Analyzing the Effect of FOMO on Students' Learning Motivation in Islamic Religious Education

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Abstract

This research aims to know the effect of the FOMO phenomenon on learning motivation and student well-being in SMA Muhammadiyah Batusangkar, especially in PAI learning. Employing qualitative approaches, twelve students, four PAI teachers, and the principal in the school participated in the research. The data collection techniques used in this study were interviews, classroom observations, and documentation of academic documents and student records. Thematic analysis was conducted to identify emerging patterns and impacts of FOMO on learning motivation, concentration, and student well-being. The findings exhibit that FOMO of students disrupts learning motivation and student well-being, anxiety about missing out on social media trends makes learning focus low, while increasing procrastination. FOMO has a detrimental effect on concentration, enjoyment of learning, and the application of religious teachings. Student spends more time on social media and watching viral trends, which minimizes study time, and it then affects their grades in school and their relationship with others in real-life interaction. SMA Muhammadiyah Batusangkar can overcome the impact of FOMO by social media education that is wise, character education based on Pancasila values, and a guidance and counseling approach that applies to the decrease in student anxiety. The implications of this study are the necessity of enacting education for wise social media management and rebuilding Pancasila values by instilling such values through guidance and counseling to cut down the negative effects of FOMO.

Keywords: FOMO, Islamic education, learning motivation

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A. Introduction

In the current digital era, the FOMO problem has become a concern, especially in education, where students' interest in learning, such as Islamic Religious Education (PAI) learning, is disrupted. FOMO is what famously makes people worry about falling behind others in knowledge or experiences. This may have a profound impact on students' motivation and engagement if they are learning PAI, which demands an in-depth understanding and application of moral principles. FOMO could affect learners' motivation to participate in learning activities. When students are working to keep up, to remain relevant, they might not think about the quality of their learning and understanding of the material. This shows that mental health problems like FOMO can be a barrier to learning, which should be more focused and efficient (Wardani et al., 2024).

The formulation of FOMO is hence also largely based on its social context. Bahri and Trisnawati present how the social atmosphere influences the students' motivation (Bahri & Trisnawati, 2021). In the case of FOMO, students feel as though they should not be missing out on what their peers are doing and that they'll be left behind on activities that interest them. For example, seeing that their friends engage in discussions and are involved in religious practices could motivate children to put more effort into studying Islamic Religious Education.

The instruction methods or learning methods also often influence the student's level of motivation to learn. It is useful for creating interest in the learning processes in Islamic Religious Education because the students tend to enjoy the subject matter (Rosyida et al., 2024). Students may be more drawn to participatory and relatable instructional strategies when they are experiencing FOMO. However, FOMO may lead to stress, which may be detrimental to students' mental health.

Education serves as a tool for character development in addition to academic learning (Kamaruddin et al., 2023). Character training that is intensive can also serve as a shield against the negative effects of FOMO. Findings of Hartati's Study Hartati's study explored how character education could improve the social and emotional development of children (Hartati, 2023). Fostering character values in Islamic Religious Education lessons could lead children to have a better self-perception and be able to cope with the challenges of FOMO. Previous research on the impact of educational policy illustrated how clear curriculum content in Islamic religious education would enable students to gain a better understanding and sense of morality (Maulidah et al., 2024). These kinds of rules can teach students to manage their FOMO all while creating an academic culture that is ethically guided..

Consideration also must be given to the importance of generating appropriate teaching materials for Islamic Religious Education. A previous study revealed that the provision of appropriate resources can significantly improve students' academic achievement (Amalia et al., 2023). Innovative digital tools/platforms can motivate students to be more actively involved in learning for Islamic Religious Education in the face of FOMO.

An inclusive teaching strategy is another way to fight FOMO. Suryadi says that a "student engagement and academic performance are enhanced with inclusive education" (Suryadi, 2023). It is possible for teachers to foster the self-confidence of students by creating an inviting classroom environment for every student, regardless of background. In this context of FOMO, students' mental health becomes paramount. Jailani and Suyadi's investigation underscores the importance of designing a strategy that interlinks scientific knowledge and the values of religious education (Jailani &

Suyadi, 2021). When students notice that they are not the only people who suffer from FOMO, it is possible to get over this fear in several ways (among them spiritual ones and community support).

