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Group Counseling Cognitive Restructuring Techniques To Reduce Fear of Missing Out (FoMO) Behavior

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Abstract

Group Counseling With Cognitive Restructuring Techniques To Reduce Fear Of Missing Out Behavior. The implementation of this research aims to test the effectiveness of group counseling services in reducing Fear of Missing Out (FoMO) behavior among adolescents. The increasing prevalence of FoMO among teenagers impacts self-statements and thoughts, leading to irrational and negative tendencies. The method used was a quasi-experimental method with a nonequivalent control group design. The research sample consisted of 12 eleventh-grade students of SMAN 6 Tangerang, divided into two groups: an experimental group receiving treatment using group counseling with cognitive restructuring techniques and a control group receiving group counseling without cognitive restructuring techniques. Data collection utilized a FoMO scale questionnaire. The results indicated a significant decrease in FoMO behavior in the experimental group compared to the control group. Through this research, it was found that group counseling service with cognitive restructuring technique is effective in reducing Fear of Missing Out (FoMO) behavior, as proven by the Asymp. Sig. value (2-tailed) is 0.004, which is less than 0.05.

Keywords: Group Counselling; Cognitive Restructuring; Fear of Missing Out; Adolescence.

A. Introduction

The ease of accessing a lot of information on various social media today is a fun thing. The way people communicate is now not only done through direct physical contact but the existence of social media is used as a tool for communication by all levels of society. According to a survey produced by the Internet Service Providers Association, there was an increase in internet users in 2023 in Indonesia by 78.19% or around 215.62 million users. This increase exceeded the previous year of around 210.02 million users. Now internet users are not only from one group but all groups are already using the internet. As written by Lavinda in Kata Data (2023) that the internet penetration rate in Indonesia at the age of 13-18 years was recorded at 98.2% contributing 12.15%, 19-34 years old as much as 97.17% contributing 32.09%, at 35-54 years old as much as 84.04% with a contribution of 33.67%, while those over 55 years old contributed 7.19%. The birth of teenagers during the rapid development of digital is one of the reasons why teenagers are the ones who contribute the most to internet usage today. Based on We Are Social Indonesia (2023), internet users in Indonesia use social media for an average of 3 hours and 18 minutes a day, many of whom are from the 16-64 age group.

The wise use of social media makes communication effectiveness easier and more efficient, especially for students in discussing lessons or other things. Students today are no longer unfamiliar with the use of mobile phones in implementing learning, currently mobile phones are often used when studying to access various learning websites, discuss lessons, and support learning to be more effective and efficient. However, in reality, the use of social media is often used not in accordance with its function and in the right conditions, resulting in irrational behavior, to addiction that ends in fear and not wanting to miss information, trends, or the latest moments on social media or commonly called fear of missing out (fomo) behavior.

Fear of missing out(FOMO) is defined as a condition of an individual who continues to want to feel connected to the phenomena that are happening, the individual feels afraid of missing out on the latest news or information, and feels anxious if not connected or left behind by trends on social media. The causes of fear of missing out (FOMO) behavior are excessive use of social media, lack of ability to socialize with other people around them, and feeling inferior or less grateful for their situation. Symptoms of fear of missing out (FOMO) behavior are indicated by the behavior of not wanting to be left behind or still wanting to be up to date with everything on social media such as trends, uploads of photos and videos of other people, fashion, or the latest phenomena that are booming, and feeling anxious when not opening social media. The phenomenon of fear of missing out (FOMO) causes individuals to feel stressed, jealous, lost, and even feel distant from other people so that they want to continue to feel connected to other people (Julianingsih, 2019).

