

The Relationship Between Fear of Missing Out and Quarter Life Crisis with Procrastination in Private University Students in Sidoarjo

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ABSTRACT

Objective: Education is long life or all the time. Education in Indonesian is divided into several levels from elementary, secondary, to tertiary levels. In Indonesia, education is under the Ministry of Education, Culture, Research and Technology. College is a stage for someone who wants to earn a bachelor's degree. However, some students who have entered the final semester still have not completed their studies. Of course, there are things behind the student. Procrastination is something that students experience. From this, procrastination becomes the focus of this research. **Method:** The research employs a quantitative method with an axial sampling technique. The population in this study is all students of private universities in Sidoarjo, and the analysis technique uses Pearson correlation. **Results:** The result of $\beta = 0.473$ variables of fear of missing out (X1) and $\beta = 0.649$ variables of quarter life crisis against procrastination were obtained, indicating a positive relationship between variables X1 and X2 to variable Y. **Novelty:** This research provides new insights by examining the influence of fear of missing out and quarter life crisis on procrastination among final semester students in private universities, a focus that has not been extensively explored in previous studies.

INTRODUCTION

"Law number 20 of 2003" discusses education governance in Indonesia, article 3 of the purpose of national education is to "develop the potential of students to become human beings who believe in and devote themselves to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic citizens. Education can be defined as a planned and conscious effort to create an environment in which students can actively develop their spiritual potential, self-control, personality, intelligence, noble character and skills necessary to live in society [1].

Students are included in higher education. Students in their developmental stage range from 18-25 years old. This stage is a transition period from adolescence to adulthood [2]. The demands of the duties and responsibilities of the students will certainly be higher. One of the tasks of developing the early adult phase is required to think more systematically.

This early adult phase is interesting to study because in this phase it seems that there are still individuals who have not done as well as their developmental stage. Problems in early adulthood are encountered such as poor time management, emotional management, and deliberate procrastination or, in other words, procrastination. Procrastination comes from Latin Procrastinate which means to postpone. Procrastination can be interpreted broadly, such as delaying the work of tasks, delaying doing work, and others. Procrastination is included in the problem of self-regulation, the tendency to procrastinate and avoid tasks that must be completed [3].

Academic procrastination is defined according to Ferarri, Johnson, and McCown as the tendency to procrastinate academic tasks and experience annoying anxiety due to procrastination [4]. It is inferred from Ferrari, Johnson, and McCown's opinion on procrastination is a tendency to procrastinate work or tasks that are performed repeatedly. Research conducted by Wahyuningtiy in [5] found that 95% of students procrastinate when they are going to do assignments, 70% of students also procrastinate regularly. Other research also found that 80% of procrastination experienced by early adulthood is due to individual tasks still having a long deadline, experiencing difficulty in tasks, and having laziness and lack of motivation in doing their tasks [5]. Procrastination occurs due to 2 factors.

According to Ferrari in [6] Procrastination factors are factors of the individual, for example the physical condition and psychological condition of the individual. Factors from outside the individual such as parenting style, parents, surrounding environment. In addition to influencing factors, there are also characteristics of academic procrastination conveyed by Millgram [6] (1) The procrastination perpetrator does not immediately start the work and complete it until it is completed. (2) Resulting in further consequences. (3) Involving those who think the perpetrators of procrastination are important. (4) Producing an unpleasant emotional state. Procrastination aspect according to Tuckman [3] (1) Delay to work on or complete a task. (2) Avoiding duties. (3) Blaming others.

An initial survey conducted at UMSIDA concluded that procrastination perpetrators postponed their duties because there were other busyness or other priorities that had to be completed first, such as organizational or family affairs. The psychological condition of students is also a factor in procrastination such as students who appear lazy and complete assignments when they are in a good mood.

