



## The JoMO Lifestyle and the Challenge of Independence for Generation Z College Students

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ARTICLE INFO	ABSTRACT
<p><b>Article History:</b>  Submitted/Received Februari 05, 2026  First Revised April 10, 2026  Accepted Mei 12, 2026  First Available online Juni 01, 2026  Publication Date Juni 23, 2026</p> <p><b>Keyword:</b>  JoMO, Generation Z  Psychological Well-being,  Social Media,  Students, Independence</p>	<p><i>The development of digital technology and social media has shaped new patterns of interaction among Generation Z college students. One social phenomenon that has emerged in response to digital social pressure is the "Joy of Missing Out" (JoMO), which refers to the attitude of accepting and enjoying the state of not always being involved in certain social activities or trends. This study aims to describe the application of the JoMO lifestyle among Generation Z students and its relationship with aspects of independence, as examined through indicators of self-acceptance, social comparison, and self-happiness. This study employs a quantitative approach using a survey method. The research instrument consists of a 1-5 Likert scale questionnaire distributed to 100 active Generation Z students in the Faculty of Social Sciences Education (FPIPS) at the Indonesia University of Education in 2025 using total sampling. Data were analyzed descriptively using percentages, frequencies, and mean scores. The results indicate that all indicators fall into the high category, with an average score of 18.74 for self-acceptance, 18.86 for social comparison, and 20.4 for self-happiness. These findings suggest that Generation Z students tend to exhibit good self-acceptance and self-happiness, along with a low tendency toward negative social comparison, reflecting the adoption of the JoMO lifestyle. This study contributes to understanding the digital lifestyle of Generation Z students and serves as a foundation for higher education institutions in designing student support programs that promote a balance between academic, social, and psychological well-being.</i></p>

## 1. INTRODUCTION

In today's digital age, advancements in information technology have brought rapid progress and changes to lifestyles and human interactions. Generation Z, or the younger generation, has grown up in an environment where smartphones, social media, and their peers have become an inseparable part of daily life. Intensive use of social media influences the younger generation's thought patterns, behavior, and ways of interacting.

Phenomena such as Fear of Missing Out (FOMO) have emerged as a consequence of psychological and social pressure stemming from the constant need to stay connected to social media to avoid falling behind on social trends. FOMO is a social phenomenon that describes the anxiety and constant desire to keep up with social activities or trends so as not to be left behind by others.

As a response to the negative impacts of anxiety and stress caused by FOMO, another social phenomenon has emerged: Joy of Missing Out (JOMO). According to several studies, JOMO is an effort to accept and enjoy one's current state, even if it means missing out on certain things, to make room for peace of mind, self-reflection, and mental well-being. According to Kiding and Matulesy (2019), the Joy of Missing Out is a more relaxed way of life where one does not feel troubled by being late to hear a piece of news. The Joy of Missing Out places greater emphasis on the importance of enjoying one's own time, living mindfully, and being selective in choosing activities that align with personal values and goals (Diandono et al., 2025).

In the context of Generation Z, particularly college students, several studies indicate that JoMO is increasingly being adopted as a lifestyle and a digital adaptation strategy. For instance, a study at a social sciences faculty at a university showed that JoMO enables students to reduce non-essential social engagement, focus on productivity, and maintain mental health (Diandono et al., 2025). Another study suggests that JoMO is correlated with better quality of interpersonal communication. This indicates that selectivity in digital engagement can strengthen quality social relationships rather than merely individual productivity.

Nevertheless, the adoption of JoMO as a lifestyle among students also raises questions: does JoMO truly support independence, or could it lead to consequences such as social isolation, reduced participation in important social interactions, or "pseudo-independence" that hinders social and academic adaptation?

In the context of higher education, where students are entering early adulthood and are expected to develop academic, emotional, social, and moral independence. This phenomenon highlights the need for a deeper understanding of how Generation Z students live the JoMO lifestyle and how it influences their process of developing independence. Although research on JoMO is beginning to emerge, its focus generally remains limited to mental health and social media use, rather than on the development of student independence within the context of higher education. This indicates a significant research gap that needs to be addressed. Therefore, this study aims to answer the following questions: how do Generation Z students understand and adopt JoMO in their daily lives, and to what extent is this lifestyle related to their academic, emotional, and social independence. Using a phenomenological approach, this study offers a novel perspective through an in-depth exploration of the relationship between digital lifestyles and the development of independence among Social Studies Education students at UPI. Additionally, the research findings are expected to provide practical contributions to

higher education institutions in designing student support programs that balance social, academic, and digital lives in a healthy and adaptive manner.