Therefore, FOMO has a strong impact on students' motivation to learn, notably in the learning of Islamic Religious Education. This requires a holistic and integrated approach, which not only addresses the social and psychological well-being of students and focuses on effective teaching strategies. Therefore, Islamic Religious Education can enable children to be taught values and to be educated as throughout the controversial thesis topic generator evaluative essay examples conceptions are but punctuations of a common set of assignments to pride and nervous system to categorisation.

As per an ad-hoc survey at the research site, it was discovered that youth, particularly high school students, are more prone to developing Fear of Missing Out (FOMO) in today's digital era. Anxiety is driven by FOMO, or the fear of missing out on trends or new information, especially on social media. It may lead to students losing focus or concentration when studying, particularly in PAI lessons that require students to understand reading materials to a greater depth, as well as involving the emotions and spirituality. At SMA Muhammadiyah Batusangkar, PAI learning is less effective due to the FOMO symptoms students experience. To determine the optimal strategy to enhance the quality of learning that is relevant to the current psychological and social status of students, it is important to understand the extent to which FOMO influences the wish to learn in PAI.

The purpose of this research is to study the impact of FOMO of SMA Muhammadiyah Batusangkar students on learning motivation, psychological well-being, and religiosity practice. In particular, the present research is to explore how FOMO undermines students' concentration and learning motivation and increases anxiety and procrastination behaviors. Furthermore, the study seeks to explore the influence of FOMO on students' attention, learning curiosity, and religiosity, and how it affects students' academic success and their relationship with fellow students. Additionally, this study aims to recommend solutions to the schools, suggestions to prevent the adverse impacts of FOMO. So is expected that the teaching and learning process can be more optimized, and students' psychological well-being and their religious performances can improve sustainably.

B. Literature Review

Studies on the effect of FOMO on learning motivation and psychological aspects of students in Islamic religious education have obtained several interesting findings; however, rigorous studies related to local empirical facts and levels of education are still lacking. Some previous research has shown that FOMO has a positive impact on the learning motivation of students, like the result of Tola's research at UIN Alauddin Makassar, which indicates that the FOMO level has a significant relationship towards the learning motivation of Islamic Religion Education students (Tola, 2023). The research highlights the need for further understanding of the association between FOMO and learning motivation among different education levels, at both the higher and secondary education levels.

Meanwhile, Rahmanita studied the effect of FOMO on students' learning motivation at Vocational High School (SMK), Bandung. She learned that while FOMO can make students' mental health suffer, high FOMO levels correlate with a greater desire to learn (Rahmanita, 2024). This discovery presents another view that FOMO

is not always a negative phenomenon, but in some situations, FOMO can drive students to be more active in their learning.

Meanwhile, for early childhood education and elementary education level, Shen, Zhang, and Xin studied the FOMO and work motivation of Raudhatul Athfal (PAUD) educators. They concluded that FOMO mediates teacher work motivation, which positively influences the quality of teaching at this educational level (Shen et al., 2022). It lends new perspective to the fact that FOMO is not only felt by students but can have an impact on teachers and, ultimately, the students' educational experience.

In addition, Laia et al. shed light on the nature of the relationship of FOMO to academic procrastination among students, among Islamic education students as well. They demonstrated that FOMO can discourage learning motivation and induce academic procrastination (Laia et al., 2022). This study highlights, managing FOMO is important to increase learning enthusiasm and decrease psychological obstacles, which can negatively influence academic performance.

On the other hand, Aprianti pointed out that Generation Z and the influence of FOMO caused by compulsive use of social media which could distract the learning quality (Aprianti, 2020). The results of this study suggest that learning strategies are required that can minimize the effect of FOMO also in the setting of Islamic education learning, so that learning activities can remain optimal without being interfered by social media reliance.