Meanwhile, at University X, it was found that the perpetrator of procrastination postponed the task because the perpetrator had other responsibilities so that the task was carried out after the responsibility was completed. Not only that, the existence of unplanned activities is the cause of the perpetrators to procrastinate. At UMAHA, it was concluded that procrastination occurred because the perpetrator had other activities such as joining the organization, the perpetrator also did not immediately complete his task because the deadline was still long so that from this the academic tasks were not immediately done until other activities were completed.

The impact of procrastination according to Suhandianto and Nindia said that procrastination can have a negative impact on the individual such as the appearance of feelings of anxiety, fear, anxiety, self-perception as unsuccessful, laziness, tiredness and difficulty sleeping [7].

As for the factors of academic procrastination due to psychology and the influence of environmental factors, individuals can develop anxious behaviors if they do not follow the developments around them or are better known fear of missing out (Fomo). Fomo is the feeling of anxiety that early adult individuals experience when they see others doing something pleasurable, while the individual's self is not. Fomo is also defined as an

individual's fear of missing out on the latest news, syndrome or one of its nature up to date Along with addiction in internet use [8]. The highest fomo is done by teenagers – early adulthood [9].

The results of the research conducted by Balqis and Putri found that the higher the Fomo behavior of an early adult, the higher the level of academic procrastination. From the results of the research, it can be associated with academic procrastination that a person who has high self-control will lower a person performs procrastination. But on the other hand, if a person has low self-control, then a person can perform high academic procrastination. The factors that cause Fomo are due to the disclosure of social media information, age, social upmanship, Topics disseminated through hashtags, relatively decentralized situations, and increasing stimuli to find out information. JWT intelligence [9]. Adapun ciri-ciri Fomo,

According to Przblylski [10] Characteristics of Fomo (1) Individuals often look at other people's socials or new things to be seen up to date. (2) Individuals participate in activities a lot. (3) Individuals create their own performance stages. (4) Individuals will always feel that they have shortcomings. In addition to these characteristics, Przblylski [11]. Give his opinion on the aspects of Fomo (1) Unmet psychological needs for relatedness (2) The unfulfilled need for self.

An event known as Quarter Life of Crisis is an event that occurs between adolescence and early adulthood. According to Blake, [12] Saying that in this phase the individual will experience emotional instability, confusion about his identity, insecurity after a major change in the adolescent phase to adulthood. Meanwhile, according to Fischer [13] revealed that QLC is formed at a time when individuals are overwhelmed by fear of uncertainty in the future. The incident occurred in the mid-20s. It can be concluded from these definitions that Quarter Life of Crisis is in early adulthood when individuals experience confusion, emotional instability, and insecure to the future.

Through the definition of QLC, individuals can also carry out procrastination actions. It can be seen that when the individual is confused and does not have good emotional stability, then the individual will delay completing his task. In the early adult phase, where when individuals enter the transition phase from adolescence to early adulthood, it is also a factor that QLC affects procrastination behavior. Research conducted by Meilia Ayu Pusoita Saru on students shows that students have anxiety about the future. The social pressure shown makes students feel unconfident, worried, and even depressed [14].

The results of Mutiara's research show that 89% of students experience QLC. Habibie, et al. found that 54.86% of students and 54.6% of women experienced QLC [15]. Ali Sya'ban M Habu who researches about relationships Quarter Life of Crisis With academic procrastination behavior, final year thesis students get positive correlation results after analysis. So that the higher the results of the academic procrastination of student thesis, the higher the level of Quarter Life of Crisis new [15].

Research conducted [16] entitled The Relationship of Academic Procrastination of Students to Quarter Life Crisis (Case Study of Economics Education Students of Panca

Sakti University Bekasi Class of 2020 to 2022). It shows that procrastination does not show a significant correlation with Quarter Life Crisis.