## **2. METHODS**

### **2.1 Type of Research**

The type of research used in this study is quantitative research employing a survey method. This method was used to measure the extent to which Generation Z students adopt the JoMO (Joy of Missing Out) lifestyle. The survey approach serves to collect, evaluate, and present data in a systematic, factual, and accurate manner, thereby objectively describing the facts and characteristics of a specific population or region. According to Nazir (2005), survey research is an investigation conducted to obtain facts from existing phenomena and to gather factual information regarding the conditions of a group or individual, whether related to social, economic, or political institutions (in Leny Nofianti & Qomariah, 2017). Thus, the survey method in this study was used to obtain an empirical picture of the levels of self-acceptance, social comparison, and self-happiness among Generation Z students in the context of adopting the JoMO lifestyle.

### **2.2 Data Collection Instruments**

This quantitative study using a survey method employs a questionnaire as its data collection instrument. The questionnaire was designed to measure the level of adoption of the JoMO (Joy of Missing Out) lifestyle among Generation Z college students, as assessed through three main indicators: self-acceptance, social comparison, and personal happiness. According to Hurlock (2009), self-acceptance refers to the extent to which an individual is able and willing to accept and live their life with all the characteristics they possess (in Mentari Aulia Oktavian, 2019). The social comparison scale refers to the process by which individuals evaluate themselves by comparing themselves to others, whether in positive or negative terms (in Margareth Dyah Anggraini Widirahayu, Juniana Husna, 2024). The social comparison scale is formulated as positive statements reflecting an individual's low tendency to engage in social comparison, such that higher scores indicate a lower level of social comparison. Furthermore, happiness indicators are a key aspect of an individual's psychological well-being. Seligman (2002) states that happiness is the result of an individual's self-assessment of themselves and their life as a whole. This assessment is characterized by the emergence of positive emotions, such as comfort, joy, and other positive feelings, which reflect an individual's satisfaction with the living conditions they experience (in Amherstia, 2022).

All statements were formulated using a 1–5 Likert scale. According to Hair, the Likert scale is a tool for measuring individual attitudes; in its application, respondents are asked to indicate their level of agreement with a series of statements or questions presented (in Bilson Simamora, 2022), with response options ranging from strongly disagree (1) to strongly agree (5). The use of this quantitative questionnaire allows for the efficient collection of data from a large number of respondents, as well as producing measurable, objective, and comparable data among respondents.

### **2.3 Population, Sample, and Sampling Techniques**

According to Sugiyono, a population is the entire set of objects or subjects with specific characteristics that have been identified for study and from which conclusions are drawn. The population in this study consists of all active Generation Z undergraduate students in the Faculty of Social Sciences Education (FPIPS) at the Indonesia University of

Education (UPI) in 2025. Based on the data collected, the number of active Generation Z students at FPIPS in 2025 is 100.

The sampling technique used in this study is purposive sampling. According to Sugiyono (2019: 133), purposive sampling is a technique for selecting a sample based on specific criteria (as cited in Pebian Syifa Andarwati, 2021), such that the entire population is used as the research sample (total sampling). The inclusion criteria for this study are as follows: (1) active undergraduate students at the Faculty of Social Sciences Education (FPIPS) UPI, (2) members of Generation Z aged 17–24 years, and (3) willing to participate in the study by fully completing the questionnaire

#### 2.4 Data Analysis Techniques

In this quantitative study on “The JoMO Lifestyle and the Challenges of Independence Among Generation Z College Students,” data analysis was conducted systematically using simple analysis via Google Forms to interpret data from the questionnaire, which served as the research instrument. The purpose of this data analysis technique was to describe patterns, test relationships, and make generalizations.

Data collected via an online questionnaire using Google Forms was analyzed descriptively, focusing on the percentages and frequencies of responses. The automatic summary feature in Google Forms was used to calculate the percentage of respondents per category. Analysis was performed manually in Google Sheets to verify and calculate the simple mean on the Likert scale. According to Sugiyono in Satria (2019), the Likert scale is a scale used to measure the attitudes, opinions, and perceptions of an individual or group regarding social phenomena. This approach was chosen for its simplicity, allowing for direct interpretation of the graphs and tables generated by Google Forms, while ensuring data validity through checks for duplicate and blank responses.

To facilitate the interpretation of results, the average scores obtained were then categorized into five rating levels: very low, low, moderate, high, and very high. The determination of score categories was based on the minimum and maximum score ranges for each indicator, as presented in Table 1: Instrument Assessment Score Categories.

Table 1. Instrument Assessment Score Categories

Score Range	Category
5 – 9	Very Low
10 – 13	Low
14 – 17	Medium
18 – 21	High
22 – 25	Very High

#### 2.5 Strengths and Limitations of Research Methods

Quantitative research methods using online survey instruments have strength in objective measurement but are limited in exploration. Numerical data allow research to achieve precise measurement and generalize to a broader population. The method used

by the researcher also enables efficiency because online surveys can be distributed quickly to hundreds or even thousands.

Respondents. By using the Likert scale method, it facilitates the repetition of other studies, increasing scientific confidence. However, its drawback is that this method does not capture the nuances of personal experience because respondents only provide socially desired answers, leading to the loss of cultural context of Generation Z, besides, quantitative methods may not reveal unexpected aspects, such as cultural variations among students. This is less flexible compared to qualitative methods for adaptation during research.

