

## Development of JOMO Board Game Media in Group Guidance to Reduce FoMO among High School Students

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**Abstract:** This research is motivated by the high tendency of Fear of Missing Out (FoMO) in students, as well as the lack of game-based media that specifically helps students reflect on FoMO in the context of daily life. A range of interventions to reduce FoMO have been developed, but most still focus on informative approaches and have not optimally encouraged active engagement and deep reflection of students in the context of real-life experiences. This research aims to develop counseling guidance media in the form of JOMO board games and test its feasibility. This research uses a Research and Development approach based on the Borg & Gall model up to the product revision stage II. The participants consisted of three media experts, three counseling subject matter experts, three prospective product users (school counselors), and eight students in a small group trial. Data was collected through questionnaires, interviews, and observations, and analyzed using the Percentage of Agreement technique. The validation results showed that the JOMO board game achieved a feasibility score of 91.07% from media experts, 90.47% from material experts, and 91.27% from potential users, all of which were categorized as very feasible. A preliminary field testing involving eight students resulted in an average response score of 89.84% in the excellent category. This media is considered interesting, easy to use, and relevant to students' experiences, and is able to facilitate the process of reflection on FoMO. These findings indicate that the media is feasible and shows potential in facilitating students' engagement and reflection on the FoMO phenomenon. This research is limited to the development stage and has not tested its effectiveness empirically.

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## Introduction

The development of digital technology and social media has changed people's life patterns, especially Generation Z who grew up in a digital world with wide access to information. Social media not only functions as a means of entertainment, but also as a space for social interaction, information acquisition, and presentation of personal identity (Pérez-torres, 2024). Through platforms such as Instagram, TikTok, and X (Twitter), users can interact, share experiences, and build their social identities (Distira et al., 2026). High-intensity social media use correlates with increased propensity Fear of Missing Out (FoMO) among adolescents (Gong, 2025).

*TikTok* is one of the most dominant platforms used by teenagers (Siahaan, 2022; Virós-martín, 2024; Yunita, 2025; Awanda et al., 2024). The We Are Social and Meltwater 2025 report shows that Indonesia has 194.37 million TikTok users, which places it as one of the countries with the largest users in the world. Popular content on TikTok is a skincare trends, make up, and fashion, which is strengthened by the For Your Page (FYP) as well as influencer promotion, driving social comparisons and influencing impulsive purchasing decisions (Elany et al., 2025). Survey data in Indonesia shows that 64.6% of adolescents experience FoMO related to the use of social media (Kaloeti et al., 2021).

FoMO is defined as an individual's concern about the possibility of falling behind from the valuable experiences experienced by others (Przybylski et al., 2013). In the perspective Self-Determination Theory, FoMO relates to basic psychological needs such as competence, autonomy, and relatedness (Ryan & Deci, 2017). When those needs are not optimally met, individuals tend to seek external validation through social media, which can trigger anxiety and dependency (Gao et al., 2021).

FoMO in adolescents not only has an impact on the psychological aspect, but also affects the academic performance and social skills of students (Flurentin et al., 2025). Individuals with high levels of FoMO tend to be driven to stay on trend and seek social recognition, even at the expense of their time and resources (Sumini et al., 2018). FoMO that is not addressed has an impact on decreased study concentration, disruption of interpersonal relationships, and the formation of unhealthy self-concept (Khoirunnissa et al., 2023). These findings suggest that addressing FoMO effectively requires more than delivering information, as students need to be actively involved in building their own self-regulation skills.

Various studies have developed interventions to reduce FoMO through guidance and counselling services. Hutasuhut (2025) shows that psychoeducation-based classical tutoring services can increase students' awareness of the impact of FoMO. In addition, Renita (2024) indicates that individual counseling services with techniques such as thought stopping are effective to overcome FoMO of vocational school students. Other research has also shown that experiential learning-based self-management training is able to help students manage emotions and reduce the negative impact of FoMO (Flurentin et al., 2025). Although these approaches have shown effectiveness, they predominantly emphasize cognitive aspects and have not integrated the real context of social media pressure in students' daily lives, resulting in suboptimal reflective processes and long-term self-regulation development. Therefore, a more interactive and contextual approach is needed, one that can place students directly in situations resembling real social pressure.

