

Digital Literacy as a Strategic Solution to Overcome Fear of Missing Out Behavior

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Abstract: The phenomenon of Fear of Missing Out (FoMO), which is increasingly rampant among Generation Z, impacts mental health and social well-being due to digital social pressure and social media addiction. This article aims to systematically examine the role of digital literacy as a strategic solution in addressing FoMO behavior. Using the Systematic Literature Review (SLR) method, this article explores findings from various selected studies over the past five years regarding the relationship between FoMO and Digital Literacy. A total of 15 articles were identified and included in the review, obtained through searches in several academic databases such as Scopus, Google Scholar, SINTA, Science Direct, and PubMed, with priority given to reputable sources including APA PsycNET, Springer, Emerald, and Elsevier. The results indicate that enhancing digital literacy can help individuals filter information critically, manage their time effectively, and build awareness of the psychological risks of social media. Digital literacy has also proven to be effective in strengthening self-regulation skills and personal learning competence. Therefore, digital literacy is viewed not only as a long-term educational solution but also as a preventive approach in fostering a healthy digital culture, particularly for Generation Z.

Keywords: Digital Literacy, Fear of Missing Out, Generation Z

1 INTRODUCTION

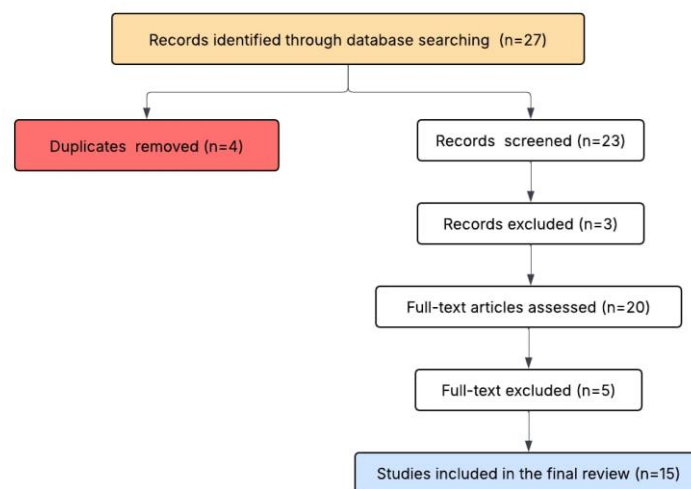
The phenomenon of Fear of Missing Out (FoMO) is increasingly rampant among adolescents, especially Gen Z, who are highly active on social media. Gen Z, referred to as digital natives, was born between 1995 and 2010 and witnessed a time when the information age, the internet, and digital globalization were on the rise; thus, they have been using the tools of the digital age for most of their lives, and they spend their time using these tools (Yılmaz et al., 2024). According to data from the Indonesian Internet Service Providers Association (APJII), in 2024, Indonesia had 221.6 million internet users, the majority of whom were from the younger age group. FoMO is defined as the feeling of anxiety or fear of missing out on experiences that others are having through social media (Wibaningrum & Dhienda Aurelly, 2020). Individuals experiencing FoMO tend to monitor social media continuously to avoid missing important interactions or information (Rahmania et al., 2023). This phenomenon is closely related to various psychological disorders, such as anxiety, depression, and feelings of worthlessness (Elhai et al., 2020). Research also shows that FoMO has a significant relationship with social media addiction (Zanah & Rahardjo, 2020; Syihab & Rani, 2023), the need for social attention, and emotional loneliness (Rippé et al., 2023). Additionally, FoMO is known to correlate with problematic smartphone use (Ng & Fam, 2024) and the tendency to engage in social comparison (Kusuma et al., 2023). To address these effects, various interventions have been suggested, one of which is strengthening digital literacy, which has been proven to reduce social media addiction and enhance mental well-being (Gumelar et al., 2024). Digital literacy encompasses skills in communication, transactions, information management, and problem-solving that are essential in everyday life (Taskin et al., 2022).

