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THE EFFECTIVENESS OF GROUP COUNSELING USING SOCIODRAMA TECHNIQUES TO PREVENT THE FEAR OF MISSING OUT

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Abstract

This study was motivated by the increasing use of social media, which triggers a fear of missing out among college students. The study aims to test the effectiveness of group counseling using sociodrama techniques in preventing the fear of missing out. The method used was a quantitative approach with a pre-experimental design in the form of a one-group pretest-posttest study involving 8 college students selected through purposive sampling based on the criterion of having a moderate to high level of fear of missing out. The research instrument used a FOMO scale that has been validated and found to be reliable, while data analysis employed the Wilcoxon Signed-Rank Test. The results showed a significant decrease in FOMO levels from the moderate–high category to the low category among all subjects, with a significance value of a Z-score of -2.521 and $p = 0.012$ ($p < 0.05$). Furthermore, the effect size calculation yielded an r value of 0.89, which falls into the "large effect" category, indicating that the group counseling intervention using sociodrama techniques has a strong influence on reducing FOMO. Furthermore, more adaptive psychological and behavioral changes were observed in social media use. Thus, group counseling using sociodrama techniques is effective in preventing the fear of missing out among college students.

Keywords: fear of missing out; group counseling ; social media.

1. Introduction

Technology today is advancing at a rapid pace and has brought about changes in communication habits and virtual interactions, particularly through the use of various social media apps such as Instagram, TikTok, X, and WhatsApp. The presence of these social media platforms has made them an inseparable part of daily life, particularly among young people. Currently, social media offers a wide range of features that can be utilized as tools for communication, social interaction, information seeking, and entertainment (Noventa et al., 2023). This trend is further supported by the evolution of smartphones into the primary devices used to access social media (Warpindyastuti et al., 2018). Data from We Are Social & Hootsuite (2024) shows that the number of active social media users worldwide has reached over 5.04 billion people. The average daily social media usage is approximately 2 hours and 23 minutes. Meanwhile, in Indonesia, there are 139 million active social media users, equivalent to approximately 49.9% of the total population, with the 18–34 age group constituting the largest user base (Datareportal, 2024). This phenomenon reflects just how significant the role of social media is in shaping individuals' social and psychological realities, while also giving rise to various psychological impacts that require serious attention from academics and education practitioners (Pasenrigading et al., 2025).

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One of the psychological effects currently receiving increasing attention in research on social media use is the fear of missing out (Fiqh et al., 2026). The concept of the fear of missing out describes a persistent anxiety that others may be having more enjoyable or exciting experiences, driven by a tendency to constantly stay connected to the activities of others (Przybylski et al., 2013). According to Przybylski et al. (2013), the fear of missing out is a form of social need that arises from the basic human motivation to feel connected, accepted, and acknowledged within a social environment.

Przybylski et al. (2013) explain the fear of missing out based on a theoretical framework of basic human needs that draws on Self-Determination Theory as outlined by Richard Ryan and Edward Deci (2000). Within this theoretical framework, the fear of missing out is a manifestation of psychological needs that have not been optimally met, particularly the needs for competence, relatedness, and autonomy. Individuals who feel that their basic psychological needs are not being met in real life tend to seek excessive fulfillment of those needs through social media, leading to anxiety when they are unable to follow or monitor others' activities in real time (Przybylski et al., 2013). This condition creates a maladaptive cycle in which individuals constantly feel compelled to check social media to avoid feeling left behind by their social circle, even though this behavior actually worsens their psychological state.

High levels of social media addiction as verified by previous studies such as that conducted by Rahardjo & Soetjiningsih (2022) were identified in a study of students at Satya Wacana Christian University: the higher an individual's dependence on social media, the higher their level of fear of missing out tends to be. A study by Aslam et al. (2020) confirms that the fear of missing out is significantly associated with increased compulsive smartphone use, sleep disturbances, reduced concentration while studying, and a decline in overall psychological well being. These conditions indicate that the fear of missing out is not merely a minor psychological phenomenon but a problem requiring planned and systematic intervention.

The negative effects of the fear of missing out are not limited to individual psychological aspects but also extend to social and academic dimensions. Pujiastuti et al. (2025), in their study, found that the fear of missing out is closely linked to loneliness, stress, and depression, as individuals feel left out of others' experiences. Research shows a positive correlation between FOMO and chronic anxiety, as well as low self confidence and low self esteem (Utama, 2025); this also increases the risk of sleep disorders such as insomnia. A study by Kushlev et al. (2016) demonstrated that constant social media notifications driven by FOMO significantly impair college students' ability to focus and their cognitive performance. Furthermore, Oberst et al. (2017) found that FOMO is closely associated with low self esteem, high levels of social anxiety, and difficulties in building authentic and meaningful interpersonal relationships. These findings indicate that FOMO has broad and serious implications for an individual's quality of life, social emotional development, and academic achievement.