The results of a survey through the Australian psychology organization, the Australian Psychological Society (APS) in Akbar et al., (2018) stated that the percentage of fomo behavior in adolescence is 50% while in adulthood it is 25%. According to GezgİN, Hamutoglu, Gemikonakli, and Rahman in Sianipar & Kaloeti (2019), fomo behavior is dominated by individuals under the age of 21. Research by Przybylski in Siregar (2022) also found that at the age of 12-18 years, there is a high intensity of fomo syndrome. This age range includes adolescents who are currently studying in high school. According to Santrock in (Karlina, 2020), adolescence is divided into 3 ranges, namely early adolescence (12-15 years), middle adolescence (15-18 years), and late adolescence (18-21 years). According to Arnett (2000) in the age range of 18-25 years, age experiences a phase of change from childhood to adulthood (transition phase) or called emerging adulthood. One of the characteristics experienced by adolescents in this phase is instability (unbalance) in various developments in themselves. Individuals who experience high intensity fomo behavior will have various impacts including decreased productivity, lack of gratitude, wasteful spending, lack of motivation when

studying, less than optimal academic results, and emotional imbalance caused by increasing the duration of cellphone use in class so that it interferes with the learning process and activities (Sianipar & Kaloeti, 2019). Individuals who experience fear of missing out (fomo) behavior also tend to have irrational thoughts that cause the individual to be unable to control their behavior not to check their social media just to see the latest uploads or information about other people.

If fomo behavior is allowed, then fomo sufferers will often forget the time so that they neglect other work just to see, upload, and watch the latest content from other people on social media so that they feel always connected with people in cyberspace, especially for students whose learning activities will be disturbed and not optimal. A feeling of satisfaction is felt by fomo sufferers when they upload something new on social media, they tend to feel that they are cool because they follow the latest trends or information about everything on social media. The satisfaction of individuals with fomo is one form of fulfilling needs as an "escape" from the problems they experience, getting pleasure, and a place to express themselves (Rasyida, 2020). Rational and positive thinking needs to be possessed by every individual so that individuals have the ability to manage irrational information and restrain negative behavior from being carried out.

Based on the results of discussions with BK teachers at SMAN 6 Tangerang, it was discovered that there were still students who played with their cellphones during learning activities. teach(KBM) without the permission of the teacher who is teaching and is often used not for learning purposes but only to check social media so as not to miss information on social media, this causes a lack of productivity and motivation when studying. The BK teacher also provides information about students who sometimes tell stories about themselves being jealous and not wanting to be left behind by their friends, whether playing or hanging out with their friends, in addition, students also often do not want to be left behind in terms of academic or non-academic achievements, where this shows symptoms of fear of missing out (fomo) behavior.

The fomo behavior that is the main focus in this study is fomo in the scope of schools, social media, and student friendships. The existence of the fomo phenomenon in schools raises the urgency to provide curative efforts or treatment so that students who experience this fomo behavior can reduce this behavior and change their behavior to be more positive. However, in its implementation, handling of this problem has never been carried out by the BK teacher at SMAN 6 Tangerang due to the lack of available BK teachers but the large workload causes the BK teacher at SMAN 6 Tangerang to play a double role, namely as a picket teacher and BK teacher and the ratio of BK teachers to students is not ideal is a factor in the failure to handle the problem. Curative efforts can be made by using guidance and counseling services. Guidance and counseling services can be carried out in schools to help students optimize their lives in terms of personal, social, learning, planning and career development.

Forms of guidance and counseling services include orientation, information, placement and distribution, individual counseling, group guidance, group counseling, consultation, mediation, and advocacy (Prayitno et al., 2017). In this case, the researcher implemented group counseling services using cognitive restructuring techniques in an effort to reduce fear of missing out (FOMO) behavior because this technique can restructure individual cognition from negative thoughts to more positive thoughts, but this technique has not been used often in reducing fear of missing out (FOMO) behavior. Therefore, the researcher is interested in examining whether group counseling services using cognitive restructuring techniques are effective in reducing FOMO behavior in adolescent students in grade XI at SMAN 6 Tangerang.

