

THE EFFECTIVENESS OF CLASSICAL GUIDANCE USING PSYCHOEDUCATION TECHNIQUES TO REDUCE TIKTOK-RELATED FEAR OF MISSING OUT (FOMO) AND IMPROVE STUDENTS' LEARNING FOCUS

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Abstract

Fear of Missing Out (FOMO) associated with TikTok trends has become a significant issue among students, leading to decreased learning focus and classroom engagement. This study aimed to examine the effectiveness of classical guidance services using psychoeducation techniques in reducing TikTok-related FOMO and improving students' learning focus. A quantitative approach with a pre-experimental one-group pretest-posttest design was employed. The participants consisted of 35 eleventh-grade students of Accounting and Financial Institution (AKL 1) at SMKN 1 Dukuhturi, Indonesia, selected through saturated sampling. Data were collected using Likert-scale questionnaires, observations, and documentation. The data were analyzed using descriptive statistics, normality and homogeneity tests, and a paired-samples t-test. The findings revealed a significant decrease in students' FOMO after the intervention. The mean pretest score decreased from 140.54 to 123.83 in the posttest, with a mean difference of 16.71 points. The paired-samples t-test indicated a significance value of 0.000 ($p < 0.05$), confirming that the classical guidance service using psychoeducation techniques was effective in reducing TikTok-related FOMO. Furthermore, students demonstrated improved learning focus, including better attention during lessons, reduced smartphone use in class, and greater participation in learning activities. These findings suggest that psychoeducation integrated into classical guidance services can serve as an effective preventive and developmental strategy to promote healthier social media use and enhance students' academic engagement.

Keywords: classical guidance: psychoeducation Fear of Missing Out; TikTok, Learning focus;

1 INTRODUCTION

The rapid advancement of information and communication technology has significantly transformed students' daily lives, particularly in the use of social media. Among various platforms, TikTok has become one of the most popular applications because it provides short, engaging, and continuously updated content that attracts adolescents. Although TikTok offers educational and entertaining content, excessive use may negatively affect students' academic behavior. One of the most common psychological consequences is *Fear of Missing Out (FOMO)*, defined as the anxiety of missing important information, experiences, or social interactions shared by others through social media.

FOMO encourages students to remain constantly connected to social media, making them more likely to check notifications, follow viral trends, and spend excessive time online. Such behavior often reduces concentration during classroom learning, interferes with task completion, and decreases academic productivity. Adolescents are particularly vulnerable because they seek social acceptance and recognition from their peers, making them more susceptible to social media influences. Consequently, excessive engagement with TikTok may distract students from learning activities and reduce their ability to maintain sustained attention in class.

Previous studies have demonstrated the relationship between TikTok use and FOMO among adolescents. Husnita and Alrefi (2025) reported that higher intensity of TikTok use is associated with increased FOMO, which subsequently affects students' attention and emotional well-being. Likewise, Kusaini et al. (2024) found that students experiencing FOMO tend to spend excessive time on social media, resulting in lower academic productivity and poorer time management. These findings indicate that FOMO has become an educational concern requiring appropriate preventive interventions.

One educational intervention that can address this issue is classical guidance integrated with psychoeducation techniques. Classical guidance enables school counselors to provide structured information and preventive services to all students within a classroom setting. Through psychoeducation,

students gain knowledge about FOMO, its psychological and academic consequences, and practical strategies for managing social media use effectively. Previous research by Nurul Fazria and Firman (2024) indicated that psychoeducational classical guidance significantly reduced students' FOMO symptoms after the intervention.

Despite previous findings, studies examining the effectiveness of psychoeducation-based classical guidance in reducing TikTok-related FOMO among vocational high school students remain limited. Most existing studies have focused on general adolescent populations rather than vocational education contexts, where students experience different academic demands and patterns of social media use. This gap highlights the need for further investigation in vocational school settings.

Therefore, this study aimed to examine the effectiveness of classical guidance services using psychoeducation techniques in reducing TikTok-related Fear of Missing Out (FOMO) and improving students' learning focus among eleventh-grade students of SMKN 1 Dukuhturi. The findings are expected to contribute to the development of evidence-based guidance and counseling programs that promote healthier social media use and enhance students' academic engagement.

2 METHODOLOGY

This study employed a quantitative approach using a pre-experimental research design with a one-group pretest-posttest design. The design was selected to evaluate the effectiveness of classical guidance services using psychoeducation techniques in reducing TikTok-related Fear of Missing Out (FOMO) and improving students' learning focus. Participants completed a pretest before the intervention and a posttest after the intervention to measure changes in FOMO levels and learning focus.

