

FEAR OF MISSING OUT AND MOTIVATION TO WORK TEACHER RAUDHATUL ATHFAL

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ABSTRACT

The absence of research studies with the theme of FOMO and motivation to work on early childhood teachers motivated researchers to conduct this study. This study aims to identify and analyze FOMO and motivation to work for PAUD teachers. This qualitative study uses a type of case study research to find out in more detail how FOMO is in early childhood teachers and its impact on motivation to work in early childhood teachers. Respondents of this study were honorary PAUD teachers in Binjai city, as many as three people. Semi-structured interview techniques collected data, and data analysis was carried out by creating codes, categories and data concepts. The results showed that the relationship between FOMO and motivation in learning is related to the intensity of social media access and well-being in social media that displays beautiful things. The implication of this study is to determine FOMO with motivation to work in early childhood teachers. This study explains the role of FOMO and social media engagement related to the psychological conditions of early childhood teachers. This research is expected to open further discussions for research with related themes.

Keywords: Fear Of Missing Out, Motivation, Teacher

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INTRODUCTION

Humans in the 21st century not only live in the real world, but also in the virtual world. The rapid development of information and communication technology has touched all human beings; both young and old, workers, students, students and housewives. The existing partitions become very transparent, everything that exists can be obtained through one finger tap. This situation then gave birth to an attachment between humans today and the internet and mobile devices. If this situation is not managed properly and in a balanced manner, it will have a negative impact, namely PIU (Problematic Internet Use). (Jatmika & Fitriasia Agustina, 2020).

PIU (Problematic Internet Use) according to Caplan, Williams and Yee in Jatmika & Fitriasia Agustina, (2020) is a

condition when individuals are unable to manage their time using the internet, access the internet for a very long time, so that the perception of the real world is unattractive and they feel anxious if they experience interruptions while accessing the internet, accompanied by reduced communication with other people.

PIU itself is considered as a problem that consists of many indications such as cognitive, emotional, and attitudinal. Research conducted by (Vaidya et al., 2016) found that PIU appeared together with FOMO (Fear of Missing Out). This assumption is related to the psychological need to always be connected to those around us, including through the internet. FOMO or fear of missing out according to (Sianipar & Kaloeti, 2019) is a type of anxiety that arises when individuals use social

media. Anxiety arises when these individuals do not participate in social media, which makes them unable to find out news or activities carried out by people they know. When the individual uses social media for a long time and sees various things that he doesn't care about, it will give rise to anxiety, dissatisfaction, feelings of worthlessness or being left out. (Wibaningrum & Aurelly, 2020).

The characteristics of individuals who experience FOMO are as follows: (a) routinely checking other people's social media, in order to see the latest activity developments so as not to be left behind, (b) exploiting oneself to be involved in many activities, as a manifestation of his desire to appear and upload material for social media, (c) creating a theater for the show of his life, so that other people can see his greatness which is better than others, and (d) the feeling of never being satisfied (Przybylski et al., 2013).

FOMO is also closely associated with the phenomenon of using social media as a means of proving or showing off followed by comparisons between individuals, from life on social media as seen by their personal lives. This comparison according to Festinger's theory (in Eddleston, 2009), is the motivation to make comparisons that are inherent in a person as an effort to compare the competencies they have.

In connection with the phenomenon of comparison behind FOMO, Reagle (2015) mentions four elements in FOMO, such as: (a) Comparing with friends, is the emergence of negative emotions due to making comparisons with others. (b) Abandonment, is the emergence of a negative emotional moment as a result of not being involved in an activity, (c) Loss of experience, is a moment of negative emotion arising as a result of not being able to participate in an activity, and (d) Coercion, is the habit of checking social media intensely to

find out other people's activities so as not to feel left out of the latest information.

The results of this study are also in line with the results of research by APJIII in (Azkaet al., 2018) which reveals social media users with high intensity are people who have higher education as well. This study concludes that a high level of education corresponds to a person's intensity in using social media.

Research conducted by (Vaidya et al., 2016) found that FoMO and social media use were caused by factors such as level of need fulfillment, mood, and overall life satisfaction. These factors then transform into a motivational deficit. Other studies have found that FOMO is common in early adulthood, at which time a person will have minimal self-satisfaction. This minimal self-satisfaction triggers FOMO. (Przybylski et al., 2013). Life satisfaction according to Diener in (Imananda & Hendriani, 2020) related to real events that a person experiences in his life, such as in the school, work and family environment (Fridchay & Reizer, 2022; Good & Hyman, 2020; Roberts & David, 2020).

