



The Effect of Social Media Addiction, FOMO, and Online Game Addiction on Student Learning Achievement

Riche Siska Wati^{1*}; Surya Jatmika²

^{1,2}Accounting Education, Universitas Muhammadiyah Surakarta, Indonesia

^{1*}Corresponding Email: a210210104@student.ums.ac.id, Phone Number: 0822 xxxx xxxx

Article History:

Received: Apr 11, 2025

Revised: May 10, 2025

Accepted: May 20, 2025

Online First: Jun 17, 2025

Keywords:

FOMO,
Learning Achievement,
Online Games,
Social Media.

Kata Kunci:

FOMO,
Game Online,
Media Sosial,
Prestasi Belajar.

How to cite:

Wati, R. S., & Jatmika, S. (2025). The Effect of Social Media Addiction, FOMO, and Online Game Addiction on Student Learning Achievement. *Edunesia : Jurnal Ilmiah Pendidikan*, 6(2), 1143-1157.

This is an open-access article under the CC-BY-NC-ND license



Abstract: Student learning achievement is one of the leading indicators in evaluating the success of the educational process. At the higher education level, especially efforts to improve student learning achievement are very crucial. When several students are trapped in social media addiction, FOMO, and online game addiction, the learning atmosphere on campus can become less conducive. Class discussions become quiet, and collaboration between friends becomes minimal, negatively impacting academic development. This study uses a quantitative approach with a comparative causal research type. The variables used are independent and dependent. The independent variables consist of Social Media Addiction, FOMO, and Online Game Addiction. The dependent variable is student learning achievement. The results of the study showed a significance value of the F test of $0.026 < 0.05$; it can be concluded that the variables consisting of social media addiction, FOMO, and online game addiction simultaneously significantly affect student learning achievement. The results of the study concluded that there is a substantial influence between social media addiction, FOMO, and online game addiction on learning achievement. Partially, students who are addicted to online games can affect learning achievement. Students who are addicted to social media and FOMO may not necessarily affect learning achievement.

Abstrak: Prestasi belajar mahasiswa merupakan salah satu indikator utama dalam mengevaluasi keberhasilan proses pendidikan. Di tingkat pendidikan tinggi, khususnya upaya dalam meningkatkan prestasi belajar mahasiswa menjadi hal yang sangat krusial. Ketika sejumlah mahasiswa terjerat dalam kecanduan media sosial, FOMO dan kecanduan game online, suasana belajar di kampus dapat menjadi kurang kondusif. Diskusi di kelas menjadi sepi, kolaborasi antar teman menjadi minim, dan hal tersebut berdampak negatif terhadap pengembangan akademik. Penelitian ini menggunakan pendekatan kuantitatif dengan jenis penelitian kausal komperatif. Variabel yang digunakan yaitu variabel independen dan dependen. Variabel independen terdiri dari Kecanduan media sosial, FOMO dan Kecanduan game online. Variabel dependen yaitu prestasi belajar mahasiswa. Hasil penelitian menunjukkan nilai signifikansi uji F $0,026 < 0,05$ dapat disimpulkan bahwa variabel yang terdiri dari kecanduan media sosial, FOMO dan kecanduan game online secara simultan berpengaruh signifikan terhadap prestasi belajar mahasiswa. Hasil penelitian menyimpulkan bahwa terdapat pengaruh yang signifikan antara kecanduan media sosial, FOMO dan kecanduan game online terhadap prestasi belajar. Secara parsial mahasiswa yang kecanduan game online dapat mempengaruhi prestasi belajar. Sedangkan mahasiswa yang kecanduan media sosial dan FOMO belum tentu dapat mempengaruhi prestasi belajar.

A. Introduction

The development of Science and Technology (Science and Technology) has brought significant changes in various aspects of people's lives, including communicating, socializing, and accessing information. The internet is essential in everyday life in today's digital era. Many individuals utilize the internet to complete various activities more efficiently and effectively. Based on a survey conducted by the Indonesian Internet Service Providers Association (APJII), in 2019-2020, the number of Internet users in Indonesia increased to 73.7% of the total population, equivalent to around 196.7 million users. This survey shows a surge in internet users by 8.9% or 25.5 million people (APJII, 2024). In line with this, social media users in Indonesia are also around 17.5% of the total population. The most widely used platforms for personal needs are YouTube, Instagram, WhatsApp, and Facebook, while LinkedIn and GitHub are used for professional purposes (Hermawansyah & Pratama, 2021). In addition, research from *We Are Social* in 2020 revealed that the average time spent by social media users in Indonesia reached 3 hours and 26 minutes daily; these users are dominated by individuals aged 16-64 in social media access (Riyanto, 2020). The habit of constantly checking social media is often triggered by fear of missing out on information, known as *Fear of Missing Out* (FOMO), which is the worry of missing out on information or things shared by others (Dhir, 2018), in addition to the FOMO phenomenon, which is afraid of missing out on information and always being connected to others, the emergence of one type of audio-visual and computer games, namely electronic games or online games. Online games are part of social activities because players can interact virtually and often form virtual communities (Fauziawati, 2015). Playing excessive online games can negatively impact education, decreasing learning outcomes because someone is too engrossed in playing online games, which causes forgetting to focus on learning. This shows that online game addiction can cause neglect of school assignments, decreased seriousness in learning, and decreased academic achievement (Zendrato & Harefa, 2022).

