

Fear of Missing Out (FOMO) as a Psychological Challenge in Arabic Language Learning in the Digital Age

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ARTICLE INFO	ABSTRACT
Keywords: Fear of Missing Out (FOMO); Arabic language learning; educational psychology; the digital age; social media.	Advances in digital technology and social media have brought about significant changes in students' learning patterns, including in Arabic language learning. The ease of accessing information in the digital age not only has positive effects but also gives rise to a new psychological phenomenon known as Fear of Missing Out (FOMO). This phenomenon is characterized by a fear of missing out on information, trends, or activities on social media, causing individuals to remain constantly connected to the digital world. This study aims to describe the FOMO phenomenon as a psychological challenge in Arabic language learning in the digital age. The study employs a qualitative approach using a descriptive method. Data were obtained through a literature review of various journals, scientific articles, and relevant sources related to FOMO, educational psychology, and Arabic language learning. The results indicate that the FOMO phenomenon can affect students' concentration, motivation, time management, and sustained focus during the Arabic language learning process. The high intensity of social media use also leads to a decline in the quality of learning interactions and a reduction in the depth of understanding of the material. On the other hand, digital advancements continue to offer significant opportunities when used wisely as a creative and interactive learning medium. Therefore, learning strategies are needed that are adaptive, student-centered, and capable of fostering students' digital awareness so that the use of technology does not hinder the process of learning Arabic.
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INTRODUCTION

The development of digital technology over the past few decades has brought about significant changes in various aspects of life, including the world of education.¹ The advent of the internet, social media, and various online learning platforms has made it easier for students to access information and learning resources more quickly and extensively. In the context of Arabic language learning, these developments open up opportunities for students to access digital dictionaries, language learning apps, educational videos, and even learning communities that can support the improvement of language skills.² However, behind these conveniences, technological advancements also present new challenges related to students' psychological well-being.³

One psychological phenomenon that has garnered significant attention in recent years is the Fear of Missing Out (FOMO). This phenomenon refers to feelings of worry or anxiety when a person feels left out of information, experiences, or activities that others are currently engaged in. This condition drives individuals to stay constantly connected to social media so as not to feel like they are missing out on certain moments or information. According to Przybylski and his colleagues, FOMO is a feeling of anxiety that arises from the perception that others are having more enjoyable experiences while one is not involved in them.⁴

The rise in social media use among students has made the phenomenon of FOMO increasingly relevant to study. Various studies indicate that FOMO is closely linked to the intensity of social media use, smartphone dependence, and the emergence of various psychological disturbances such as anxiety, stress, and difficulty controlling attention.⁵ Individuals experiencing FOMO tend to check social media more frequently, even while engaged in academic activities, which can disrupt the learning process.⁶

In the field of education, several studies have examined the impact of social media use on students' academic achievement and motivation. However, most of these studies still

¹ John Santrock, *Educational Psychology* (McGraw-Hill Companies, Incorporated, 2008), 6.

² Acep; Hermawan, *Metodologi pembelajaran bahasa Arab* (Bandung: Remaja Rosdakarya, 2013), 35.

³ Jon D. Elhai, Haibo Yang, and Christian Montag, "Fear of Missing out (FOMO): Overview, Theoretical Underpinnings, and Literature Review on Relations with Severity of Negative Affectivity and Problematic Technology Use," *Brazilian Journal of Psychiatry* 43, no. 2 (May 2020): 203–9, <https://doi.org/10.1590/1516-4446-2020-0870>.

⁴ Andrew K. Przybylski et al., "Motivational, Emotional, and Behavioral Correlates of Fear of Missing Out," *Computers in Human Behavior* 29, no. 4 (July 2013): 1841–48, <https://doi.org/10.1016/j.chb.2013.02.014>.

⁵ Elhai, Yang, and Montag, "Fear of Missing out (FOMO)," May 2020.

