



THE RELATIONSHIP BETWEEN FEAR OF MISSING OUT (FOMO) AND SELF-EFFICACY AT THE LEVEL OF STUDENT ORGANIZATION PARTICIPATION

DOI: 10.31002/rep.v9i1.1361

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Abstract

Self-efficacy is a belief in a person's ability to achieve and improve life achievements. Therefore, individuals need to have a good level of self-efficacy. Self-efficacy supports being confident in socializing, especially in the campus environment. However, the idea of joining an organization raises the fear of not completing the study period on time, causing student participation rates in joining organizations on campus to decrease. This research aims to analyze the influence of factors that influence students' interest in joining an organization on campus. Utility theory is used as the theoretical basis for this research. The methodology used in this research is quantitative, with primary data obtained through random sampling techniques taken from 264 respondents in the Semarang City area. This research uses a logistic regression approach with a logit model in its estimation. The results of this study show that students with a higher grade (GPA), higher living costs, more free time, a higher level of Fear of Missing Out (FoMO), and a higher level of self-efficacy tend to be more likely to join campus organizations. This shows that the variables above positively influence interest in joining an organization. Therefore, choosing an organization that suits our interests, talents, and goals can increase self-efficacy because we will feel more competent, confident, and motivated to work together.

Keywords: *fear of missing out (FoMO), logit, self-efficacy, utility theory.*

Received: January 23, 2024

Accepted: March 18, 2024

Published: April 30, 2024

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INTRODUCTION

Every level of education has different academic demands; the higher the level, the more complex the demands. Sopiyanthi (2021) stated that students who have high academic potential tend to have great opportunities to achieve the various demands they undertake. The existence of various demands causes some students to question their natural self-efficacy in separating time between lectures and organizational experience on campus. As time passes, many students are interested in and actively developing personal branding by participating in organizational activities. This aligns with the need theory stated by Maslow (1971), which states that humans require self-actualization to portray all the potential within themselves to achieve something they aspire to.

Internally, each campus provides facilities for student self-development, especially in training independent attitudes and leadership skills. According to Hidayat & Murni (2023), Each campus has various organizations based on their level from the university scope, such as the Student Executive Board (Badan Eksekutif Mahasiswa/BEM) and the Student Representative Council (Majelis Permusyawaratan Mahasiswa/MPM), and organizations at the faculty level with its Student Executive Board, as well as the organization at Department/Study program

level, which has Student Association. Apart from having a Student Affairs Institution, every campus must equip itself with organizations to accommodate student interests and talents, which is actualized in the Student Activity Unit (Unit Kegiatan Mahasiswa/UKM).

Every student needs self-efficacy as one of the supporting aspects of the academic journey during lectures and supporting students' ability to make choices. Self-efficacy is an individual ability to have the confidence to organize and carry out the actions needed to achieve the desired goals. One's experiences influence the individual's highs and lows regarding self-efficacy, lessons learned, the feedback towards the individual's achievements, and the individual's emotions that align with his/her good and bad behavior. As stated by Garcia (2015), self-efficacy leads to everyone having the confidence and ability to complete the tasks given and can also determine someone's thoughts in making decisions driven by solid self-motivation.

The ability to rely on self-efficacy is considered very good for supporting self-confidence in socializing, especially on campus. Additionally, individuals with self-efficacy will have self-confidence and confidence in completing the tasks (Avie et al., 2020). In his research, Safariningsih et al., (2022) stated that self-efficacy influences work engagement. To meet their work targets, employees with high self-efficacy will try to

face the challenges in the completion process. Instead, someone with low self-efficacy tends to exert less optimal effort in completing their tasks (Peechapol et al., 2018). Regardless of self-efficacy, there is a trend of Fear of Missing Out (FoMO) among students due to weakening organizational systems on campus. FoMO is born because of the "fear of being left behind" because of not participating in certain activities. Possession of high FoMO traits in students will impact decreasing productivity, learning motivation, and academic achievement (Sianipar et al., 2019). Moreover, someone with a high level of FoMO will be aggressive in looking for opportunities to catch up with the feeling of being left behind (Zanah & Rahardjo, 2020).

