

Psychoeducational Film Series "Nakula: A Knight Without Fear of Missing Out" on Mental Health to Prevent FOMO Behavior in Generation Z

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ABSTRACT

Background: The Fear of Missing Out (FOMO) phenomenon is increasing among Generation Z due to high social media exposure. FOMO is a psychological condition characterized by feelings of anxiety about being left behind from the experiences of others, so that individuals are driven to stay connected to social media. The impacts of FOMO include increased anxiety, sleep disturbances, decreased self-esteem, and social isolation. Efforts can be made to prevent FOMO behavior in Generation Z by implementing promotive and preventive measures. This study proposes the psychoeducational film series "Nakula: Kesatria Tanpa Takut Ketinggalan" as an audiovisual media that has great potential in promoting mental health, especially for Generation Z who are more interested in visual-based content. The aim is to analyze differences in mental health in Generation Z adolescents at SMP N 10 Malang after watching the psychoeducational film series "Nakula: Kesatria Tanpa Takut Ketinggalan".

Methods: This quantitative research uses a Quasi-experimental design, with a purposive sampling technique. The population in this study were 314 8th grade students at SMP N 10 Malang, the sample in this study was 176 respondents and divided into 2 groups, namely the intervention group of 88 people and the control group of 88 people. The inclusion criteria in this study were 8th grade students who attended SMP N 10 Malang, willing to participate in the study until the end. The questionnaire used was the Fear of Missing Out scale and the Mental Health Support Scale for Adolescents (MHSSA) questionnaire. Analysis with the Wilcoxon Test using SPSS.

Results: The results of the study showed that there were significant differences in the intervention group and the control group with a p-value = 0.000. It is hoped that further research will make better innovations.

Conclusions: Diharapkan pada penelitainselanjutnya untuk membuat inovasi yang lebih baik.

Keyword: Film; Fear of Missing Out; Mental Health.

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INTRODUCTION:

Generation Z, often referred to as the i-generation, net generation, or internet generation, is the generation born between 1995 and 2010 (Wijoyo et al. 2020). They grew up in a fast-paced digital era where information and communication technology has become an integral part of everyday life (Turner and Turner 2018). One characteristic of Generation Z is their adeptness in using technology, familiarizing themselves with the internet, social media, and digital devices from an early age (Eberhardt 2017). The Indonesian Internet Service Providers Association (APJII) announced that the number of internet users in Indonesia will reach 79.5% in 2024. Compared to the previous period, there is a 1.4% increase, and Generation Z is the age group with the highest contribution compared to other age groups, reaching 34.4% (APJII, Association 2024).

Technological advancements have provided various conveniences, but social media use can trigger behavioral issues such as Fear of Missing Out (FOMO) (Elhai et al. 2016). The FOMO phenomenon is a psychological condition characterized by feelings of anxiety arising from the feeling of missing out on other people's experiences or opportunities deemed important by others, leading to a constant need to connect with others on social media (Abel, Buff, and Burr 2016). This phenomenon is particularly common among Generation Z due to their high dependence on technology and social media as sources of information and social interaction (Przybylski et al. 2013).

The impact of FOMO on Generation Z is triggered by social media addiction (Baker, Krieger, and LeRoy 2016). Excessive social media use can disrupt an individual's mental health, increasing anxiety, stress, and even depression due to frequent comparisons (Elhai et al. 2016). Exposure to content depicting others' idealized lives can create psychological stress, leading to feelings of worthlessness, social isolation, and sleep disturbances (Scott, Biello, and Woods 2019). Furthermore, the impact of FOMO also

impacts daily decision-making. Generation Z makes decisions based on trends and information circulating on social media, often impulsively and unverified. They are more susceptible to purchasing products or participating in certain activities simply because of social pressure without careful consideration (Dhir et al. 2018).

Efforts are being made to promote health through a mental health approach, specifically through mental health psychoeducation. The first approach involves providing psychoeducation to change the psychological understanding of Generation Z (Bailey, Oliveri, and Levin 2013). The second approach is the psychoeducational film series "Naluka: A Knight Without Fear of Being Left Behind" as an effort to reduce FOMO behavior in Generation Z (Nurcahyo and Yulianto 2021). In addition, the meaning of the Psychoeducational Film series "Naluka: A Knight Without Fear of Missing Out" is closely related to the behavior of Generation Z who experience FOMO (Opsenica Kostić, Pedović, and Stošić 2022). Through health promotion with a film series containing recognizing the dangers of FOMO, learning to focus and manage time, finding one's identity without comparing oneself and using social media wisely, it is hoped that it will prevent and reduce FOMO behavior and be able to have self-confidence without having to follow existing trends. Therefore, the purpose of this study is to analyze the differences in FOMO behavior and mental well-being of Generation Z before and after watching the psychoeducational film series "Naluka: A Knight Without Fear of Missing Out" as an effort to prevent Fear of Missing Out (FOMO) behavior.