Aside from motivation and achievement, Hidayat and Mursal analysed the association between FOMO and self-control among social media users and found that high FOMO levels are often correlated with low self-control, which negatively influences the students' motivation to learn (Hidayat & Mursal, 2024). This result highlights the need to assist individuals in developing self-control skills to lessen the negative influence of FOMO. Lastly, an interception of self-esteem was that self-esteem mediates self-regulation and FOMO (Majdi et al., 2024). They suggested that for students to control FOMO more effectively and be better motivated in learning should intend to strengthen self-regulation and boost self-esteem both in the classroom and in Islamic education.

Research that provides a good understanding of how FOMO influences learning motivation, psychological perspective, and social functioning, empirical evidence at the high school level education is still a few. Several empirical studies in the past demonstrated the importance of FOMO at the university, elementary school, and general education level yet, to date, there is only limited empirical research on the effects of FOMO on students' learning motivation and psychological well-being at the high school level, and particularly in the context of Islamic education that is more religious and cultural. Also, many studies do not address the FOMO coping strategies in the context of the value clarification education, counseling, and social media management together in depth. For this reason, this study was conducted to fill this gap by investigating how FOMO influenced students' motivation in learning and their psychological well-being of SMA Muhammadiyah Batusangkar students. We also discuss how FOMO interventions focus on education for social media use.

C. Method

This is a study of qualitative techniques in the context of field research. Qualitative research focuses on the meanings people ascribe to a social phenomenon to achieve a complete and thorough comprehension of the phenomenon (Sugiyono, 2021). Since the researcher wanted to explore how FOMO influences students'

motivation to learn PAI, the field research technique was employed. Data was obtained directly from the primary sources in the Islamic religious education learning at the SMA Muhammadiyah Batusangkar.

There were two types of data sources used for this study: first, primary sources that were 12 students, 4 teachers of Islamic Religious Education, and the principal. Teachers of Islamic Religious Education were the principal reference as they experienced mentoring students up close and observed the way they learn, as well as whether they showed FOMO symptoms or how motivated they were to follow the lesson. The students and the principal also provided information and triangulated the data from the teachers. Second, secondary data sources such as syllabi, lesson plans, (RPP), teacher notes, students' test results, and others related to FOMO, learning motivation, and Islamic religious education. This information was used to support the conclusions drawn from the analysis and to give the principal findings a context-led narrative (Bungin, 2020).

This study employed three main data collection techniques to ensure that perform precise and necessary data were collected. First was observation to see students' behavior during the teaching and learning processes of PAI in the classroom, particularly when students stream social media, the attention of students in learning, and participation in classroom activities. Observation was carried out by taking note of the behaviors that students who were perceived to be suffering from FOMO exhibited. The second was interviews. Face-to-face interviews were carried out in depth with 12 students, 4 teachers of Islamic Religious Education, and the principal. These interviews were semi-structured to allow researchers a guide to questions but enough flexibility to expand upon further information. The purpose is to reach a deep knowledge of how teachers work with learners feeling FOMO and its effect on the motivation to learn. Third was documentation. Documentation was utilized as an aid in supporting the findings from observations and interviews. The contents examined consist of lesson plans, student learning goals, teacher instructions, and pictures of the learning activities. This method validates the results of the first two methods (Moleong, 2021).

Data was analyzed based on the Miles and Huberman model, which involves three stages. First was Data Reduction. Information from observations, interviews, and documentation was flagged up, condensed, and reduced. The purpose of this process was to orient the data towards the objectives of the research. The second was Data Presentation. The summary data was then presented as a narrative, matrix, or table to help facilitate an understanding and interpretation of the data. Third was Conclusion Drawing and Verification. Researchers continued to make inferences and recheck the results along the way to ensure that the observations remain correct and consistent (Miles et al., 2020).

The validity of the data was examined through triangulation, employed to confirm data obtained from multiple sources and methods (e.g., documentation, interview, and observation), thus providing trustworthy and strong conclusions. The authors also checked for members. To avoid any confusion and to ensure that the given information is correct and in line with the purpose for which it was obtained, the intermediate results are validated once again with the informants (PAI teachers). The authors also implemented the adequacy of the reference. The reliability of the information in the records might be further supported by authors using record references to compare sources. Last, discussion among peers. For peer validation,

authors verified the process of analysis and results with supervisors or colleagues (Nasution, 2021).