The groups most vulnerable to the effects of the fear of missing out are adolescents and college students, given that they are in a developmental phase characterized by the formation of self identity and the search for social recognition (Septiassani & Widiansyah, 2026). According to Kristi et al. (2026), the adolescent developmental stage is characterized by an identity crisis that drives individuals to seek external validation from their peer group. In the contemporary digital context, this need is often channeled through social media, making individuals at this age particularly vulnerable to the social pressure generated by constant

exposure to content depicting others' lives. Przybylski et al. (2013) specifically found that individuals in late adolescence and early adulthood exhibited higher "fear of missing out" (FOMO) scores compared to other age groups, particularly those who were dissatisfied with their current life circumstances and had low fulfillment of basic psychological needs.

Guidance and counseling are an integral part of higher education that play a crucial role in helping students overcome various psychological issues and supporting their optimal development (Zamroni et al., 2016). Within the guidance and counseling setting, various approaches have been developed to address the psychological issues of adolescents, one of which is group counseling. Group counseling is a service that utilizes group dynamics as a medium for behavioral change and increased self awareness, where group members share experiences, provide feedback, and learn from one another in a supportive and structured atmosphere (Hiskiawati et al., 2025). The primary strength of group counseling lies in its ability to create authentic social learning experiences, where individuals can develop social skills, empathy, and emotional regulation through direct interaction with their peers in a safe and guided setting (Ihsan et al., 2025).

Previous research has shown that the sociodrama technique is effective in helping individuals overcome various social and psychological problems. As'ad's (2025) study on "Group Counseling Using the Sociodrama Method to Reduce Moral Disengagement" demonstrated that the application of sociodrama can enhance participants' self-awareness, empathy, and ability to understand the consequences of social behavior, thereby fostering more positive behavioral change. In line with this, a study by Winarlin et al. (2016) on the effectiveness of sociodrama in reducing verbal aggression demonstrated that through role-playing activities, individuals can learn new, more adaptive behaviors, as human behavior is shaped through social learning processes and interactions with the environment. Furthermore, Kurniawan and Pranowo (2018) explain that sociodrama techniques are effective in addressing social issues because they help individuals explore social conflicts, improve communication skills, enhance self-adjustment, and deepen their understanding of interpersonal relationships. Based on these studies, it can be understood that the sociodrama technique not only helps individuals understand problems cognitively but also trains affective and behavioral aspects through direct experience in role-playing. Therefore, the sociodrama technique is considered relevant and effective for helping to prevent the "fear of missing out" because it addresses an individual's cognitive, emotional, and behavioral aspects simultaneously.

One technique considered effective within the framework of group counseling for addressing social emotional issues is sociodrama. Sociodrama is a technique that uses role playing and the dramatization of social situations as a means of exploring and resolving interpersonal problems (Nisa Ainun & Jasiah, 2025). Through sociodrama, students are encouraged to express their experiences, perspectives, and emotions through dramatic representation, thereby gaining deeper new insights about themselves and others (Nurfaridah et al., 2026). In the context of the fear of missing out, the sociodrama technique is considered relevant because it can simulate social situations that trigger the fear of missing out, while also allowing individuals to practice adaptive responses and develop more realistic perspectives regarding their own social lives as well as those of others (Susiati, 2020).

Based on the above discussion, it is clear that the fear of missing out is a serious, widespread psychological issue with multidimensional impacts on the lives of Indonesian adolescents in the digital age. On the other hand, group counseling services using sociodrama techniques offer an approach that is theoretically relevant and empirically promising for addressing this issue. Given that FOMO is not merely a fleeting phenomenon but is closely linked to unmet social and emotional needs such as the desire to be recognized, connected, and part of a group (Przybylski et al., 2013) psychosocial and group based interventions are highly relevant to develop in order to address this issue. This study aims to empirically test the effectiveness of a guidance group using sociodrama techniques in preventing the fear of missing out among college students, with the hope of contributing to the development of a contextual, evidence based, and practical guidance and counseling intervention model within the field of education.

2. Method

This study employed a quantitative method with a pre experimental design, which is a study design aimed at evaluating the effect of an intervention on a specific variable without involving a control group. This method was chosen based on the research objective to analyze differences in the level of fear of missing out among students before and after the implementation of group counseling services using sociodrama techniques. Through this approach, the researcher can directly assess the impact of the intervention on changes in the research subjects' conditions.

2.1. Research Design

The research design used in this study was a single group pre test post test design. In this design, the subjects first underwent a pre test to assess their condition before the intervention was implemented. Afterward, the subjects received the treatment, and once all treatment phases were completed, a post test was conducted to evaluate the changes experienced following the intervention. This design is used to compare conditions before and after the intervention so that the effect of the treatment on the research subjects can be identified (Sugiyono, 2019). Through this design, researchers can determine whether or not there are significant changes following the implementation of the intervention.