METHODS:

This research is a quantitative research with an experimental design and a quasi-experimental approach. The population in this study is generation Z who attend SMP N 10 Malang. The population in this study was 314 respondents. The sampling technique used was purposive sampling with a minimum of 176

respondents. The inclusion criteria in this study were children aged 12-15 years, students who attend SMP N 10 Malang. The exclusion criteria in this study were students who were absent from school during the study. The research group was divided into 2 (intervention group of 88 respondents and control group of 88 respondents). The group division was done randomly, for the intervention group, the film "Nakula: A Knight Without Fear of Being Left Behind" was given 4 series (Film Series 1 in week 1: Recognizing the dangers of FOMO, Film Series 2 in week 2: Learning to Focus and manage time, Film Series 3 in week 3: Finding identity without comparing yourself, and Film Series 4 in week 4: Using social media wisely) while the control group was given a leaflet on preventing FOMO. The intervention was carried out for 4 weeks where each week was given an intervention of one film series, while for the control group was given a leaflet every week for 4 weeks. Then both were measured using the Fear of Missing Out (FOMO) scale for FOMO behavior and mental health using the Mental Health Support Scale for Adolescents (MHSSA) (Aurira et al. 2023) (Lu et al. 2023). The statistical test used was the Wilcoxon test. Calculation and presentation of data using Statistical Product and Service Solutions (SPSS) 25, the research location is SMP N 10 Malang (Dahlan 2011).

RESULTS:

Table 1. Distribution of Age, Gender, Smartphone Use, and Number of Accounts of Respondents in the Intervention (Psychoeducational Film Series)

Characteristics	f	Percentage
age		
13 years	32	36,4%
14 years	52	59,1%
15 years	4	4,5%
Total	88	100%
Gender		
Male	50	56,8%
Femal	38	43,2%
Total	88	100%

Social media use		
1 hours	5	5,7%
2-3 hours	28	31,8%
4-5 hours	17	19,3%
6-7 hours	14	15,9%
>8 hours	24	27,3%
Total	88	100%
Number of Accounts		
1-2 account	2	2,3%
3-4 account	23	26,1%
5-6 account	41	46,6%
>7 account	22	25,0%
Total	88	100%

Based on Table 1, the age group with the highest prevalence was 14 years, with 52 respondents (59.1%). The most common age group was male, with 50 respondents (56.8%), and the longest smartphone use was 2-3 hours, with 28 respondents (31.8%). The most common age group had 5-6 accounts, with 41 respondents (46.6%).

Table 2. Distribution of Age, Gender, Smartphone Use, and Number of Accounts of Respondents in the Control Group (Leaflet)

Characteristics	f	Percentage
age		
13 years	44	50,0%
14 years	38	43,3%
15 years	6	6,8%
Total	88	100%
Gender		
Male	39	44,3%
Femal	49	55,7%
Total	88	100%
Social media use	32	36,4%
	12	13,6%
	8	9,1%
	36	40,9%
1 hours	88	100%
2-3 hours	3	3,4%
4-5 hours	11	12,5%
6-7 hours	44	50,0%
>8 hours	30	34,1%
Total	88	100%

Based on Table 2, the most dominant age group was 13 years old, with 44 respondents

(50.0%). The most dominant gender was female, with 49 respondents (55.7%). The most frequent smartphone use was >8 hours, with 36 respondents (40.9%), and the most frequent number of accounts was 5-6, with 44 respondents (50.0%).

Table 3. Frequency Distribution of FOMO Behavior Before and After the Psychoeducational Film Series and Leaflet

	Low	Medium	High	Total
Fomo Behavior Control Group (n=88)				
Pretest	55 (62,5%)	31 (35,2%)	2 (2,3%)	88 (100%)
Posttest	74 (84,1%)	12 (13,6%)	2 (2,3%)	88 (100%)
Fomo Behavior Intervention Group (n=88)				
Pretest	49 (55,7%)	35 (39,8%)	4 (4,5%)	88 (100%)
Posttest	66 (75,0%)	21 (23,9%)	1 (1,1%)	88 (100%)

Table 3 shows changes in FOMO behavior in both the control and intervention groups. Nineteen respondents in the control group experienced a change in the low category from pretest to posttest, while 17 respondents in the intervention group experienced a change in the low category from pretest to posttest.

