with *Fornell-Larcker Criterion*, and composite reliability with $CR > 0.70$) and structural model testing (*path coefficient*, *t-statistic*, and *p-value through bootstrapping*).

To test the mediation role of *campus involvement*, a *bootstrapping procedure* was carried out to see the significance of the indirect effect, as well as model evaluation using the *R-Square* (>0.10), *Goodness-of-Fit* (>0.36), Q^2 (>0), *SRMR* (<0.08), and *NFI* (>0.9) indicators. The study was conducted from January to March 2025 with the coordination of the university to obtain alumni contact data, followed by the preparation of questionnaires, distribution of links, and monitoring responses for two months to maximize the level of participation.

Results and Discussion

Validity Test

This test is conducted to ensure that each research instrument is able to measure the things it will measure. In the pls approach, the instrument is considered valid if the outer loading score exceeds 0.70. (Hair *et al.*, 2019). The results of the analysis show that all research variables — *FOMO*, *Campus Involment*, and *Intention to Attend Alumni Event* — have outer loading scores exceeding 0.70 with a range of 0.887 to 0.919. These values indicate that each indicator has high validity and meets the established criteria, so it is valid for use in further analysis.

Table 4.1 Outer Loading Values

Variables	Indicator	Outer Loading	Information
<i>Fool (X)</i>	X. 1	0.919	Valid
	X.2	0.910	Valid
	X.3	0.893	Valid
<i>Campus Involvement (Z)</i>	Z.1	0.893	Valid
	Z.2	0.901	Valid
	Z.3	0.904	Valid
	Z.4	0.887	Valid
<i>Intention to Attend Alumni Event (Y)</i>	Y.1	0.911	Valid
	Y.2	0.918	Valid
	Y.3	0.916	Valid

Source: PLS 4, (2024)

Average Variance Extracted (AVE) aims to evaluate the convergent validity of quantitative research. An Ave score exceeding 0.50 indicates that the independent variable can explain more than half of the variation in its indicators. (Hair et al., 2019). The results of the analysis show that all variables have AVE values far above the threshold of 0.5: *FOMO (X)* with a value of 0.823, *Campus Involment (Z)* with a value of 0.803, and *Intention to Attend Alumni Event (Y)* with the highest value of 0.837. These values indicate that each construct is able to explain the variance of its indicators very well, thus meeting the *convergent validity criteria* and is worthy of use in further analysis.

Table 4.2 Average Value of Variance Extracted

Variables	Average variance extracted (AVE)	Caption
FOMO (X).	0.823	Valid
Campus Involvement (Z).	0.803	Valid
Intention to Attend Alumni Event (Y).	0.837	Valid

Source: PLS 4, (2024)

Reliability Test

Reliability testing is an important stage to evaluate the consistency of the questionnaire as a variable measuring tool. According to Hair et al. (2019), the research construct is declared reliable and has good internal consistency if the Cronbach alpha and Composite Reliability values reach or exceed 0.70. The results of the analysis show that all research variables have values above this threshold: *FOMO (X)* with *Cronbach's alpha* of 0.892 and *Composite reliability* of 0.933; *Campus Involment (Z)* with values of 0.918 and 0.942; and *Intention to Attend Alumni Event (Y)* with values of 0.903 and 0.939. By fulfilling these criteria, all variables can be categorized as reliable and dependable variables.

Table 4.3 Reliability Test

Variables	Cronbach's alpha	Composite reliability	Note
FOMO (X).	0.892	0.933	Reliable
Campus Involvement (Z).	0.918	0.942	Reliable

Intention to Attend Alumni Event (Y).	0.903	0.939	Reliable
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Source: PLS 4,(2024)

Discriminant Validity Test

This test aims to explain the level of constructive differences with other constructs in a research model. The score of the Cross loading of each item must show a stronger correlation with the variable that should be measured than other variables. The results of the analysis explain that all indicators have a stronger correlation score for the construct they measure than other constructs . Indicators X.1, X.2, and X.3 have a higher correlation with *FOMO* (X) with values of 0.919, 0.910, and 0.893; indicators Z.1 to Z.4 show a stronger correlation with *Campus Involment* (Z); and indicators Y.1 to Y.3 have the highest correlation with *Intention to Attend Alumni Event* (Y). These findings indicate that each construct is unique and different from other constructs, so that the requirements for discriminant validity have been met.

