



THE EFFECTIVENESS OF EMOTION FOCUSED THERAPY AND DIGITAL DETOX ON FEAR OF MISSING OUT IN SOCIAL MEDIA AMONG ADOLESCENTS: A MIXED METHOD STUDY

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ABSTRACT

FoMO can cause emotional distress that impacts mental health due to inadequacy compared to others. One complementary therapy to overcome fear of missing out among adolescents is emotion-focused therapy and digital detox. The purpose of this research is to determine the effect of emotion-focused therapy and digital detox on fear of missing out on social media among adolescents. This study used a mixed-methods exploratory sequential design and was conducted at SMAN 4 Sukabumi City. Qualitative participants were 14 students from school representatives using purposive sampling. Quantitative respondents were 60 students divided into two groups using stratified random sampling. The instruments used were an interview guide and a FoMO scale questionnaire, which were declared valid and reliable. Statistical analysis used paired and independent sample t-tests and repeated measures ANOVA. There was a significant effect of the combination of Sundanese-language emotion-focused therapy and digital detox on fear of missing out in adolescents over time in the intervention group ($p < 0.001$, $d = 0.436$). It was concluded that the combination of emotion-focused therapy and digital detox was very effective in reducing FoMO levels. Further research is expected to be conducted with a larger sample size to obtain more credible results.

Keywords: anxiety; adolescents; digital detox; emotion focused therapy; fear of missing out; social media

How to cite (in APA style)

Rahman, M. R. F., Suryana, M. A., Nurroby, M. P., Hidayah, N. I., & Yulianti, M. (2025). The Effectiveness of Emotion Focused Therapy and Digital Detox on Fear of Missing Out in Social Media Among Adolescents: A Mixed Method Study. *Indonesian Journal of Global Health Research*, 7(6), 679–688. <https://doi.org/10.37287/ijghr.v7i6.544>.

INTRODUCTION

People's lives have changed significantly due to technological advances, which is increasingly evident in the way people communicate. Social media, as one of the most significant technological innovations, has become an essential need in the modern era and can be accessed at any time (Torous et al., 2021). Generation Z constitutes the majority of social media users because they grew up in a digital era rich in information and technology. This trend has led to them being known as a generation skilled in information technology and computer applications (Chang & Chang, 2023). Badan Pusat Statistik (BPS) shared their research results in 2024, the ratio of young people aged 15-24 who are skilled in Information and Communication Technology (ICT) in Indonesia is relatively high, reaching 95.51%, with the province with the highest average being West Java with a percentage of 97.72%. At the local level, a similar finding was observed, with 1.9 million residents of Sukabumi City being active internet users, the majority of whom are Generation Z consumers.(BPS, 2024). This surge in internet usage demonstrates the dependence of society, especially the younger generation, on social media. Social media is one of several technologies predominantly used by Generation Z for various needs such as entertainment, filling spare time, expressing themselves, and promoting products or services. Along with the rapid development of digital media, Generation Z's patterns of interaction and attachment to social media are expected to continue to increase.(Kullolli & Trebicka, 2023) One of the phenomena commonly experienced by

Gen Z on social media is Fear of Missing Out (FoMO) (Gori et al., 2023; Jabeen et al., 2023; Zhang et al., 2021).

Fear of Missing Out is defined as a state of anxiety caused by not wanting to be left behind by viral trends. FoMO encourages people to continuously follow various trends on social media applications, such as challenges, lip-syncing, and music trends (Hayran & Anik, 2021). This statement is confirmed by a research which explains that most adolescent respondents experienced moderate FoMO.(Filibiana & Wibowo, 2023). Based on these findings, it is clear that Generation Z's tendency to experience FoMO is greatly influenced by technological advances and the intensity of social media use. FoMO can cause emotional distress that impacts mental health, such as stress, anxiety, and feelings of inadequacy compared to others. This highlights the need for psychological approaches that can help individuals manage negative emotions resulting from excessive social media use. One relevant approach is Emotion Focused Therapy (EFT) and Digital Detox (Zahroh, 2025).