Within the scope of work in the field of public educational institutions, there are two terms known as educators, namely civil servant teachers and honorary teachers. Honorary teacher according to Mulyasa in (Ghaybiyyah & Mahpur, 2022) are teachers who are recruited through a legal process by the government, with the aim of overcoming the problem of equal distribution of the teacher shortage. Satisfaction with life on honorary teachers related to satisfaction in work. Research conducted by Imananda revealed that one of the triggering factors for the dissatisfaction of honorary teachers at work is related to the amount of salary they receive. The results of research conducted by Theriault in (Imananda & Hendriani, 2020) shows that job satisfaction is the result of the amount of income received, the adequacy of income to meet needs and the way the income is

given (Bakotić, 2016; Choi et al., 2016; Hoboubi et al., 2017; Specchia et al., 2021; Toropova et al., 2021).

Research conducted by (Imananda & Hendriani, 2020) found that honorary teacher job satisfaction and work motivation are closely related to honorary teacher performance at work. Honorary teachers however work in order to make ends meet. Satisfaction will be obtained if the income received is in accordance with the workload and is able to meet their needs. However, in reality, the income earned by honorary teachers is much less than that of PNS teachers, assuming the same workload. The research conducted by (Ma'ruf & Fitri, 2021). Hidayat, found that low income can affect teacher motivation, in this case causing reduced teacher motivation to work.

Motivation to work according to Maslow in (Handayani et al., 2020) consists of five needs, namely a) Physiological needs in the form of physical needs such as hunger, thirst, and so on, b) Needs for security, in the form of the need to be protected from threats and danger, c) Interaction needs such as love, help, and relationships a close relationship between human beings, d) The need to be recognized which consists of respect, power, and status, and e) The need to work, namely the need for individuals to be able to develop themselves according to their potential and talents.

Observations made by researchers found cases of honorary PAUD teachers in Binjai City who continued to access social media in the middle of class hours. Because his cell phone was not on silent, the sound of the social media video was heard by everyone in class. Based on the case above, the researcher tries to dig deeper into FOMO with the motivation to work for honorary PAUD teachers through an empirical perspective.

RESEARCH METHODS

This research was conducted using a qualitative approach to the type of case study. The method used for data collection is done by interview. The research was conducted at an PAUD located in Binjai City, with 3 honorary teachers at the PAUD as respondents. In determining the respondents, the researcher applied a purposive sampling technique. Respondents were recruited through unstructured interviews with respondents showing signs of FOMO. Respondent criteria are PAUD teachers who show signs of FOMO, and are status as honorary teachers.

The researcher explained the things that would be asked for data purposes, and submitted informed consent to the respondents. The respondents agreed on condition that the identity of the respondents was disguised and the data was used for scientific work purposes. During the three months of observation, the respondents provided permission and data to the authors regarding how they felt in their experience of experiencing FOMO and how FOMO affected FOMO.

Researchers used semi-structured interviews. Questions were developed based on how the respondent answered the question at the beginning, by sticking to the rules according to the aspect being studied. The function of using semi-structured interviews is so that respondents can provide a more comprehensive picture. The aspects examined in this study are based on the following guidelines:

Table 1 List of Question Items

No	Question
1	With what media to access social media?
2	How many hours per day are used to access social media?
3	Is there a special schedule for accessing social media?
4	Do you use the internet for work purposes?

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- 5 Is there a special schedule for using the internet for work purposes?
-
- 6 How do you respond to incidents of accessing social media while still working hours?
-
- 7 How do you feel when accessing social media?
-
- 8 What are the things that make you comfortable and uncomfortable when accessing social media?
-
- 9 What if you don't access social media for a certain period of time?
-
- 10 Have you felt any changes, since before and after actively accessing social media? Be it the physical, mental or motivational aspects of work?
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Qualitative data analysis was carried out by creating codes, categories and data concepts. In maintaining the credibility of the data, member checking is carried out as an effort to ensure the accuracy of the data provided by the respondents. Respondents were given the results of interpretation of the data to ensure that they matched the respondent's experience.