Table 4.4 Cross Loading Values

	FOMO (X).	Campus Involvement (Z).	Intention to Attend Alumni Event (Y).
X.1	0.919	0.667	0.645
X.2	0.910	0.664	0.683
X.3	0.893	0.688	0.694
Z.1	0.710	0.893	0.711
Z.2	0.666	0.901	0.713
Z.3	0.638	0.904	0.740
Z.4	0.644	0.887	0.784
Y.1	0.654	0.781	0.911
Y.2	0.690	0.726	0.918
Y.3	0.698	0.750	0.916

Source: PLS 4, (2024)

R-Square Test

According to research from (Hair et al., 2019) it is explained that the R-square test is implemented to analyze how significant the influence given by the independent variable is on the dependent variable. According to (Hair et al., 2019) , the R-square value can be categorized into three levels of interpretation, namely: an R-square value of 0.25 is categorized as a weak influence, an *R-square value* of 0.50 is interpreted as a moderate or moderate influence, while an R-square value of 0.75 is classified as a strong or substantial influence.

Table 4.5. R-Square Test Results

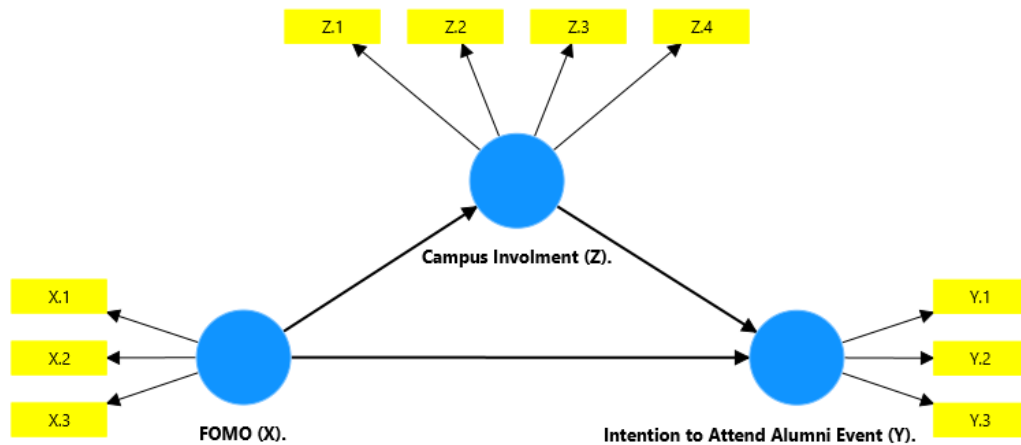
	R-square	R-square adjusted
Campus Involvement (Z).	0.551	0.549
Intention to Attend Alumni Event (Y).	0.717	0.715

Source: PLS 4, (2024)

Referring to the results of the R Square test above, it can be understood that the independent variables have a substantial influence on the dependent variables in this research model. Specifically, the independent variables are able to explain 55.1% of the variation in

Campus Involment (Z) with an adjusted R-square value of 0.549, which according to (Hair *et al.*, 2019) is included in the moderate influence category. Meanwhile, a stronger influence is shown in the *Intention to Attend Alumni Event* (Y) variable with an R-square value of 0.717 and an adjusted R-square of 0.715, which is above the threshold of 0.75 or approaching the strong influence category. This indicates that the research model has good predictive ability, especially in explaining variations in alumni intentions to attend events.

Hypothesis Testing



Based on the results of the hypothesis test, there is a tendency for relationships between variables that can be analyzed through the following table:

Table 4.6. Path Coefficients Results

	Original sample (O)	T statistics	P values	Caption
Campus Involment (Z). -> Intention to Attend Alumni Event (Y).	0.603	7,829	0.000	Accepted
FOMO (X). -> Campus Involment (Z).	0.742	17,923	0.000	Accepted
FOMO (X). -> Intention to Attend Alumni Event (Y).	0.297	4.193	0.000	Accepted

Source: PLS 4, (2024)

Based on the results of the hypothesis testing presented in Table 4.6, the relationship between *Campus Involment* (Z) and *Intention to Attend Alumni Event* (Y) shows a path coefficient value of 0.603 with a t-statistic value of 7.829 > t-table 1.96 and a p-value of 0.000 < 0.05. These results indicate that student involvement in campus activities has a positive and significant effect on the intention to attend alumni events, so the hypothesis can be accepted.

Furthermore, the relationship between *FOMO* (X) and *Campus Involment* (Z) shows a path coefficient value of 0.742 with a t-statistic value of 17.923 > t-table 1.96 and a p-value of 0.000 < 0.05. This finding proves that the *Fear of Missing Out phenomenon* has a strong positive and significant influence on student involvement in campus activities, so the hypothesis for this relationship can also be accepted.

Finally, the direct relationship between *FOMO* (X) and Intention to Attend Alumni Event (Y) also shows significant results with a path coefficient value of 0.297, a t-statistic value of 4.193 > t-table 1.96, and a p-value of 0.000 < 0.05. These results confirm that the fear of missing out on information or opportunities (FOMO) has a positive and significant effect on alumni intention to attend campus events, so this third hypothesis can also be accepted.