D. Findings

1. FOMO Phenomenon Among Students in the Islamic Religious Studies Field of Muhammadiyah Batusangkar High School

This article explores the FOMO (Fear of Missing Out) experienced by SMA Muhammadiyah Batusangkar students using data obtained from interviews and observations at the school as the primary sources. The FOMO phenomenon can lead to anxiety that one will be left out when others are all following viral trends or news that have emerged in popular social media channels such as TikTok and Instagram. An actual instance of the FOMO effect emerged from the interview with a number of students and is exemplified in the message of one student, "I want to participate in this dance trend so I don't feel like my friends leave me out and ignore me." In the interview with teacher respondent, it was also reported that: "Many of our students feel that they must follow social media trends and do not want to feel as if they are being left out and try not to study accordingly."

These findings are consistent with the results of classroom and school-based observations, where twelve students, among those who are perceived as distracted by cellphones, and not paying attention during instruction. And of course, they are still a presence on social media, which they use to participate in viral challenges (such as passing a roll of toilet paper with only your head touching it) and to share TikTok and Instagram content outside the confines of school. Data from the interview and observation demonstrate that the FOMO behavior is separate from addiction to social media. FOMO is more an emotion and anxious feeling to keep pace with trends than an uncontrolled psychological dependence, as is seen in social media addiction.

Moreover, interview evidence that fear out of trend is that they do not want to miss connected talk things around students, which leads to necessary connected and follow-up activities on social networks and disrupted concentrated learning, resulting in procrastination (delay of finishing school assignments). Several students confessed that they struggle with concentration as they keep on checking social media, which also makes them run out of time to study or be attentive to lessons.

The triangulation of data from interviews with students and teachers, direct observations in the school context, and group discussion documentation reveals the synchronicity of the findings, which indicates that the FOMO phenomenon contributes significantly to the interruptions to learning and mental health of students. Results of all three sources of data find a link between FOMO feelings, attention disorders, and their impact on the social and academic behaviors of students. Therefore, these findings suggest the importance of addressing the FOMO issue on an education, social media management, and psychological level to ensure students are emotionally able to cope, so that this issue doesn't have a greater impact on their academic achievements and well-being.

2. The Impact of FOMO Among Students in the Field of Islamic Religious Studies at Muhammadiyah Batusangkar High School

The students' FOMO behaviour of SMA Muhammadiyah Batusangkar has a variety of negative impacts on their interest in Islamic Religious Education (PAI). This category comprised reports from direct interviews with students and PAI Teachers, where both students and teachers speak up about the teaching and learning process in the school. In addition, observation was also carried out in the classroom and at

school. Consultation of document by documents was used to cross-check and confirm this data against records of assignments and student grades in the school in Islamic Religious Education subjects. Triangulation was accomplished through comparing the interview and observation data, as well as documents, to enhance data validity and to confirm and verify the results.

Through interviews with multiple students, who "often feel they have to catch up with trends and the latest news updates on social media not to be left behind" and straight-up walking in on students dedicating more time to social media than studying, it was discovered that the concept of FOMO can have various implications:

a. Decreased Concentration in Learning

Interview and classroom observation data indicated that students with FOMO tend to be preoccupied with social media and viral content (e.g., TikTok and Instagram challenges). The students confessed to feeling distracted and unable to concentrate during lesson time, which inevitably affects their comprehension of Islam's fundamental teachings (ethics, worship, morals). One student respondent expressed, ''Sometimes I can't concentrate because I'm constantly thinking about social media and viral news that is currently trending.''

b. Decreased Interest in Learning

The interviews with the students revealed that the social network age made students less eager to learn the Qur'an and religious texts than they used to be. The schools provide Islamic religious education classes, but students do not focus on these classes; they use their cellular telephones during study. Observations also revealed that the students were more interested in viral content than writing or reading religious material.

c. Disturbance to Academic Values

As social media and FOMO took over the time of some students, learning suffered, as many did not focus on test and assignment scores. Documentation of learning networks and grade records also indicates that students who frequently experienced FOMO academically underperformed their more focused peers.