In simple terms, the research design can be described as follows:

Table 1. One Group Pretest Posttest Research Design

Pretest	**treatment**	**Postest**
O1	**X**	**O2**

Desription

O1= Pre test

X= Treatment

O2= Post test

2.2 . Population & Sample

The population of focus in this study is the 2022 cohort of BK UM students. Subjects for this study were selected using purposive sampling, a technique in which samples are chosen based on specific characteristics aligned with the study's objectives (Sugiyono, 2019). The criteria for participants in this study were students who experienced a "fear of missing out" ranging from mild to severe, who actively used social media for at least 3 hours, and who were willing to participate in the entire series of group counseling sessions.

2.3 . Instrument

The population of focus in this study is the 2022 cohort of BK UM students. The selection process for this study utilized purposive sampling, a technique in which subjects are selected based on specific characteristics relevant to the study's objectives (Sugiyono, 2019). The criteria for participants in this study were students who experienced a fear of missing out at levels ranging from mild to high and who were active.

The instrument developed by Kaloeti et al. (2021) does not alter the main theoretical framework proposed by Przybylski et al. (2013), but rather refines its empirical application to make it more relevant to the current social and cultural conditions of society. Thus, the aspects included in the scale retain a strong theoretical foundation but have been adapted to empirical conditions, making them more applicable for measuring levels of fear of missing out, particularly among college students. Consequently, this instrument is deemed suitable for use in research to obtain more accurate data regarding the levels of fear of missing out among research subjects.

The instrument used was a Likert scale with five response options: strongly disagree (STS), disagree (TS), neutral (N), agree (S), and strongly agree (SS). Each statement was designed to describe real life situations that adolescents frequently experience in their daily use of social media. The fear of missing out scale consists of 12 statements.

Validity and reliability tests were conducted on April 17, 2026, with a total of 84 respondents 2022 cohort students from the UM Guidance and Counseling program. The results of the validity test for the "fear of missing out" scale, consisting of 12 statements, indicated that the instrument was valid because it had a calculated r-value > 0.2146 and a Sig. (2-tailed) value < 0.05. In the reliability test, the Cronbach's Alpha value for the Fear of Missing Out scale, which consists of 12 statements, was 0.886, indicating that it is reliable.

2.4 . Data Collection Procedures

The data collection procedure was conducted in three stages. The first stage was a pre test, which served as an initial assessment to determine the level of fear of missing out among students and to identify the research subjects. The second stage involved providing a treatment in the form of group counseling using sociodrama techniques, conducted over three sessions. In this activity, students were invited to role play specific social situations related to social media use and the pressure to stay constantly connected, so that they could understand and reflect on their own behavior. The third stage was a post test, which served as a final assessment to observe changes in FOMO levels after participating in the program.

2.5 . Data Analysis

Data analysis in this study utilized the Wilcoxon Signed Rank Test, a nonparametric statistical technique used to test for differences between two paired data sets specifically, to determine the difference in scores between the pretest (before the intervention) and the posttest (after the intervention). This nonparametric statistical data analysis technique was performed using SPSS 25.0 for Windows software. The use of nonparametric statistics was based on the relatively small number of research subjects, namely fewer than 30 ($n < 30$).

In addition to significance testing, this study also calculated the effect size to determine the magnitude of the intervention's impact or strength. The effect size was calculated using the formula $r = Z / \sqrt{N}$, where Z is derived from the results of the Wilcoxon test and N is the total number of subjects. The effect size value was then interpreted to assess the level of the intervention's impact—whether it was small, moderate, or large.

Decision making in this study was based on the significance value (Asymp. Sig) and the Z score from the results of the Wilcoxon Signed Rank Test. If the significance value indicates $p < 0.05$, it can be concluded that there is a significant difference between the conditions before and after the intervention. Additionally, the Z score is used to indicate the direction and magnitude of the change that occurred after the intervention was administered. Thus, if the significance value is less than 0.05 and is supported by a Z score indicating a decrease in scores, then group counseling using sociodrama techniques is deemed effective in preventing fear of missing out. Conversely, if the significance value indicates $p > 0.05$, then the intervention is deemed to have no significant effect on changes in the subjects' levels of fear of missing out. Decision making in this study was based on the significance value (Asymp. Sig) and the Z score from the results of the Wilcoxon Signed Rank Test. If the significance value indicates $p < 0.05$, it can be concluded that there is a significant difference between the conditions before and after the intervention. Additionally, the Z score is used to indicate the direction and magnitude of the change that occurred after the intervention was administered. Thus, if the significance value is less than 0.05 and is supported by a Z score indicating a decrease in scores, then group counseling using sociodrama techniques is deemed effective in preventing fear of missing out. Conversely, if the significance value indicates $p > 0.05$, then the intervention is deemed to have no significant effect on changes in the level of fear of missing out among the research subjects.

3. Results and Discussion

3.1 Results

The results of this study focused primarily on students experiencing a fear of missing out. These findings were identified after administering a pretest to students exhibiting this fear: 8 students met the criteria for group counseling services, including 4 students at the moderate level and 4 at the high level. All 8 students spent more than 3 hours daily on social media, either checking it or keeping up with updates. These 8 students experienced psychological effects such as a constant desire to stay connected to social media resulting in a sense of being unable to disconnect from social media or a dependency on it as well as comparing themselves to others or lacking a sense of inner satisfaction.