Previous studies have highlighted that digital literacy is scientifically effective in reducing the negative impacts of FoMO, as it encompasses skills in critical information processing, self-regulation, and awareness of digital risks. For example, research by Gugushvili et al. (2022) shows that individuals with higher levels of digital literacy tend to exhibit better self-control, which reduces vulnerability to problematic social media use closely linked to FoMO. Similarly, Hidayat et al. (2024) emphasize that digital literacy contributes to strengthening students' metacognitive abilities, enabling them to filter information and manage online management more effectively. Other studies also indicate that digital literacy acts as a

protective factor against excessive social comparison and emotional instability triggered by FoMO (Marco & Cardama, 2024). However, most of these studies analyze FoMO and digital literacy separately or within limited contexts. There is still a lack of comprehensive reviews connecting both concepts and clearly explaining how digital literacy can serve as a strategic and preventive solution to FoMO, particularly for Gen Z. This manuscript will review systematic literature to explain how digital literacy can be an effective strategy in mitigating the negative effects of FoMO among Gen Z. By reviewing various previous studies, this manuscript identifies the interconnections between FoMO, social media addiction, mental health, and evaluates the effectiveness of digital literacy as an educational solution. This approach will serve as a basis for designing intervention strategies that can be applied to Gen Z. The literature review and synthesis of findings will be explained in the Materials and Methods section, while the results of the analysis and their practical implications will be detailed in the Results and Discussion section.

2 MATERIALS AND METHODS

This article is organized using the systematic literature review (SLR) method to explore the phenomenon of Fear of Missing Out (FoMO) among Gen Z and the potential of digital literacy as a strategic solution to address it. A literature review is a form of research that critically examines the knowledge, ideas, or findings contained within academic-oriented literature and formulates its theoretical and methodological contributions to a specific topic (Wulandari, 2020). This approach was chosen because SLR is a descriptive analysis that can systematically outline the data obtained, followed by an analysis that makes it understandable to readers. The data sources in this study were taken from research publications related to the topics of FoMO and digital literacy, obtained through searches using websites such as Scopus, Publish or Perish, Google Scholar, SINTA, Scimago, Science Direct, and PubMed, prioritizing several reputable journal databases such as APA, PsycNET, Springer, Emerald, and Elsevier, as well as those accredited by SINTA or Scopus. The literature used is limited to publications from the last five years to ensure the novelty and relevance of the data. Subsequently, the acquired articles will go through a checking stage using Mendeley to identify any duplicate journals. The author will then conduct a screening process, and journals that pass this screening will be analyzed and reviewed further.



3 RESULTS

The results of the review conducted on various scientific publications over the past five years reveal a body of literatures that provide a comprehensive overview of how digital literacy skills can shape healthy digital behavior, enhance awareness of the psychological impacts of social media, and strengthen individuals' abilities to critically filter information. The following are the findings from the Systematic Literature Review (SLR) conducted to explore the role of digital literacy as a strategic solution in addressing the phenomenon of Fear of Missing Out (FoMO).

Tufan et al. (2025) investigated smartphone addiction, phubbing, and FoMO among university students in Turkey. Their research, which involved 640 participants, indicated a significant correlation between FoMO and lower life satisfaction, as well as diminished social cooperation. Notably, the authors suggested that providing digital literacy training could assist students in managing smartphone use, thus alleviating FoMO and its adverse psychological effects.

Ovadia and Netzer (2024) studied coping strategies among Israeli young adults experiencing FoMO. Employing a computational text analysis approach, their findings revealed that individuals with higher digital literacy skills exhibited better self-control and healthier coping strategies. The results underscore the importance of digital literacy in enhancing awareness, reducing anxiety associated with FoMO, and fostering more positive digital interactions.

Mujazi et al. (2025) investigated the impact of social media and FoMO on children's emotional well-being in Jakarta. They found that FoMO led to increased stress and diminished emotional stability in children who frequently use digital media. The authors advised that parents and schools should implement digital literacy programs to cultivate healthier relationships with social media from an early age.

Gökçearsan et al. (2023) examined smartphone addiction and FoMO among Turkish adults, discovering that excessive social media use encouraged by FoMO can be mitigated through structured digital literacy education. Their study illustrated that enhancing awareness of risks and consequences can serve as a preventive strategy against problematic digital behaviors.

Eyisi et al. (2025) analyzed FoMO among university students in Nigeria across three geographical regions. Their findings indicated that areas with less social support exhibited higher levels of FoMO, highlighting the contextual aspects of this issue. The authors proposed that culturally and socially adaptive digital literacy workshops could significantly alleviate FoMO among students.