⁶ Przybylski et al., "Motivational, Emotional, and Behavioral Correlates of Fear of Missing Out."

focus on the general effects of social media use, while research specifically linking the FOMO phenomenon to Arabic language learning remains relatively limited. In fact, learning Arabic requires high concentration, continuous vocabulary acquisition, intensive language skills practice, and the ability to understand fairly complex linguistic structures.⁷ As a result, the attention disruptions caused by FOMO have the potential to affect the effectiveness of the Arabic language learning process.⁸

Earlier studies found that shown that FOMO can affect individuals' psychological well-being and the quality of their engagement in daily activities. Savitri found that high levels of FOMO are associated with the psychological well-being of social media users in emerging adulthood.⁹ These findings indicate that FOMO is not only related to technology use but can also influence various aspects of life, including learning activities. However, there is still a scarcity of research examining this phenomenon in the context of Arabic language learning.

Based on this discussion, there is a research gap that warrants further investigation: the limited discussion of FOMO as a psychological challenge in Arabic language learning in the digital age. The novelty of this study lies in its effort to link the FOMO phenomenon to the Arabic language learning process through the perspective of educational psychology. Thus, this study not only discusses FOMO as a phenomenon related to social media use but also analyzes its implications for the Arabic language learning process.

Based on this background, this study aims to describe the phenomenon of Fear of Missing Out (FOMO) as one of the psychological challenges in Arabic language learning in the digital age. In addition, this study also seeks to explain the impact of FOMO on students' concentration, motivation, time management, and level of engagement in the Arabic language learning process.

RESEARCH METHOD

This study used a qualitative approach with a descriptive method through library research. This method was chosen because the study focuses on understanding the phenomenon of Fear of Missing Out (FOMO) and its influence on Arabic language learning in the digital era by examining various relevant academic sources. Qualitative research allows

⁷ Hermawan, *Metodologi pembelajaran bahasa Arab*, 68.

⁸ Elhai, Yang, and Montag, "Fear of Missing out (FOMO)," May 2020.

⁹ Judithya Anggita Savitri, "Fear of Missing Out Dan Kesejahteraan Psikologis Individu Pengguna Media Sosial Di Usia Emerging Adulthood," *Acta Psychologia* 1, no. 1 (2019): 87–96, <https://doi.org/10.21831/ap.v1i1.43361>.

researchers to explore social and educational phenomena in depth based on existing theories, concepts, and findings from previous studies.¹⁰

The data in this study were obtained from secondary sources, including books, scientific journals, conference proceedings, and other scholarly publications related to FOMO, educational psychology, digital technology, social media, and Arabic language learning. To maintain the quality and relevance of the discussion, priority was given to sources published within the last ten years, particularly international journal articles discussing FOMO in educational contexts.¹¹

Data collection was carried out through a literature review. At this stage, the researcher searched for, selected, and reviewed various references that were relevant to the focus of the study. Several keywords such as “Fear of Missing Out (FOMO),” “social media,” “educational psychology,” “digital learning,” and “Arabic language learning” were used to identify appropriate sources. The selected references were then examined carefully to obtain information related to the causes, characteristics, and impacts of FOMO on students’ learning activities.¹²

The data were analyzed using descriptive qualitative analysis. The analysis began with organizing and selecting information that was relevant to the research topic. The data were then grouped into several themes, including the concept of FOMO, its psychological effects, the characteristics of Arabic language learning, and the challenges of learning in the digital age. After that, the findings from various sources were interpreted and linked to educational psychology theories and Arabic language learning perspectives. The final stage involved drawing conclusions based on the overall findings that had been identified throughout the analysis process.¹³

Through this approach, the study seeks to provide a comprehensive description of FOMO as a psychological challenge that may influence students’ concentration, motivation, time management, and engagement during the process of learning Arabic in the digital era.

¹⁰ John W. Creswell and Cheryl N. Poth, *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (Los Angeles: SAGE Publications, 2017), 7.

¹¹ Ibid., 18.

¹² Mestika Zed, *Metode Penelitian Kepustakaan* (Jakarta: Yayasan Obor Indonesia, 2014), 4.

¹³ Sugiyono, *Metode Penelitian Kualitatif* (Bandung: Alfabeta, 2022), 165.