3.1.1 Description Of Initial Data (Pretest)

Based on the results of the initial measurement (pretest) conducted on 8 research subjects, a picture emerged of their levels of fear of missing out before they received the intervention in the form of group counseling using sociodrama techniques. The data analysis showed that the majority of subjects fell into the moderate and high categories. Specifically, four students were in the moderate category: RB (42), ARD (38), YS (29), and HY (40). Meanwhile, the other four students were in the high category: DR (57), ZM (47), AL (53), and GS (54).

These findings show that all research participants exhibited a fairly significant level of fear of missing out, in both the moderate and high categories. This suggests that college students tend to feel a strong urge to stay connected to social activities on social media, as well as a concern about missing out on information or experiences shared by others.

In general, the results of this pretest reinforce the rationale for the intervention, as no subjects were found in the low category. This means that all subjects do indeed need services that can help reduce the level of fear of missing out they experience.

Table 2. Pretest Results On The Level Fear of Missing Out

Subject	*Pretest*	Category
RB	42	Currently
ARD	38	Currently
DR	57	High
YS	29	Currently
ZM	47	High
AL	53	High
GS	54	High
HY	40	Currently

3.1.2 Description Of Posttest Data (Posttest)

After receiving group counseling using sociodrama techniques, a posttest was administered to assess changes in the subjects' levels of fear of missing out. The posttest results showed significant changes in all subjects. All eight students who were previously in the moderate and high categories experienced a decrease in their scores, placing them in the low category. The scores obtained by each subject were as follows: RB (24), ARD (19), DR (23), YS (23), ZM (20), AL (22), GS (24), and HY (23).

These changes indicate that after participating in group counseling sessions using sociodrama techniques, the students' levels of fear of missing out decreased across the board. No subjects were found to fall into the moderate or high categories, meaning that all subjects

had achieved a more controlled level of fear of missing out or had experienced a decrease in their levels.

Overall, the results of this posttest indicate that the services provided are effective in helping students reduce their tendency to feel left out, as well as their excessive urge to constantly stay connected to social activities on social media.

Table 3. Posttest Results On The Level Fear Of Missing Out

Subyek	*Posttest*	Kategori
RB	24	Low
ARD	19	Low
DR	23	Low
YS	23	Low
ZM	20	Low
AL	22	Low
GS	24	Low
HY	23	Low

3.1.3 Comparison Pretest and Posttest

Based on the results of the pre test and post test administered before and after the intervention, there was a fairly clear change in the students' levels of fear of missing out.

At the beginning of the study, all participants fell into the moderate and high categories, with 4 students in the moderate category and 4 students in the high category. This indicates that, prior to the intervention, the students still had a fairly strong tendency to worry about missing out on information or experiences shared by others, particularly in the context of social media use. After receiving group counseling using sociodrama techniques, the posttest results showed a significant change, with all subjects moving down to the low category. There were no longer any students in the moderate or high categorie Comparison of Scores and Levels of Fear of Missing Out.

Table 4. Perbandingan Skor dan Tingkat Fear of missing out

Subject	*Pretest*	*Posttest*	Difference	Initial Category	Final Category
RB	42	24	18	Currently	Low
ARD	38	19	19	Currently	Low

DR	57	23	34	High	Low
YS	29	23	6	Currently	Low
ZM	47	20	27	High	Low
AL	53	22	31	High	Low
GS	54	24	20	High	Low
HY	40	23	17	Currently	Low

3.1.4 Statistical Test Results

Based on the comparison table, all subjects experienced a decrease in scores between the pretest and posttest. The magnitude of the decrease varied among individuals. The largest decrease occurred in subject DR, with a difference of 34 points (from 57 to 23), followed by AL with a difference of 31 points, and ZM with a difference of 27 points. Meanwhile, the smallest decrease was observed in subject YS, with a difference of 6 points. In addition to changes in scores, all subjects also experienced a change in category, shifting from the moderate or high category to the low category. No subjects were found to have increased their scores or remained at the same score. All data show a consistent pattern of change, namely a decrease in fear of missing out scores from before to after the intervention.

The results of the analysis using the Wilcoxon signed rank test showed that all subjects (N = 8) had negative ranks, meaning their posttest scores were lower than their pretest scores. The mean rank was 4.50 and the sum of ranks was 36.00. This indicates that all changes occurred in the same direction a decrease in scores following the intervention. No positive ranks or ties were found, meaning that no subject experienced an increase in scores or maintained the same score between the pretest and posttest. In other words, all subjects demonstrated a consistent downward trend.

In the test statistics section, a Z value of -2.521 was obtained with an Asymp. Sig. (2-tailed) value of 0.012. A negative Z value indicates the direction of change, namely that scores after the treatment tended to be lower than before the treatment. Meanwhile, the significance value (0.012) is below the 0.05 threshold, which, in the context of a nonparametric test, indicates a difference between the two conditions being compared. Thus, based on the key coefficients in the Wilcoxon test namely, the Z value and the significance level it can be interpreted that there was a change in the “fear of missing out” scores between the pretest and posttest, with the direction of the change being a consistent decrease across all study participants.