B. Method

The research method used was a quasi-experiment with a nonequivalent control group design involving two groups, namely the experimental group and the control group, with each sample as much as 6 students were selected using non-probability sampling purposive sampling technique which according to Huwaida

(2023) is a technique for taking samples by considering certain criteria. The sample criteria used in this study were a) students with fear of missing out (FOMO) behavior in the high category; and b) students willing to become counselees. The sample used was taken as many as 12 students from a population of 250 students in class XI at SMAN 6 Tangerang. The experimental group was given treatment in the form of cognitive restructuring technique group counseling, while the control group was not given cognitive restructuring technique group counseling treatment.

Data collection in this study used questionnaires, observations, and documentation. The Fear of Missing Out (FoMO) questionnaire instrument used has 38 statement items with 10 statement items adopted from the instrument used by Mohammad Gilang Santika in his 2015 research. This instrument uses a Likert scale with a score of 1 = Strongly Disagree - 4 = Strongly Agree. The results of the validity test on this instrument show valid results in all statement items because the rcount value > rtable listed in table 1.1 below.

Table 1.1
Results of the Validity Test of the Fear of Missing Out (FoMO) Instrument

No	Rcount	Informatio n	No	Rcount	Informatio n
1	0.407	VALID	20	0.321	VALID
2	0.476	VALID	21	0.302	VALID
3	0.289	VALID	22	0.517	VALID
4	0.374	VALID	23	0.661	VALID
5	0.606	VALID	24	0.396	VALID
6	0.480	VALID	25	0.484	VALID
7	0.447	VALID	26	0.609	VALID
8	0.545	VALID	27	0.387	VALID
9	0.441	VALID	28	0.518	VALID
10	0.529	VALID	29	0.623	VALID
11	0.474	VALID	30	0.427	VALID
12	0.616	VALID	31	0.506	VALID

13	0.374	VALID	32	0.729	VALID
14	0.518	VALID	33	0.665	VALID
15	0.456	VALID	34	0.623	VALID
16	0.599	VALID	35	0.623	VALID
17	0.375	VALID	36	0.485	VALID
18	0.665	VALID	37	0.648	VALID
19	0.551	VALID	38	0.382	VALID

The reliability test showed that the Cronbach's Alpha value produced was 0.918 and was greater than 0.070, so the reliability of the instrument is Very Reliable.

Table 1.2 *Categorization of Reliability Coefficients*

Degree of Reliability	Category
$0.90 \leq \alpha \leq 1.00$	Very Reliable
$0.70 \leq \alpha \leq 0.90$	Reliable
$0.40 \leq \alpha \leq 0.70$	Quite Reliable
$0.20 \leq \alpha \leq 0.40$	Less Reliable
$\alpha \leq 0.20$	Not Reliable

Table 1.3 *Reliability Statistics*

Cronbach's Alpha	N of Items
.918	38

Azwar in Purwaningsih (2023) determines the categorization of fomo behavior as follows:

Table 1.4

Score Categorization

Category	Score Range
Tall	$(M + 1SD) \leq X$

$$\begin{array}{ll} \text{Currently} & (M - 1SD) \leq X < (M + 1SD) \\ \text{Low} & X < (M - 1SD) \end{array}$$

Based on the calculations to find the mean and standard deviation, the resulting mean is 95 and the standard deviation is 24. The resulting FOMO behavior categorization can be seen in Table 1.5.

Table 1.5 Fear of Missing Out (FoMO) Score Categorization

Category	Score Range
Tall	$(M + 1SD) \leq X$ $(95 + 19) \leq X$ $114 \leq X$
Currently	$(M - 1SD) \leq X < (M + 1SD)$ $(95 - 19) \leq X < (95 + 19)$ $76 \leq X < 114$
Low	$X < (M - 1SD)$ $X < (95 - 19)$ $X < 76$

The results of the categorization are then expressed as a percentage using the following formula:

$$P = \frac{f}{N} \times 100\%$$

Information:

P = percentage

f = frequency

N = number of respondents

(Arikunto, 2010).