RESULT AND DISCUSSION

Fear of Missing Out (FOMO) as a Psychological Challenge in Arabic Language Learning

Based on the literature reviewed in this study, Fear of Missing Out (FOMO) has become one of the psychological phenomena that increasingly affects students in the digital era. The rapid development of social media has transformed patterns of communication and information consumption among young people. Students today can access information instantly and interact with others without limitations of space and time. Although these developments provide various educational opportunities, they also create psychological pressure that encourages individuals to remain continuously connected to digital platforms.¹⁴

FOMO refers to a feeling of anxiety that arises when individuals believe that others are experiencing enjoyable events or obtaining valuable information without their participation. As a consequence, they feel compelled to constantly monitor social media and digital communication channels. Several researchers have reported that individuals with high levels of FOMO tend to spend more time on social networking platforms and exhibit stronger dependence on digital devices.¹⁵ This tendency is particularly relevant among students because social media has become an inseparable part of their daily activities.

In the context of Arabic language learning, the emergence of FOMO presents unique challenges. Learning Arabic requires sustained concentration, continuous vocabulary acquisition, regular language practice, and the ability to understand complex linguistic structures. These learning processes demand considerable cognitive effort and cannot be achieved effectively when students' attention is repeatedly interrupted by digital distractions. In this context, the phenomenon of FOMO should not merely be viewed as a technological issue but also as a psychological challenge that influences students' learning experiences.

The reviewed studies consistently demonstrate that excessive social media engagement associated with FOMO may affect several aspects of learning, including concentration, learning motivation, time management, classroom engagement, and the depth of students' understanding. These findings suggest that the influence of FOMO extends beyond online behavior and has important implications for educational processes. Therefore, understanding the relationship between FOMO and Arabic language learning is becoming increasingly important in the digital age.

¹⁴ Przybylski et al., "Motivational, Emotional, and Behavioral Correlates of Fear of Missing Out."

¹⁵ Hermawan, *Metodologi pembelajaran bahasa Arab*, 68.

The Impact of FOMO on Concentration and Learning Motivation

One of the most significant effects of FOMO identified in previous studies is its influence on students' concentration during learning activities. Students who frequently check social media notifications while studying often experience divided attention, making it difficult to focus fully on learning tasks. Elhai, Yang, and Montag found that FOMO is closely related to problematic technology use and attentional difficulties, particularly among adolescents and young adults.¹⁶ Similar findings were reported by Tandon et al., who noted that individuals experiencing FOMO often feel compelled to monitor online activities continuously, even when they are engaged in academic responsibilities.¹⁷

For Arabic language learners, concentration plays a particularly important role because language acquisition involves multiple cognitive processes simultaneously. Students must recognize vocabulary meanings, analyze grammatical structures, understand contextual usage, and connect new information with existing knowledge. When attention is repeatedly interrupted by social media activities, these cognitive processes become less efficient, potentially reducing learning effectiveness.

The impact of FOMO on learning motivation is equally important. Motivation is widely recognized as one of the key determinants of academic success because it influences students' willingness to participate actively in learning activities and persist when encountering difficulties. In Arabic language learning, motivation becomes especially crucial because language mastery requires long-term commitment and continuous practice.

Interestingly, the literature presents two different perspectives regarding the relationship between digital technology and learning motivation. Some studies suggest that technology can increase motivation by providing access to interactive learning resources, educational applications, and online learning communities. Through these resources, students can explore learning materials more independently and flexibly.¹⁸

However, other studies indicate that excessive engagement with social media may weaken intrinsic motivation. Students who become highly concerned with gaining online

¹⁶ Jon D. Elhai, Haibo Yang, and Christian Montag, "Fear of Missing out (FOMO): Overview, Theoretical Underpinnings, and Literature Review on Relations with Severity of Negative Affectivity and Problematic Technology Use," *Brazilian Journal of Psychiatry* 43 (2021): 203–9, <https://doi.org/https://doi.org/10.1590/1516-4446-2020-0870>.