The development of game-based media in guidance and counseling services shows significant potential. Board games encourage student participation through game activities, group discussions, and decision-making during the service process (Eka et al., 2026). Previous research has shown that board games are effective in boosting students' confidence (Luthfi, 2023) and reduce social anxiety (Noda, 2019). In addition, in group guidance, board games can be a relevant alternative because they create an active, fun atmosphere, and encourage direct student involvement (Farida & Hariyadi, 2026). However, to date, no studies have specifically developed board game media based on the Joy of Missing Out (JOMO) concept to address FoMO within the context of social media trend such as skincare, makeup, and fashion among high school students.

The results of the initial assessment of 40 female students in class X of SMA Islam Nurul Ulum Malo showed that all students were in the medium FoMO category with a score range of 143–180, which showed that the condition was vulnerable to developing into high

FoMO without proper intervention. This finding was strengthened by interviews with BK teachers who showed that students often discussed skincare, makeup, and fashion trends, even bringing these products to the school environment. Meanwhile, guidance and counseling services are still limited to lectures and discussions. This condition confirms the need for the development of more interactive and contextual game-based media as an alternative to intervention in group guidance services.

Based on these gaps and field conditions, this research develops a concept-based board game media Joy of Missing Out (JOMO), which is the ability of individuals to feel enough without having to follow every trend on social media (Dalton, 2021). This concept is integrated into the game through situations that represent social pressures related to skincare, makeup, and fashion trends, thus encouraging students to develop self-awareness and the ability to regulate responses to social pressures. Previous research has shown that JOMO has a negative relationship with FoMO as well as contributes to psychological well-being (Barry et al., 2023).

Based on this description, there is a research gap because previous approaches have not integrated game-based media that specifically incorporate the concept of JOMO in students' real-life experiences to facilitate reflection on FoMO. This study offers a novelty by developing a JOMO-based board game specifically designed to address the limitations of previous approaches in dealing with FoMO in the context of adolescent life. This study aims to develop JOMO board game media in group guidance services and test the level of feasibility and acceptance of media in helping to reduce student FoMO.

## Research Method

This study uses the Research and Development (R&D) to develop and test the feasibility of media designed in the context of group guidance services. The development model refers to the steps Borg & Gall the limited to the seventh stage (product revision II), which includes preliminary study, development planning, product design, expert validation, product revision I, preliminary field testing, and product revision II (Borg & Gall, 1983). The limitation to the seventh stage was applied because this study focuses on prototype development and preliminary feasibility testing, and therefore does not yet include large-scale effectiveness testing. Although it does not cover all stages, the development process is still carried out systematically according to research procedures. The flow of research development is shown in Figure 1.

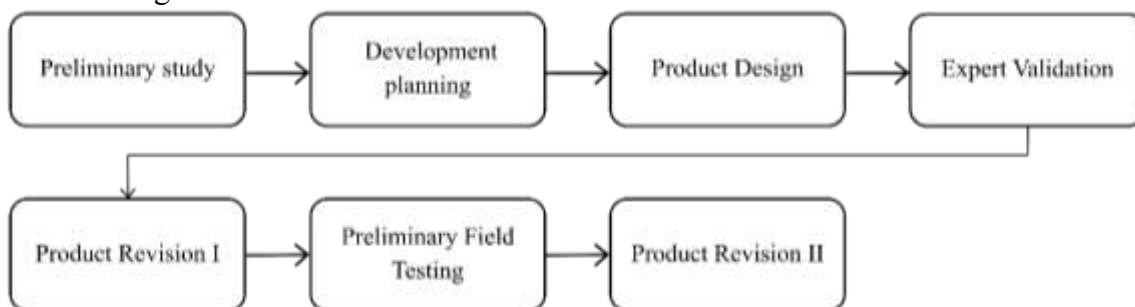


Figure 1. Borg & Gall Development Pipeline

The subjects of the study consisted of 40 female students in class X at Nurul Ulum Malo Islamic High School. Based on the results of the Fear of Missing Out (FoMO) questionnaire, all students were in the medium category. Furthermore, eight students with the highest FoMO scores were selected as limited trial subjects using purposive sampling

techniques based on certain criteria, namely a relatively higher FoMO level, guidance and counseling teacher recommendations, and willingness to participate in activities.