Hidayat et al. (2024) assessed the interplay between digital literacy, FoMO, and learning proficiency among engineering students in Indonesia. The study showed that increased digital literacy fosters metacognitive skills and self-regulation, which enhances academic performance. However, FoMO was found to undermine these positive impacts, indicating its role as a moderating factor that should be addressed alongside the development of digital literacy.

Supti et al. (2025) explored the relationships between FoMO, problematic social media usage, and perceptions of vulnerability among participants from the UK and Arab regions. Their findings revealed that FoMO heightens feelings of insecurity and susceptibility to digital threats. The authors emphasized the need for digital literacy programs focused on decision-making skills and cybersecurity awareness to mitigate these vulnerabilities.

Taskin and Ok (2022) researched the connection between digital literacy, smartphone usage, and life satisfaction using a large sample of over 41,000 individuals. Their results demonstrated a positive correlation between digital literacy and well-being, suggesting that it enhances problem-solving and communication abilities. This evidence reinforces the notion that digital literacy is a vital skill in the digital era, assisting individuals in avoiding the negative psychological ramifications of FoMO.

Marco and Cardama (2024) investigated FoMO among Spanish university students and discovered that excessive smartphone usage not only exacerbated FoMO but also negatively affected sleep and focus. The authors stressed the necessity to embed digital literacy within educational frameworks to alleviate these adverse effects and help students critically engage with social media algorithms.

Tinmaz et al. (2022) conducted a systematic review of digital literacy, which, while not exclusively examining FoMO, highlighted that digital literacy is essential for fostering critical thinking, evaluating information, and recognizing psychological hazards in digital settings. These findings advocate for the role of digital literacy in indirectly preventing FoMO by promoting healthier digital engagement.

Balqis and Syaikhu (2023) assessed the influence of FoMO on literacy activities in Indonesian elementary schools and found that FoMO was linked to a decline in reading interest, scattered concentration, and reduced creativity in writing among children. The study highlighted the significance of instilling digital literacy early to cultivate resilience against distractions and unhealthy social comparisons influenced by digital platforms.

Wijaya et al. (2025) researched digital fatigue and FoMO among social media users in Eastern Indonesia, concluding that digital literacy training aids individuals in recognizing and managing the negative impacts of excessive digital engagement.

Royantara et al. (2025) examined how Generation Z experiences Fear of Missing Out (FoMO) and its influence on anxiety related to social media. Their research revealed that enhancing digital literacy increases awareness of deceptive digital content and assists individuals in managing their expectations. By fostering these skills, digital literacy empowers Gen Z to overcome unhealthy patterns of digital anxiety.

In a study by Durak and Seferoğlu (2020), the relationship between digital literacy and social media usage among Turkish students was investigated. They found that greater digital literacy tends to lower FoMO by encouraging more thoughtful online behaviors and better filtering of digital engagements. The research highlighted that literacy goes beyond mere technical skills; it serves as a protective factor against excessive social media reliance.

Alutaybi et al. (2020) introduced the FoMO-R method, which combines both technical and psychological approaches to address FoMO. Their findings showed that digital literacy improves individuals' comprehension of how social media platforms are structured to provoke FoMO. By becoming aware of these dynamics, users can build resilience and cultivate healthier online habits.

To complement the narrative synthesis, the detailed characteristics of each reviewed article, including the author, title, journal, year, method, participant, and key findings are presented Table 1. as data extraction.

Table 1. Data Extraction

Author	Title	Journal	Year	Method	Participant	Result
Cenk Tufan, Kemal Köksal, Mark D. Griffiths	The Impact of Smartphone Addiction, Phubbing, and Fear of Missing Out on Social Co-operation and Life Satisfaction Among University Students	International Journal of Mental Health and Addiction	2025	Quantitative	640 university students in Türkiye	One potential strategy to address issues such as FoMO, SPA, and phubbing is through digital literacy training. This training aims to help individuals balance smartphone usage and prevent addictive behaviors related to digital technology. Thus, digital literacy is regarded as a strategic solution to enhance awareness and promote healthier technology use, as well as to strengthen social relationships and individual well-being.
Hadassah Littman-Ovadia, Prinit Russo-Netzer	Exploring the lived experience and coping strategies of Fear of Missing Out (FoMO) among emerging adults	Current Psychology	2024	Natural Language Processing (NLP)-based computational text analysis framework	The sample included 29 participants, between the ages 20–30. The participants were all Israeli Jews, 12 males and 17 females.	This article discusses digital literacy as a primary solution. The research indicates the need for the development of digital literacy through training in critical skills and digital awareness, which can help reduce the negative impact of FoMO. Digital literacy that emphasizes awareness, self-control, and content understanding can assist emerging adults in achieving healthier digital management and reducing feelings of missing out.