A person experiences Quarter Life of Crisis due to two factors such as (1) Internal Factors, this factor occurs because of oneself as Robbins said (a) Hopes and Dream (Dreams and Hopes) Individuals are often confused about their dreams and hopes for the future. (b) Spirituality and Religion (Spirituality and Religion) At this age, individuals are more critical of their religion. (2) External Factors, this factor the environment has a great influence on individuals. Nash and Murray argue that (a) Friends, romance, and relationships with family. In friendship and romance relationships, the individual wonders if he or she is getting the true or the ideal. (b) Challenges in the academic field. Individuals begin to wonder whether the chosen major is right or not, whether their current education will support their career later. (c) Work and Career Life. Individuals only work for their needs. He feels anxious, worried, pessimistic about his future life because the world of work today has very tight competition [13].

Quarter Life of Crisis Robins & Wilner has 7 characteristics stating (1) Indecision when making decisions. (2) Negative self-assessment. Commonly called insecure. Individuals will feel very low compared to their friends because they have not achieved great things. (3) Despair. It is common for individuals to feel when they fail to achieve what is expected. (4) Stuck in a difficult situation. It is not uncommon for the environment to bring individuals into difficult environments. So that individuals must make decisions but individuals cannot also leave other decisions. (5) Anxiety. This feeling is the body's response to the situation that occurs in the individual. This feeling arises when the individual is haunted by a sense of failure that does not necessarily occur. (6) Stressed. Individuals who have masala will feel that the problems they face are getting worse. This feeling makes individuals feel pressure with a burden on him. (7) Worried about interpersonal relationships. Being in contact with the opposite sex is one of the situations that he has to face, the individual feels worried when his life after marriage will be [13].

Based on the above background description about Fear of Missing Out, Quarter Life of Crisis (QLC) is related to the influence of academic procrastination. This can be seen from the age that occurs when individuals enter early adulthood. A phase in which individuals enter the transition process from adolescence to early adulthood. The factors described can also influence individuals to perform academic procrastination, so researchers are interested in researching the relationship between FOMO and QLC with procrastination. From the research entitled The Relationship between Learning Motivation and Academic Procrastination in NERS Level II Students of Stikes Santa Elisabeth Medan in 2021, it is known that no researcher has conducted research related to Procrastination in private universities. The uniqueness of this study lies in the focus of researchers who use the early adult phase [5].

The early adulthood phase is the phase in which individuals undergo a transition from adolescence to adulthood. Individuals who enter this phase will undergo many changes in their lives that allow researchers to obtain varied results. Then in the related variables, it is still rare for people to use these variables so that in this study it can be said

that it is rare to be researched. The purpose of this research is to identify the relationship between FOMO and QLC with the procrastination of private university students in Sidoarjo and in this study it is hoped that it will be able to reduce procrastination actions for students who graduate on time. The research hypothesis to be tested is to find out whether there is a relationship between Fear of Missing Out and whether there is a relationship between Quarter Life of Crisis and procrastination.

RESEARCH METHOD

Type of Research

The type of research used is a quantitative approach. Arikunto stated that quantitative research requires a lot of use of numbers from the beginning of the data collection process, data interpretation, to the appearance of the results. However, Kasiram said quantitative research is to find knowledge using numerical data as preliminary data to analyze what is wanted to be known [17]. This study measured the relationship Fear of Missing Out and Quarter Life of Crisis with procrastination on private university students in Sidoarjo. The research variables used in this study are independent variables (X1) Fear of Missing Out (X2) Quarter Life of Crisis. While the bound variable (Y) is used for Academic Procrastination.

Operational Definition

The definition of academic procrastination is a tendency to procrastinate work or tasks that are carried out many times. Procrastination is included in the problem of self-regulation, the tendency to delay and avoid tasks that must be completed [3]. Fear of Missing Out is the feeling of anxiety that early adult individuals experience when they see others doing something pleasurable, while the individual self does not [8]. Quarter Life of crisis This individual will experience emotional instability, confusion about his identity [12].