Academic achievement, or learning achievement, is a measurable result of the learning process that reflects students' knowledge, skills, and attitudes (Trexia, 2021). Student learning achievement is one of the leading indicators in evaluating the success of the educational process. At the higher education level, especially efforts to improve student learning achievement are very crucial. Research by Rusydayana & Supriyanto (2020) shows that learning achievement is a determinant of a student during the learning process to determine the success of the learning process. One way to assess students' understanding of learning is to see their achievements reflected in their Grade Point Average (GPA). GPA serves as a benchmark in measuring students' academic mastery. The better a student's academic mastery, the higher the achievement that can be achieved (Anggresta, 2015). As for the learning process, students often use the internet to open social media to find information related to the subjects studied. Social media can facilitate learning by enabling access to information, collaboration, and critical thinking (Rabaani & Indriyani, 2024).

Social media addiction is now a common phenomenon among university students. According to Al-Menayes (2015), social media addiction is the behavior of using social media

excessively, spending too much time, and sacrificing other activities. Kootesh et al (2016) says that social media addiction is the inability of individuals to control the behavior of accessing social media and becomes excessive, causing psychological and interactive problems. Students who play social media intensively and excessively will experience addiction, causing various negative impacts such as not being able to complete work or assignments properly, experiencing a decrease in grades, missing classes, loss of direct social relationships, and sleeping during class hours. In research, Nurjanah (2020) shows that the use of social media can affect student academic achievement, primarily through student involvement in learning and learning collaboration. However, social media interaction with friends and lecturers has not been proven to significantly affect academic achievement. The research results by Ramdhani (2016) found that using social media positively influences learning achievement, even though the effect is relatively small. From the results of these studies, it can be concluded that social media has a varied influence on its users.

The excessive frequency of students opening social media makes students afraid of being left behind by existing information or trends; this phenomenon is called *Fear of Missing Out* (FOMO). The FOMO phenomenon is increasing on social media due to the relentless culture of information sharing. Features such as *stories*, live broadcasts, and real-time status updates reinforce the desire to keep track of others' activities. FOMO is the fear individuals experience when they see other people enjoying activities or activities that are more enjoyable or doing something without their presence, often triggered by *updates* about the person's activities shared through social media (Przybylski, 2013). FOMO is not only limited to the anxiety of not being able to connect with other individuals on social media but also when individuals feel anxious about not being involved or knowing something that is currently trending. As a result, individuals will constantly open social media to discover current trending activities (Gioia, 2021). Zavera & Suherman (2018) assert that anxiety affects academic achievement, focusing on the causes of anxiety in the learning process.

Addiction to online gaming is also a significant problem in the learning process. These games offer entertainment and challenges that keep many students trapped in a virtual world. Students often prefer to play games rather than focus their attention on lecture activities, which can result in their academic skills being neglected. The results of research conducted by Ramadhan (2020) show that the level of student addiction to playing online games is moderate. Regarding popular titles, students mentioned *Call of Duty*, *PUBG*, and *Mobile Legends* as top choices during free time (Nashir, 2023). The results of research conducted by Yusuf et al (2019) show that online game addiction among college students can be recognized through the habit of playing for 4 to 5 hours or more every day, where they tend to prioritize playing games compared to other activities. Students who play online games too often tend to experience a decrease in interest in learning because they prefer to spend time in cyberspace rather than focus on coursework or academic activities (Lukiyana & Wulandari, 2023).

Academic development can increase if students understand lecture material well (Meganovi, 2020). Student learning achievement is a fundamental skill in a course after experiencing the learning process within a specific period whose indicators are expressed in

the cumulative achievement period. Grade Point Average (GPA) can assess how much they understand during the lecture period, compared to the Semester Achievement Index, which only assesses during the semester (Dawenan, 2024). There is always an assessment of their learning outcomes to determine how far the academic development of students who take part in an education. A student's learning outcomes are assessed to determine the extent to which learning objectives have been achieved (Rohmah, 2015). When several students are entangled in addiction, the learning atmosphere on campus can become less conducive. Class discussions become quiet, and collaboration between friends becomes minimal, negatively impacting academic development. Within the Faculty of Teacher Training and Education (FKIP) of Universitas Muhammadiyah Surakarta (UMS), the phenomenon of addiction to social media, Fear of Missing Out (FOMO), and online games is increasingly becoming a concern among students. Many students spend hours on social media platforms such as Instagram and TikTok, often late submitting assignments or skipping lectures. In addition, the emergence of the FOMO Phenomenon causes students to feel pressured to always keep up with emerging trends, even though this requires them to sacrifice study time. On the other hand, not a few students are trapped in online games, such as *Mobile Legends* or *PUBG*, which causes them to lose focus in the learning process. As a result, students' learning achievements at FKIP UMS may be affected by these various forms of addiction, creating a dilemma between academic responsibilities and the desire for fun.