The participants were 35 eleventh-grade students of the Accounting and Financial Institution (AKL 1) program at SMKN 1 Dukuhturi, Indonesia, during the 2025/2026 academic year. Because the population consisted of only one class, the study employed saturated sampling, in which all members of the population were included as research participants.

Data were collected using Likert-scale questionnaires, supported by observation and documentation. The questionnaire was designed to measure students' FOMO related to TikTok trends and their learning focus. Before implementation, the instrument was tested for validity and reliability to ensure that it accurately measured the intended variables.

The intervention consisted of three classical guidance sessions employing psychoeducation techniques. The sessions provided information about the concept of FOMO, factors contributing to excessive TikTok use, its impact on students' academic performance and learning focus, and strategies for self-control and responsible social media use. The psychoeducational activities encouraged students to recognize unhealthy digital habits and develop healthier behavioral patterns. This intervention was expected to reduce FOMO while enhancing students' ability to concentrate during learning activities.

Data analysis included descriptive statistics, normality testing using the Kolmogorov-Smirnov test, homogeneity testing using Levene's test, and a paired-samples t-test to determine the significance of differences between pretest and posttest scores. Statistical analyses were conducted using a significance level of 0.05.

3 RESULTS

This study examined the effectiveness of classical guidance services using psychoeducation techniques in reducing TikTok-related Fear of Missing Out (FOMO) among eleventh-grade vocational high school students. The intervention was conducted in three classical guidance sessions, and its effectiveness was evaluated by comparing students' pretest and posttest scores.

The descriptive analysis showed that the mean pretest score was 140.54, indicating that students experienced relatively high levels of TikTok-related FOMO before the intervention. After participating in the psychoeducational classical guidance sessions, the mean posttest score decreased to 123.83, representing a mean reduction of 16.71 points. These findings suggest that the intervention successfully reduced students' FOMO levels.

Variable	Pretest	Posttest	Mean Difference
Mean Score	140.54	123.83	16.71

The assumption tests demonstrated that the research data met the requirements for parametric statistical analysis. The Kolmogorov–Smirnov normality test produced a significance value of 0.200, indicating that the data were normally distributed. In addition, Levene's homogeneity test yielded a significance value of 0.962, confirming homogeneous variance between measurements. Therefore, the paired-samples *t*-test could be applied to evaluate the effectiveness of the intervention.

The paired-samples *t*-test revealed a *t*-value of -8.788 with a significance value of 0.000 ($p < 0.05$). These results indicate a statistically significant difference between the pretest and posttest scores. Consequently, the null hypothesis was rejected, and the alternative hypothesis was accepted, demonstrating that classical guidance using psychoeducation techniques effectively reduced TikTok-related FOMO among the participants.

Statistical Test	Value
t-value	-8.788
Sig. (2-tailed)	0.000
Decision	Significant ($p < 0.05$)

The findings also indicated positive behavioral changes after the intervention. Students showed greater awareness of the negative consequences of excessive TikTok use, demonstrated better self-control in managing social media activities, and became more attentive during classroom learning. They were less likely to use smartphones during lessons, participated more actively in classroom discussions, and displayed improved concentration while completing academic tasks. These behavioral improvements suggest that reducing FOMO contributes to better learning engagement.

The present findings support previous studies reporting that psychoeducation is an effective strategy for reducing FOMO and promoting healthier digital behavior among adolescents. Psychoeducation provides students with knowledge about the causes and consequences of FOMO while introducing practical self-regulation strategies. As students become more aware of their online behavior, they are better able to manage social media use and maintain attention during learning activities. Therefore, integrating psychoeducation into classical guidance services can be considered an effective preventive and developmental counseling approach in vocational schools.

4 CONCLUSIONS

This study demonstrates that classical guidance services using psychoeducation techniques are effective in reducing TikTok-related Fear of Missing Out (FOMO) among vocational high school students. The intervention resulted in a significant decrease in students' FOMO levels, as indicated by the reduction in the mean score from 140.54 in the pretest to 123.83 in the posttest. Statistical analysis using the paired-samples *t*-test confirmed a significant difference between pretest and posttest scores ($t = -8.788$, $p < 0.05$). In addition to reducing FOMO, the intervention contributed to improvements in students' learning focus, including greater attention during classroom instruction, better self-control in social media use, and increased participation in learning activities. These findings suggest that integrating psychoeducation into classical guidance services is an effective preventive and developmental counseling strategy for promoting healthier digital behavior and enhancing students' academic engagement in vocational schools..

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