As for academic problems, joining an organization is a less effective time management factor since it creates fear of completing studies on time. These various impacts that are considered "negative" stimulate their thoughts not to join an organization. Meanwhile, according to Ryzkyani et al., (2023), Organizational activities are also an effective means of developing skills that are not delivered during lecture activities, but indeed, attending organizational activities is excluded from academic achievement stated in the Cumulative Achievement Index as the organizational activities tend to be separate things.

Furthermore, lectures include in-class learning activities and accommodate other out-of-class activities. Besides the motivation to utilize free time, the existence of those activities is one of the reasons, among others, for a student to participate in available organizations or take part in organizational activities.

As Khairunnisa et al. (2023) suggested, several students participate in activities or join organizations to find other friends outside of class hours. This is supported by research conducted by Liu (2016), who stated that in college at the student level, this age is not yet fully psychologically mature, so more free time while doing activities on campus, individuals will be more easily influenced by their friends, including to take part in various organizational activities or even sign in as part of the organization's management structure (Waluyo & Repi, 2020).

Students have set high expectations regarding the many things they must "pay" when joining an organization. This indirectly causes a decrease in student participation in campus activities. Student involvement in organizational activities is a means of increasing self-potential. It is also used as a learning platform for training themselves to increase the potential and interests of students (Pasha et al., 2022). Student organizations are also a forum for students to practice deliberation and consensus and develop an attitude of hard work, discipline,

and responsibility (Pertiwi et al., 2021). Implementing work programs in an organization will also encourage the transfer of leadership, independence, creativity, and mutual respect (Azidin et al., 2022). Moreover, it is one of the essential resources that help individuals improve self-efficacy are social support and verbal persuasion from the support of others (Peechapol et al., 2018)

It is aligned with the Utility Theory, which focuses on the tendency of students to choose organizations based on their preferences and the benefits they obtain from their involvement. Key considerations include profitability, impact, and suitability for personal preferences. Thus, students choose organizations that provide maximum benefits according to their preferences. According to student organization members, the level of happiness can be measured by the extent of their satisfaction in completing their tasks within the organizational environment. Happiness is considered an integral component of well-being and is a form of positive emotion that makes students decide to participate in student organization activities.

Research about self-efficacy on student participation in organizational activities is still limited. Most of the research on self-efficacy for students emphasizes academic learning, academic achievement, entrepreneurial abilities, and financial management (Hidayat & Perdana, 2019;

Nugroho & Sulistyowati, 2020; Safitri et al., 2024; Saputro, 2021; Sholihah et al., 2023; Sidik & Gandi, 2021; Suwatno et al., 2020; Tarumasely, 2021). Students also need to develop self-efficacy characteristics originating from non-academic factors. Students must also train themselves by communicating and interacting with various characters to start facing real-world conditions after completing their education. This research was carried out by connecting self-efficacy and Fear of Missing Out (FoMO) with students' interest in joining student organizations to analyze its influence on participation in organizational activities in the campus environment at universities in Semarang City with a sample of 264 respondents. This research aims to (i) identify the influence of variables of living cost, Cumulative Achievement Index (GPA), spare time, Fear of Missing Out (FoMO), and self-efficacy towards students' interest in joining campus student organizations, (ii) formulating strategy development for students, especially in organizational activities within the campus environment. In this case, the author uses the Logistic Regression (Logit) method to analyze the relationship between each variable raised.

THEORETICAL BACKGROUND

Utility Theory

In economic theory, the behavior shown by consumers when searching for, buying, using, and evaluating goods and

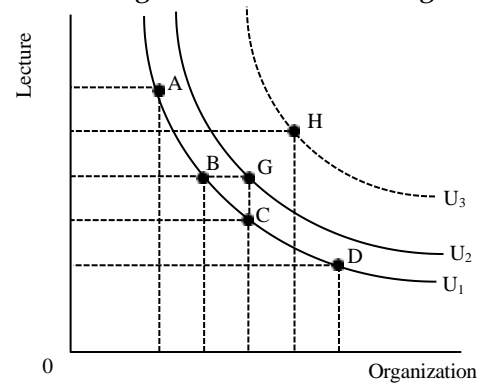
services so that they can provide satisfaction in meeting needs is called consumer behavior (Dewi et al., 2022).