The research instruments consisted of a Fear of Missing Out (FoMO) questionnaire used in the preliminary study, product feasibility evaluation sheets for media experts, subject-matter experts, and prospective users, as well as interview guidelines to obtain information on students' conditions and service needs. The FoMO questionnaire was developed using a four-point Likert scale and was validated through expert judgment (content validity) prior to its use in the preliminary study.

Meanwhile product feasibility evaluation sheets were used to assess the quality of the developed product, covering aspects of utility, feasibility, accuracy, and attractiveness. The product feasibility assessment was obtained through validation by three learning media experts, three counseling guidance material experts, and three prospective product users (BK teachers). The validator provides an assessment in the form of scores and suggestions for improvement to the developed product (Cahyaningrum et al, 2024). The results of the experts' validation were analyzed using the Percentage of Agreement to measure the level of agreement between validators on the quality of the developed product (Borich, 2015).

$$\text{Percentage of Agreements (PA)} = \left(1 - \frac{A - B}{A + B}\right) \times 100\%$$

Description :

A = The highest score given by the validator

B = The lowest score given by the validator

The results of the analysis are then interpreted based on the eligibility criteria as presented in Table 1.

**Table 1. Expert Test Criteria**

Percentage Assessment	Interpretasi
81% - 100%	Very Worthy
61% - 80%	Worthy
41% - 60%	Somewhat Worthy
21% - 40%	Not Worthy
0% - 20%	Very Not Worthy

Source: Arikunto in (Syafitriyani, 2023)

## Result and Discussion

### Research Results

The development of JOMO *board game media* is carried out through seven stages of the Borg & Gall model which is carried out until the seventh stage, namely preliminary study, development planning, product design, expert validation, product revision I, preliminary field testing, and product revision II. This stage produces a product in the form of group guidance media designed to facilitate students' understanding and reflection on the FoMO phenomenon.

The results of the preliminary study showed that students were in the moderate FoMO category and related to the intensity of following social media trends. This condition indicates that FoMO does not only appear as a situational response, but has become part of the student's social interaction pattern. In addition, the guidance services that have been provided so far are still informative, so they have not been able to accommodate the needs of students in processing experiences reflectively.

Based on these needs, JOMO board game media was developed which is designed to facilitate interaction, discussion, and reflection through situations that are close to the student's experience. The media component is focused on functional elements, namely game boards, scenario cards, reflection cards, and user guides for guidance and counseling teachers, which overall support the group guidance process.

**Table 2. Material Expert Validation Test**

No.	Indicator	Average Score (%)	Category
1	Utility	90,47%	Very Worthy
2	Feasibility	90,47%	Very Worthy
3	Accuracy	90,47%	Very Worthy
Average amount		90,47%	Very Worth

The assessment of material experts shows that the main strength of this medium lies in the interconnectedness between the components, not in each part separately. Materials, scenario cards, and reflection activities support each other in forming a consistent flow. Each scenario does not stand alone, but rather leads to reflective questions that encourage students to consider the reasons behind their choices, so that the media not only conveys the concept of FoMO but directs students to recognize it in concrete situations.

**Table 3. Media Expert Validation Test**

No.	Indicator	Average Score (%)	Category
1	Attractiveness	91,07%	Very Worthy
Average amount		91,07%	Very Worthy

Media expert assessments indicate that visual displays play a role in helping students understand how to play without having to rely entirely on the teacher's explanations. The card design and gameplay are clear enough that students can get involved right away. This is important because if students take too long to understand the rules, their focus will shift from reflection to the technicalities of the game. In this medium, visuals actually function to keep the plot going, so that discussions and reflections can arise naturally during the game. These results indicate that the main strength of the media lies not merely in visual or material aspects separately, but in the integration of components that systematically promote students' reflective processes.