EFT is an approach that focuses on recognising, accepting and managing emotions, helping individuals understand the emotional roots of FoMO and build psychological resilience to the social pressures that arise in online interactions.(Greenman, P. S., & Johnson, 2022) Meanwhile, digital detox provides a break from competitive social media exposure and social comparison, allowing individuals to break free from unhealthy digital habits, reflect on personal values, strengthen real-world relationships, and regain control over their time and attention.(Medina, S., & Mesra, 2024). Based on several previous studies, EFT and digital detox are considered effective in maintaining the emotional stability of adolescents.(Brown & Kuss, 2020; Niasti et al., 2021) However there are limitations to existing publications where there is no research discussing the combination of EFT and digital detox in reducing FoMO in adolescents. This research also has methodological advantages with the use of a Mixed-Method with Exploratory Sequential Design, Randomised Controlled Trial (RCT) and repeated measures ANOVA statistical analysis, which can provide comprehensive evidence with a minimum level of bias. The purpose of this research is to determine the effect of emotion focused therapy and digital detox on fear of missing out in social media among adolescents.

METHOD

Research Design

The research design used was a mixed-method design with exploratory sequential design. The first phase (qualitative) used a descriptive approach with semi-structured in-depth interviews. The qualitative findings then became the basis for designing nursing interventions appropriate to the respondents' circumstances. The second phase (quantitative) was conducted using a two-arm Randomised Controlled Trial (RCT) design with a single-blinding approach.

Setting and Participants

This research was conducted at SMAN 4 Sukabumi City from July to September 2025. For the qualitative phase, purposive sampling was used to determine the participants in the study. Participants were divided into students and school staff. The inclusion criteria for students were that they were adolescents, actively used social media, and were at risk of experiencing FoMO. The criteria for school staff were that they had direct experience in adolescent behaviour and emotional dynamics and had taught at SMAN 4 Kota Sukabumi for at least one year. Finally, 14 participants were selected, consisting of 6 students, 6 homeroom teachers, 1 guidance counsellor and 1 school principal.

In the quantitative phase, the population consisted of all 1.640 students at SMAN4 Sukabumi City. The inclusion criteria were aged 15-18 years, active social media users, experiencing mild to moderate FoMO, and able to understand Sundanese well. The exclusion criteria were students undergoing other psychological therapy or treatment. Sample measurement for the quantitative

phase was considered through an effect size of 0.77 to measure significant changes related to fear of missing out with an alpha error probability value of 0.05 with 80% power using G*Power software version 3.1. Considering a 10% follow-up loss, the final sample consisted of 60 respondents divided into two groups. Stratified random sampling was used because it was considered that there were differences in FoMO values among the respondent strata.

Randomization and blinding

Respondents were allocated to quantitative groups using computer randomisation via the website randomized.org with a 1:1 ratio. This effectively reduced the risk of selection bias and ensured equivalent characteristics between each group. Due to the nature of the intervention, blinding of respondents was not possible. Therefore, blinding of group allocation was carried out by data analysis officers.

Intervention

The intervention group received a combination of Sundanese-language Emotion Focused Therapy (EFT) and Digital Detox for one week. EFT was delivered in three sessions, each lasting 15 minutes, facilitated by trained mental health researcher (second and third authors). Each session consisted of three phases: bonding and awareness, evocation and exploration of emotions, and transformation and formation of new meanings. In its implementation, the therapist used Sundanese as the main medium of communication, with the aim of creating a sense of security, strengthening cultural identity, and increasing the respondents' self-acceptance. In addition, participants in the intervention group underwent a Digital Detox programme, which involved limiting social media use to a maximum of two hours per day for seven days. Participants' digital activities were monitored using the ActionDash (Android) and Screen Time Applications (iOS). Participants were also directed to replace their free time on gadgets with positive activities such as studying, face-to-face interactions, or extracurricular activities.

Measures

Respondents were asked to fill out a questionnaire about their characteristics, including age, gender, class, social media, frequency of smartphone use, and living arrangements. To measure the level of Fear of Missing Out (FoMO), the questionnaire uses Przybylski's Standard FOMO Scale, which has been adapted into Indonesian, consisting of 10 questions based on a 5-point Likert scale (1 = not true and 5 = very true). The validity and reliability tests refer to research by Aurira et al. (2023), in which the instrument was declared valid and reliable ($\alpha = 0.867$). This instrument assesses an individual's tendency to feel anxious, worried, or disturbed when left out of social activities or trends on social media. The validity, reliability, and Indonesian language adaptation tests referred to previous research, which got the statistical results of CR = 0.7 and $\alpha = 0.867$. (Aurira et al., 2023).

Data Collection

In the qualitative phase, data was obtained through in-depth interviews. The interviews lasted 10–30 minutes per session, using open-ended questions that explored participants' perceptions of FoMO, emotional control, social media use, and Sundanese language habits in the school environment. All interviews were recorded using a voice recorder and then transcribed verbatim. For quantitative phase FoMO scores were measured several times, the first at baseline (T0), 1 week (T1), 2 weeks (T2) and 3 weeks (T3).