¹⁷ Santrock, *Educational Psychology*, 275.

¹⁸ Dorit Alt, "College Students' Academic Motivation, Media Engagement and Fear of Missing Out," *Computers in Human Behavior* 49 (August 2015): 111–19, <https://doi.org/10.1016/j.chb.2015.02.057>.

recognition often prioritize social interactions over academic goals. As a result, learning activities may gradually lose their personal significance and become secondary to maintaining a digital presence. This finding is consistent with Self-Determination Theory, which argues that meaningful learning is driven primarily by intrinsic motivation rather than external rewards.¹⁹

Several studies have shown that technology itself is not necessarily detrimental to learning motivation. Rather, the negative consequences emerge when students fail to regulate their digital behavior and become excessively dependent on online interactions. Under such circumstances, FOMO may reduce students' commitment to learning and hinder their academic development.

FOMO, Time Management, and Learning Engagement

Another important issue identified in the reviewed literature concerns the relationship between FOMO and students' ability to manage their time effectively. Time management is widely regarded as one of the essential factors contributing to academic success, particularly in language learning. Unlike subjects that can be mastered through short-term preparation, Arabic language learning requires continuous exposure, repeated practice, and consistent engagement with learning materials. Students need to allocate sufficient time for vocabulary acquisition, reading comprehension, listening practice, grammatical analysis, and language production activities.²⁰

However, students experiencing high levels of FOMO often encounter difficulties in organizing their daily activities. The desire to remain updated about online interactions frequently encourages them to spend excessive amounts of time on social networking platforms. What initially begins as a brief activity, such as checking notifications or viewing updates, may gradually develop into prolonged engagement with digital content. In this situation, valuable time that could be devoted to learning activities is often reduced.²¹

Several studies have reported a significant relationship between FOMO and procrastination behavior among students. Individuals who experience FOMO tend to postpone academic tasks because they become distracted by online activities that provide

¹⁹ Edward L. Deci and Richard M. Ryan, *Self-Determination Theory: Basic Psychological Needs in Motivation, Development, and Wellness* (New York: Guilford Press, 2017), 48–50.

²⁰ Hermawan, *Metodologi pembelajaran bahasa Arab*, 75.

²¹ Anushree Tandon et al., "Fear of Missing out (FoMO) among Social Media Users: A Systematic Literature Review, Synthesis and Framework for Future Research," *Internet Research* 31, no. 3 (February 2021): 782–821, <https://doi.org/10.1108/INTR-11-2019-0455>.

immediate satisfaction and entertainment. This condition may lead to delays in completing assignments, reduced study hours, and lower academic productivity.²² In the long term, such habits can negatively affect students' learning outcomes and overall academic achievement.

The impact of FOMO on time management is closely related to learning engagement. Student engagement refers to the extent to which learners actively participate in educational activities, both behaviorally, emotionally, and cognitively. Fredricks, Blumenfeld, and Paris emphasize that engagement is an important predictor of academic success because it reflects students' involvement and commitment to learning processes.²³

Within Arabic language learning, engagement plays a particularly important role because language competence develops through active participation rather than passive observation. Students are expected to engage in discussions, practice speaking, interact with texts, and participate in various communicative activities. Nevertheless, excessive attention toward social media may reduce students' involvement in these learning experiences. Even when students are physically present in the classroom, their attention may remain directed toward digital environments, limiting opportunities for meaningful participation.

This finding is consistent with previous studies indicating that excessive social media use may reduce students' academic engagement. Students who frequently divide their attention between learning activities and online interactions often demonstrate lower levels of participation and commitment. This shows that the influence of FOMO extends beyond individual learning habits and affects the broader quality of students' educational experiences.

Learning Interaction and Depth of Understanding

Previous findings indicate that FOMO influences not only students' learning behavior but also the quality of their learning interactions. Effective learning is fundamentally a social process that involves communication, collaboration, and knowledge construction. In educational settings, meaningful interactions between students, teachers, peers, and learning resources play an important role in facilitating understanding and developing higher-order thinking skills.²⁴

²² Fauzia Jabeen et al., "Social Media-Induced Fear of Missing out (FoMO) and Social Media Fatigue: The Role of Narcissism, Comparison and Disclosure," *Journal of Business Research* 159 (April 2023): 113693, <https://doi.org/10.1016/j.jbusres.2023.113693>.