Consumer preferences for a product depend on the utility value consumers feel after consuming a product (Istinganah et al., 2021). Thus, if a product is rated as having higher utility, consumers will be likelier to choose it to maximize their total satisfaction (Graham, 2013).

This theory focuses on students' preferences and utility towards the outcomes of organizing. Students will consider the utility gained from joining the organization, including their level of return, impact, and impact preferences. Students choose organizations that provide maximum utility based on their preferences (Sunatar & Hendra, 2023).

As Rahardja and Manurung (1985) stated, preference is closely related to students' ability to determine their priorities when making decisions. Two preference attitudes are preferred, or both are liked (indifference). In this case, it can be explained by an indifference curve, a consumption curve that creates equal satisfaction for consumers (students). To make the best decision, students can act rationally to create maximum satisfaction at point G.

Figure 1. Concept of Utility Maximization Between Organizational and College Choices



Ridwan Yusup et al. (2020) explained that student organizations at a higher education institution are based on the principle “from, by, and for students.” Student organizations are considered an important choice that must be followed by every student throughout the learning process until completion to settle the learning outcomes since many processes are involved.

Organizations can also be a forum for developing each student's reasoning, knowledge, talents, and interests. Organizations can also be a driver of faculty-level activism, department- or university-level activism, which aims to increase understanding and knowledge and, most importantly, to shape the personality of students who will later be directly integrated into society.

Fear Of Missing Out (FoMO)

According to Przybylski et al. (2013), Fear of Missing Out (FoMO) is a condition where someone feels anxious after looking at or checking their social media, seeing the enthusiasm of their colleagues, and wanting to

stay in touch with other people are doing on the internet or online world. Fear of Missing Out focuses on one dimension: when a person has fear, anxiety, and worry, which are reflected in the state of not being present at an event or occurrence and what is being done in a particular environment. In simple terms, the fear of missing out (FoMO) can be understood as the fear of missing out on exciting things and the fear of being seen as non-existent. Fear of Missing Out (FoMO) is the fear of missing a moment. Fear of missing out is a social construct that explores whether people worry about missing out on experiences that others have had and examines this relationship to concerns about missing activities in their culture (Hetz et al., 2015)

The lifestyle of students who have FoMO tendencies is quite different from students in general. The result of the research validates that students with FoMO tendencies initially believe in getting information about other people's experiences or activities, which was originally a need to become something they wanted. As a result, they will become accustomed to specific actions and activities, thus making them ignore their activities and search for more about others' activities (Septiani Putri et al., 2019). Based on the results of previous studies by Triani (2017), it can be revealed that the tendency of FoMO in social media users is proportional to the higher need for relationships.

Self-Efficacy

Putri in Komalasari & Banna (2023) specified that self-efficacy is closely related to human living habits based on character principles such as integrity, humility, loyalty, courage, justice, patience, diligence, simplicity, and modesty, which should be developed within oneself.

According to Bandura (2006), self-efficacy is to see how far from someone's expectations (hopes) to carry out a behavior in a particular situation. Suppose Self-efficacy tends to be a positive reaction. In that case, it will determine certain behaviors, how strong the survival character stands to deal with challenges or failure, and how success or failure in a particular task affects future behavior.

METHOD

Research Design

This research employs a quantitative type of research. Quantitative research is a process of disclosing knowledge using data in the form of numbers, which are used as an analytical tool to discover specific information. This study also utilizes primary data obtained through random sampling techniques taken from 264 respondents in the Semarang City area. The selected respondent has the criteria of being a student interested in organizations and is working on his busy schedule in lectures, which has intervened in the FoMO and self-efficacy.

The variables used in this research consist of the dependent variable, which is Interest in organizing (Y), and the independent variables (Independent), as follows: (i) Grade Point Average (GPA), (ii) Cost of Living (Living Cost), (iii) Leisure Time (Spare Time), (iv) Fear of Missing Out (FoMO), and (v) Self-Efficacy (Self-Efficacy).