Mujazi, Muhammad Rijal Fadli, Ainur Rosyid, Muhammad Soleh Hapudin, Moh. Imron Rosidi, Bahtiar Afwan	The effect of using social media and fear of missing out on emotional wellbeing in children in the digital age	Journal of Education and Learning	2025	Quantitative	265 students elementary school students in Jakarta, Indonesia.	In this research, digital literacy is considered a solution to address the phenomenon of Fear of Missing Out (FoMO) among children. This study guides parents, educators, and policymakers to support children in developing a healthy relationship with social media, improving digital literacy skills, and wisely managing FoMO. By enhancing digital literacy skills, children can manage their social media use more wisely, reduce the pressure to always stay connected, and improve their emotional well-being. This helps them build healthier relationships with social media and reduce the negative impact of FoMO.
Şahin Gökçearslan, Elif Eşiyok, Mark D. Griffiths, Murat Doğan, Eda Turanci	Smartphone addiction among adults: The role of smartphone use, fear of missing out (FoMO), and self-efficacy among Turkish adults	The Turkish Journal On Addictions	2023	Quantitative	488 adults (aged 20–65 years) participated in the study	The research mentions that awareness of FoMO can help decrease the duration of uncontrolled use of social media and smartphones. Therefore, educational activities such as digital literacy courses play a preventive role that can increase users' awareness of the risks and consequences of excessive social media use, as well as help them manage feelings of fear of missing out on information or experiences in a healthier way.
Meek Eyisi, Gboyega E. Abikoye, Gesinde M. Abiodun, Joy Eyisi Jr	Fear of Missing Out and Social Support Among Nigerian Undergraduate s: Trends Across Geopolitical Zones	Social Science Research	2025	Quantitative	4,930 undergraduate students from universities in three geopolitical zones: Southeast, Southwest, and Northcentral Nigeria	In this study, there is an emphasis on the importance of digital literacy programs as one of the interventions to address FoMO among Nigerian students, particularly in the Northcentral region, which has the highest levels of FoMO and the lowest social support. It is mentioned that universities should implement interventions to reduce FoMO, such as digital literacy workshops that promote healthy social media habits. This program teaches coping mechanisms and promotes digital awareness, helping students actively manage FoMO.

Hendra Hidayat, Zadrian Ardi, Ahmad Istiqlal Ahluunnazak, Dani Harmanto, Chibueze Tobias Orji, Mohd Rizal Mohd Isa	Determining the Influence of Digital Literacy on Learning Personal Competence: The Moderating Role of Fear of Missing Out	European Journal of Educational Research	2024	Quantitative	597 Engineering Education students from Universitas Negeri Padang	Digital literacy has a significant and positive relationship with students' metacognitive abilities. The higher a person's digital literacy, the better their self-awareness and self-management in the learning process. On the other hand, metacognition is closely related to self-directed learning abilities but can be influenced by the presence of Fear of Missing Out (FoMO). Although no direct relationship between metacognition and FoMO was found, this study indicates that FoMO acts as a moderating variable that can weaken the positive influence of metacognition on personal learning competence.
Tourjana Islam Supti, Ala Yankouskaya, Mahmoud Barhmagi, Armstrong Nhlabatsi, Khaled M. Khan, Jordi Martin Domingo, Aiman Erbad, Raian Ali	Digital Dependency and Security Risk: Investigating the Connections Between Fear of Missing Out, Problematic Social Media Use, and Vulnerability Perceptions	Journal of Technology in Behavioral Science	2025	Quantitative	642 participants, 314 from the UK and 328 from the Arab region.	The significant role of Fear of Missing Out (FoMO) and Problematic Social Media Use (PSMU) in shaping perceptions of vulnerability indicates the need for targeted interventions to reduce the risks associated with excessive social media use. Digital literacy programs focusing on strengthening critical decision-making skills in the digital realm, especially regarding cyber security and social media usage, are essential. These programs should empower individuals to assess risks, identify manipulative tactics, and make informed decisions to protect their digital well-being.