Data Analysis

Data analysis was carried out independently by the first author. In the qualitative phase, interview data were analysed using the Thematic Analysis approach developed by Braun and Clarke. The analysis process was carried out through six systematic stages, namely: (1) familiarisation with the data, (2) initial coding, (3) theme search, (4) theme review, (5) theme definition and naming, and (6) report compilation. Member checks were conducted with participants and data validity was tested through source triangulation.

Quantitative data were analysed using IBM SPSS software version 29. Univariate data were analysed using frequency distribution, percentage, mean, and standard deviation. The requirements for bivariate and multivariate analysis were carried out through normality tests using Shapiro Wilk, homogeneity of characteristics tests using chi-square and Fisher's exact test, and homogeneity of variance tests using Bartlett's test. Bivariate analysis was performed using paired and independent sample t-tests. ANOVA Repeated Measures will be conducted to compare the average scores of the FoMO variable between the four observation times, namely baseline (T0), post-test (T1), one week follow-up (T2) and two-week follow-up (T3). Effect size was measured using Cohen's d and partial eta square (η^2) values. The significance level considered in this study is 0.05.

Ethical Considerations

Ethical acceptance for this study was acquired from Sukabumi College of Health Sciences with ethical number No: 002855/KEP STIKES SUKABUMI/2025. There are no known dangers connected with this study, and the research was carried out in compliance with ethical guidelines. All participants gave their informed consent, and their confidentiality and anonymity were maintained throughout the investigation.

RESULT

Qualitative Phase

Qualitative research in answering research objective 1 in the form of interviews with 14 participants, the respondents consisted of 6 students, 6 homeroom teachers, 1 guidance and counseling teacher, and 1 principal. This research was conducted on August 5–6, 2025, with each interview lasting between 10 and 30 minutes. Based on thematic analysis techniques, the authors had grouped the interview transcripts into several themes, including:

Theme 1: Normalisation of FoMO

Some participants from the student group considered FoMO to be normal and in line with developments in the digital age. This indicates that Generation Z prefers to follow the flow and trends around them. This perception is reinforced by the justification that peers often do the same thing, as well as the urban environment in which they live.

“In my opinion, FoMO is quite normal, because without FoMO we wouldn't do new things and know what the latest activities are like.” (B, 10th grade student)

“Maybe it's true (that FoMO is high) because we live in the city centre.” (S, 11th grade student)

On the other hand, the school had a different perspective. Some participants argued that FoMO should not be taken lightly. If students feel that following trends is a necessity, this will cause serious problems such as anxiety, inferiority, low self-esteem and feeling different from their peers.

“FoMO is considered normal, but if you look deeper, it is actually deviant. Children feel that they must always be up to date, afraid of being left behind, and end up wasting a lot of time.” (A, Principal)

“It's noticeable in class, there are children who feel inferior, left out, and anxious because they can't keep up.” (D, Year 10 Homeroom Teacher).

Theme 2: Emotional Instability in Adolescents

Several participants from the school paid particular attention to the students' lack of emotional self-control. This may be because most teenagers do not yet have strong principles to resist social media trends.

“Emotions are indeed difficult to control; their emotions are still unstable. If their emotional level is like that, it means they cannot control themselves.” (D, Year 11 Homeroom Teacher)

“If their emotions are unstable, they are easily jealous and easily provoked, which ultimately increases the chance of them experiencing FoMO.” (A, Principal)

In line with this, student participants also explained their difficulties in expressing their emotions. In fact, some participants preferred maladaptive approaches to controlling their emotions, such as avoiding other people rather than trying to solve problems.

“What I do is keep quiet and not interact with outsiders.” (F, Year 12).

Theme 3: Uncontrolled Use of Smartphones and Social Media

The high usage of smartphones among students has reached an alarming level. Several participants admitted that smartphones and social media have become an inseparable part of their lives.

“I myself feel that we hold our mobile phones 24/7 and cannot let go, and many are even addicted to them.” (A, 11th grade student)

The school expressed a similar sentiment, saying that most students always try to find ways to access social media during class hours even though this is strictly prohibited.

“Here, we just give verbal reminders if anyone plays with their phones during class, but in reality, many still violate the rule.” (D, Year 12 form teacher).