A hypothesis can be interpreted as a temporary assumption or opinion that is not yet final because its truth still needs to be proven through scientific research (Yusuf, 2014). analyze research data, researchers used descriptive data analysis to present the results of the pre-test and post-test in both research groups, namely the experimental group and the control group, as well as hypothesis testing

analysis using the Mann-Whitney U test to test the hypothesis of the comparison results between the experimental group given treatment using cognitive restructuring technique group counseling and the control group given treatment using discussion and lecture method group counseling. The hypothesis used in the study is H_a = cognitive restructuring technique group counseling services are effective in reducing fear of missing out (fomo) behavior in class XI students at SMAN 6 Tangerang and H_0 = cognitive restructuring technique group counseling services are not effective in reducing fear of missing out (fomo) behavior in class XI students at SMAN 6 Tangerang. The hypothesis criteria used in this study are H_a is accepted if the probability $< \alpha = 0.05$ and H_a is rejected if the probability $> \alpha = 0.05$.

C. Discussion

1. *Cognitive Behavior Therapy(CBT)*

According to Aaron T. Beck, Cognitive Behavior Therapy (CBT) is a counseling approach designed to address current client/consecutive problems by restructuring cognitive and behavioral behaviors to become better (AD & Megalia, 2016). Kasandra Oemarjoedi in AD & Megalia (2016) stated that the purpose of Cognitive Behavior Therapy (CBT) counseling is to help clients learn to challenge negative thoughts by presenting evidence that contradicts their beliefs about the problem at hand, so that clients are able to relearn how to avoid unwanted reactions and learn new behaviors to address their problems. Oemarjoedi (2003) states that the implementation of CBT counseling needs to be adjusted to the unique ideological, political, social, economic, and cultural structures of Indonesia so that the adjustments must be more flexible as follows: 1) providing greater understanding and participation to the client; 2) deeper exploration of thoughts, emotions, and behavior; 3) counselors improve negative (cognitive) thought patterns in a more positive direction; 4) creative in combining various learning methods and models; 5) more sensitive and attentive to what the client needs; 6) intervention into the past with hypnosis; 6) providing support for new

thought patterns that provide better personal and life functions; and 7) more flexible treatment sessions

2. Cognitive Restructuring Techniques

Cognitive restructuring techniques according to Aaron T. Beck focus on efforts to identify and change negative thoughts or self-statements and irrational client beliefs into positive and rational thoughts. Cognitive Restructuring (CR) not only helps clients stop negative thoughts that are self-destructive, but replaces these thoughts with positive thoughts (Fitriani et al., 2023). The goal of cognitive restructuring is to build a more adaptive or appropriate mindset. Meichenbaum inEyes (2020) stating the purpose of cognitive restructuring techniques focuses more on changing and eliminating negative thoughts about something, and helping clients to be more enthusiastic about reaching the future. Cognitive restructuring is commonly used with individuals whose minds are polarized, show fear and anxiety in certain situations, or overreact to ordinary life problems by using extreme measures (Zulkifli et al., 2022). Cognitive restructuring techniques attempt to restructure an individual's belief system to be more realistic, rational and logical. Cormier and Cormier in Widyawati (2019) summarize the 6 stages of cognitive restructuring as follows: 1) rationalization; 2) identification of the client's thoughts in problem situations; 3) recognition and practice of coping thoughts (CT); 4) moving from negative thoughts to coping thoughts (CT); 5) recognition and practice of positive reinforcement; 6) homework and follow-up.

3. *Fear of Missing Out*(FoMO)

According to Przybylski et al. (2013) fear of missing out (FOMO) behavior is a behavior where someone has a strong desire to be continuously connected to whatever other people are doing through social media or cyberspace. According to Przybylski et al. (2013) it is stated that fear of missing out (FOMO) behavior has aspects that are influenced by the

perspective of Self Determinant Theory. Aspects of fear of missing out (FOMO) according to Przybylski, et al. in Rasyida (2020) are unmet self needs and unmet relatedness needs. Self needs are related to aspects of autonomy and competence. Autonomy is an experience where individuals have the desire and choice to do, maintain, and end related behavior, according to Niemic, Lynch, Vansteenkistec, Bernstein, Deci & Ryan (In Rasyida, 2020). Autonomy means that individuals are free to integrate the behavior that will be carried out without any control or control from other individuals.