Table 4. Frequency Distribution of Mental Health Before and After Psychoeducational Film Series and Leaflets

	Low	Medium	High	Total
Mental Halth Control Group (n=88)				
Pretest	27 (30,7%)	53 (60,2%)	8 (9,1%)	88 (100%)
Posttest	40 (45,5%)	47 (53,4%)	1 (1,1%)	88 (100%)
Mental Health Intervention Group (n=88)				
Pretest	24 (27,3%)	54 (61,4%)	10 (11,4%)	88 (100%)
Posttest	46 (52,3%)	40 (45,5%)	2 (2,3%)	88 (100%)

Table 4 shows changes in mental health in both the control and intervention groups. Thirteen respondents in the control group experienced a change in the low category from pretest to posttest, while 22 respondents in the intervention group experienced a change in the low category from pretest to posttest.

Table 5. Wilcoxon Test Results in the Intervention Group (Psychoeducational Film Series)

Variabel	Z	p-value
Posttest FOMO – Pretest FOMO	-3.087	0.002
Posttest Mental Health – Pretest Mental Helath	-3.695	0.000

Based on the analysis results using the Wilcoxon test, a Z value of -3.087 was obtained with a p-value of 0.002 on the FOMO posttest - FOMO pretest variable. These results indicate a significant difference between FOMO scores before and after the intervention. The analysis results using the Wilcoxon test on the mental health posttest - mental health pretest also showed a significant difference where the Z value = -3.695 and the p-value = 0.000 ($p < 0.05$). Thus, it can be concluded that providing psychoeducational film series can significantly improve mental health. A negative Z value also indicates that there is a consistent change, where mental health is better after the intervention of providing psychoeducational film series compared to before.

Table 6. Wilcoxon test results in the control group (leaflet)

Variabel	Z	p-value
Posttest FOMO – Pretest FOMO	-3.657	0.000
Posttest Mental Health – Pretest Mental Helath	-3.015	0.003

The results of the Wilcoxon test analysis obtained a Z value = -3.657 with a p-value =

0.000 on the Fomo posttest-Fomo pretest variable. On the Mental Health Posttest-Mental Health pretest variable, the Wilcoxon test results obtained a Z value = -3.015 and a p-value = 0.003. The p-value shows that there is a significant difference before and after the intervention using psychoeducational leaflets.

DISCUSSION:

The Effect of FOMO on Mental Health Before and After Psychoeducational Film Series in the Intervention Group

Based on the analysis using the Wilcoxon test, a Z-value of -3.087 was obtained with a p-value of 0.002 for the FOMO posttest and FOMO pretest variables. These results indicate a significant difference between FOMO scores before and after the intervention. The negative sign on the Z-value indicates that FOMO levels decreased after the psychoeducational film series compared to before the intervention. Thus, the intervention proved effective in reducing the tendency for Fear of Missing Out (FOMO) behavior in respondents. FOMO itself is a feeling of anxiety that occurs when someone feels they are missing out on information, experiences, or social opportunities. This phenomenon is growing rapidly with the high use of social media, especially among Generation Z, resulting in people being more preoccupied with their smartphones than interacting with others during social interactions (Rosdiana and Hastutiningtyas 2020). Providing interventions based on digital education and self-management can reduce the tendency for FOMO, especially among Generation Z adolescents (Stead and Bibby 2017). The reduction in FOMO can also be influenced by regularly providing films. Watching these psychoeducational films increases awareness and understanding of FOMO, preventing them from negatively comparing themselves to others online. This aligns with Franchina et al. (2018), who explain that digital awareness can also act as a buffer against the negative impacts of social media, including FOMO, by helping individuals discern and select relevant information from

those that cause psychological distress (van Rooij et al. 2018).

The number of social media accounts held by respondents is also a factor contributing to significant differences. Data shows that nearly half of respondents have 5-6 accounts, and nearly 25% have more than 7 accounts. This large number of accounts indicates the breadth of notification sources and the demands of interaction they must follow, which can increase their vulnerability to FOMO behavior (Alt 2015). After participating in the intervention by watching this film, Generation Z youth will learn that not all accounts need to be followed intensively, as this can impact their quality of life. FOMO itself arises from unmet psychological needs, such as the need for competence, autonomy, and connectedness.

The psychoeducational film series used in the intervention also contributed to the reduction of FOMO. The relevant storylines, relevant to everyday life, can influence cognitive and emotional aspects, making it easier for Generation Z to understand the dangers of FOMO. Providing effective audio-visual media in this psychoeducational film series will enable individuals to emulate the positive behaviors displayed in the film (Bandura and Bandura 2009).