Based on the effect size calculation, an effect size of 0.89 was obtained. This value was calculated using a Wilcoxon statistic of -2.521 with a sample size of 8 students. The magnitude of the intervention’s effect can be interpreted based on Cohen’s (1992) criteria. According to these criteria, an effect size of 0.89 falls into the “large effect” category. This indicates that group counseling services using sociodrama techniques have a strong effect on reducing levels of fear of missing out among 2022 Guidance and Counseling students.

The effect size values, which fall into the "large" category, also indicate that the changes observed following the intervention were not only statistically significant but also highly meaningful in practical terms. Thus, group counseling services using sociodrama techniques can make a significant contribution to helping students reduce their tendency to experience "fear of missing out," particularly as it relates to the urge to stay constantly connected to social media and the worry of missing out on social information.

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Skor *Pretest*	8	29	57	360	45.00	9.502
Skor *Posttest*	8	19	24	178	22.25	1.832

Gambar 1. Results Of Descriptive Statistics Uji Wilcoxon

Ranks

		N	Mean Rank	Sum of Ranks
Post-Test – Pre-Test	Negative Ranks	8[a]	4.50	36.00
	Positive Ranks	0[b]	.00	.00
	Ties	0[c]		
	Total	8		

Gambar 2. Results Of Descriptive Statistics Uji Wilcoxon

3.2 Discussion

3.2.1 Changes In The Level Of Fear Of Missing Out Based On Quantitative Data

The results of the study indicate a change in the level of fear of missing out among all subjects after they received group counseling using sociodrama techniques. Based on the results of the descriptive analysis, pretest scores ranged from 29 to 57, falling into the moderate and high categories. Meanwhile, after the intervention, posttest scores decreased, ranging from 19 to 24, all of which fell into the low category. The decrease in scores occurred in all research subjects without any increases or unchanged scores, indicating a consistent pattern of change following the intervention.

Quantitatively, these changes show that the level of fear of missing out experienced by students decreased after participating in group counseling sessions using sociodrama techniques. The decrease in scores not only reflects a statistically significant change but also indicates changes in the aspects of fear of missing out measured in this study, namely missed experiences, compulsion, and comparison with friends. Before receiving the intervention,

students tended to express concern when they were unaware of others' activities, felt a strong urge to constantly monitor social media, and frequently compared their own experiences and lives with those of others as portrayed on social media.

The decrease in fear of missing out scores among all participants can be explained by the processes that occurred during the group counseling sessions using sociodrama techniques. Through role playing activities, students were given the opportunity to act out various social situations related to social media use and the experiences of fear of missing out that they frequently encounter in their daily lives. These experiences helped students understand the source of their anxiety when they feel left out of others' information or experiences. Additionally, the reflection process conducted after the role playing activities allowed students to reevaluate the thought patterns, feelings, and behaviors that had been driving them to stay constantly connected to social media..

The changes in scores also indicate a decrease in students' tendency to constantly follow others' activities to avoid feeling left out (missed experiences). Students are beginning to realize that not all social activities need to be known or followed, so their anxiety about missing the latest information is becoming more manageable. Additionally, there has been a decrease in compulsive behavior, as evidenced by a reduced urge to constantly check social media and keep up with others' activities. Students are becoming better able to control their social media use and are more selective in how they respond to the information they receive. Furthermore, regarding the "comparison with friends" aspect, students show a reduced tendency to compare themselves to others. They are beginning to understand that the information displayed on social media does not always reflect reality, which helps reduce feelings of dissatisfaction with themselves.

These findings align with the "fear of missing out" theory proposed by Przybylski et al. (2013), which explains that the fear of missing out arises when individuals worry about the possibility of missing out on experiences that others are having and that are perceived as enjoyable. Through group dynamics and direct experiences in sociodrama, students have the opportunity to fulfill these social needs through real interactions, thereby reducing the tendency to excessively seek fulfillment of these needs through social media. Thus, the decrease in pretest and posttest scores observed across all participants indicates that group counseling services using sociodrama techniques not only produce quantitative changes but also help students understand, manage, and reduce the FOMO tendencies they experience. These changes are reflected in a decrease in anxiety about missing out on experiences, a reduction in the urge to constantly stay connected to social media, and a decrease in the tendency to compare oneself to others.

3.2.2 Results Of The Analysis Of Students Worksheets

In addition to the quantitative data obtained through the fear of missing out instrument, the changes experienced by the participants were also evident from the results of their student worksheets at each service session. The LKPDs were used as a tool for reflection to assess the participants' level of understanding of the material presented through sociodrama techniques. An analysis of the participants' responses showed that their understanding progressed in line with the service objectives at each session.