Data Collection Techniques

The stages taken in this research cover: [1] Identifying the phenomenon to be studied through a pilot study implemented on organizations in the student environment, [2] Identifying participants who will be used as samples in the research, [3] Determining and building a research model carried out by compiling and determining proxy variables to be used, [4] Collecting data through questionnaires with participants who meet the qualifications, [5] Carrying out model analysis and interpretation.

Data analysis is carried out by collectively processing all the data, as well as compiling and processing them into the model that has been prepared. Then, data interpretation follows the results based on the data analysis process and descriptions according to the case. The quantitative method is the research methodology, and primary data was obtained through random sampling techniques taken from 264 respondents in the Semarang City area. Data was obtained through distributed and collected questionnaires. The selected

respondent has met the criteria of being a student interested in organizations. He is working on his busy schedule in lectures, during which the nature of FoMO and self-efficacy intervened.

Data Analysis Technique

In this study, researchers chose living costs, scholarships, GPA, spare time, FoMO, and self-efficacy as explanatory factors to investigate their influence on students' interest in joining student organizations. Model selection was carried out by applying the Logistic Regression method with the Logit model, which is a regression method to explain the relationship between independent variables and dependent variables with specific categories, in which the dependent variable is defined as a dummy variable with two possibilities. The basic model of Logistic Regression (Logit) is formulated as follows:

$$\ln(p/(1-p)) = \beta_0 + \beta_1X_1 + \beta_2X_2 + \dots + \beta_iX_i \quad (1)$$

The model is then adjusted to the number of selected variables in the research process. The empirical model that is structured is delivered as follows:

$$\ln\left(\frac{p}{1-p}\right) = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \beta_5X_5 + \beta_6X_6 \quad (2)$$

Description:

ln: natural logarithm,

p: probability of students joining a student organization (Yes= 1, No=0)

β_x : regression coefficient

β_0 : Intercept

X1: GPA
X2: Living Cost
X3: Spare Time
X4: Fear Of Missing Out
X5: Self Efficacy
€: Standard Error

RESULTS AND DISCUSSION

Validity Test Results

The validity test aims to see whether a measuring instrument (questions in the questionnaire) applied in research is valid or invalid. Each question item is valid when the question can reveal something measured in the research.

Table 1. Validity Test

GPA Variable		Living Cost Variable	
Variable	r-count	Variable	r-count
GPA_1	0.740	LC_1	0.812
GPA_2	0.562	LC_2	0.852
GPA_3	0.749	LC_3	0.900
GPA_4	0.879	LC_4	0.901
GPA_5	0.876	LC_5	0.798
GPA_6	0.892	LC_6	0.880
GPA_7	0.894	LC_7	0.881
GPA_8	0.906	LC_8	0.887
GPA_9	0.825	LC_9	0.867
GPA_10	0.722	LC_10	0.488
Spare Time Variable		FoMO Variable	
Variable	r-count	Variable	r-count
ST_1	0.560	FoMO_1	0.674
ST_2	0.569	FoMO_2	0.705
ST_3	0.376	FoMO_3	0.546
ST_4	0.197	FoMO_4	0.687
ST_5	0.524	FoMO_5	0.666
ST_6	0.212	FoMO_6	0.722
ST_7	0.220	FoMO_7	0.639

ST_8	0.506	FoMO_8	0.655
ST_9	0.555	FoMO_9	0.645
ST_10	0.520	FoMO_10	0.777
Self-Efficacy Variable			
Variable	r-count	Variable	r-count
SE_1	0.650	SE_6	0.649
SE_2	0.624	SE_7	0.569
SE_3	0.700	SE_8	0.714
SE_4	0.615	SE_9	0.758
SE_5	0.677	SE_10	0.611

Source: Processed Data (2023)

Data is declared as passed the validity test when the R-calculated value > R-table. In this study, the R-table value was 0.1208. It validates that all question items used in the research process are valid.

Reliability Test Results

The reliability test determines the consistency of measuring instruments (questions in the questionnaire) in the research. Reliable questions will give the same results even though measurements have been repeatedly carried out.