Theme 4: Sundanese Language Culture as a Protective Factor

Some teachers believe that preserving Sundanese culture can be a strategy to reduce students' dependence on social media. The headmaster focuses on cultural identity, which has begun to crumble, making it important to develop efforts to preserve the Sundanese language among students:

“If we relate it to Sundanese culture, for example, through the habit of using proper and correct Sundanese. Children will have their own identity and pride, not just follow trends on social media.” (A, Headmaster)

The results of the interview analysis indicate the importance of nursing therapy that can combine three important factors causing FoMO, including emotional control, limiting social media use, and Sundanese language culture. In an effort to control emotions, Emotion Focused Therapy (EFT) will be applied to guide adolescents in recognising, managing and adapting their emotions in a more positive direction. It is hoped that after the therapy is given, adolescents can develop adaptive coping mechanisms to combat mental problems such as FoMO. In terms of social media, a Digital Detox will be implemented to require students to reduce their daily use of social media. The implementation of a digital detox can instil a sense of awareness and self-control in students, which is important considering that school policies are not very effective. Finally, Sundanese culture will be integrated into the EFT intervention. Sundanese, as their mother tongue, is an identity and a safe space for adolescents. It is hoped that the use of Sundanese during counselling will increase adolescents' sense of belonging, pride, and control in using social media.

Quantitative Phase

Tabel 1.
Sociodemographic and homogeneity test (n=60)

Variables	Control Group n=30 (%)	Intervention Group n=30 (%)	p-value
Genders			1.00
Male	9 (30)	12 (40)	
Female	21 (70)	18 (60)	
Age (year)			0.417
15-16	19 (63.3)	22 (73.3)	
17-18	11 (36.7)	8 (26.7)	
Grade			0.401
10	14 (46.7)	14 (46.7)	
11	8 (26.7)	8 (26.7)	
12	8 (26.7)	8 (26.7)	
Favourite social media			0.457
Instagram	13 (43.3)	14 (46.7)	
Tiktok	16 (53.3)	16 (53.3)	
Facebook	1 (3.3)	-	

Variables	Control Group n=30 (%)	Intervention Group n=30 (%)	p-value
Use of mobile phones			0.419
2-5 jam	19 (63.3)	21 (70)	
> 5 jam	11 (66.6)	9 (30)	
Living with Parents	30 (100)	30 (100)	Constant

Table 1, showed that the characteristics of respondents in the control and intervention groups were obtained that most of the respondents were female as many as 21 people (70%), were in the age range of 15-16 years as many as 22 people (73.3%), were in grade 10 each as many as 14 people (63.3%), most often used the TikTok application as many as 16 people (53.3%), used smartphones for 2-5 hours as many as 21 people (70%), and all respondents lived with their parents as many as 30 people (100%). In addition, the results of the homogeneity test showed that all sociodemographic respondents in the control and intervention groups were evenly distributed ($p > 0.05$).

Table 2.
Univariate variables and normality test

FoMO Levels	Control Group (mean ± SD)	p-value	Intervention Group (mean ± SD)	p-value
Baseline (T0)	29.73 ± 3.99	0.331	28.46 ± 2.73	0.317
Post-Test (T1)	29.96 ± 3.88	0.683	26.76 ± 2.62	0.547
One Week Follow-Up (T2)	30.2 ± 3.6	0.475	25.54 ± 2.95	0.299
Two Week Follow-Up (T3)	30.06 ± 3.88	0.167	25.03 ± 3.59	0.581

According to table 2, the control group obtained variable values from four different time points, with a baseline average of 29.73 ± 3.99 , a post-test average of 29.96 ± 3.88 , a one-week follow-up average of 30.2 ± 3.6 , and a two-week follow-up average of 30.06 ± 3.88 . Meanwhile, in the intervention group, the variable values at baseline were 28.46 ± 2.73 , post-test 26.76 ± 2.62 , one-week follow-up 25.54 ± 2.95 , and two-week follow-up 25.03 ± 3.59 . Furthermore, the values for all measurement stages obtained a p-value > 0.05 , indicating that the FoMO variable was normally distributed in both the control and intervention groups.

Table 3.
The effect of Sundanese EFT and digital detox on FoMO levels among adolescents

Groups	Mean ± SD		t	Mean Difference	p-value	d
	T0	T1				
Control	29.73 ± 3.99	29.96 ± 3.88	-0.449	-0.233	0.329	-0.59
Intervention	28.46 ± 2.73	26.76 ± 2.62	5.057	1.7	< 0.001	0.63

Table 3 shows that there is no difference in fear of missing out scores among adolescents in the control group ($p = 0.329$) with a Cohen's d value of -0.59, indicating a moderate effect size. In contrast, Table 3 shows that there is an effect of Sundanese EFT and digital detox on the level of fear of missing out among adolescents in the intervention group ($p < 0.001$) with a Cohen's d value of 0.63, indicating a moderate effect size.