Population and Sample

The population, according to Usman, is all individuals who are the research area to be generalized. Then he further explained that population is all quantitative values, calculations and measurements of a complete and clear group of objects [17] [18]. The population used in this study is students who delay graduating from college for more than 8 semesters at Sidoarjo private universities. The universities are Muhammadiyah University Sidoarjo, University X, and Ma'arif Hasyim Latif University. The number of populations obtained 1413 student.

From the data obtained by researchers, the number of active students of the University of Muhammadiyah Sidoarjo who studied for more than 4 years was 728 students. From Ma'arif Hasyim Latif University, 155 students. And at University X there are 530 students. If counted, there are 1413 students. According to Sugiyono, the part of the population that is used as a source of data is called a sample. Arikunto defined the sample as part of the population being studied [18] [19]. The population in this study is seen from the column table Issac and Michael by using a 5% error rate.

Researchers use a 5% error rate because the larger the sample approaches the population, the smaller the chance of error. From this population, 279 results were obtained for this research sample. The sampling technique is a technique used to take samples as research. The researcher uses the axial sampling technique. The definition of axial sampling according to Sugiyono is a technique for determining samples by chance.

Measuring Instruments

The measuring tool used for the procrastination variable is an adoption of research conducted by Deni Atiyaf who adopts the procrastination theory of Ferarri, et al. It is known that from the measuring tool there are 22 items with reliability tests obtained using Cronbach's Alpha of 0.888. In the Blueprint, the procrastination aspects measured include (1) Delay to start and complete tasks. (2) Inertia in doing assignments. (3) The time gap between the plan and the intellectual performance. (4) Doing other activities that are more fun than doing tasks that must be done. Meanwhile, the tool to measure the Quarter Life Crisis variable is adopted from Indry Permatasari's research which refers to Robbin and Wilner's theory which refers to the aspects of (1) Hesitation in decision-making. (2) Worried about interpersonal relationships. (3) Feeling anxious. (4) Depressed (5) Negative self-assessment. (6) Stuck in a difficult situation. (7) Despair.

There are 25 items on the Quarter Life of Crisis gauge. The results of validity were obtained of 0.317 - 0.774 and reliability of 0.856. The Fear of Missing Out variable used is an adoption of research conducted by Fikrotul Jauhariyah which is also an adaptation of Prybyslki which refers to aspects (1) Unfulfilled psychological needs due to relatedness. (2) Unfulfilled psychological needs for self the measuring tool has 10 reliability test items using SPSS with a result obtained of 0.712 reliable information.

Data Capture and Analysis Techniques

In collecting data, the researcher used a Likert scale questionnaire. According to Sugiyono, the likert scale is defined as a scale used to measure opinions, attitudes, perceptions of individuals or groups of people about social phenomena. which is known as a research variable [20]. The researcher gave 4 answer options such as: agree, strongly agree, disagree, strongly disagree. After data collection, the researcher used the JASP 0.19.3.0 application as a tool to analyze the data. The data analysis technique used in this research is a multiple correlation.

RESULTS AND DISCUSSION

Results

Descriptive Research Results

Table 1. Categorization.

Variable	Category	Score Range	Sample	%
Procrastination	Low	36 - 52	44	16
	Keep	53 - 69	183	65
	Tall	70 - 80	52	19
		Sum	279	100
Variable	Category	Score Range	Sample	%

Fear of Missing Out	Low	35 - 51	44	16
	Keep	52 - 70	187	67
	Tall	71 - 86	48	17
		Sum	279	100
Variable	Category	Score Range	Sample	%
Quarter Life of Crisis	Low	36-50	31	11
	Keep	51-70	199	71
	Tall	71-80	49	18
		Sum	279	100

From the table above, it can be seen that the most number of samples is in the medium category at the procrastination variable of 65%. The phomo variable of the most sampled number in the categorization was medium at 67%. The Quarter life of crisis variable has the highest number of samples in the medium category at 71%.