Meanwhile, competence according to Reeve & Sickenius is a desire to interact with individuals with their environment effectively so as to optimize the challenges they are looking for. When self-needs are not met, individuals tend to vent by playing social media or the internet in order to get various information from other people to stay connected with that person. The second aspect is the need for relatedness is not met. The need to stay connected and feel close to other people is definitely possessed by every individual, this feeling is called relatedness. Individuals tend to feel anxious and do various ways to find out about other people's activities in order to always feel connected to that person. Przybylski et al. (2013) states that there are three components in expressing life satisfaction in fear of missing out (FOMO) behavior, namely a) feeling afraid of missing out on a valuable event or moment; b) feeling afraid of losing a valuable experience; and c) feeling afraid of not being included or connected in the social circle in society.

4. Group Counseling Cognitive Restructuring Techniques in Reducing Fear of Missing Out (FoMO)

a. Treatment Implementation

1) 1st Meeting

In the first meeting, the researcher started the activity by greeting the group members, asking how they were, and thanking them for their participation in the group counseling. After the opening

prayer, they introduced themselves with ice breaking. The researcher explained the purpose of the group counseling to overcome the Fear of Missing Out (FOMO) behavior using cognitive restructuring techniques, and provided information about the rules and time contracts. After the discussion, all group members agreed and signed the consent form to participate in all activities. The meeting was closed with a conclusion, giving impressions during the activity, agreeing on the time for the next meeting, and greetings.

2) 2nd Meeting

In the second meeting, the researcher began by greeting the group members and praying before explaining the purpose of the meeting, which was to deepen understanding of the "Fear of Missing Out (FoMO)" behavior. The explanation included the definition, aspects, causes, and impacts of FoMO, delivered through PowerPoint presentations and lectures. Ice breaking was done with the "Jump In, Jump Out" game before the material was delivered. During the discussion session, group members were able to state their understanding of FoMO and identify various behaviors related to FoMO according to the aspects discussed. They were also able to understand the causal factors and positive and negative impacts of FoMO behavior. The meeting was closed with a conclusion, giving impressions during the activity, agreeing on a time for the next meeting, and greetings.

3) 3rd meeting

In the third meeting, the researcher began by greeting the group members and praying before explaining the purpose of the meeting, which was to deepen understanding of the behavioral aspects of "Fear of Missing Out (FoMO)", namely the psychological need for relatedness is not met and the psychological need for self is not met. Ice breaking was done with the game "Boss Says" before the

material was delivered. After completing the ice breaking, the researcher asked the group members' readiness to proceed to the core stage of implementing the cognitive restructuring technique with 6 stages, namely the rationalization stage, the stage of identifying thoughts in problem situations, the stage of recognizing and practicing coping thoughts (CT), the stage of moving from negative thoughts to coping thoughts (CT), the stage of recognizing and practicing positive reinforcement, the stage of giving homework and follow-up. The meeting was closed with a conclusion, giving impressions during the activity, agreeing on a time for the next meeting, and greetings.

4) 4th meeting

In the fourth meeting, the researcher began by greeting the group members and praying before explaining the purpose of the meeting, which was to deepen understanding of the first aspect of the "Fear of Missing Out (FoMO)" behavior, namely the psychological need for relatedness not being met. Ice breaking was done with the game "Pen, Boom, Candy" before the material was delivered. After completing the ice breaking, the researcher asked the group members' readiness to proceed to the core stage of implementing the cognitive restructuring technique with 6 stages, namely the rationalization stage, the identification stage of thoughts in problem situations, the introduction and practice of coping thoughts (CT), the stage of moving from negative thoughts to coping thoughts (CT), the introduction and practice of positive reinforcement, the stage of giving homework and follow-up. The meeting was closed with a conclusion, giving impressions during the activity, agreeing on a time for the next meeting, and greetings.