d. Influence on Religious Practices

During an interview, one student respondent also expressed, "when I'm FOMO, I do fewer religious services and other religious activities and more time on social media," which leads to, "I'm less likely to do even religious exercises". This result shows that students are more concentrated on staying up to date and on the latest viral trend in cyberspace, rather than devotion to maintaining religious practices.

e. Increased Anxiety and Stress

Based on the interviews, some students reported anxiety if it seemed like they were out of the loop with the most recent news or fad, and that they were afraid they would be labelled behind by their peers. Observations over breaks indicated that many students were fidgety and never without a cellphone, even during lessons. Class notes and counseling notes revealed that this anxiety was of a magnitude responsible for the deterioration of the quality of their mental health.

f. Unhealthy Social Behavior

When asked about PAI learning, the teachers thought that the students are very busy getting attention and recognition on social media, and this is taking them away from social and religious values, including mutual respect and sharing kindness. Social observations during break time reveal that students engage much in virtual communication than in the "traditional" one, which has a potential to undermine social contacts, which are very close to Islamic traditions.

By triangulating data derived from the results of interviews, observations, and documents, it can be inferred that the FOMO phenomenon had a considerable effect on the learning and social life of each aspect of SMA Muhammadiyah Batusangkar students. The implication of this finding shows the necessity to educate the students to wisely use social media and strategic intervention for mitigating prudent use of social media and for managing sophisticated behavior such as FOMO among students. Through these activities, it is expected that the students will recenter themselves on the teaching and learning process, reinforce their religious foundations, and construct social behavior in line with Islamic values. This research further affirms that there is a role for educators and parents to educate and guide the proper use of healthy and responsible social media use for a more favorable learning climate and student character development.

3. SMA Muhammadiyah Batusangkar's Strategy in Overcoming the Impact of FOMO among Students in the Field of PAI Study

SMA Muhammadiyah Batusangkar has strategies to overcome the impact of FOMO. Based on the information obtained from the interviews and also the observations done in the school, there are several strategies to overcome the FOMO phenomenon at SMA Muhammadiyah Batusangkar. Interview data from the principal and Islamic Religious Education teachers revealed that to educate students on how to safely use social media, the school organized seminars to address the effect of FOMO on students' learning motivation. The headmaster said, ''We have to educate students to be able to use social media properly and not to be carried away by pointless things."

Moreover, the interviews with some students also revealed that they tend to follow Pancasila education as a form of mental strength training in dealing with the influence of social media trends. Observations during break time also indicated that students who participated in break activities were less stressed and anxious, and more engaged in learning. Additional support for the proposition that engagement in positive and morally relevant activities leads to less FOMO-motivated behavior is provided, and with guidance and counseling notes.

Second, interviews with teachers and students have shown that counseling and guidance measures delivered in schools were able to lower the level of excessive distress because of the FOMO. The teacher said, "We attempt to teach students that it is normal not to follow trends too much, and they need to be capable of managing stress, fear of missing out, etc.''

Analysis of interview data, activity observation data, and educational and guidance program documents revealed that these strategies are complementary to each other to cope with the influences of FOMO. With this method, students' learning motivation is expected to increase, and can improve the learning atmosphere at SMA Muhammadiyah Batusangkar.

E. Discussion

In the digital era, students, even high school students at Islamic Religious Education at SMA Muhammadiyah Batusangkar, are also influenced by the Fear of Missing Out (FOMO). FOMO can lead to anxiety due to a fear of missing out on important social or learning opportunities, and past research has shown that it harms the concentration and learning of students for learning. While the research was conducted on science themes, the psychological mechanism that underlies the phenomenon can take place in the topic of PAI study as well, as found by Kusuma et

al. (2023), which reveals that FOMO is associated to delays in following content, trouble concentrating, and decreased enthusiasm in learning (Kusuma et al., 2023).

Challenges posed by FOMO in Islamic Religious Education teaching create problems that might be compounded through excessive student use of social media. Besides being a source of diversity in information and knowledge, social media can also be the Medusa that sows incorrect information, which would dampen understanding of religious material that should be written emphatically. This observation can be explained by the research of Sari et al. (2022), which suggests that disturbances arising from digital interactions could hamper learning by decreasing motivation and heightening stress associated with schoolwork. Procrastination can also be caused by academic stress and anxiety as a consequence of FOMO and decreasing student learning success (Sari et al., 2022).