Assumption Test

Normality Test

According to Suwanto in [20] The normality test is used to determine there is a significant linear relationship between two or more variables. One of the normality tests can be carried out with Shapiro Wilk, on the basis that if the probability value is more than >0.05 , then the distribution of the data is normal. However, if the normality value is less than <0.05 , then the data is said to be abnormal. In this study, after a normality test was carried out on the FOMO variable (X1), a result of 0.994 was obtained and a QLC (X2) result was obtained of 0.995. So it can be concluded that both variables are declared to be normally distributed.

Table 2. Normality test table.

Descriptive Statistics		
Variable	Signifikansi (P - Value)	Ket.
<i>Fear of Missing Out</i>	0.994	Normally Distributed
<i>Quarter Life Crissis</i>	0.995	Normally Distributed

Linearity Test

According to Suwanto in [20] This linearity test aims to find out whether the two variables have a significant linear relationship or not. The variable is said to be linear if the significant value is <0.05 . After the linearity test was carried out, this study found that the FOMO variable (X1) and the QLC variable (X2) had a significant relationship with procrastination (Y). Each variable receives a value of .000.

Table 3. Linearity test table.

Variable	F (linierty)	Say. Linierity
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X1-y	310.232	,000
X2-y	42.124	,000

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Test the first hypothesis

The first hypothesis tested was "There is a relationship between fear of missing out and quarter life of crisis and procrastination in private university students in Sidoarjo.

Table 4. First hypothesis test.

Model Summary

Model	R	R ²	Adjusted R ²	RSME
H ₀	0.000	0.000	0.000	8.550
H ₁	0.807	0.652	0.649	0.649

Second and third Hypothesis Tests

- The second hypothesis test in the research on the relationship between fomo and procrastination in private university students in Sidoarjo obtained a result of 0.473. The results can be explained that there is a significant relationship between fomo and procrastination in private university students in Sidoarjo. Therefore, it is concluded that the higher the phomo behavior, the higher the procrastination behavior.
- The third hypothesis test in the study there is a relationship between quarter life crisis and procrastination in private university students in Sidoarjo obtained a result of 0.649. The results can be explained that there is a significant relationship between quarter life crisis and procrastination in private university students in Sidoarjo. So it is concluded that the higher the quarter life of crisis a person will be, the higher the procrastination behavior.

Table 1. First and second hypothesis test table.

Pearson's Correlations

		Pearson's r	P
Procrastination	- FOMO	0.473	<.001
Procrastination	- Quarter Life Crisis	0.649	<.001

Discussion

Based on the results of the first hypothesis test, namely the relationship between FOMO and procrastination in students, a Pearson correlation value of 0.473 and a significance value of $P < .001$ were obtained in students. It can be interpreted that the FOMO variable has a positive relationship with the procrastination variable. This positive relationship can also be interpreted as the higher the phomo behavior, the higher the tendency of students to procrastinate. The results of this study are in line with previous research in [21] which explains that individuals with the fear of missing out They are more vulnerable to digital distractions, such as social media, which can ultimately hinder the timely completion of academic assignments.

In addition, the results of the second hypothesis test found that there is a positive relationship between quarter life of crisis and procrastination. A Pearson correlation value of 0.649 and a significance value of $P < .001$ were obtained in students. Which means that the X2 variable and the Y variable have a positive relationship. This positive relationship can be interpreted as the higher the quarter of life of crisis behavior, the higher the tendency of students to postpone their work. These results are in accordance with the research conducted

Based on the results of the third hypothesis test, namely the relationship between quarter life crisis for procrastination, a Pearson correlation value of 0.649 and a significance value of $P < .001$ were obtained. 001 which means that the variable X2 and the variable Y have a positive relationship. The positive relationship also means that the higher the behavior quarter life crisis So the higher the tendency to postpone the work. The results of this test are in accordance with previous research in [22] which reveals that uncertainty about the future, confusion in decision-making, and high social pressure can cause individuals to have difficulty managing time and academic priorities.