During the first session, titled "Fear of Missing Out?", participants were asked to identify the meaning of "fear of missing out," the feelings experienced by the characters in the

sociodrama, similar personal experiences, and strategies for coping with the fear of missing out. The discussion revealed that participants were able to understand "fear of missing out" as a feeling of anxiety that arises when they are unaware of the activities, information, or experiences others are having. Participants also began to realize that they had experienced this feeling in their daily lives, especially when seeing their friends' posts on social media. In addition, participants were able to suggest various more adaptive behavioral alternatives, such as limiting social media use, increasing focus on personal activities, and reducing the habit of comparing themselves to others. These findings indicate an increase in participants' awareness of the "missed experience" aspect of the fear of missing out.

In the second session, titled "Can't Stop Scrolling?", participants were guided to understand excessive scrolling behavior related to compulsive tendencies. Based on the results of the worksheets, participants were able to identify that excessive social media use can disrupt academic activities, reduce concentration, and cause difficulties in self control. Participants also demonstrated an understanding that the urge to constantly check social media often arises from a desire to stay updated and a fear of missing out on social activities. Additionally, participants were able to formulate self control strategies, such as limiting social media usage time, setting a schedule for device use, and redirecting their attention to more productive activities. These findings indicate a growing awareness among participants of the importance of self control in social media use.

In the third session, titled "My Life vs. Your Life," participants explored the tendency to compare themselves to others an aspect of "comparison with friends" within the context of the fear of missing out. The worksheet results showed that participants were able to identify the negative effects of excessive social comparison, such as feelings of dissatisfaction with oneself, decreased self confidence, and increased anxiety. Participants also demonstrated an understanding that what is displayed on social media does not always reflect real life circumstances. Through the reflection exercises, participants began to realize the importance of self acceptance, appreciating each individual's life journey, and reducing the habit of comparing themselves to others. These findings indicate a shift in participants' perspectives toward information obtained through social media and an increase in more positive self acceptance.

Overall, the results of the LKPD analysis show that participants not only experienced a quantitative decrease in their fear of missing out scores but also demonstrated improved understanding of the three aspects of fear of missing out: missed experiences, compulsion, and comparison with friends. This progress is reflected in the participants' improved ability to identify the causes of fear of missing out, understand its effects, and formulate more adaptive strategies for managing social media use and social relationships in their daily lives.

3.2.3 Changes In Students Psychological Conditions

In addition to showing quantitative changes, the results of this study also indicate changes in the psychological condition of students after participating in group counseling sessions using sociodrama techniques. These changes are evident in how students interpret the social experiences they gain through social media and how they respond to information related to the activities of others. These findings align with the concept of "fear of missing out" (FOMO) proposed by Przybylski et al. (2013), which states that individuals experiencing FOMO tend to have excessive anxiety about the possibility of missing out on social experiences that are perceived as enjoyable and are being experienced by others.

Before participating in the service, most students tended to view activities posted on social media as something they must always be aware of and follow. This tendency led to feelings of anxiety when they did not receive the latest information about their friends' activities or their social circles. Students also tend to pay close attention to the various experiences shared by others, leading to concerns that they might miss out on experiences considered more interesting or meaningful. This aligns with the findings of Przybylski et al. (2013), who explain that individuals with high levels of fear of missing out have a strong need to stay connected to others' social activities as a means of fulfilling their need for social connectedness.

After participating in group counseling sessions using sociodrama techniques, a shift occurred in the way students viewed these social situations. Students began to understand that the experiences portrayed on social media represent only a small part of a person's life and do not always reflect reality. This understanding helped students develop a more realistic perspective on the information they receive, thereby reducing their tendency to feel left behind.

Psychological changes were also evident in students' growing self awareness of the factors that had previously triggered their fear of missing out. Through group discussions and reflection, students were able to recognize that the anxiety they experienced often stemmed from their own assumptions and interpretations of others' activities. This awareness helps students assess the social situations they face more objectively and reduces their tendency to attach excessive meaning to information obtained through social media. This finding aligns with the view of Kaloeti et al. (2021), who explain that the fear of missing out is not only related to the intensity of social media use but is also influenced by how individuals interpret social experiences and compare themselves to others.

In addition, students demonstrated improved ability to manage their emotional responses when confronted with various social cues. Whereas previously students tended to feel anxious, worried, or dissatisfied when observing others' experiences, after participating in the program they began to accept that every individual has different experiences, opportunities, and life circumstances. This ability indicates progress in emotional regulation and a more positive sense of self acceptance. These findings are supported by research by Oberst et al. (2017), which found that a lower level of fear of missing out is associated with increased self acceptance, reduced social anxiety, and greater ability to build healthy interpersonal relationships.

3.2.4 The Mechanism Of Sociodrama In Reducing The Fear Of Missing Out

The reduction in students' levels of fear of missing out observed in this study did not occur spontaneously but rather through a series of social learning processes that took place during group counseling sessions using the sociodrama technique. The sociodrama technique provided students with the opportunity to engage directly in social situations that represented everyday experiences related to the fear of missing out. Through role playing activities, students not only gained a cognitive understanding of the problems they faced but were also able to internalize those experiences emotionally and socially. This aligns with Susiati's (2020) view, which explains that sociodrama is a learning method that enables individuals to

understand a social issue through direct experience, so that the learning process occurs not only at the cognitive level but also at the affective and behavioral levels.