This study generally aims to understand and analyze the impact of social media addiction, FOMO, and online game addiction on students' learning achievement. In today's digital age, online activities are increasingly important in students' daily lives, potentially significantly affecting focus, time management, and academic outcomes. The specific objectives of this study are to determine the extent to which social media addiction affects students' academic success, examine the role of FOMO as a psychological factor that can trigger high dependence on digital media, and assess the relationship between the frequency of *compulsive* online gaming and learning decline. With this understanding, it is hoped that this research can guide students to maintain a balance between technology use and academic responsibilities, as well as a reference for educational institutions in designing digital literacy education programs and supporting the improvement of student academic achievement amid the challenges of digitalization.

B. Method

This study uses a quantitative approach with a type of comparative causal research. Comparative causal research aims to investigate causal relationships by observing the existing effects and then looking back for factors that may be the cause through specific data (Creswell, 2014). The variables used are independent and dependent. Independent variables consist of social media addiction, FOMO, and online game addiction. The dependent variable is student learning achievement. The population studied was active students at the Faculty of Teacher Training and Education, Universitas Muhammadiyah Surakarta. The sampling technique uses *proportional random sampling* to obtain a representative sample to balance the number of

subjects from each region (Sugiyono, 2013). According to Hair et al (2019), the appropriate sample size in a study is 150 to 200 respondents, so a sample size of 153 students was obtained.

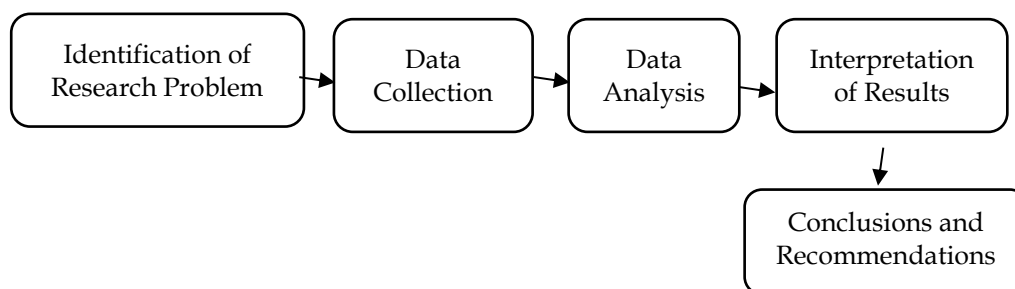


Figure 1. Research Flow

Data collection techniques using documentation and questionnaires. Researchers will use a questionnaire consisting of several parts designed to measure the level of social media addiction, FOMO, and online game addiction, as well as learning achievement assessed through Grade Point Average (GPA). The Likert scale is used as the measurement scale of this study with four answer options, namely Strongly Disagree, which will score 1; Disagree, which will score 2; Agree, which will score 3; and Strongly Agree, which will score 4. The first part of the questionnaire is used to assess social media addiction in respondents conducted by Manjorang (2021), the second part is used to assess FOMO conducted by Puteri (2024), the third part is used to assess online game addiction conducted by Fariha (2021) where the researcher has modified the statement. In the last section, respondents will be asked to fill in the respondent's Grade Point Average (GPA) value as an indicator of learning achievement.

The questionnaire instrument was tested for content validity using product moment with a test subject of 30 students outside the research sample, and the results showed that all 30 questionnaire items were valid. Instrument reliability test using the Cronbach Alpha formula, with a minimum reliability coefficient of 0.6 (Ghozali, 2011). The reliability coefficient value on the scale of social media addiction, FOMO, and online games is 0.860, so the instrument is likely reliable. Furthermore, the prerequisite test analysis includes normality, linearity, multicollinearity, and heteroscedasticity tests. Meanwhile, hypothesis testing uses multiple linear regression analysis, as well as calculating the coefficient of determination and the effective contribution of each variable.