5) 5th meeting

In the fifth meeting, the researcher began by greeting the group members and praying before explaining the purpose of the meeting,

which was to deepen understanding of the second aspect of the behavior "Fear of Missing Out (FoMO)" namely the psychological need for unfulfilled self. Ice breaking was done with the game "Two Facts, One Lie" before the material was delivered. After completing the ice breaking, the researcher asked the group members' readiness to proceed to the core stage of implementing the cognitive restructuring technique with 6 stages, namely the rationalization stage, the stage of identifying thoughts in problem situations, the stage of recognizing and practicing coping thoughts (CT), the stage of moving from negative thoughts to coping thoughts (CT), the stage of recognizing and practicing positive reinforcement, the stage of giving homework and follow-up. The meeting was closed with a conclusion, giving impressions during the activity, agreeing on a time for the next meeting, and greetings.

6) 6th meeting

In the sixth meeting, the researcher began by greeting the group members and praying before explaining the purpose of the meeting, which was to deepen understanding of the highest aspect based on the pre-test, namely the psychological need for relatedness not being met. Ice breaking was done with the game "Pen, Boom, Candy" before the material was delivered. After completing the ice breaking, the researcher asked the group members' readiness to proceed to the core stage of implementing the cognitive restructuring technique with 6 stages, namely the rationalization stage, the identification stage of thoughts in problem situations, the introduction and practice of coping thoughts (CT), the stage of moving from negative thoughts to coping thoughts (CT), the introduction and practice of positive reinforcement, the stage of giving homework and follow-up. The meeting was closed with a conclusion, giving

impressions during the activity, agreeing on a time for the next meeting, and greetings.

7) 7th meeting

In the seventh meeting, the researcher began by greeting the group members and praying before explaining the purpose of the meeting, which was to discuss and evaluate the results of the LKPD that had been completed. The researcher discussed the LKPD results one by one, then asked each member to convey their thoughts, feelings, and behavior before and after participating in group counseling. Furthermore, the researcher asked the group members to summarize the group counseling activities from the 1st to the 7th meeting and then gave their impressions during the group counseling activities, then asked the members to fill out the client satisfaction evaluation sheet for group counseling. After that, the researcher gave a post-test to the group members. Then the researcher closed this last meeting by saying thank you and greetings.

5. Research result

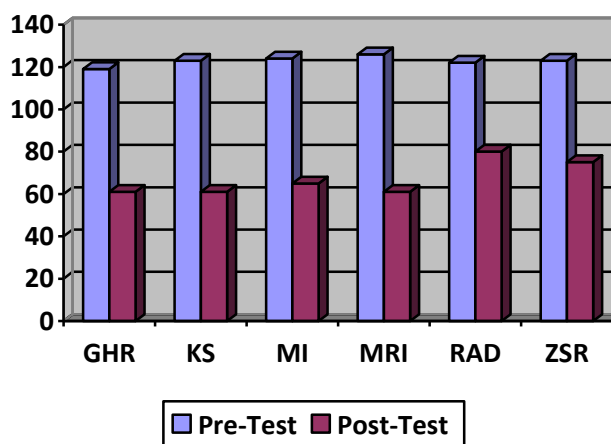
Based on the pre-test results on students of class XI SMAN 6 Tangerang with a total of 250 students, it shows that 69 students are included in the low category with a percentage of 28%, 143 students are included in the medium category with a percentage of 57%, and 38 students are included in the low category with a percentage of 15%. Fomo behavior in class XI students of SMAN 6 Tangerang is dominated by the medium and low categories. In the experimental group, there were 6 students who participated in group counseling services using cognitive restructuring techniques for 7 meetings. In the experimental group, there was a decrease in the post-test score after being given treatment with group counseling using cognitive restructuring techniques. The student with the initials GHR obtained a pre-test score of 119, after being given treatment, he achieved a

post-test score of 61. KS obtained a pre-test score of 123 and achieved a post-test score of 61. MI obtained a pre-test score of 124 and achieved a post-test score of 65. MRI obtained a pre-test score of 126 and achieved a post-test score of 61. RAD obtained a pre-test score of 122 and achieved a post-test score of 80. ZSR obtained a pre-test score of 123 and achieved a post-test score of 75. All students in the experimental group experienced a decrease in scores, meaning that the treatment given using cognitive restructuring technique group counseling services was effective in reducing fear of missing out (FOMO) behavior.