Busra Taskin, Chiho Ok	Impact of Digital Literacy and Problematic Smartphone Use on Life Satisfaction: Comparing Pre- and Post-COVID-19 Pandemic	European Journal of Investigation in Health, Psychology and Education	2022	Quantitative	41,883 individuals	Digital literacy refers to a person's ability to search, evaluate, organize, and perform tasks through digital devices and the internet in various aspects of life, such as learning, working, and socializing. Digital literacy includes communication skills, transaction management, information management, and problem-solving, which are essential in daily life. With the advancement of communication technology and the increasing use of smartphones, this capability has become very important for maintaining social relationships and ensuring sustainable communication. The author also emphasizes that improving digital literacy helps access the information needed to facilitate various tasks in both organizations and at home, and contributes positively to individual well-being.
Marta Ibáñez Marco, Sara Martínez Cardama	Fear of Missing Out (FOMO) in University Students : International Challenges and Implications for Digital Literacy	Revista General de Información y Documentación	2024	Quantitative	205 university students aged between 18 and 25 years, who took part in an online survey about social media and FOMO	The main findings of this study indicate that there is a significant relationship between excessive mobile phone use and the level of FOMO (Fear of Missing Out) among students, particularly related to concentration disturbances and sleep quality. These findings emphasize the importance of digital literacy education as a strategy to mitigate the negative impacts of FOMO, as well as the need for social media regulation and increased awareness of the algorithmic mechanisms that contribute to this phenomenon.

Hasan Timmaz, Yoo-Taek Lee, Mina Fanea-Ivanovici, Hasnan Baber	A systematic review on digital literacy	Smart Learning Environments	2022	Systematic Literature Review	-	A systematic review in this article shows that digital literacy plays a crucial role in shaping individuals' ability to interact healthily with the digital environment, especially social media. The main findings indicate that improving digital literacy can strengthen critical thinking skills, the ability to assess the reliability of information, and awareness of the psychological impact of using digital technology. Although it does not explicitly address FoMO (Fear of Missing Out), digital literacy helps individuals interact more wisely on social media and avoid digital social pressure.
Rizqiyah Ratu Balqis, Ach Syaikh	Distraksi Digital atau Kemosostan Literasi: Menjelajahi Peran FoMO dalam Praktik Literasi Sekolah Dasar	Auladuna: Jurnal Prodi Pendidikan Madrasah Ibtidaiyah	2023	Literature Review	-	The results of the systematic study in this article show that FoMO (Fear of Missing Out) has a significant impact on the decline of literacy practices among elementary school students, such as low interest in reading, disrupted concentration, and decreased writing creativity. Digital literacy not only serves as a protective measure but also as a transformative approach in equipping students with the skills to manage time, think critically about digital information, and use social media responsibly. Digital literacy should be instilled from an early age to help students develop resilience against digital social pressures and build healthier digital interaction habits.
Faustin Venus Wijaya, Febbi Afrelia Gobal, Ariell Goldina Suciawan, Mel Biondy, Elia Ardvan	Kelelahan Digital di Era Media Sosial: Studi Tentang Kelebihan Informasi, Kecemasan, dan <i>Fear of Missing Out</i> (FoMO)	Jurnal Online Manajemen ELPEI (JOMEL)	2025	Quantitative	100 respondents, the majority from Eastern Indonesia	The findings in this article show that digital literacy training plays a crucial role in equipping individuals to understand the early signs of FoMO (Fear of Missing Out) and social media fatigue. Digital literacy can encourage individuals to adopt effective coping strategies, such as setting time limits on social media use or redirecting their focus to more productive activities, which can help mitigate the negative impacts of digital social pressures.