²³ Jennifer A. Fredricks, Phyllis C. Blumenfeld, and Alison H. Paris, "School Engagement: Potential of the Concept, State of the Evidence," *Review of Educational Research* 74, no. 1 (March 2004): 59–109, <https://doi.org/10.3102/00346543074001059>.

²⁴ Biggs John and Tang Catherine, *Teaching For Quality Learning At University* (McGraw-Hill Education (UK), 2011), 18.

In Arabic language learning, interaction occupies a central position because language acquisition occurs through communication and practice. Students are required to interact with teachers for clarification, collaborate with peers during learning activities, and engage directly with authentic language materials. Through these interactions, learners gradually develop linguistic competence and communicative confidence.

However, the literature indicates that students experiencing FOMO often struggle to maintain full engagement during educational interactions. Their attention is frequently divided between classroom activities and digital communication occurring through smartphones and social media platforms. As a result, opportunities for meaningful dialogue and collaborative learning may become limited.²⁵

Beyond interaction quality, FOMO also appears to affect the depth of students' understanding. Several educational scholars distinguish between surface learning and deep learning. Surface learning emphasizes memorization and task completion, whereas deep learning involves reflection, critical analysis, and conceptual understanding. Students who are frequently distracted by social media tend to focus on obtaining information quickly rather than processing it thoroughly.²⁶

This issue becomes particularly relevant in Arabic language learning because language mastery requires more than remembering vocabulary or grammatical rules. Students must understand contextual meanings, cultural dimensions, and communicative functions of language. Such understanding can only be achieved through sustained cognitive engagement and reflective learning processes. Therefore, excessive digital distractions associated with FOMO may reduce opportunities for deep learning and hinder students' ability to achieve meaningful language proficiency.

Another important issue is that repeated interruptions during learning activities may weaken knowledge retention. When students continuously switch between educational tasks and social media interactions, the learning process becomes fragmented. Consequently, information may not be processed deeply enough to be stored effectively in long-term memory. This condition can reduce students' ability to apply knowledge in different contexts and ultimately affect the overall quality of learning outcomes.

²⁵ Rosario Pintos Lobo et al., "The Role of Temperament in Alcohol Use among College Students," *Addictive Behaviors Reports* 14 (December 2021): 100366, <https://doi.org/10.1016/j.abrep.2021.100366>.

²⁶ John and Catherine, *Teaching For Quality Learning At University*, 22.

Educational Psychology Perspective on FOMO in Arabic Language Learning

The results of this study show that can be understood more comprehensively through several perspectives in educational psychology. One theoretical framework that is particularly relevant is Cognitive Load Theory. According to this theory, human working memory has limited capacity for processing information. Learning becomes more effective when cognitive resources are allocated efficiently toward relevant tasks.²⁷

Students experiencing FOMO are often exposed to multiple streams of information simultaneously. Notifications, messages, videos, and social media updates continuously compete for attention during learning activities. As a result, cognitive resources that should be devoted to understanding learning materials become divided between academic tasks and digital stimuli. This condition increases cognitive load and reduces the efficiency of information processing.

In Arabic language learning, excessive cognitive load can create significant difficulties because learners must process various linguistic components simultaneously. Vocabulary acquisition, grammatical analysis, listening comprehension, and reading interpretation all require substantial mental effort. When students are distracted by social media, they may struggle to integrate new knowledge effectively, resulting in lower learning performance and reduced comprehension.

Another useful framework is Self-Determination Theory, which emphasizes the importance of intrinsic motivation in learning. According to Deci and Ryan, students are more likely to engage deeply in learning activities when they experience autonomy, competence, and meaningful personal involvement.²⁸ However, students who become excessively dependent on online validation may gradually shift their focus from intrinsic learning goals to external rewards such as likes, comments, and social recognition.