**Table 4. Validation Test of Potential Product Users**

No.	Indicator	Average Score (%)	Category
1	Utility	90,99%	Very Worthy
2	Feasibility	92,85%	Very Worthy
3	Accuracy	90,47%	Very Worthy
Average amount		91,27%	Very Worthy

Assessment of potential users shows that the media is considered very feasible and can be used directly in the service without requiring significant adjustments. This indicates that the game structure is clear enough to be applied in a group guidance setting and has the potential to increase service interactivity. In addition to quantitative assessment, the validators also provide qualitative input that contributes to the improvement of the product, especially in the aspects of card redaction and visual presentation to be more communicative and easy to understand by students.

**Table 5. Preliminary Field Testing**

No.	Indicator	Average Score (%)	Category
1	The Fun of Playing	93,75%	Very Worthy
2	Comfort of Playing Atmosphere	87,50%	Very Worthy
3	Ease of Understanding the Rules	87,50%	Very Worthy
4	Perceived Benefits	90,62%	Very Worthy
	Average amount	89,84 %	Very Worthy

Overall, the average student response in the preliminary field testing showed that engagement in the game was driven by a combination of elements of excitement and contextual relevance. The fun aspect serves as an entrance to engagement, while the high assessment of the usefulness aspect indicates that the gaming experience does not stop at entertainment, but continues to the meaning of the FoMO phenomenon. The only aspect that received a relatively lower rating than the other aspects was the understanding of the rules, which indicates that reflective media requires an initial facilitation process in order for learning objectives to be optimally achieved.

Based on the results of the preliminary field testing, a revision of product II was carried out which focused on adding a variety of challenges and simplifying the redaction on the reflection card. This improvement aims to improve the convenience of use and strengthen the function of the media in supporting the reflection process in group guidance services. Overall, the results of the study show that the JOMO board game has a high level of feasibility and is positively accepted by all validators and students as potential users.

## Discussion

Based on the results of the research, the JOMO board game developed shows its feasibility as a medium in group guidance services. These findings suggest that game-based media serves not only as an engaging alternative but also as an approach that integrates the learning experience with the real-life context of students. This is in line with Farida & Hariyadi (2026) which shows that the use of board games in group guidance services is able to increase student engagement through participatory and experiential activities.

The contexts raised in the game, such as skincare, make-up, and fashion trends, reinforce the internalization process because FoMO is concerned with the urge to follow other people's social activities (Przybylski et al., 2013). In this study, the context not only serves as an illustration, but becomes an entry point for students to recognize their own experiences. The proximity of the context to the students' real lives is in line with the findings Elany (2025) which suggests that trending content on social media significantly influences social comparisons and adolescent girls' impulsive decision-making. Thus, the selection of relevant contexts in games is not just an aesthetic consideration, but a pedagogical strategy that supports the effectiveness of the media.

Within the framework of Self-Determination Theory, in-game activities show the fulfillment of the needs of autonomy, competence, and relatedness (Ryan & Deci, 2017). The fulfillment of these three needs is important because Gao (2021) which shows that the lack of meeting basic psychological needs is one of the triggering factors for FoMO. Thus, this medium not only facilitates reflection, but also relates to the psychological roots of FoMO.

The mechanism of the scenario card and the reflection card proved to be the key elements that set this medium apart from previous approaches. In contrast to the research of Hutasuhut (2025) which places students as recipients of information in psychoeducational

services, and Renita (2024) which limits interventions to individual counseling sessions, this media places students as active subjects who make decisions in situations that resemble their real experiences. The decision-making process during the game pushes students beyond mere cognitive understanding, as they begin to question their own responses to social pressure and engage with the reflection on a more personal level. These findings expand on the findings of Luthfi (2023) and Noda (2019) who demonstrated the effectiveness of board games in increasing participation, by adding a dimension of reflection as part of deeper engagement. This suggests that, compared to previous approaches that are primarily informative or individual-based, this media offers a more contextual and participatory learning experience.