C. Result and Discussion

Result

a) Normality Test

The Normality Test is carried out to test whether the standardized residual values in the regression model are normally distributed. In this study, using the graph method. The graphical method is carried out to assess the normality of the data, namely the histogram graph, as can be seen in Figure 2 as follows:

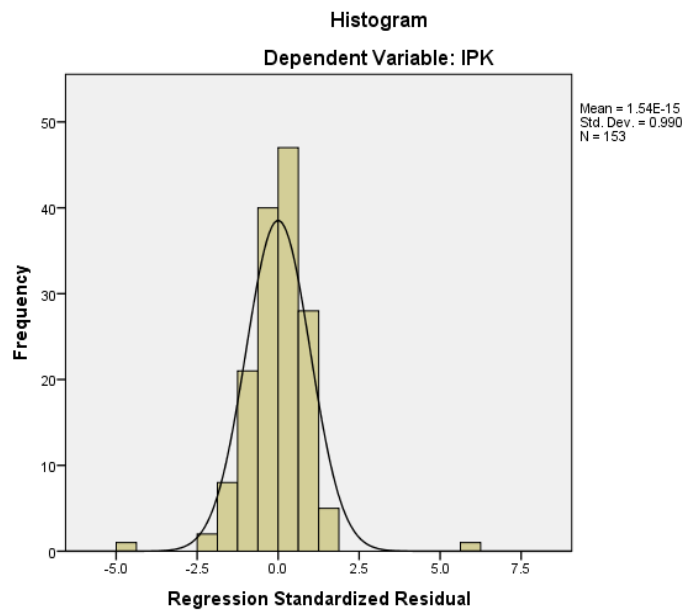


Figure 2. Normality Test Chart

The histogram results above show that the graph does not deviate to the right or left. It can be concluded that the data is normally distributed. For comparison, the normal P-P plot of the regression standard graph can be seen in Figure 3 as follows:

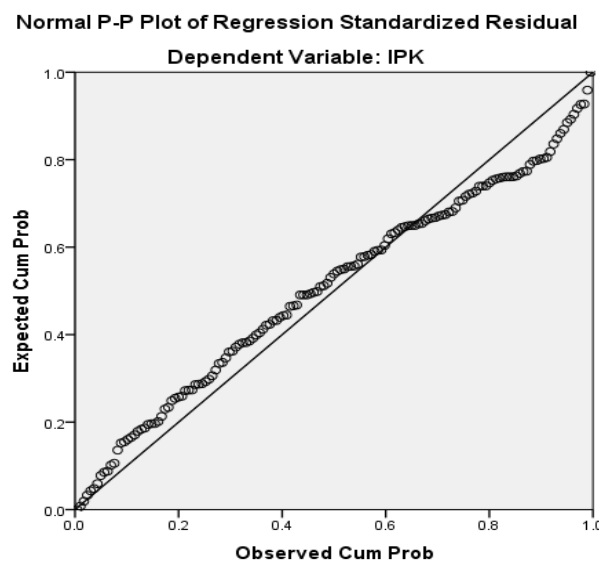


Figure 3. Normal P-P plot graph

The normal P-P plot graph can be used as confirmation of whether the data is indeed normally distributed. The more the data approaches the diagonal line, it shows that the data is normally distributed. Based on the results above, the data spreads close to the diagonal line, indicating that the data pattern is normally distributed, which can be concluded to fulfill the normality assumption.

b) Linearity Test

This linear test determines how much influence the independent variables (social media addiction, FOMO, and online game addiction variables) have on the dependent variable (student learning achievement). If the significance value is more than 0.05, then the two variables have a linear relationship.

Based on the results of the linearity test of social media addiction to student learning achievement. The deviation from the linearity value obtained is 0.455. So $0.455 > 0.05$, with that, it is concluded that there is a significant linear relationship between the variable social media addiction (X_1) and student learning achievement (Y). The results of the FOMO linearity test on student learning achievement. The deviation from the linearity value obtained is 0.476. So $0.476 > 0.05$, with that there is a significant linear relationship between the FOMO variable (X_2) and student learning achievement (Y). The results of the linearity test for online game addiction on student learning achievement. The deviation from the linearity value obtained is 0.982. So $0.982 > 0.05$, with that there is a significant linear relationship between the online game addiction variable (X_3) and student learning achievement (Y).

c) Multicollinearity Test

The multicollinearity test determines whether there is a significant correlation between independent variables (X). In regression analysis, the number of independent variables is often more than one, so the assumption must be met that there is no significant correlation between the X variables. Test the presence or absence of multicollinearity in the regression model of this study by looking at the tolerance value and the variance inflation factor (VIF) value. If the Tolerance value ≥ 0.1 and $VIF \leq 10$, then the regression is declared not to be multicollinearity (Ghozali, 2011). Based on the multicollinearity test results obtained the following results:

Table 1. Multicollinearity Test

Model	Coefficients ^a						
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	3.412	.166		20.612	.000		
Social Media	-.008	.005	-.155	-1.747	.083	.805	1.242
FOMO	.003	.006	.049	.552	.582	.809	1.236
Game Online	.006	.003	.189	2.375	.019	.992	1.008

a. Dependent Variable: GPA

Based on the results shown in Table 1 above, it can be seen that the value of Tolerance (VIF) and Valance Inflation Factor on all variables of social media addiction, FOMO, and online game addiction used as research models are not more than 10, so the regression model is declared not to occur multicollinearity.