The analysis using the Wilcoxon test on the mental health posttest and mental health pretest also showed a significant difference, with a Z-value of -3.695 and a p-value of 0.000 ($p < 0.05$). Therefore, it can be concluded that the psychoeducational film series can significantly improve mental health. A negative Z-score also indicates consistent changes, with mental health improving after the psychoeducational film series intervention compared to before. Age also influences changes in mental health, as adolescence is characterized by a heightened curiosity for information from various social media sources and apps, making it difficult for adolescents to let go of their smartphones (Rosdiana, Devi, and Chotimah 2025). Intervention through psychoeducational film

series helps them develop more adaptive coping mechanisms. This aligns with Santrock (2021), who stated that adolescents with good coping mechanisms are more likely to have positive and healthy mental health (Edition n.d.).

Furthermore, the duration of social media use is a factor influencing mental health. This study found that most respondents used social media for more than six hours per day. Excessive smartphone use is associated with physical health problems, including sleep disorders and anxiety. This is in accordance with Twenge & Campbell (2019) who stated that providing educational interventions will influence a person in managing time and awareness which can reduce negative impacts and this can improve mental health (Twenge and Campbell 2019).

The Effect of FOMO on Mental Health Before and After Provision of Psychoeducational Leaflets

Based on Table 6, the Wilcoxon test analysis results obtained a Z value of -3.657 with a p-value of 0.000 for the Fomo-Pretest Fomo posttest variable. For the Mental Health-Pretest Mental Health posttest variable, the Wilcoxon test results obtained a Z value of -3.015 and a p-value of 0.003. The p-value indicates a significant difference before and after the intervention using psychoeducational leaflets. A negative Z value indicates that Fomo and mental health decreased after the intervention. Thus, leaflets are proven effective as an educational medium in reducing Fomo behavior in Generation Z. This is in line with research by Priyarshini and Jesline (2023) which revealed that printed media in the form of leaflets can provide information to Generation Z adolescents so that it can influence their behavior (Barik, Purwaningtyas, and Astuti 2019).

This increase could also be due to the engaging presentation of the material in the leaflet, which fosters understanding of the content. Repeated reading of leaflets can improve a person's cognitive abilities. This aligns

with Hasanika et al. (2020), who reported that leaflets have been shown to increase respondents' knowledge and awareness, leading to cognitive enhancement (Hasanika et al. 2020). The effectiveness of these leaflets is also influenced by their flexible and portable format, making it easy for respondents to read the information without time constraints and at any time. This aligns with Li B, Huang Y et al. (2023), who stated that leaflets are the most cost-effective educational medium for producing long-term changes in health behaviors (Li et al. 2023).

In this study, leaflets were used to provide information on controlling social media use and strategies for dealing with FOMO. The leaflets also provided material on mental health challenges, helping Generation Z adolescents understand how to respond to the urge to use social and digital media in this era of the 5.0 revolution. This statement aligns with Pratiwi et al. (2022) who found that using printed media, such as leaflets, can improve Generation Z's mental health literacy.

Gender is also a factor in this change, as men generally prefer concise, clear information. Women, on the other hand, are more likely to read carefully and in detail. Therefore, leaflets provide an educational medium tailored to the needs of both men and women. This aligns with research by Sutiawati DN et al. (2024), which found that leaflets were highly effective in increasing understanding among both male and female respondents (Sutiawati et al. 2024). The use of films and leaflets in this research intervention both influenced the Fear of Missing Out (FOMO) behavior. Although these two media differ in their delivery formats, they share similarities in influencing an individual's cognitive, affective, and behavioral aspects. Changes in behavior are influenced by their perceptions of understanding a health issue. Educational media, both audiovisual and print, have proven effective in providing information to Generation Z. Research by Jones et al. (2016) suggests that education-based interventions, including videos

and leaflets, significantly improve health knowledge and attitudes.

The psychological aspects of films and leaflets also influence this, with films tending to be more powerful in building adolescents' emotions, while leaflets emphasize rational understanding. According to Hinyard & Kreuter (2007), both emotions and cognition can influence behavior, including in Generation Z adolescents.

A limitation of this study was the inability to fully control for external factors that can influence FOMO, such as intensity of social media use, friendships, and exposure to other digital information.

CONCLUSIONS:

Both treatments revealed a decrease in FOMO behavior and mental health in both the intervention and control groups. There was a significant effect between providing education, both using the FOMO psychoeducational film series and the psychoeducational leaflet, on Generation Z adolescents.

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