Table 2. Reliability Test

Variable	Cronbach Alpha
GPA	0.940215
Living Cost	0.949497
Spare Time	0.7598
FoMO	0.86591
Self-Efficacy	0.84942

Source: Processed Data (2023)

A variable is stated as reliable if the Cronbach Alpha value is > 0.60. Table 2 presents the results of Cronbach Alpha calculation for each variable in the study. Based on these results, all variables used are

considered reliable since Cronbach's Alpha value is more than 0.60.

Descriptive Statistics Results

The results of calculating descriptive statistics in Table 3 show that the first variable, organizational interest, has a minimum value of 0, a maximum value of 1, and an average of 0.57 with a standard deviation of 0.49. The second variable, GPA, shows the lowest point of 2.85, the highest point of 3.95, and the average of 3.60. The third variable, namely living cost, demonstrates a variability of 8.70 with the lowest point of 10 and the highest point of 50.

Table 3. Descriptive Statistics

Variable	Mean	Std. Dev	Min	Max
Interest in Organization	0,57	0,49	0	1
GPA	3,60	0,17	2,85	3,95
Living Cost	30,60	8,70	10	50
Spare Time	5,31	1,79	1,5	9
FoMO	28,58	7,42	10	50
Self Efficacy	40,13	4,83	13	50

Source: Processed Data (2023)

The fourth variable, spare time, showcases a minimum value of 1.5, a maximum value of 9, and an average of 5.31 with a standard deviation of 1.79. The fifth variable, FoMO, indicates an average value of 28.58, with the lowest point being 10 and the highest point being 50. The sixth variable, self-efficacy, shows a variability of 4.83, with the lowest point being 13 and the highest being 50.

Logit Regression Odds Ratio Estimation Results

The odds ratio calculation is designated to analyze the relationship between two events in data. The utilization of the Odds ratio describes a comparison of the relationship between two different conditions to obtain information about the relationship between the two. Figures on odds ratio represent the comparison between an event factor and the opposite event factor. Therefore, the results of the odds ratio in this research are illustrated as follows:

Table 4. Logit Regression Odds Ratio Results (Robust)

Interest in Organization	Odds Ratio	Std. error
GPA	0.0005567	0.9994433
Living Cost	0.9181361	0.0818639
Spare Time	1.069763	-0.069762
FoMO	0.6630713	0.3369287
Self-Efficacy	0.2395563	0.7604437

Source: Processed Data (2023)

Based on the odds ratio results, students with a higher GPA are 0.0005567 more likely to join an organization than those with a lower GPA. Rahmat et al. (2023) concluded that organizational activity positively influences student academic achievement. Proper use of organizational activities will encourage an increase in academic scores. It suggests students should not be apathetic by only focusing on fulfilling academic achievements. They can also participate in organizations to channel their interests and hobbies and develop an attitude

of self-socialization with society. However, students' involvement in organizations often leads to an unfavorable stigma, which states that they will have difficulty dividing their time between studying, doing assignments, and implementing work programs. Organizations will have a positive impact once they are well-managed, such as expanding relationships so students can exchange knowledge and learn not only with their classmates, time management practice, and training the ability to think critically and frequent exposure to group discussion in a specific forum. These various things will be essential for students carrying out lectures and other activities.

Later, students with higher living costs will be 0.9181361 more likely to join a student organization. Suppose it is related to the financial aspect. In that case, students' involvement in organizations will make them allocate more funds for organizational needs such as paying monthly membership fees, buying uniforms as an organization identity, and incurring extra costs during the work program implementation. Students who want to join an organization need to consider the utility obtained due to the additional burden of dealing with it. Students must allocate some of their allowance money to fulfill the expected satisfaction by joining the organization.

In addition, students with more free time are 1.069763 more likely to participate in

student organizations on campus. It is aligned with previous research, which stated that various activities carried out by students of the Teacher Education Study Program for Madrasah Ibtidaiyah (PGMI) STIT Palapa Nusantara Lombok to occupy their leisure time when there are no lectures or class shifts, such as hanging out in the campus park and canteen, reading books in the library, as well as carrying out non-academic activities, namely organizational activities, both on and off campus (Munahar, 2019). This signifies that one of the activities students choose during their free time is joining an organization, whether internal or external. Utility theory states that individuals will consider various aspects to achieve maximum satisfaction. In this case, students allocate their free time to join the organization. By joining, students will get much satisfaction simultaneously, such as self-development, expanding relationships, problem-solving practice, etc. However, it is common for students to be overproductive when joining an organization. Therefore, students must be able to select the type of organization suitable for their personal development but put no pressure on its members to carry out work programs so students can balance their studying and organization activities.