d) Heteroscedasticity Test

The heteroscedasticity test is conducted to identify whether, in the regression model, there is an inequality in the variance of the residuals between one observation and another. If the variance of the residuals between observations is fixed, it is called homoscedasticity. Conversely, if the variance is different, it is called heteroscedasticity. One method that can be used is the Glesjer test. Based on the Glesjer test results, the following results are obtained:

Table 2. Heteroscedasticity Test

Model	Coefficients ^a				t	Sig.	Collinearity Statistics	
	Unstandardized Coefficients		Standardized Coefficients				Tolerance	VIF
	B	Std. Error	Beta					
(Constant)	.254	.120			2.111	.036		
Social Media	.002	.003	.051		.561	.576	.805	1.242
FOMO	-.001	.004	-.011		-.121	.904	.809	1.236
Game_Online	-.003	.002	-.118		-1.445	.151	.992	1.008

a. Dependent Variable: RES_2

Based on the data above, the significance values of social media addiction, FOMO, and online game addiction to the RES_2 variable are 0.576, 0.904, and 0.151, where all three are more than 0.05. Therefore, the tested regression model does not occur heteroscedasticity.

e) Multiple Determination Test (R²)

The multiple determination coefficient test (R²) is carried out to measure the extent to which the independent variable can explain the dependent variable. Based on the results of the multiple determination coefficient (R²) test, the following results were obtained:

Table 3. Multiple Determination Test (R²)

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.245 ^a	.060	.041	.30088

a. Predictors: (Constant), Online Gaming, FOMO, Social Media

b. Dependent Variable: GPA

Table 3 shows the R² (R Square) value of 0.060 or 6%. This shows that the variables of social media addiction, FOMO, and online game addiction are 6%, while the remaining 94% is influenced by other factors not included in this research model.

f) Partial Significance Test (T-test)

This study looks at the research objectives where researchers want to know if there is a relationship between social media addiction, FOMO, and online game addiction on student learning achievement. The results of the questionnaire that the researchers obtained were then processed data and correlation tests on variables X and Y. The results of this study show the

significance between social media addiction, FOMO, and online game addiction, which can be seen in Table 4 as follows:

Table 4. Partial Significance Test Results (T-test)

Model	Coefficients ^a				t	Sig.
	Unstandardized Coefficients		Standardized Coefficients			
	B	Std. Error	Beta			
(Constant)	3.412	.166			20.612	.000
1 Social Media	-.008	.005	-.155		-1.747	.083
FOMO	.003	.006	.049		.552	.582
Game_Online	.006	.003	.189		2.375	.019

a. Dependent Variable: GPA

Based on Table 4 of the hypothesis test results seen from its significance, the following results are obtained:

1. The Effect of Social Media Addiction on Student Learning Achievement

Based on the results of testing the research hypothesis, it states that social media addiction to learning achievement shows a value of 0.083, which means more than 0.05, so it can be said that H_1 is rejected, meaning that social media addiction has no significant effect on student learning achievement. This is in line with research conducted by [Telaumbanua & Zai \(2025\)](#), which states that although there is a tendency for social media to disrupt student concentration, its impact on student learning outcomes is not significant. However, in contrast to research by [Jani & Weismann \(2019\)](#), social media addiction strongly influences learning achievement.

Although social media addiction is an issue that is often discussed among students, many examples show that the phenomenon does not always hurt students' academic performance. Many students have good time management skills, so they can stay active on social media without sacrificing their study time, resulting in stable and often above-average grades.

2. The Effect of FOMO on Student Learning Achievement

The second hypothesis states that FOMO on student learning achievement shows a value of 0.582, which means more than 0.05, so it can be said that H_2 is rejected, meaning that FOMO has no significant effect on student learning achievement. These results do not align with research conducted by [Kusuma et al \(2023\)](#), Stating that FOMO related to social media use, along with academic self-concept, has been shown to have a relationship with learning achievement.

Although many students in the current era experience the FOMO phenomenon due to the emergence of various engaging activities carried out by friends on social media, in reality, this feeling of fear of missing out does not always hurt students' academic performance. Some

students set a specific time to *scroll* through social media, for example, after completing assignments or before going to bed, so they can still connect with friends without interrupting their study time.

3. The Effect of Online Game Addiction on Student Learning Achievement

The third hypothesis states that online game addiction to student learning achievement shows a value of 0.019, which means less than 0.05, so it can be said that H_3 is accepted, which means that online game addiction has a significant positive effect on student learning achievement. This aligns with research conducted by [Sirait & Bestari \(2019\)](#), where their study found a weak positive correlation between the level of game addiction and academic performance. Most students are willing to spend their time playing online games because they want to relieve stress due to several causes, such as fatigue in learning, which will ultimately impact increasing student achievement scores ([Ariantoro, 2016](#)).