Mediation Test

Table 4.7 explains the mediation relationship between the independent variables and customer satisfaction with the intention to revisit according to research data.

Table 4.7. Mediation Test Results

	Original sample (O)	T statistics	P values	Caption
FOMO (X). -> Campus Involvement (Z). -> Intention to Attend Alumni Event (Y).	0.447	7.023	0.000	Accepted

Source: PLS 4, (2024)

The results of the mediation test in Table 4.7 explain that the FOMO variable (x) has a significant impact on *Intention to Attend Alumni Event* (Y) through *Campus Involment* (Z) mediation. This is evidenced by the original sample value of 0.447 which indicates a positive relationship strength, a t-statistic score of 7.023 above the critical value of 1.96, and a P value score of 0.000 less than 0.5. . This finding indicates that when students experience *FOMO*, they tend to increase their involvement on campus, which ultimately increases their intention to attend alumni events in the future. The significant mediation strength underscores the importance of encouraging student involvement during their studies as a strategy to increase alumni participation in future institutional events.

The Influence of FOMO on Intention to Attend Alumni Events

The results of the study showed that *FOMO* has a positive and significant effect on the intention to attend alumni events. This finding is in line with research (Sulastri & Sylvia, 2022) which states that individuals with *FOMO* tend to want to follow developments in their social environment. Theoretically, *FOMO* can be explained through the individual's need to connect with their group (Baumeister & Leary, 1995). Alumni with high *FOMO* are more likely to attend alumni events to maintain social relationships. For example, when alumni see a faculty reunion announcement with photos of the excitement of the previous event in the campus WhatsApp group, they are encouraged to attend so as not to miss important moments.

The Influence of FOMO on Campus Engagement

FOMO has been shown to have a positive effect on student involvement in campus activities, according to research (Azzahra *et al.*, 2024) . From the perspective of student involvement theory (Astin, 2014) , the greater the student involvement, the higher the sense of

belonging to the alma mater. This involvement provides benefits such as increased social skills and leadership experience. For example, students who are active in departmental seminar committees or BEM organizations tend to build stronger connections with the campus and are more likely to be involved in the alumni community after graduation.

The Influence of Campus Involvement on Intention to Attend Alumni Events

Campus involvement has a greater influence on alumni event attendance intentions than direct *FOMO*, in line with research (Bessie & Diponegoro, 2023). Social identity theory (Tajfel & Turner, 1986) explains that individuals tend to maintain relationships with groups that provide valuable experiences. For example, students who have been laboratory assistants or are active in student associations will be more interested in attending alumni gatherings because they feel that the campus is part of their identity.

The Influence of FOMO and Intention to Attend Alumni Events Mediated by Campus Involvement

The results of the mediation test prove that campus involvement strengthens the relationship between *FOMO* and the intention to attend alumni events. This finding supports research (Mustaqim & Wahjoedi, 2024) that positive experiences during college are the main factor determining alumni relationships with universities. For example, students who are active in campus community service activities or the university's annual festival will be more motivated to attend alumni gatherings because they want to maintain relationships with the campus community and take advantage of the networks they have built.

2. Conclusion

Based on the results of the research that has been conducted, it can be concluded that Fear of Missing Out (*FOMO*) has a positive and significant effect on alumni's intention to attend alumni events, both directly and through student involvement on campus as a mediator. Alumni who are active during their studies and have a high level of *FOMO* are more likely to maintain a relationship with their alma mater. *FOMO* also shows a positive influence on student involvement in campus activities, where students with high levels of *FOMO* tend to be more active in various academic and non-academic activities to avoid falling behind in social and academic developments on campus. In addition, students' involvement in campus activities was shown to contribute significantly to their intention to attend alumni events after graduation. The higher the level of student engagement during their study period, the more likely they are to maintain a relationship with their alma mater and participate in alumni events. Therefore, universities need to increase student engagement, utilize social media, establish alumni communities, organize relevant events, and provide incentives to encourage alumni participation.

3. Suggestion

To increase alumni participation in campus events, universities need to encourage student involvement early on through engaging activities, along with incentives such as certificates or scholarships. Utilizing social media is also important to create a *FOMO* effect, by featuring visual content such as highlight videos and alumni testimonials. In addition, the establishment of an active alumni community through digital platforms will strengthen networking and communication. Alumni events should also be designed to be relevant and useful, such as career seminars or workshops. Finally, providing incentives such as educational discounts or exclusive networking access can be an additional attraction for alumni to participate.

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