The integration of the concept of Joy of Missing Out (JOMO) in the media provides an alternative perspective for students in dealing with social pressure. Barry et al. (2023) explain that JOMO is related to the individual's ability to accept limitations without having to participate in all social activities, and has a negative relationship with FoMO and contributes to psychological well-being. In this study, the first signs of JOMO internalization were seen when students began to consider options that did not always follow the trend during the game. Although this study has not measured psychological changes directly, the findings obtained suggest an early indication of JOMO's internalization. This indicates that the JOMO board game media has the potential to be a bridge between conceptual understanding and the internalization of JOMO values in students' lives.

In terms of design, the ease of use of media shows that the visual aspects and game structure play a role in supporting the learning process. The clear design allows students to understand the flow of the game without experiencing excessive cognitive load. This reinforces the findings of Khoirunnissa et al (2023) which shows that practical and easy-to-use media contribute to the effectiveness of guidance and counseling services. However, a relatively lower assessment of the aspect of understanding the rules shows that reflective media design has its own complexity that cannot be completely overcome through visual improvement alone, but requires active facilitation from BK teachers. This finding is consistent with Eka et al (2026) who emphasized that the effectiveness of learning media is greatly influenced by the quality of facilitation in the implementation process.

This study shows the potential use of JOMO board games as a medium in group guidance services. However, the findings obtained are still limited to students' responses and meanings to the developed media. Therefore, the direct influence between media use and FoMO decline has not been empirically proven. In contrast to experimental research that directly tests behavior change, this research is still in the development stage so its contribution focuses on providing media that can facilitate the reflection process as the basis for behavior change. In addition, the trial limited to eight female students at one school limited the generalization of the findings to a broader and more diverse population.

The findings of this study provide implications for the development of theory and practice. Theoretically, the integration of Self-Determination Theory in media design shows that the developed media can support the fulfillment of students' basic psychological needs while enriching the preventive approach to FoMO through the JOMO. Practically, the JOMO board game can be used as an interactive medium in group tutoring services to help BK teachers deal with FoMO related to the pressure of skincare, makeup, and fashion trends in adolescent girls. Further research needs to test the effectiveness of the media through experimental design with a wider sample.

## Conclusion

This research produced guidance and counseling media in the form of *the JOMO* (Joy of Missing Out) *board game* which was developed using the Borg & Gall model until the product revision stage II. The validation results show that the JOMO board game is in the very worthy category of media experts, material experts, and potential product users. A preliminary field testing involving eight students also received a very good response, showing that the media was considered attractive, easy to understand, and relevant to students' daily experiences in dealing with the pressure of skincare, makeup, and fashion trends on social media.

The research findings show that the use of board games in group tutoring services is able to encourage students' active engagement through interaction, discussion, and decision-making. Game situations based on students' real experiences, such as skincare, makeup, and fashion trends, help students relate the material to their daily lives so that the process of reflection on FoMO can occur more meaningfully. In addition, the integration of the JOMO concept in the game provides space for students to start considering options that do not always follow social pressures, leading to the emergence of an early awareness in managing FoMO. Thus, this medium not only serves as a means of learning, but also as a facility for developing self-reflection in relevant social contexts.

However, this study is still limited to the development and early trial stages, so it has not been able to show a direct effect on the decline of FoMO. In addition, the number of subjects limited to eight students in a single school also limits the generalization of the findings. Therefore, further research needs to test the effectiveness of the media through experimental design with a wider sample.

## Recommendation

Based on the results of the research, it is recommended for BK teachers to use the JOMO board game as a variety of media in group guidance services, especially for students who show moderate to high FoMO tendencies. For future researchers, it is recommended to continue development to the field test stage with a wider sample, as well as to use experimental designs to test the effectiveness of the medium in empirically lowering FoMO scores.

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