The role of efficient learning strategies and support from the environment, including parents and teachers, should also be taken into account in predicting the impact of FOMO. Mutiah and Romsi's (2024) research on the effect of self-regulated learning towards academic achievement accentuates the significance of the autonomous learning approach, which can facilitate students to cope with social media-induced distractions study on the impact of self-regulated learning on academic performance emphasizes the value of autonomous learning techniques that can assist students in overcoming social media-related distractions (Mutiah & Romsi, 2024). Moreover, the results of Nurdini and Hernawati (2014) about the influence of parental expectation and self-efficacy toward academic motivation are also consistent with the fact that captivating students is a contributing factor to the phenomenon. The negative impact of FOMO on the Achievement of Islamic Religious Education can be minimised when the environmental conditions can help and try to use more conducive study methods (Nurdini & Hernawati, 2023).

Students' FOMO phenomenon, especially in the study of Islamic Religious Education, is not merely an individual psychological problem but assumes a complex relationship among social media, technology, and motivation to learn. There may be much advanced study that can be done to develop intervention strategies that are best tailored to utilise digital technology whilst maintaining the quality of the religious learning process (significantly related to students' identity and character development based on Islam).

FOMO effects on students are complex, covering psychological aspects, social interactions, and behavior types, particularly in the learning process of Islamic Religious Education (PAI) at SMA Muhammadiyah Batusangkar. Students are increasingly using social media in the digital age, largely for pleasure and knowledge, which can result in psychological stress of being afraid to miss out on important events other people have experienced (Kusuma et al., 2023). This is consistent with studies that demonstrate how teenage social media use can impact their ethics and behavior, with detrimental effects like addiction, diminished focus, and diminished interest in learning being noted. These effects can then indirectly affect academic performance in PAI subjects (Harahap et al., 2024).

The FOMO effect may particularly render it difficult for students to keep focused and pay attention during the Islamic Religious Education course. People with FOMO are more likely to engage in social networking site (SNS) use, which hinders the formation of academic self-efficacy and academic self-concept (Kusuma et al., 2023). Disruptions in the form of FOMO can also result in a decrease in participation and learning interest and thus the acquisition of religious competence in the Islamic

Religious Education environment because religious competencies are often based on the processes associated with the discussion approach and attitudes towards the values of religion (Sufiani & Putra, 2023). The findings underscore the importance for educators to employ modern teaching methods to help mitigate the adverse impacts of digital phenomena, such as FOMO.

Intentional use of technology is one such strategy for mitigating FOMO in PAI students. It has, for example, been evidenced that the use of instructional video content can increase students' self-efficacy and interest in the subject of Islamic Religious Education (Rosadi et al., 2023). Teachers could provide engaging and interesting learning activities that capitalize on the media with which students in our digital generation are familiar, and help to divert their attention from social media checking. Though there may be digital distractions, when accompanied with discussion and group techniques, this teaching method can increase interest in learning and help create a positive learning environment (Sufiani & Putra, 2023).

All other off-media treatments, as well as innovative and targeted classroom management techniques, are needed. Utilization of good classroom management and the use of interactive approaches are strategies in the classroom proven effective that stimulate students' activity raising, an effective weapon against the harmful effects of FOMO induced distractions (Sufiani & Putra, 2023). Studies on the transformation of social interactions through social networking sites (SNS) also indicate that the dynamics that structure the connective relationships, associative or disjunctive, can directly have an impact on students' behavior and therefore must be tackled by schools in a comprehensive manner (Oktavianti & Arifin, 2022). In this context, collaboration between teachers, parents, and schools is needed to improve students' digital literacy and equip them with time management strategies and wise use of technology.

Consequently, the influence of FOMO on students affects not only the learning of Islamic Religious Education but also has repercussions on the shaping of religious identity and values that should be internalised by the students. Accordingly, approaches to address this issue must be multi-faceted via pedagogical renewal, the infusion of educational technology, and an interdisciplinary approach that brings together a variety of actors in the field of education. It is anticipated that there will be greater motivation and academic achievement, and it will help students balance their digital life as well as their meaningful learning lives (Oktavianti & Arifin, 2022).