Excessive addiction to online games can interfere with student learning achievement because the time that should be used for learning is wasted due to deep interest in online games. This results in delayed assignment submission, decreased grades, and decreased concentration during lectures. If students cannot control themselves and play games too often, their study time will be reduced. In the end, it can lead to a decrease in achievement. Therefore, it is essential to know the limits so that playing online games can still serve as entertainment without putting aside academic responsibilities.

4. The Effect of Social Media Addiction, FOMO, and Online Game Addiction Simultaneously on Student Learning Achievement

To test the three variables simultaneously using the F test to determine whether all independent variables have a significant effect together on the dependent variable.

Table 5. Simultaneous Significance Test Results (F Test)

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	.864	3	.288	3.181	.026 ^b
Residuals	13.489	149	.091		
Total	14.353	152			

a. Dependent Variable: GPA

b. Predictors: (Constant), Online Gaming, FOMO, Social Media

The results above show a significance value of $0.026 < 0.05$, where the regression model is suitable for further research. Based on the level of significance, the variables consisting of social media addiction, FOMO, and online game addiction simultaneously have a significant positive effect on student achievement. These three variables can divert attention from academic activities to the virtual world. In line with research conducted by [Kusuma \(2023\)](#), when students spend too much time on social media and playing games, student

concentration on learning is disrupted, assignments are often delayed, and, at the time of the exam, is not focused, academic grades have decreased due to reduced study time. However, these results also show that the effects of the three variables are not all equal.

Interestingly, students who *scroll* through social media too much and experience FOMO do not necessarily directly reduce learning achievement unless they also experience online game addiction. This confirms that the level and pattern of social media use and FOMO are not enough to damage learning achievement. However, excessive online gaming can significantly impact it because it is usually more intense and takes more time. This aligns with research by [Jamun et al \(2023\)](#), which revealed that higher levels of online game addiction correlated with lower academic achievement. Meanwhile, the simultaneous positive and significant effect indicates that there is a combination of factors, meaning that when all these variables are combined, they collectively affect learning achievement. However, the influence of social media and FOMO does not necessarily lead to decreased achievement; it occurs in specific situations.

To prevent declining student achievement, students need to learn to manage time and limit the use of social media and online games. In line with research conducted by [Sunarya \(2017\)](#), there is a significant correlation between time management and academic performance among computer accounting students. The importance of time management in helping students navigate academic challenges, social interactions, and personal development suggests that these skills can enable students to manage time effectively across various activities, including social media use and studying. One way is to create a disciplined study schedule, where students set aside specific rest and entertainment time. Seeking positive activities outside cyberspace, such as sports and healthy social gatherings, to keep students *balanced* and achievements maintained.

D. Conclusion

The results concluded that there is a simultaneous positive and significant influence between social media addiction, FOMO, and online game addiction on learning achievement. Students who spend more time *scrolling* on social media and FOMO may not necessarily affect learning achievement. However, students addicted to online games can affect their learning achievement.

In addition, the limitations of this study are that it only uses data collection methods, such as questionnaires and interviews, depending on the honesty and perceptions of respondents, so they are prone to subjective bias. As well as limited time and resources hindered more in-depth and comprehensive data collection.

This research is expected to make a significant contribution for lecturers to provide support and solutions by further improving the application of learning discipline and time management to improve student achievement. Furthermore, future researchers are expected to explore other variables as independent variables to strengthen an understanding of the factors that can influence the dependent variable.