From the two research results found, it is concluded that fear of missing out and quarter life crisis giving a role to procrastination in students. With a score of 65.2 This can be explained through the perspective of regulatory theory (R^2 self regulation theory) [23] which states that individuals with low levels of self-regulation tend to have difficulty controlling their behavior and impulses. Students who experience fear of missing out may spend more time on social activities or digital media than completing academic assignments, while students who experience quarter life of crisis can feel overwhelmed by the uncertainty of the future so they tend to avoid their academic responsibilities [24].

Previous Research Results [25] states that fear of missing out It can cause students to have prolonged feelings of anxiety, where students feel that they do not want to be left behind from social trends or the activities of their friends. This often leads them to spend hours on social media, which can ultimately reduce their academic productivity. This if done in the long term can become a pattern of behavior that is difficult to change and has the potential to reduce academic achievement. Meanwhile, individuals who experience quarter life of crisis tend to face heavy emotional stress due to the uncertainty of the future and unfulfilled expectations. They can experience a loss of motivation and the desire to postpone academic responsibilities as a form of coping with their anxiety.

The impact of fomo and quarter life of crisis against procrastination can also be associated with the theory of avoidance motivation which states that individuals tend to avoid tasks that they find difficult or cause anxiety [26]. Students who experience uncertainty in their lives are more likely to postpone academic assignments as a self-protection mechanism from failure or greater psychological pressure.

Procrastination related to fear of missing out and quarter life of crisis can have an impact on student academic achievement. In some studies [15], [27], [28]. Reveals that procrastination has negative consequences for academic performance, psychological well-being, and mental health of individuals. The long-term impact includes academic stress, low satisfaction with academic achievement, and increased risk of burnout.

Therefore, it is important for students to develop time management strategies and stress management skills to reduce the adverse effects of fomo and quarter life of crisis.

The results of this research also provide insight into the educational environment regarding the importance of providing guidance and support to students in facing their academic and psychological challenges. Intervention programs that involve self-regulation and mindfulness training can help students to be more aware of their time use and develop adaptive strategies in coping with social and academic pressures.

Thus, the results of this study provide new insights into psychological factors that contribute to procrastination in students, especially in the environment of private universities in Sidoarjo. The limitations of this research are first, the use of samples at two universities is limited to only 2-3 study programs, so that the conclusions drawn are not strong and cannot be generalized. Second, the population in this study is final year students whose most of their activities are not in the research environment, which has an impact on the longer data collection time. Third, this research is a type of quantitative research so that the deepening of the phenomenon can also be said to be lacking.

CONCLUSION

Fundamental Finding : Based on the results of data collection and hypothesis testing, it can be concluded from the first hypothesis accepted, that there is a significant positive relationship between FOMO and procrastination. This means that the higher the level of FOMO in students, the higher their tendency to procrastinate. Furthermore, the second hypothesis was also accepted, which showed a significant positive relationship between the quarter life crisis and procrastination. This means that the higher the level of quarter life crisis experienced by students, the greater their tendency to postpone their academic work. **Implication :** This research makes a theoretical contribution in the field of developmental psychology and education by providing empirical evidence regarding the relationship between fear of missing out, quarter life crisis, and procrastination. Practically, the results of this study can be the basis for the educational environment in designing intervention programs that aim to reduce FOMO and quarter life crisis in students to reduce the level of academic procrastination, such as holding a self-awareness workshop using mindfulness techniques that raise the theme of the influence of social media on mental health. **Limitation :** In addition, this research can be a reference for students to be more aware of the impact of FOMO and quarter life crisis on their academic behavior and find more adaptive strategies in managing academic time and tasks. **Future Research :** Future research is suggested to explore other psychological variables that may influence academic procrastination and to expand the sample across diverse educational institutions for broader generalization.

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