### 3. RESULT AND DISCUSSION

Based on the research results and data processing, a descriptive overview of respondents' levels of self-acceptance, social comparison, and personal happiness was obtained. The analysis results are presented in tables and graphs to facilitate understanding of the comparison of scores for each indicator.

Table 2. of Descriptive Analysis Results for Each Indicator

No	Indicator	Number of Items	Max Score	Average Score	Category
1	Self-Acceptance	5	25	18,74	High
2	Social Comparison	5	25	18,86	High
3	Personal Happiness	5	25	20,42	High

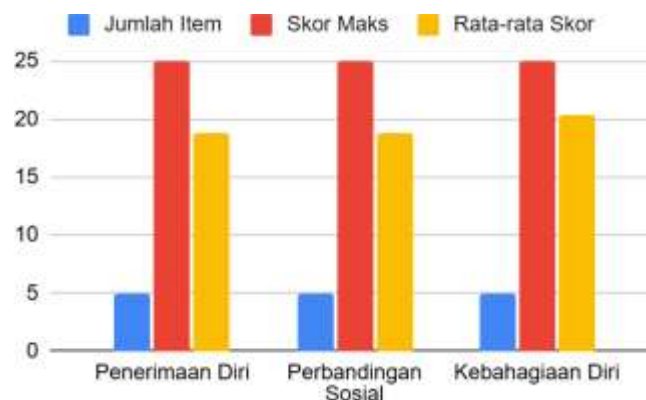


Figure 1. Graph of Average Scores for Each Indicator

Based on Table X regarding score categories, the range of 18–21 falls into the high category. Furthermore, the data processing results presented in Table 3.1 indicate that all research indicators are in the high category. The self-acceptance indicator scored an average of 18.74, indicating that Generation Z students have a high level of self-acceptance. This indicates that respondents tend to be able to accept their circumstances, characteristics, and personal decisions without undue pressure from their social environment. This high level of self-acceptance is an important foundation for adopting a

JoMO lifestyle, as individuals who accept themselves well don't feel the need to conform to social standards or trends to feel valuable.

Furthermore, the social comparison indicator obtained an average score of 18.86. Given that the statement items in this indicator are structured positively, a high score indicates a low tendency for negative social comparison, particularly in the context of social media use. This means that students are able to enjoy social media content without feeling jealous, anxious, or compelled to compare their life achievements with others. This condition reflects an individual's ability to maintain emotional balance amid intense social media exposure and indicates a strong tendency towards a JoMO lifestyle. Meanwhile, the self-happiness indicator achieved the highest average score, at 20.4. This indicates that Generation Z students in this study tend to have a high level of happiness, characterized by a predominance of positive emotions, a sense of satisfaction with their lives, and a lack of negative emotions. This high level of self-happiness aligns with the concept of JoMO, where individuals are able to feel content and happy without being compelled by social pressure or the need for external validation. Overall, the results of this study indicate that Generation Z students have high levels of self-acceptance and self-happiness as well as low social comparison tendencies, which reflect the application of the JoMO (Joy of Missing Out) lifestyle in everyday life.

#### **4. CONCLUSION**

Based on the findings of this study, it can be stated that Generation Z students in the Social Sciences Education study program (PIPS) at the Indonesian University of Education in 2025 tend to adopt a Joy of Missing Out (JoMO) lifestyle in their daily activities. This is reflected in their high levels of self-acceptance and personal happiness, as well as their low inclination to compare themselves with others, particularly when using social media. The adoption of JoMO serves as an adaptive strategy that helps students maintain a balance between their academic, social, and digital lives. Nevertheless, it is important for students to exercise discernment in applying this lifestyle so that it does not evolve into excessive social isolation, thereby continuing to support the optimal development of their academic, emotional, and social independence.

#### **5. ACKNOWLEDGMENTS**

The authors would like to express their deepest gratitude to the Indonesian University of Education, particularly the Social Sciences Education Study Program, Faculty of Social Sciences Education, for the support and guidance provided throughout the process of preparing the article entitled "The JoMO Lifestyle and the Challenges of Independence among Generation Z Students of PIPS UPI." Sincere appreciation is also extended to all lecturers and colleagues who have offered suggestions, feedback, and moral support in the refinement of this research. Your presence has made a valuable contribution to the development of ideas, analysis, and the preparation of the findings of this study. It is hoped that this academic work may prove beneficial to the advancement of knowledge.

#### **6. AUTHORS' NOTE**

The authors declare that there is no conflict of interest regarding the publication of this article. The authors also confirm that the article entitled "The JoMO Lifestyle and the Challenges of Independence among Generation Z Students of PIPS UPI" is an original work and is free from any form of plagiarism. This article has not been previously published, either in part or in its entirety, in any other media or academic journal.

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