In practice, students are given the opportunity to act out various situations that illustrate the tendency toward "fear of missing out," such as the desire to always know what others are doing, the urge to constantly keep up with social media updates, and the tendency to compare one's own experiences with those of others. This role playing process allows students to view an issue from various perspectives both as individuals experiencing FOMO and as other parties involved in the situation. This experience helps students understand that not all information or social activities need to be followed constantly in order to gain social recognition or acceptance.

In addition to the role playing process, group discussions and reflections are key components of the change mechanism at work. After the sociodrama session, students are given the opportunity to share their experiences, feelings, and insights gained during the activity. Through this process, students can evaluate the thought patterns and behaviors that have long fueled their fear of missing out. Feedback from group members also helps students gain new perspectives on their experiences, enabling them to view issues more objectively and rationally.

The mechanism of change through sociodrama can also be explained through the process of social learning. During the activity, students observe the responses, thought processes, and strategies used by other group members in dealing with situations related to the fear of missing out. These observations provide students with the opportunity to learn more adaptive behaviors through direct experience as well as through observing other group members. Thus, students not only understand healthier behavioral alternatives but also gain the opportunity to practice them in a safe and structured environment. These findings are consistent with the research by Winarlin et al. (2016), which shows that sociodrama can help individuals develop more positive behaviors because the process of change occurs through social learning and direct experience within the group..

The findings of this study align with the view that sociodrama is a technique that enables individuals to understand and resolve social issues through direct experience. Through a combination of role playing, self reflection, group interaction, and social feedback, students have the opportunity to develop a new understanding of social media use and cultivate a more realistic perspective on the social experiences of others. It is this process that ultimately contributes to a reduction in students' levels of fear of missing out.

Thus, the effectiveness of sociodrama in preventing the fear of missing out lies not only in the role-playing activity itself but also in the processes of reflection, social learning, and group dynamics that enable students to gain meaningful learning experiences. Through these processes, students can develop self awareness, understand the sources of the fear of missing out, and build more adaptive responses to the various social situations they encounter in the digital age. In line with the findings of As'ad's (2025) research, the application of sociodrama has been shown to help individuals increase empathy, strengthen self awareness, and understand the impact of social behaviors that arise in various contexts of daily life..

3.2.5 The Impact Of Changes In The Fear Of Missing Out On Behavior

Changes in students' levels of fear of missing out not only impact internal aspects such as cognitive and emotional well being but also influence behavioral changes in their daily lives. The decrease in fear of missing out scores observed across all study participants indicates a shift in how students respond to social media use and social interactions within their environment. These changes are evident in students' improved ability to control their social media use, a reduced urge to constantly stay connected to others' activities, and a heightened awareness of the need to balance digital and real world activities. This suggests that the reduction in FOMO is not merely theoretical or psychological in nature but is also reflected in more adaptive behavioral changes in daily life.

At the outset, before participating in the program, the students exhibited behavior influenced by high levels of fear of missing out. This was evident in their habits, as they tended to constantly monitor social media for more than two to three hours a day, frequently scrolled through feeds, repeatedly checked notifications, and felt the need to always be aware of others' activities on social media. This condition aligns with the findings of Przybylski et al. (2013), who explained that individuals with high levels of fear of missing out have a strong urge to stay connected to others' social experiences due to a fear of missing out on specific information or experiences. Furthermore, individuals with high FOMO tend to struggle to disconnect from digital devices and exhibit dependence on them. Such excessive social media use can have negative impacts on students' daily lives. According to Pujiastuti et al. (2025), high intensity of social media use is associated with reduced self control, impaired concentration, and increased social anxiety in individuals. Students who experience FOMO tend to focus more on digital activities than on face to face social interactions, which has the potential to reduce the quality of interpersonal relationships in the real world. Furthermore, the habit of constantly checking social media can also interfere with academic productivity because individuals' attention is more easily diverted by digital activities. These conditions indicate that FOMO not only affects an individual's emotional state but also impacts behavioral patterns and the management of daily activities.

After participating in group counseling sessions using sociodrama techniques, the students exhibited more adaptive and significant behavioral changes. Students began to reduce the frequency of their excessive social media use, as evidenced by a decrease in the duration of social media use from more than three hours to about one to two hours per day. In addition, students demonstrated improved ability to manage their digital media usage and began to recognize the importance of limiting social media activities so as not to interfere with other activities. These changes indicate an increase in self control after students gained reflective experiences through sociodrama activities..

Through sociodrama, students are given the opportunity to role play specific social situations related to social media use and the social pressure to stay constantly connected. This role playing experience helps students understand the consequences of excessive social media use and develop a more objective perspective on their social experiences. According to (Nurfaridah et al., 2026), the sociodrama technique can help individuals develop social skills, increase empathy, and train them to understand and resolve social problems through direct experience. In this study, students began to demonstrate a more selective attitude in responding to information on social media and no longer felt compelled to follow every trend or social activity that emerged in the virtual world.