References

- Al-Menayes, J. (2015). Psychometric properties and validation of the Arabic social media addiction scale. *Journal of addiction*, 2015(1), 291743. <https://doi.org/10.1155/2015/291743>
- Anggresta, V. (2015). Analisis Faktor-Faktor Yang Mempengaruhi Prestasi Belajar Mahasiswa Fakultas Ekonomi Universitas Negeri Padang. *Economica*, 4(1), 19–29. <https://doi.org/10.22202/economica.2015.v4.i1.325>
- APJII. (2024). APJII Jumlah Pengguna Internet Indonesia Tembus 221 Juta Orang. Retrieved from <https://Apjii.or.Id/Berita/d/Apjii-Jumlah-Pengguna-Internet-Indonesia-Tembus-221-Juta-Orang>
- Ariantoro, T. R. (2016). Dampak Game Online terhadap Prestasi Belajar Pelajar. *JUTIM*, 1(1), 45–50.
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. United States of America: Sage Publications.
- Dawenan, F. R., Nurikhwan, P. W., & Husin, G. M. I. (2024). Hubungan Gaya Belajar terhadap Indeks Prestasi Kumulatif (IPK) Mahasiswa PSKPS FKIK ULM. *Homeostasis*, 7(1), 73–84. <https://doi.org/10.20527/ht.v7i1.12377>
- Dhir, A., Yossatorn, Y., Kaur, P., & Chen, S. (2018). Online social media fatigue and psychological wellbeing—A study of compulsive use, fear of missing out, fatigue, anxiety and depression. *International journal of information management*, 40, 141–152. <https://doi.org/10.1016/j.ijinfomgt.2018.01.012>
- Fariha, A. N. (2022). *Pengaruh Kecanduan Game Online terhadap Motivasi Belajar Peserta Didik MI Ta'allamul Huda* (Bachelor's thesis, Jakarta: FITK UIN Syarif Hidayatullah Jakarta).
- Fauziawati, W. (2015). Upaya Mereduksi Kebiasaan Bermain Game Online Melalui Teknik Diskusi Kelompok. *PSIKOPEDAGOGIA Jurnal Bimbingan dan Konseling*, 4(2), 115–123. <https://doi.org/10.12928/psikopedagogia.v4i2.4483>
- Ghozali, I. (2011). *Aplikasi Analisis Multivariate dengan Program SPSS*. Badan Penerbit Universitas Diponegoro.
- Gioia, F., Fioravanti, G., Casale, S., & Boursier, V. (2021). The Effects of the Fear of Missing Out on People's Social Networking Sites Use During the COVID-19 Pandemic: The Mediating Role of Online Relational Closeness and Individuals' Online Communication Attitude. *Frontiers in Psychiatry*, 12, 620442. <https://doi.org/10.3389/fpsy.2021.620442>
- Hair, J. F., Black, W. C., Babin, B. J., Anderson, R. E., & Tatham, R. L. (2006). *Multivariate Data Analysis Sixth Edition* Pearson Education. *New Jersey*, 42–43. <https://doi.org/10.5117/2006.019.003.007>

- Hermawansyah, A., & Pratama, A. R. (2021). Analisis Profil dan Karakteristik Pengguna Media Sosial di Indonesia dengan Metode EFA dan MCA. *Techno. Com*, 20(1), 69-82. <https://doi.org/10.33633/tc.v20i1.4289>
- Jamun, Y. M., Ntelok, Z. R. E., & Bosco, F. H. (2023). Pengaruh Kecanduan Game Online terhadap Prestasi Akademik Siswa Sekolah Dasar. *Jurnal Basicedu*, 7(1), 709-719. <https://doi.org/10.31004/basicedu.v7i1.4239>
- Jani, S., & Weismann, I. T. J. (2021). Pengaruh Kecanduan Media Sosial terhadap Prestasi Belajar Mahasiswi Asrama di Sekolah Tinggi Filsafat Jaffray Makassar. *Repository Skripsi Online*, 3(1), 158-165.
- Kootesh, B. R., Raisi, M., & Ziapour, A. (2016). Investigation of Relationship Internet Addict with Mental Health and Quality Sleep in Students. *Acta Medica Mediterranea*, 32(5), 1921-25.
- Kusuma, N. M. E., Gading, I. K., & Margunayasa, I. G. (2023). Fear of Missing Out (FoMO) Media Sosial dan Konsep Diri Akademis IPA dengan Prestasi Belajar. *Jurnal Ilmiah Pendidikan Profesi Guru*, 6(1), 155-164.
- Kusuma, P. S. (2023). Hubungan Antara Game Online dengan Prestasi Akademik Mahasiswa. *MOTEKAR: Jurnal Multidisiplin Teknologi dan Arsitektur*, 1(1), 18-21. <https://doi.org/10.57235/motekar.v1i1.967>
- Lukiyana, L., & Wulandari, R. A. (2023). Pengaruh Game Online terhadap Konsentrasi Belajar dengan Manajemen Waktu dan Efikasi Diri sebagai Pemoderasi. *Media Manajemen Jasa*, 11(1), 28-44. <https://doi.org/10.52447/mmj.v11i1.6967>
- Manjorang, R. M. B. (2021). *Hubungan Antara Kecemasan Sosial dengan Ketergantungan Media Sosial pada Mahasiswa Universitas Katolik Soegijapranata* (Doctoral dissertation, Universitas Katholik Soegijapranata Semarang).
- Meganovi, F. (2020). *Hubungan Gaya Belajar terhadap Indeks Prestasi (IP) Mahasiswa Fakultas Kedokteran Universitas Muhammadiyah Semarang* (Doctoral dissertation, Universitas Muhammadiyah Semarang).
- Nashir. (2023). Hubungan Kecanduan Game Online dengan Kualitas Tidur Mahasiswa FK Unisba Angkatan 2021. *Bandung Conference Series: Medical Science*, 3(1), 612-616. <https://doi.org/10.29313/bcsms.v3i1.6399>
- Nurjanah, L. (2020). Dampak Media Sosial terhadap Prestasi Mahasiswa di Kota Batam. *Procuratio: Jurnal Ilmiah Manajemen*, 8(3), 351-362.
- Przybylski, A. K., Murayama, K., DeHaan, C. R., & Gladwell, V. (2013). Motivational, Emotional, and Behavioral Correlates of Fear of Missing Out. *Computers in Human Behavior*, 29(4), 1841-1848. <https://doi.org/10.1016/j.chb.2013.02.014>