RESULTS AND DISCUSSION

With regard to FoMO, researchers found that the average time spent accessing social media was around 6 hours, even for respondent 3 it reached 12 hours a day. In addition to accessing social media in order to relieve feelings of anxiety, respondent 2 also accessed social media in order to sell virtually (online shop). As for internet access for work purposes, it is generally used to find information about work in the WhatsApp group, or to communicate with students' parents.

Meanwhile according to respondent 1, when compared to social media access, the percentage of internet access for work matters is less. For learning purposes, internet access is rarely used because respondents access the internet related to work only at the beginning

of the semester, such as looking for materials for lesson plans. This is due to the absence of internet facilities that teachers can use together. at school, so teachers have to use their own internet packages, which are also not cheap.

Respondents 1, 2 and 3 generally acknowledged that the intensity of using social media had quite an impact on their work. Respondents 1, 2 and 3 admitted that initially there were no problems from points a, b and c related to their work motivation as the need for security, in the form of the need to be protected from threats and danger and the need for interaction such as love, mutual help, and close relationships between human beings. The intensity of access to social media that leads to FOMO and has an impact on work motivation is reflected in points d and e.

The Need for Acknowledgment which consists of Respect, Power, and Status

Respondent 1 admitted in point d, respondents often feel inferior. The researcher caught the feeling of inferiority from respondent 1 who stated that he often posted his activities, especially his work, to his friends on social media. This is intended so as not to be labeled less updated. The quote is as follows:

I open social media every day, from the time I wake up I hold my cell phone for the first time. Then when you are active, you also like to make stories or statuses. It can be 4 to 5 times a day (for status or story). Especially when I'm at work, I like to take pictures with the kids. It can get to the points like that in the story. I also like to follow new and viral trends for story material, so I follow updated accounts.

Respondent 2 admits that he often feels inferior to the existence of content on social media that glorifies the employment status of

teachers, between PNS teachers and honorary teachers. This is exacerbated by the existence of a kind of different treatment from the work environment to honorary teachers. Respondent 2 even deactivated his account because he felt embarrassed by this situation.

On social media there is often content about honorary teachers and civil servants, the contents of which are like deifying PNS teachers. So it's as if the honorary teacher isn't considered a service, even though we work the same. Even with a much different honor. I was once so upset that I closed my social media accounts.

In respondent 3, he admitted to regularly scheduling time to post content on his social media. Even when conditions were not possible, respondent 3 said he would try various things so he could keep posting content on his social media. Respondent 3's goal was to do this so that his friends could see him as a successful person at a young age. The following is an excerpt from an interview with respondent 3:

I have a schedule like what day, what time do I upload content on social media. So that there is continuous content, I like to look for inspiration on social media as well. I don't want it to be outdated. And I also don't want to lose, looking successful like other friends my age, even though I'm still an honoree now. For example uploading a photo wearing a scarf, shoes, bag or branded watch. So if you can't access social media, you don't feel calm.

This has an impact on shifting the teacher's priorities in spending his income. Respondent 3 even admitted that he often uses PayLater credit to fulfill his wish so that he doesn't look out of date. Here's an excerpt of the interview:

I'm an honorary worker, I get paid every three months. So if I haven't been paid yet, I don't have the money to buy it

like I mentioned earlier. I like to use PayLater, I know the interest is big too, but what else can I do. Waiting for payday, hurry up, the goods are gone, it's not a trend anymore either.

The need to work, to develop oneself according to one's potential and talents

Furthermore, researchers found that honorary PAUD teachers who experience FOMO tend to experience problems with employment. In respondent 1, he admitted that his work performance had decreased compared to the previous semester. He admits that he is bored, so he seeks entertainment from social media and often neglects tasks such as filling out daily journals. In accessing social media, he often spends hours, because the respondent also has a side business.

Respondent 2 stated that work was affected in terms of time distribution. The pleasure of shifting the social media timeline often makes him forget the time to get enough rest. Respondent 2 admitted that he often slept late (staying up late), so he experienced sleep deprivation. When he woke up, respondent 2 had a headache and then in the morning he had to go to work. This then has an impact on the frequency of respondent 2 being late for dating when working. When teaching, respondent 2 also had difficulty focusing, especially managing students. In addition, respondent 2 also experienced difficulties when trying to answer questions from students.

Meanwhile, respondent 3 stated that FOMO made him frequently access social media at moments that he shouldn't have, such as when he was in class. Respondents also received warnings from school principals because they were caught forgetting to turn off the sound when accessing social media while teaching.

With regard to work motivation, the researchers found point e, namely the need to

work, to develop oneself according to one's potential and talents.