Table 4.
Difference in FoMO levels between the control and intervention groups

Variable	Modified Mean ± SD		t	Mean Difference	p-value	d
	Control	Intervention				
Fear of Missing Out	-0.233	1.7	3.122	1.933	0.003	0.806

Table 4 shows that there is a significant difference in fear of missing out between the control and intervention groups ($p = 0.003$) with a Cohen's d value of 0.806, indicating a large effect size. This is evidenced by a significant difference in the mean values, which is 1.933.

Table 5.
Comparison of FoMO levels in the control and intervention groups over time

Groups	Mean ± SD				F	p-value	np ²
	T0	T1	T2	T3			
Control	29.73 ± 3.99	29.96 ± 3.88	30.2 ± 3.6	30.06 ± 3.88	0.309	0.819	0.011
Intervention	28.46 ± 2.73	26.76 ± 2.62	25.54 ± 2.95	25.03 ± 3.59	22.43	< 0.001	0.436

Table 5 shows that there was no significant effect of time on the level of fear of missing out in the control group at one and two weeks of follow-up ($p = 0.819$) with a partial eta square value of 0.011, indicating a small effect size. Table 5 also shows that there is a significant effect of time on the level of fear of missing out in the control group at one and two weeks of follow-up ($p < 0.001$) with a partial eta square value of 0.436, indicating a large effect size.

DISCUSSION

FoMO among Generation Z students has shifted from an individual anxiety to a normalized social phenomenon. Some participants consider FoMO to be commonplace and in line with the development of the digital age. The normalization of FoMO, reinforced by intensive social media use such as TikTok and Instagram, as well as peer influence and urban environments, has led them to perceive FoMO as a common occurrence. This reflects how the social environment and characteristics of educational institutions influence the intensity and form of students' engagement in social media activities.(Nabilah et al., 2025). This normalization indicates social acceptance of digital pressure, which ironically increases psychological vulnerability because the problem is not taken seriously. This condition aligns with one study that found that FoMO significantly influences social media addiction.(Nabilah et al., 2025) These findings confirm that FoMO is not just a fleeting phenomenon, but is closely related to unmet social and emotional needs, such as the desire to be recognized, connected, and part of a group.

This statement suggests that interventions need not only address the anxiety of FOMO itself, but also challenge the social framing surrounding it. Breaking their reliance on recognition from the stream of trends normalized by social media, the challenges of normalized FOMO demand comprehensive interventions to instill a new understanding of mental health and self-worth. With the combination of EFT and digital detox, FOMO can be transformed from a psychological burden into a positive motivation for building healthy relationships and improving mental health.(Owen, 2025). Data shows that smartphone use has become a compulsive habit that is difficult to control, even violating social norms and school rules, which is seen as a form of addiction. This behavior, often classified as behavioral addiction, reinforces the cycle of FoMO by creating a constant urge to check.(Schimmenti, 2023) This habit prevents internal emotional regulation strategies from working optimally because they are constantly interrupted by new digital stimuli. The addition of a social media restriction intervention component is needed to break this pattern and create space for effective psychological interventions. Smartphone use among students has reached a high level. Several participants acknowledged that smartphones and social media have become an inseparable part of their lives.(Saputra et al., 2022).

Cultural integration through Sundanese serves as a significant protective factor, increasing its validity and potential for acceptance at the local level. This phenomenon is crucial because the use of Sundanese language and cultural expressions in everyday life is beginning to erode. This situation impacts not only cultural identity but also the younger generation's sense of connection to local values.(Tini et al., 2025). Theoretically, cultural factors can act as a bulwark against the pressures of globalization, offering a source of authentic identity and self-worth.(Sabila et al., 2025) When this identity is weakened or lost, the risk of developing mental health problems such as anxiety and feelings of isolation tends to increase. Some teachers believe that preserving Sundanese culture can be a strategy to reduce students' dependence on social media. This statement confirms that the use of mother tongue in therapy increases ecological validity and strengthens the therapeutic bond, in accordance with research by one study,(Indah et al., 2024) which reveals that Sundanese culture can strengthen therapeutic communication. In the context of FoMO, strengthening local identity offers an authentic source of validation, acting as a natural counterbalance to the artificial pursuit of recognition online. This cultural adaptation is a unique advantage that ensures the relevance and acceptability of the intervention at the local adolescent level.