This tendency may weaken students' commitment to long-term learning objectives. Instead of pursuing knowledge for personal growth and intellectual development, students may become more concerned with maintaining their presence in digital environments. Consequently, the educational value of learning activities may decline.

The phenomenon of FOMO can also be explained through Student Engagement Theory. This theory proposes that successful learning depends on behavioral, emotional, and

²⁷ John Sweller, Paul Ayres, and Slava Kalyuga, *Cognitive Load Theory* (New York: Springer Science & Business Media, 2011), 42.

²⁸ "Self-Determination Theory: Basic Psychological Needs in Motivation, Development, and Wellness," Guilford Press.

cognitive engagement.²⁹ Students experiencing FOMO often face challenges in all three dimensions. Behaviorally, they may participate less actively in learning activities. Emotionally, they may experience anxiety when disconnected from social media. Cognitively, they may struggle to maintain sustained attention and deep engagement with learning materials.

Based on these perspectives, FOMO can be understood as a psychological issue that goes beyond excessive technology use. Rather, it represents a multidimensional psychological challenge that affects cognitive processes, motivational factors, and learning engagement simultaneously. Therefore, addressing FOMO requires educational approaches that consider both technological and psychological dimensions of learning.

Educational Implications for Arabic Language Learning

The findings of this study indicate that Fear of Missing Out (FOMO) has implications that extend beyond students' social media habits and directly influence various aspects of Arabic language learning. The impact of FOMO on concentration, motivation, time management, learning engagement, and depth of understanding suggests that educators need to develop instructional approaches that are responsive to the challenges of the digital era. Therefore, efforts to improve Arabic language learning should not focus solely on linguistic competence but also consider students' psychological and digital learning environments.³⁰

One important implication concerns the need to strengthen students' digital literacy and self-regulation skills. In contemporary educational settings, students are continuously exposed to information and communication technologies that can function either as learning resources or sources of distraction. Consequently, students need to develop the ability to manage their digital behavior responsibly. Digital literacy should not merely emphasize technical skills but also include awareness of the psychological consequences of excessive social media use. Through digital literacy programs, students can be encouraged to recognize the symptoms of FOMO and adopt healthier patterns of technology use that support their academic goals.³¹

In addition, Arabic language teachers should consider integrating technology into learning activities in a more purposeful and pedagogically meaningful manner. Previous

²⁹ Fredricks, Blumenfeld, and Paris, "School Engagement," 62.

³⁰ Santrock, *Educational Psychology*, 372.

³¹ Betul Keles, Niall McCrae, and Annmarie Grealish, "A Systematic Review: The Influence of Social Media on Depression, Anxiety and Psychological Distress in Adolescents," *International Journal of Adolescence and Youth* 25, no. 1 (December 2020): 79–93, <https://doi.org/10.1080/02673843.2019.1590851>.

studies suggest that technology does not inherently produce negative educational outcomes; rather, its impact depends on how it is utilized. When digital tools are incorporated effectively into instructional practices, they can increase students' motivation, engagement, and access to learning resources. For example, Arabic language teachers can utilize interactive applications, digital flashcards, online dictionaries, educational videos, and virtual discussion forums to support vocabulary acquisition and language practice. Through such approaches, students may perceive digital technology as a learning aid rather than merely a source of entertainment and social interaction.³²

Another implication relates to the development of student-centered learning environments. The literature reviewed in this study suggests that students experiencing FOMO often demonstrate difficulties in maintaining sustained attention and managing their learning independently. In this context, instructional approaches that encourage learner autonomy may help students develop stronger self-regulation skills. Student-centered learning allows learners to become more actively involved in planning, monitoring, and evaluating their own learning processes. Such involvement can strengthen students' sense of responsibility and reduce their dependence on external validation obtained through social media interactions.³³