Respondent 1 admitted that the intensity of his exposure to social media moved him to fulfill the necessities of life that could not be covered by income as an honorary teacher, by running an online shop business. The online shop that she manages is quite in demand, so it is often difficult for her to share her time with preparing learning materials. Here are excerpts of his interview:

For me personally, I run an online shop to cover my needs, especially since I'm already married and have children. The results are not bad. It's just like that, so I don't focus too much on teaching, because I spend more time taking care of online shops than school matters.

Whereas for respondent 2, the respondent admitted that his status as an honorary also made him feel less supported by the school and the government. In this case, it is the provision of seminars, workshops and skills training which can help provide additional income. Here are excerpts of his interview:

I feel as an honorary teacher the government pays less attention. I often see on WA or FB status, honorary friends of PAUD teachers who are already civil servants are often included in seminars, training, and even a free certification program from the government. Meanwhile, honorees rarely take part in such activities. Even if we are given any training, we can look for additional.

In respondent 3, respondents admitted that they were often absent from teaching activities. Respondents were of the opinion that seeing the phenomenon on social media, the large number of honorary teachers who had served for decades but were not appointed as civil servants affected their motivation to work. Moreover, the income received as an

honorary teacher is seen as unable to meet his life needs, especially his life style.

In connection with the statements above, the researcher has confirmed to other honorary PAUD teacher colleagues regarding the veracity of the data.

Discussion

Researchers found that FOMO has an impact on anxiety and work motivation starting from the intensity of access to social media. Based on the researcher's interviews with the respondents, the time they use to access social media ranges from 6 hours and some even reaches 12 hours a day. This result has exceeded the statement of the Global Web Index, that globally the average social media access is more than 143 minutes (2.4 hours) a day. (Shen et al., 2022) Meanwhile, according to the STUDY RELEASE: FoMO by Psychology University of Gajah Mada, the average social media access for someone who experiences FOMO is 400 minutes (6.7 hours) a day. (Deafrida, 2022).

Access to social media that exceeds the normal time limit then creates attachment to the world of social media, creating the effect of anxiety, moodiness or irritation if you do not access social media for a certain period of time as in respondent 3. This finding is in accordance with the theory of Problematic Internet Use by Caplan in (Jatmika & Fitriasia Agustina, 2020).

FOMO itself is one thing that generally goes hand-in-hand with PIU. FOMO characteristics such as (a) routinely checking other people's social media, in order to see the latest activity developments so as not to be left behind, (b) exploit oneself to be involved in many activities, as a manifestation of his desire to appear and upload material for his social media, (c) creating a theater for the show of his life, so that other people can see his greatness which is better than others, and (d) a feeling of never being satisfied theory

respondents 1 and 3. Respondent 1 even made social media access activities the first thing to do after waking up. The first activity when you wake up is looking at your cellphone because you're worried it won't update, it's mostly done by individuals. Respondent 1 experienced feelings of inferiority which was reflected in his admission that there was anxiety about what other people would think if he did not update, and also felt anxious if he could not access social media, for example due to problems with the internet service provider network.

Respondent 3 creates theater for his own life by exploiting himself through posting scheduling, as well as the emergence of feelings of never being satisfied by comparing himself to others, according to theory (Przybylski et al., 2013) that FOMO is often associated with emotional states and dissatisfaction with life (Alabri, 2022; Atış Akyol et al., 2021; Luca et al., 2020). The results of this study are in line with research conducted by (Kacker & Saurav, 2020) concludes that users who use Facebook longer, agree that other people's lives are more prosperous and better than the lives of these respondents (Citko & Owsieniuk, 2020; Gezgin et al., 2019; GÜLLÜ & SERİN, 2020; Mohanan & Shekhar, 2021; Santana-Vega et al., 2019).

The perception that life is unfair is also agreed upon by the research respondents. Respondent 3 also experienced a feeling of danger as a result of excessive anxiety, such as the results of a study by Gajah Mada University that excessive anxiety is a side effect of FOMO which comes from fear and worry (Deafrida, 2022). In connection with the anxiety felt by respondent 3, it has an impact on the emergence of anxiety so that the person will find out about experiences and what other people are doing, one of which is through social media. (Przybylski et al., 2013). In respondent 3, it was found that feelings of inferiority from FoMo even

impacted on other behaviors, namely taking debt to fulfill their desires which in this context are neither primary nor urgent needs. This finding is in line with Brand's findings in (Lemay et al., 2019) which states that excessive internet access can have a negative effect on functions and decision-making, both mental and physical (Boursier et al., 2020; Hsuet al., 2015; Kumar et al., 2018; Pontes et al., 2015; Wegmann et al., 2017).