Later, the level of FoMO that exists in everyone will provide a 0.6630713 greater chance of joining a student organization. The FoMO attitude is based on the fear of being

left behind by others. A study conducted Puta & Desmita (2023) stated that uploading any activity, especially organizational activities-related, to social media is a way to enjoy yourself and immortalize the moment. Furthermore, the research he conducted also conveyed that feelings of anxiety and fear of being left behind will arise when seeing friends who are often involved in campus activities. FoMO is a significant factor that can trigger someone to join in campus activities due to worry about missing out on every crucial moment other people go through. However, the FoMO attitude sometimes causes someone to make "rash" decisions. To avoid incidents where it seems like they "just want to be like their friends", students must be able to conduct research and identify the proper organization category for them to join. Without an observing process, students tend to "follow along" without understanding and comprehending the essence of their involvement in the organization.

Later, self-efficacy presents that the higher the students' self-efficacy level, the more likely they are to join an organization. These results align with research conducted by Anggraeni et al., (2020), who suggested that a student with high self-efficacy believes that he/she can deal with obstacles and unpleasant experiences. A person will also achieve a specific achievement when confident in their competence to achieve organizational goals (Gunawan et al., 2020). It shows that high self-

efficacy, the ability to control oneself, and the feeling of self-confidence will encourage a sense of enthusiasm and confidence to help achieve organizational goals and complete all the tasks, coursework, and assignments given by student organizations. It is aligned with previous research in which students consciously stated that they have decided to join an organization on consideration of suitable activities and self-development over skills, leadership abilities, and interpersonal skills (Cahyorinartri, 2018).

In a study conducted by Mathis & Jackson (2010), it is explained that utility or satisfaction is reflected in a person's attitudes and feelings towards the organization they work in. When individuals feel confident about themselves, their utility over the organization or task they are working on is higher. In line with this statement, Slameto (2010) also suggested that the interest in joining an organization can be seen from several indicators, as follows: (1) Satisfaction: A person who has a feeling of satisfaction (utility) with something that has been accomplished, then will repeat the activity without coercion, (2) attention: If someone pays attention to something, it means that the individual shows interest in the subject being paid attention to, (3) interest: If the organization's activities have a driving force on someone who causes affective stimulation in individuals to enter an organization or an organizational activity.

CONCLUSION

Based on the above analysis results, it can be concluded that students with a higher GPA will be 0.0005567 more likely to join an organization than students with a lower GPA. It signifies that organizational activity has a positive influence on student academic achievement. Students with higher living costs will be 0.9181361 more likely to join a student organization. In this case, students with more allowance money will positively influence their interest in joining an organization. Aside from that, students with more spare time will have 1.069763 opportunities, so they are more likely to join student organizations on campus. Furthermore, the level of FoMO that exists in everyone will give a 0.6630713 greater chance of joining a student organization. Later, self-efficacy indicates that the higher the students' self-efficacy level, the more likely they are to join an organization. Hence, it can be concluded that the above variables indirectly positively affect students' interest in joining a campus organization.

Based on the conclusions above, the spare time variable has the highest odds ratio value of 1.069763, which indicates that someone will join the organization if they have more free time. However, factors such as GPA, living cost, FoMO, and self-efficacy influence one's decision to join an organization. Therefore, the campus is expected to provide better support and motivate students with low

and medium GPAs to join organizations and consider financial support for students with low living costs by accommodating them with scholarships. In addition, efforts can be made to provide time flexibility and create a campus environment that facilitates organizational activities to increase student participation. Self-efficacy and understanding FoMO can also be a focus in efforts to increase students' interest in getting involved in campus organizational activities by following several trainings such as certification, soft skills, and several other exercises that prevent students from experiencing FoMo effect and to have way better self-efficacy in personal branding to join the organization.

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