Furthermore, educational institutions should pay greater attention to students' psychological well-being as part of the learning process. FOMO is not merely a technological phenomenon but also a psychological issue associated with anxiety, social comparison, and the fear of social exclusion. As a result, schools and universities may benefit from providing counseling services, digital well-being programs, and educational workshops that help students develop healthier relationships with technology. These initiatives may contribute not only to academic achievement but also to students' overall psychological development.³⁴

The results highlight the importance of creating learning environments that promote meaningful engagement rather than passive participation. Arabic language learning requires active interaction with teachers, peers, and learning materials. As a result, educators should design instructional activities that encourage collaboration, discussion, critical thinking, and authentic language use. Such activities can increase students' behavioral, emotional, and

³² Dorit Alt, "College Students' Academic Motivation, Media Engagement and Fear of Missing Out," *Computers in Human Behavior* 49 (August 2015): 111–19, <https://doi.org/10.1016/j.chb.2015.02.057>.

³³ Guilford Press, "Self-Determination Theory."

³⁴ Elhai, Yang, and Montag, "Fear of Missing out (FOMO)," 2021.

cognitive engagement while simultaneously reducing the likelihood of distraction caused by excessive social media use.³⁵

Finally, the results suggest that educational stakeholders should adopt a balanced perspective toward technology. Restricting technology use entirely may not be an effective solution because digital tools have become an integral part of students' educational experiences. Instead, the goal should be to cultivate responsible and purposeful technology use that supports learning objectives. By promoting digital awareness, strengthening self-regulation, and integrating technology into meaningful instructional practices, educators can minimize the negative effects of FOMO while maximizing the educational benefits offered by digital innovation.³⁶

CONCLUSION

This study confirms that Fear of Missing Out (FOMO) has become a relevant issue in the educational landscape of the digital era, particularly in relation to students' learning experiences. Rather than being solely associated with social media use, FOMO can be understood as a psychological phenomenon that influences how students interact with learning activities and educational environments. Through the analysis of previous studies, this article demonstrates that the discussion of FOMO is closely connected to broader educational and psychological concerns, including students' learning behavior, engagement, and adaptation to digital learning environments.

The findings of this study also indicate that the integration of technology into education requires a balanced approach. Although digital technology offers extensive opportunities for learning, communication, and access to information, its educational benefits may be reduced when students become excessively preoccupied with online interactions. This shows that the challenge faced by educators today is not merely how to incorporate technology into the learning process, but also how to cultivate responsible, purposeful, and academically productive technology use among students.

In the context of Arabic language learning, the study highlights the importance of considering psychological factors alongside linguistic and pedagogical aspects. Effective

³⁵ Fredricks, Blumenfeld, and Paris, "School Engagement," 82.

³⁶ Donna L. Hoffman and Thomas Novak, "Why Do People Use Social Media? Empirical Findings and a New Theoretical Framework for Social Media Goal Pursuit," SSRN Scholarly Paper no. 1989586 (Rochester, NY: Social Science Research Network, January 17, 2012), <https://doi.org/10.2139/ssrn.1989586>.

Arabic language instruction should not only focus on developing language skills but should also support students in managing digital distractions and strengthening their capacity for independent learning. This can result in the promotion of digital literacy, self-regulation, and healthy technology-use habits should become an integral part of contemporary educational practices.

Despite providing valuable insights, this study has several limitations. As a library research study, the analysis is based entirely on existing literature and does not involve direct data collection from learners or educational institutions. As a result, the conclusions presented in this article are derived from the synthesis of previous research findings rather than empirical observations in specific learning contexts. Future studies are therefore encouraged to investigate the phenomenon of FOMO through field-based research involving students, teachers, or educational institutions. In addition, further research may explore intervention strategies aimed at reducing the negative effects of FOMO while promoting more effective digital learning behaviors.

Overall, this study contributes to the growing body of literature on educational psychology by providing a deeper understanding of the relationship between FOMO and Arabic language learning in the digital age. As digital technologies continue to shape educational practices, greater attention should be given to the development of learning environments that encourage balanced technology use, psychological well-being, and meaningful academic engagement. Such efforts are expected to support students in achieving sustainable learning outcomes and adapting successfully to the demands of contemporary education.

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