Table 1.6
Comparison Results of Pre-Test and Post-Test Fear of Missing Out (FoMO) *Experimental Group*

Name	Pre-test	Post-test	N-Gain	Information
GHR	119	61	-58	Decrease
KS	123	61	-62	Decrease
MI	124	65	-59	Decrease
MRI	126	61	-65	Decrease
RAD	122	80	-42	Decrease
ZSR	123	75	-48	Decrease

Diagram 1.1 Comparison Results
Pre-Test and Post-Test Fear of Missing Out (FoMO) Experimental Group

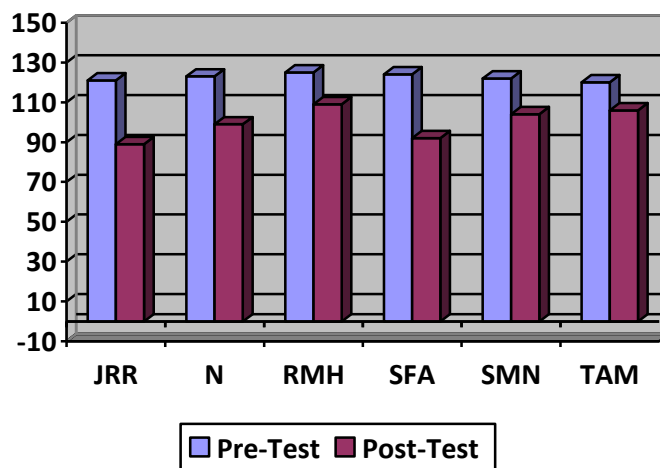


In the control group, there were 6 students who participated in group counseling services without cognitive restructuring techniques for 3 meetings. The student with the initials JRR obtained a pre-test score of 121 and increased during the post-test to 89. N obtained a pre-test score of 123 and decreased during the post-test to 99. RMH obtained a pre-test score of 125 and decreased during the post-test to 109. SFA obtained a pre-test score of 124 and decreased during the post-test to 92. SMN obtained a pre-test score of 122 and decreased during the post-test to 104. TAM obtained a pre-test score of 120 and increased during the post-test to 106. The comparison of the pre-test and post-test of the experimental group is presented in the following table and diagram:

Table 1.2 Comparison Results of Pre-Test and Post-Test Fear of Missing Out (FoMO)
Control Group

Name	Pre-test	Post-test	N-Gain	Information
JRR	121	89	-32	Decrease
N	123	99	-24	Decrease
RMH	125	109	-16	Decrease
SFA	124	92	-32	Decrease
SMN	122	104	-18	Decrease
TAM	120	106	-14	Decrease

Diagram 1.2 Comparison Results
Pre-Test and Post-Test Fear of Missing Out (FoMO) Control Group



In decision making using the Mann-Whitney U Test, there are criteria given, namely if the Asymp. Sig. (2-tailed) value is <0.05 then the hypothesis is accepted. Based on calculations using SPSS version 27, the Asymp. Sig. (2-tailed) result is 0.004 which means it is less than 0.05, thus the hypothesis is accepted and it is concluded that group counseling services using cognitive restructuring techniques are effective in reducing fear of missing out (fomo) behavior in class XI students at SMAN 6 Tangerang. The comparison of the pre-test and post-test of the control group is presented in the following table:

Table 1.3 Statistical Results of the Mann-Whitney U Rank Test

Test Statistics	
Fear of Missing Out (FoMO) Behavior	
	Results
Mann-Whitney U	.000
Wilcoxon W	21,000
Z	-2.903
Asymp. Sig. (2-tailed)	.004
Exact Sig. [2*(1-tailed Sig.)]	.002b

This study proves that group counseling services using cognitive restructuring techniques are effective in reducing fear of missing out (FOMO) behavior in accordance with Aaron T. Beck's theory that cognitive restructuring techniques can identify negative and irrational thoughts or statements of the client and then change them to be more positive and rational. This is in accordance with each stage of cognitive restructuring techniques that help clients identify negative thoughts and then restructure them to be more positive so that they are manifested in better behavior in this problem so that clients are able to restrain themselves from behaving fear of missing out (FOMO).