In addition, behavioral changes were also evident in the improved quality of face to face social interactions. Students began to focus more on real world activities in their immediate surroundings and were no longer overly reliant on social validation through digital media. Oberst et al. (2017) explain that the lower the level of fear of missing out, the lower an individual's tendency to rely on social recognition obtained through social media. This finding suggests that group counseling services using sociodrama techniques not only help prevent the "fear of missing out" but also foster the development of healthier and more adaptive social behaviors. Thus, sociodrama can serve as an effective intervention strategy to help students manage their social media use more wisely and in a balanced manner in the digital age, using social media as a means to fulfill their social and emotional needs..

3.2.6 Statistical And Theoretical Analysis And Implications Of The Research

Based on the results of statistical analysis using the Wilcoxon signed rank test, a significance value (Asymp. Sig., 2-tailed) of 0.012 ($p < 0.05$) was obtained. This value indicates that there is a difference between the pretest and posttest scores regarding students' levels of fear of missing out, specifically a decrease. Additionally, all subjects fell into the "negative ranks" category, indicating that their scores after the intervention were lower than before the intervention. This suggests a decrease in the level of fear of missing out.

The results of the Wilcoxon signed rank test showed that all subjects ($N = 8$) had negative ranks, meaning that their posttest scores were lower than their pretest scores. The mean rank was 4.50 and the sum of ranks was 36.00. This indicates that all changes occurred in the same direction a decrease in scores following the treatment..

Theoretically, these findings align with the concept of "fear of missing out" proposed by Przybylski et al. (2013), which explains that fear of missing out arises as a form of anxiety when individuals feel left out of others' experiences, particularly in the context of digital social interactions. FOMO is also related to individuals' basic psychological needs, such as the need to feel connected to others (relatedness), to feel competent, and to have control over oneself (autonomy). When these needs are not optimally met, individuals tend to seek fulfillment through social media, which can ultimately increase social anxiety..

In the context of this study, the use of sociodrama techniques in group counseling provides students with a firsthand experience to understand the social dynamics they encounter (Halik & Rakasiwi, 2020). Through role playing and group reflection, students can identify patterns of behavior and thought related to the fear of missing out. This aligns with Kaloeti's (2019) perspective, which states that the fear of missing out is not only related to social media usage but also involves psychological aspects such as the fear of being left behind, the urge to stay connected, and comparing oneself to others. Furthermore, the sociodrama technique, as part of group counseling services, serves as a medium for social learning that allows individuals to explore experiences firsthand (Maulina & Suhertina, 2020). Through these experiences, students not only gain cognitive understanding but also emotionally internalize situations related to the fear of missing out. This process helps students develop a more rational and adaptive way of thinking when dealing with social interactions, particularly those occurring in digital media.

The results of this study also show that a reduction in fear of missing out is followed by more adaptive behavioral changes, such as a decrease in excessive social media use, improved time management skills, and increased engagement in face to face social interactions. This indicates that

the intervention not only had an impact on behavioral aspects or habits but also on students' actual behavior..

The implications of this study suggest that group counseling services using sociodrama techniques can serve as an effective alternative intervention to help college students manage their fear of missing out. This approach provides individuals with the opportunity to gain a deeper understanding of their issues through direct experience, resulting in more meaningful and sustainable change. Furthermore, the results of this study also contribute to the development of guidance and counseling practices, particularly regarding the use of participatory and reflective techniques. Sociodrama can be used as a strategy to help individuals understand complex social issues, including the phenomenon of the fear of missing out, which is becoming increasingly prevalent alongside the growing use of digital media..

4. Conclusion

Based on the research findings, it can be concluded that group counseling services using sociodrama techniques brought about a change in the level of fear of missing out among Guidance and Counseling students in the class of 2022. This is evident from a comparison of the pretest and posttest results, where prior to the intervention, the level of fear of missing out fell into the moderate and high categories, whereas after the intervention, all subjects experienced a decrease to the low category. The results of the Wilcoxon Signed Rank Test indicate a significant difference between pre and post intervention levels with a p value below 0.05, and all data points fall within the negative ranks, indicating a consistent downward trend in the level of fear of missing out among all subjects.

These changes are evident not only quantitatively but also in the psychological and behavioral aspects of students. Through sociodrama techniques, students are able to understand their tendency to stay constantly connected, the urge to check social media excessively, and the habit of comparing themselves to others, leading to changes in how they think, feel, and respond to social situations. These changes are also evident in more adaptive behaviors, such as a reduction in excessive social media monitoring, an improved ability to manage time spent on digital media, and increased engagement in face to face social interactions. Thus, the study's objective to determine the effectiveness of group counseling using sociodrama techniques in preventing the fear of missing out has been met, as demonstrated by consistent changes in students' scores, psychological aspects, and behaviors.

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