Muhammad Oldy Royantara, Agung Wijaya, Rini Sugianti, Fendy Suhariadi	Peran FoMO (Fear of Missing Out) dalam Meningkatkan Kecemasan terhadap Media Sosial pada Generasi Z	EduInovasi: Journal of Basic Education Studies	2025	Qualitative	Liam is Generation Z with an age range of 18-24 years	In this study, the importance of improving digital literacy is emphasized as a preventive effort so that individuals can be more wise in using social media and not get caught in unhealthy cycles that trigger anxiety, especially for Generation Z. Digital literacy is considered capable of increasing individual awareness of the negative impacts of social media use, helping to manage expectations, and encouraging strategies such as time management, digital detox, and increasing awareness of content manipulation on social media, which can help reduce FoMO (Fear of Missing Out).
Hatice Yildiz Durak, Suleyman Sadi Seferoglu	Antecedents of Social Media Usage Status: Examination of Predictiveness of Digital Literacy, Academic Performance, and Fear of Missing Out	Social Science Quarterly	2020	Quantitative	1.284 university student from different universities in Turkey	In this study, it has been proven that digital literacy is a key predictor of the frequency of social media use, including for communication and educational purposes. FoMO (Fear of Missing Out) is related to the number of friends or followers as well as one's attitude towards using social media. Digital literacy serves as a protective factor so that individuals can use social media more wisely. By improving digital literacy, the intensity of FoMO can be reduced through filtering information, building critical awareness of interconnectedness, and managing online time.
Aarif Alutaybi, Dena Al-Thani, John McAlaney, Raian Ali	Combating Fear of Missing Out (FoMO) on Social Media: The FoMO-R Method	International Journal of Environmental Research and Public Health	2020	Mixed-methods	30 participants who self- declared to experience FoMO regularly	In this article, it emphasizes the importance of understanding how FoMO (Fear of Missing Out) occurs and how to manage it, including social and technical skills such as expectation management, self-talk, and understanding the design of social media that triggers FoMO. Digital literacy can enhance understanding of how social media platforms work and their influence on social interactions, as well as serve as a foundation for building digital resilience.

4 DISCUSSIONS

Digital literacy encompasses skills in communication, transactions, information management, and problem-solving that are essential in everyday life (Taskin et al., 2022). One crucial aspect of digital literacy is the ability to communicate effectively through digital media. This is necessary because good communication allows individuals to feel more socially connected and gain assurance about the presence and activities of others. Such efforts can reduce uncertainty and anxiety about missing important information, thereby decreasing FoMO (Fear of Missing Out). In addition, digital literacy also includes transaction skills, which refer to the mindset and decision-making processes involved in using technology. Transaction skills help individuals prioritize, avoid impulsive use, and resist social pressure to keep up with every digital

development, thus reducing the potential for FoMO to arise. Equally important, the ability to manage information becomes a key element because it plays a role in filtering, limiting, and organizing information selectively. Good information management will strengthen one's resilience to FoMO in the digital life. Digital literacy emphasizes not only technical skills in using digital media but also cognitive, metacognitive, and affective aspects that contribute to self-regulation in digital social interactions. The three aspects previously described: communication skills, transaction ability, and information management—are manifest forms of digital literacy rooted in critical thinking, self-awareness, and emotional control.

Various forms of digital literacy activities that have proven effective in addressing FoMO (Fear of Missing Out) include, first, training in critical skills and digital awareness, with a focus on emphasizing the importance of self-control, content understanding, and online expectation management through self-talk techniques and social media design evaluation (Ovadia et al., 2024). Second, educational programs based on algorithms and digital security aimed at equipping individuals to recognize algorithmic manipulation and cyber risks (Marco & Cardama, 2024; Supti et al., 2025). Third, digital literacy workshops that teach coping strategies and online time management, which have proven to help individuals build healthier relationships with social media (Wijaya et al., 2025; Tufan et al., 2025). Fourth, family and education-based interventions, where parents and teachers are expected to supervise social media usage while guiding children to develop critical thinking skills and instilling digital responsibility values from an early age (Mujazi et al., 2025; Balqis et al., 2023). Fifth, campaigns and digital literacy courses organized in the public sector to reach a broader audience and strengthen collective awareness of a healthy digital culture (Taskin et al., 2022; Eyisi et al., 2025).