D. Conclusion

After the research was conducted, the results showed that the fear of missing out (FOMO) behavior in class XI students at SMAN 6 Tangerang, based on the table, it was found that the sample categorized high totaling 38 students with a percentage of 15%, the sample categorized as medium totaling 143 students with a percentage of 57%, and the sample categorized as low totaling 69 students with a percentage of 28%. Then the FoMO dimension categorization was produced which showed the level of the psychological need dimension for relatedness not being met which contained 19 statement items. The categorization level in the high category totaled 40 students with a percentage of 16%, the medium category totaled 137 students with a percentage of 55%, and the low category totaled 73 people with a percentage of 29%. While for the level of the psychological need dimension for self not being met there were also 19 statement items where in the high category totaled 36 students with a percentage of 14%, the medium category totaled 102 students with a percentage of 41%, and the low category totaled 112 students with a percentage of 45%.

In the experimental group, it is known that GHR students scored 119 and when the post-test decreased to 61, KS students scored 123 and when the post-test decreased to 61, MI students scored 124 and when the post-test decreased to 65,

MRI students scored 126 and when the post-test decreased to 61, RAD students scored 122 and when the post-test decreased to 80, and ZSR students scored 123 and when the post-test decreased to 75. In the experimental group, when the pre-test was obtained, the score was in the high category and after being given treatment and then conducting the post-test, the results of the students obtained scores in the low and medium categories, meaning that all students in the experimental group experienced a decrease in fear of missing out (FOMO) behavior. Meanwhile, in the control group, JRR students scored 121 and decreased to 89 during the post-test, N students scored 123 and decreased to 99 during the post-test, RMH students scored 125 and decreased to 109 during the post-test, SFA students scored 124 and decreased to 92 during the post-test, SMN students scored 122 and decreased to 104 during the post-test, and TAM students scored 120 and decreased to 106 during the post-test. In the control group, it was also known that the students experienced a decrease in scores to the moderate category.

It is concluded that cognitive restructuring technique group counseling services are effective in reducing Fear of Missing Out (FoMO) behavior which can be seen from the pre-test scores of all students in the experimental group who were initially in the high category then decreased after being given treatment in the form of cognitive restructuring technique group counseling services and obtained post-test scores included in the medium and low categories. Then, in the results of observations, the ability to overcome fomo behavior of all students increased.

The final result of this study was answered by testing using the Mann-Whitney U test via SPSS version 27 which obtained an Asymp. Sig. (2-tailed) value of 0.004 which is smaller than 0.05. So it is concluded that H_a is accepted and H_0 is rejected which means that the H_a hypothesis is that group counseling services using cognitive restructuring techniques are effective in reducing fear of missing out (fomo) behavior in class XI students at SMAN 6 Tangerang.

In providing group counseling services, it is necessary to know what problems are experienced by students. The problems faced are that students experience fear of missing out (FOMO) behavior, where students will feel that they must always follow trends on social media, buy/visit something that is viral, do not want to be left behind when their friends gather, do not want to be left behind in information on social media, always want to know jokes or trending topics, and are jealous of seeing the achievements of others who are better than themselves and feel they have to compete. Therefore, as parents in schools, teachers need to know and understand student behavior so that they can take steps to overcome the problems faced by students. In dealing with the problem of FOMO, the steps that can be taken are to provide group counseling services with cognitive restructuring techniques. In implementing this technique, counsees or students are directed to learn to replace their wrong way of thinking with a more rational and positive one. The wrong way of thinking is based on negative statements and perceptions in the counselee or student.

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