Research conducted by (Kacker & Saurav, 2020) revealed that social factors have an impact on welfare and academic quality. Researchers found statements of this theory in the results of research on FOMO and motivation to learn to work among honorary PAUD teachers. FOMO, which reflects the welfare of honorary PAUD teachers, can affect the psychology of the teachers themselves. The better the welfare they have, the lower the possibility for teachers to make comparisons of life with the lives of other people they see when accessing social media. So the lower the probability that the honorary PAUD teacher will experience FOMO, which will have implications for his motivation to work.

Malayu SP Hasibuan in (Simatupang, 2009), defines the welfare of workers as a reward in the form of material and non-material. Welfare is provided based on regulations, and functions to maintain and improve worker performance, both physically and spiritually. Research conducted by (Simatupang, 2009) found that welfare is closely related to work motivation. In this context, it can be understood that workers' work motivation can be developed with various efforts such as workers' financial welfare. For example, salary increases or health protection. Management that is not going well can affect the work motivation of workers.

The researcher found and compared the results of interviews between 3 respondents, that respondent 3 had the lowest level of

welfare from an economic perspective compared to respondents 1 and 2. This assumption departed from the respondent's acknowledgment that in order to meet the need for FOMO, respondent 3 is willing to take debt actions. Respondent 3 also stated that he didn't really care about his job, often being absent from work. The reason is that the FOMO phenomenon that befalls him causes excessive anxiety which has taken up enough of his time and attention.

Meanwhile, the struggle to become a PAUD teacher is not easy. This profession demands many specifications, such as teachers who must be able to maximize the process of growth and development of their students. These specifications can only be obtained by attending higher education in the PAUD department for at least four years, spending a lot of time, effort and of course money. So that when they graduate and enter the world of work, teachers need to be rewarded by giving a salary that is sufficient to make ends meet. (Rachman et al., 2022).

However, in reality being a teacher does not necessarily get an appropriate salary to cover their daily needs, especially honorary teachers. Mulyasa 2006 in (Ghaybiyyah & Mahpur, 2022) Defining the difference between honorary teachers, apart from the income perspective, is the difference in the facilities received. Honorary teachers also do not have clear status, whether one day their status will be raised or not. Even honorary teachers are also at risk of losing their jobs, for example if they are no longer needed because there are teachers who have a higher employment status or their subject is abolished.

This theory is in line with the findings of researchers regarding FOMO on work motivation from the statements of respondents 1, 2 and 3. Respondent 1 thought that his salary as an honorary teacher could not meet the necessities of life, so he opened a business and

focused more on running his business than preparing learning materials for the next day. Respondent 2 compared the facilities received as honorary teachers to those of civil servant teachers. This disappointment ultimately causes boredom and decreased performance and motivation at work so that they are often late to work. Respondent 3 experienced a lack of motivation because FoMo saw his peers as successful, while the respondent himself was unclear about his employment status. So that respondent 3 is often absent from work.

The results of the research interviews above are in line with the results of the research (Istiningtyas, 2020) who revealed that PNS and non-PNS lecturers at UIN Raden Fatah Palembang have significant differences in psychological well-being. PNS lecturers have higher psychological well-being than non-PNS lecturers. The effect size value indicates the average difference in psychological well-being between the PNS and non-PNS lecturer groups in the moderate classification so that the results of this study are worthy of being continued or further considered.

CONCLUSION

This research explores how FOMO and motivation to work in honorary PAUD teachers relate to one another. This research provides new knowledge that FOMO and work motivation are related to access to social media that exceeds normal time limits. Excessive use of social media has an impact on low levels of productivity, as well as psychological conditions that impact on motivation to work. It is suggested to respondents to set the time to use social media. Applying the understanding that humans actually live in the real world, not in cyberspace can be an option to start reducing respondents' dependence on social media as a medium to entertain, channel boredom, reduce stress or even as a place to find self-validation.

This research is a case study, where in essence as a case study, this case may have happened to other people in other places. Evenso, the results of this study cannot be generalized immediately. The limitations of this research are expected to encourage research with similar themes in the future.

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