- Puteri, N. A. Z. *Pengaruh Academic Stress, Fear of Missing Out, dan Academic Cyberloafing terhadap Smartphone Addiction pada Mahasiswa* (Bachelor's thesis, Fakultas Psikologi UIN Syarif Hidayatullah Jakarta).
- Rabaani, S., & Indriyani, D. (2024). Pengaruh Penggunaan Media Sosial Terhadap Prestasi Akademik Mahasiswa. *Pubmedia Jurnal Penelitian Tindakan Kelas Indonesia*, 1(3), 10-10. <https://doi.org/10.47134/ptk.v1i3.433>
- Ramadhan, I., Nursupriah, I., & Raharjo, H. (2020). Pengaruh Bermain Game Online terhadap Prestasi Belajar Matematika Siswa. *Al Khawarizmi: Jurnal Pendidikan dan Pembelajaran Matematika*, 4(2), 153-170. <https://doi.org/10.22373/jppm.v4i2.7840>
- Ramdhani, M. (2016). Pengaruh Sosial Media (Facebook) Terhadap Prestasi Belajar Mahasiswa Ilmu Komunikasi Universitas Singaperbangsa (UNSIKA) Karawang. *Jurnal Politikom Indonesiana*, 1(1), 66-78.
- Riyanto, A. D. (2020). Hootsuite (We are Social): Indonesian Digital Report 2020. Retrieved from <https://Andi.Link/Hootsuite-We-Are-Social-Indonesian-Digital-Report-2020>
- Rohmah, W. (2015). Pengaruh Kondisi Sosial Ekonomi Orang Tua dan Perhatian Orang Tua terhadap Prestasi Belajar. *Jurnal Pendidikan Ilmu Sosial*, 24(1), 1-7. <https://doi.org/10.2317/jpis.v24i1.783>
- Rusdayana, L. S., & Supriyanto, A. (2020). Pengaruh Kedisiplinan dan Motivasi terhadap Prestasi Belajar Mahasiswa. Seminar Nasional Arah Manajemen Sekolah Pada Masa Dan Pasca Pandemi Covid-19., 140-148. <http://dx.doi.org/10.22373/jppm.v4i2.7840>
- Sirait, M. A. A., Bestari, R., & Simbolon, M. J. (2019). Hubungan Tingkat Kecanduan Game Online dengan Indeks Prestasi Siswa SMA Swasta Nasrani 3 Medan. *Jurnal Kedokteran Ibnu Nafis*, 8(2), 26-34. <https://doi.org/10.30743/jkin.v8i2.26>
- Sugiyono. (2013). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.
- Sunarya, P. A., bin Ladjamudin, A. B., & Dewanto, I. J. (2017). Hubungan Antara Manajemen Waktu dengan Prestasi Belajar Mahasiswa Program Studi DIII Komputerisasi Akuntansi Amik Raharja Informatika. *Cyberpreneurship Innovative and Creative Exact and Social Science*, 3(2), 115-121. <https://doi.org/10.33050/cices.v3i2.434>
- Telaumbanua, E. N., & Zai, E. (2025). Pengaruh Media Sosial terhadap Hasil Belajar Mahasiswa Program Studi Teknologi Informasi Semester 1. *Jurnal Ilmu Ekonomi, Pendidikan dan Teknik*, 2(2), 35-41. <https://doi.org/10.70134/identik.v2i2.136>
- Trexia., V. (2021). *Meningkatkan Kualitas Belajar Siswa SDN Swakarsa Tommo V*.
- Yusuf, A., Krisnana, I., & Ibrahim, A. (2019). Relationship Online Game Addiction with Interpersonal Communication and Social Interaction in Adolescents. *Psychiatry*, 1(2), 71-77.

- Zavera, D. F. Z., & Suherman, M. M. (2018). Hubungan Antara Tingkat Kecemasan dengan Prestasi Akademik Mahasiswa di Kota Bandung. *FOKUS: Kajian Bimbingan dan Konseling dalam Pendidikan*, 1(3), 111-116. <https://doi.org/10.22460/fokus.v1i3.2679>
- Zendrato, Y., & Harefa, H. O. N. (2022). Dampak Game Online terhadap Prestasi Belajar Siswa. *Educativo: Jurnal Pendidikan*, 1(1), 139-148.