

Validasi Modul Program Sosiodrama untuk Meningkatkan Literasi *Fear of Missing Out* (FoMO) di Sekolah Menengah Pertama

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ABSTRAK

Penggunaan media sosial yang berlebihan dapat menyebabkan munculnya *fear of missing out* (FoMO), ditandai dengan perasaan takut tertinggal kehilangan dan tidak terlibat dalam suatu pengalaman berharga orang lain sehingga merasa cemas. Akan tetapi belum ada penanganan preventif pada konteks sekolah karena kurangnya pemahaman guru dan siswa mengenai FoMO. Penelitian ini bertujuan memvalidasi modul program sosiodrama berupa metode belajar kolaboratif melalui permainan peran untuk meningkatkan literasi FoMO. Proses validasi modul dilakukan melalui metode *quasi experiment* dengan desain *the untreated control group design with dependent pretest and posttest samples*. Program sosiodrama diberikan sebanyak lima sesi dengan menggunakan instrumen pengukuran berupa skala literasi FoMO, tes pengetahuan sosiodrama, dan skala PANAS. Hasil uji validitas dengan Aiken's V dan analisis parametrik *Independent Sample T-Test* menunjukkan bahwa modul Program Sosiodrama valid secara konten ($V = 0,831 > 0,8$), namun belum terbukti valid secara empiris ($p = 0,547 > 0,05$) untuk meningkatkan literasi FoMO pada guru dan siswa SMP.

Kata kunci: *Fear of missing out* (FoMO), literasi, sosiodrama

ABSTRACT

Excessive use of social media causes the emergence of fear of missing out (FoMO), which is marked by feelings of fear of losing and not being involved in a valuable experience of others so that they feel anxious. However, there is no preventive treatment in the school context due to the lack of teacher and student understanding of FoMO. This study aimed to validate the sociodrama program modules in the form of collaborative learning methods through roleplay to improve FoMO literacy. The module validation process was conducted through a quasi experiment method with the untreated control group design with dependent pretest and posttest samples. The sociodrama program was carried out in five sessions using the FoMO literacy scale measurement instrument, the sociodrama knowledge test, and the PANAS scale. The results of the validity test using Aiken's V and the Independent Sample T-Test parametric analysis show that the Sociodrama Program module is valid in its content ($V = 0.831 > 0.8$), but has not been proven empirically valid ($p = 0.547 > 0.05$) to increase FoMO literacy on the teacher and student of junior high school.

Keywords: Fear of missing out (FoMO), literacy, sociodrama