Fear of Missing Out (FoMO) is related to the fatigue individuals experience when using social media excessively. FoMO is characterized by feelings of loss, anxiety, and an inability to be part of enjoyable events. 8 These feelings are rooted in uncontrollable thoughts and emotions, which drive individuals to continuously seek and consume information on social media to stay up-to-date with other people's lifestyles. Extensive research has shown that FoMO can act as a mediator, exacerbating negative psychological conditions such as social anxiety, problematic social media use, and the habit of "phubbing" among social media users.(Rahmania et al., 2020). The combination of Sundanese-adapted Emotion-Focused Therapy (EFT) and digital detox provides a unique and potentially effective approach to addressing Fear of Missing Out (FoMO) in teens and Gen Z. FoMO, which is the anxiety about missing out on information or experiences experienced by others, is highly relevant to intense social media use. EFT teaches them to identify and understand emotions such as anxiety, envy, or feelings of worthlessness that arise when viewing social media content. When this is combined with Sundanese, which is rich in local expressions and values, teens can feel more connected to the therapy process. Digital detox provides a break from exposure to notifications, updates, and social pressures online, giving teens the opportunity to regulate themselves emotionally without distraction.(Deniz, 2021; Eadeh et al., 2021). The integration of EFT and digital detox produces more permanent behavioral changes than temporary interventions. EFT trains adolescents' emotional and cognitive foundations to recognize the pitfalls of social comparison and anxiety, providing them with internal tools. Furthermore, digital detox facilitates the formation of new, healthy habits, providing firsthand experience that FoMO significantly reduces when social media consumption is managed. Thus, adolescents not only understand why they feel anxious but also have real-world evidence of what life without FoMO feels like, motivating them to maintain more balanced social media use.(Glisenti et al., 2021; Marangoz & Kale, 2024)

FoMO often stems from a lack of emotional and digital literacy in adolescents. EFT, in Sundanese, can be a means of emotional education, teaching how to name, express, and calm emotions in an accessible way. At the same time, digital detox serves as practical education on healthy social media use, such as recognizing addictive patterns and limiting exposure to irrelevant information. The combination of the two creates a dual learning process: adolescents gain a better understanding of themselves while also learning to manage technology wisely. As a result, FoMO is reduced because they are no longer passive consumers of digital information but rather active, conscious and selective users (Mursaleen et al., 2024; Dinh & Lee, 2024). Beyond the individual aspect, the combination of Sundanese-language EFT and digital detox also strengthens real social interactions that are often eroded by digital culture. Sundanese language carries nuances of shared values such as *silih asih* (compassion), *silih asah* (grooming), *silih asuh* (caregiving), which remind adolescents that emotional support can be obtained from their immediate community, not just online validation. Digital detox supports this process by freeing up time typically spent scrolling and redirecting it to activities with family, friends, or the local community. In this way, adolescents learn that real social intimacy is more satisfying than pseudo-digital interactions, thus diminishing the need for constant social media updates and decreasing the intensity of FoMO (FoMO) (Sjafirah et al., 2024).

Researchers argue that the synergy between these two interventions creates a positive reinforcement cycle. EFT in Sundanese helps teens build strong emotional awareness, while digital detox provides real-life experiences on how living without excessive digital dependency can reduce FoMO. They learn that happiness and meaningful connections don't always depend on virtual validation or interactions. This helps them shift their mindset to prioritize themselves and those around them. The result is a significant decrease in FoMO, replaced by a sense of inner peace, increased focus, and the ability to appreciate real-world moments. Limitations of this study focus on the setting and the respondents. Some studies suggest that 60 respondents is sufficient for RCTs, but it would be better to conduct research with a larger sample size to reduce the possibility of method bias. Furthermore, the research variables tended not to comprehensively describe other risk factors for fear of missing out. Future research should address this shortcoming.

CONCLUSION

The results of the study showed that the combination of Sundanese-language emotion-focused therapy and digital detox was highly effective in reducing the fear of missing out in adolescents. This was evidenced by a very significant decrease in the fear of missing out score at four different time points in the intervention group. Compared to that, the control group experienced no change. These findings suggest that health workers, teachers, and the general public can implement the combination of Sundanese-language EFT and digital detox as a form of prevention of mental health problems in adolescents, especially FoMO.

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