Research by Gugushvili et al. (2022) and Hidayat et al. (2024) indicates that digital literacy significantly helps individuals recognize harmful online behavior while increasing reflective awareness of unhealthy social media use. These findings align with the research by Jo et al. (2024), which shows that digital literacy can mitigate the impact of FoMO across various age groups and cultures by enhancing the ability to assess information and differentiate between digital existence and social reality. Furthermore, Marco and Cardama (2024) highlight that students are the most vulnerable population to experience FoMO due to the demands of existence and self-validation in the digital space. Therefore, digital literacy strategies need to be designed informatively, participatively, and contextually to not only convey technical information but also to build social and critical awareness (Marco & Cardama, 2024).

One strength of digital literacy as a solution to FoMO is its inclusive and preventive nature. This literacy not only targets the effects of FoMO but also fosters a healthy digital personality. A study by Cardama and López (2023) shows that individuals with high levels of digital literacy tend to have more stable self-esteem, even when frequently exposed to social media. They are capable of recognizing and filtering the digital reality that is often manipulated (Cardama & López, 2023). Digital literacy also contributes to strengthening personal learning competence, which acts as a protective mechanism against the negative impacts of FoMO on academic and social development. Hidayat et al. (2024) emphasize that FoMO can act as a negative moderator that weakens the relationship between digital literacy and academic performance, thus enhancing digital literacy becomes an important investment in developing students' academic and emotional capabilities.

This approach aligns with the principles of self-determination theory that competency, autonomy, and social connectedness need to be fulfilled to achieve healthy, balanced self-regulation. Next, Jo et al. (2024) underline the reciprocal relationship between digital literacy and vulnerability to misinformation closely related to FoMO. In certain cultural contexts, individuals with high levels of FoMO tend to become both the spreaders and victims of misinformation due to the urge to always feel “in the know” or engaged in public discourse, even without sufficient validation of information. Digital literacy serves as a control tool that reduces digital impulsivity while strengthening selective attitudes towards information (Jo et al., 2024).

Digital literacy plays an important role in reducing FoMO (Fear of Missing Out) by enhancing critical awareness, self-control skills, and the ability to understand social media mechanisms and cyber risks (Ovadia et al., 2024; Wijaya et al., 2025; Supti et al., 2025). Intervention through training, workshops, and educational programs has been shown to help individuals develop healthier coping strategies and online time management, as well as strengthen resilience against social pressures in the digital space (Tufan et al., 2025; Marco & Cardama, 2024). However, the effectiveness of digital literacy is not free from a number of obstacles that have the potential to reduce the success of the intervention. Another challenge that needs attention is the digital access gap, which could potentially widen literacy disparities. The unequal infrastructure, such as limited internet access and the high cost of digital devices, further exacerbates the literacy gap and creates new inequalities, particularly for vulnerable groups and underdeveloped areas (Tinmaz et al., 2022). Additionally, digital literacy also acts as a mediator in the relationship between age, the motivation to share information, and reactions to misinformation, where its effects may vary across different age groups and cultural contexts (Jo et al., 2024).

However, this solution is not without weaknesses. Digital literacy requires long-term implementation, an adaptive curriculum, and inclusive training across age groups and social backgrounds. Without support from educational institutions, digital communities, and government regulation, achieving optimal results will be difficult. Another challenge is the digital access gap that can widen literacy inequalities. Additionally, the digital literacy approach needs to consider that not all individuals respond to information in the same way.

5 CONCLUSIONS

Digital literacy emerges as a strategic and preventive solution to address the negative impacts of Fear of Missing Out (FoMO), particularly among Generation Z. Through a systematic literature review, this study shows that digital literacy not only enhances individuals' abilities to critically filter information and manage their time effectively but also strengthens self-regulation and awareness of the psychological risks of social media. As a multidimensional competency, digital literacy plays an important role in fostering healthy digital behaviors, personal learning competencies, and emotional well-being. Although digital literacy offers numerous advantages, it also encounters various obstacles. The need for long-term implementation, adaptable curricula, and inclusive training is critical, particularly as the gap in digital access perpetuates inequality in vulnerable and less-developed communities. Additionally, the effectiveness of digital literacy can differ among various age groups and cultural backgrounds. Consequently, future studies should concentrate on creating interventions that are inclusive and culturally relevant, while also investigating cross-cultural variations in the impact of digital literacy on fear of missing out (FoMO). There is a need for innovative educational models that can keep pace with rapid technological advancements to enhance the role of digital literacy in alleviating FoMO.

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