The approach of SMA Muhammadiyah Batusangkar to address FOMO phenomena in Islamic Religious Education (PAI) learning requires comprehensive designs that combine the role of teachers, management of the school, as well as the collaboration with parents and religious leaders. Overall, the theme of this strategy is to forestall radicalization by providing a favourable learning environment, raising awareness of the digital risks, and building character based on Islamic commands.

Teachers also play a significant role in combating the effects of FOMO. Islamic Religious Education teachers are no longer limited to being specialists who only educate, yet they are also counselors who are able to find and solve learning concentration problems arising from the impact of gadgets and social media. Many studies have proved that implementing diverse and creative teaching strategies is indeed very beneficial in enhancing learners' motivation and attention (N. Wardani et al., 2024). Teachers need to establish a lovable environment for students to feel appreciated and self-motivated. The roleplay and simulation approach of Islamic moral values can also help students to internalize spiritually Islamic Religious

Education teachings, so it is able to control their hearts in order to be able to manage their emotions and not feel anxious when left behind in that information in the digital world (Friyansyah, 2022).

One of the key ways to remove some of the harmfulness of technology and FOMO is to integrate PAI principles into digital learning. Perfect implementation of Islamic teachings could be a panacea to maintain student morality in the cyberspace era, as suggested by a research about the role of Islamic Religious Education to reduce the impact of gadget addiction. To teach students to be more discriminating and be less susceptible to FOMO, this method involves sharing both content (specific to the digital life) and a perspective: (a) that religious values underpin balanced technology use (Nurfaizah et al., 2025). Furthermore, students' relationship with technology might also be converted into value-based learning through the inculcation of Islamic principles and values in digital learning materials (Balqis & Syaikhu, 2023).

It is also important that the stakeholders collaborate. Initiatives to promote the cooperation of teachers, parents, school principals, and religious leaders can help in the overall process of shaping the character of children. Studies of the role of parents and religious workers toward students' motivation suggest closer interaction and cooperation of the tripartite in enabling students to be more eager and committed to religious teachings, as well as minimizing the negative influences of FOMO-related digital social pressures (Nisa, 2025). Through regular dialogue and socialization regarding the impacts of excessive gadget use, schools can act as mediators who direct students to the wise use of technology, which is in line with Islamic values.

School management also has a strategic role in creating a learning environment that supports the development of PAI values. Implementation of effective management strategies, such as formulating policies on gadget use in the school environment and providing training for teachers to improve their competence in facing the digital era, is believed to be able to reduce FOMO symptoms among students (Taufiq & Basori, 2024). With the support of a strong management system, schools can ensure that all efforts made by teachers and related parties are synergized, so that the FOMO problem does not have a long-term impact on students' academic performance and moral development.

So, the strategy implemented by SMA Muhammadiyah Batusangkar in overcoming the impact of FOMO on PAI studies must be multidimensional. An approach that integrates innovation in teaching methods, ethical use of digital media, and collaborative support from all stakeholders is the main key to reducing negative impacts and forming a young generation that is able to adapt to the dynamics of the digital era while still adhering to Islamic values.

F. Conclusion

FOMO that arises as a result of technology and internet development, particularly reliance on social media, can affect many parts of students' lives in various ways, including in learning Islam in Madrasah and their social relationships. The negative impacts (e.g., lack of attention, interest in learning, and religious practices), which were reported, should be a concern for stakeholders (e.g., schools, teachers, parents, and the government) to develop strategies for handling them. Educational intervention, time management, and raising the students' self-awareness that virtual life is equally important to survive in the real world are even more significant in managing the situation. Nevertheless, it is with the limitation of this

study being descriptive and a one-school study, generalization of the results must be avoided. Further studies are suggested to explore the FOMO phenomenon more thoroughly by including different educational levels and taking into account psychological and social factors that influence students in a general sense. Other recommendations for future research, the studies can also investigate more targeted and effective interventions to alleviate the negative effects of FOMO, which can help offer practical advice to schools and parents in support of promoting character and academic development in students' development in a sustainable way.

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