Self-Regulation And Semester Level On Social Media Addiction Female Students At Islamic Universities

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ABSTRACT

The impact of social media on female depends largely on how and to what extent social media is used. Female on social media face unique challenges and opportunities. Meanwhile, social media can be a source of pressure in response to excessive communication and information. So this research aims to see the influence of Self Regulation and Semester Level on social media addiction in female students at Islamic universities. This research uses a quantitative approach with a cross sectional design. The sampling technique used is a purposive sampling technique with certain considerations or criteria. The sample consisted of 357 female students. Results Study find the F test is 0.225 with a sig of 0.799 (sig < 0.05) meaning that there is no significant influence between self-regulation variables and semester level on Islamic female students' social media addiction. The influence of the R Square proportion on self-regulation variables and semester level together they have an influence on social media addiction of 1% while the remaining 99 % is influenced by other variables outside the research. In detail, for the self-regulation variable the regression coefficient value is -0. 28 and a significance value of 6.01 (sig > 0.05). For semester level variables, the regression coefficient value is 0.102 and the significance value is 0.697 (sig > 0.05).

Keywords: Social Media Addiction, Self Regulation, Semester Level

INTRODUCTION

A significant challenge currently, the increase using of social media every year. Social media content has grown rapidly, not only for friendship but also for sharing information such as business and religious activities, existing social media content related to religion must be adapted to the religious teachings of each user, including

Islamic teachings. One of the challenges in the developing deep spiritual connection world is use of social media. Hruska & Maresova (2020) Social media makes it easier to access information and communication between users all over the world world, but also show negative influence in the make gaps between individuals, giving birth fill negative, and make dependency that is not Healthy. Because it's necessary there is effort for utilize social media with wise and responsible answer for develop connection with muslims in world virtual impact positive from social media is can help communication student distance far and discuss with each other understand material learning is delivered by teacher.

The positive side of social media is capable of helping somebody build a draft self positive specifically for students. On the other hand that is, too can as field view and effective learning and fun, remembering student period now very familiar with technology. However, according to him, it is true all can achieved when used in one sense wise. Whereas impact negative from internet use is There is addicted to the internet that produces students becomingdependent on the internet (Ajibade et al., 2022).

The research results show that female students have higher rates of social media addiction in comparison male students (Anierobi et al., 2021: Yilmaz, 2023: Karayigit et al., 2021). In addition, there is a significant relationship between social media addiction and self-esteem (Yi, 2024). Academic procrastination, depression and anxiety are associated factors social media addiction in college students (Taha, 2023; Anierobi et al., 2021).

Differences in the characteristics of internet use between men and women can be seen from several aspects, such as the types of digital activities carried out and the intensity of their use. From the type of digital activation, research shows that women use social media more for interaction activities and the existence of social relationships, such as facebook and instagram for chatting, online sociability and self-presentation, while men are more likely to spend time playing online games (Svensson, R., Johnson, B. & Olsson, A, 2022). In terms of participation in online communities, men are more often involved in providing technical information assistance, while women are more likely to participate in social and promotional activities, as well women show a higher frequency of expressing positive emotions than men in the community (Sun B, Mao H & Yin C, 2020). For emotional impact, social media activities such as chatting and online sociability have a stronger association with symptoms such as anxiety and depression in women than men, this suggests that social media use may further influence women's emotional well-being (Svensson, R., Johnson, B. & Olsson, A, 2022)

Existing literature highlights the existence of gaps in research on the impact of self- regulations and semester levels on social media addiction among female students in Islamic University. While previous research has explore various factors associated with social media addiction university students, like academic procrastination, motivation for use of social media, and the correlation between self-esteem and social media addiction, limited specific research is in focus on determining factors of social media addiction in this case certain demographics (Anierobi et al., 2021;Karayigit et al., 2021: Alfaya, 2023; Xuan & Amat, 2021; Ting & Essau, 2021). Anierobi et al. (2021) and Karayigit et al. (2021) have researched social media addiction among students, emphasizes it addictive properties and their relationship with Academic procrastination and motivation for use of social media.

Additionally study Alfaya (2023) on medical students in Saudi Arabia has provided insights into the prevalence and determining factor of social media addiction with students. Xuan & Amat (2021) have highlighted gender differences in the correlation between self-esteem, life satisfaction, and social media addiction in college students. Furthermore, study Ting & Essau (2021) on addictive behaviors during the COVID-19 pandemic by university students stresses the importance of exploring external factors, such as semester level, that may influence social media addiction. Therefore, there is a clear need for further research to investigate self-regulation and semester level as decisive of addiction with social media by female students at Islamic universities. Such research could offer valuable insights into the unique factors contributing to social media addiction in this demographic, potentially leading to the development of targeted interventions and support mechanisms.

Safdar (2020) use of social media in student female Islam not yet many are researching even researcher alone not yet find there's something in focus to student female Islam, of course student Islam with non-muslim students different, student Islam alone own guidelines namely the Al- Quran and Hadist that he make it arrangement lifetime. So in the. this encouragement researcher for focus subject study on student female Islam. Based on the data that has been explained, condition this own encouragement researcher for do study about addiction is a very important and interesting variable for further research. In this research the researcher will examine Specific with title Self-Regulation and Semester Level on Social Media Addiction of Female Students At Islamic Universities.

RESEARCH METHODS

Subject study this is student Palembang an Islamic University as respondents study is because based on study initial work completed researcher There is student Islam has a negative impact there is social media. Second, system Study using online and also offline use for can do learn to organize self regulation so can adapt with change and rule new specifically in the use technology. Third, because method learning student again direct on student center, where student sue for Again active and independent in the study. The sample used in this research was 357 students female Islam. Sampling method used is technique non-probability sampling. Technique stunning sample used is purposive sampling technique with certain considerations or criteria.

Arranged by self regulation (SR) be measured with do adaptation and modification Scale with 10 statement items (Diehl et al., 2014). Measuring social media addiction researchers use developed scale by Walsh et al. (2016) even more so researchers modify the word facebook replaced with social media. The measuring instrument used in this research is a questionnaire brave through google form with the Likert scale method consisting of 4 answer choices, namely strongly disagree - Strongly agree. In the study this researcher uses conformational factor analysis (CFA) using Lisrel 8.8 software for testing validity tool size. In the see statistics descriptive, results test presumption and results test hypothesis researcher using SPSS software.

RESULTH AND DISCUSSION

The results of the description of research data using the level of categorization of research variables based on empirical scores (mean and standard deviation) can be seen in the table below:

Table 1. Data description

From the table 1 above, it can be seen The media addiction variable has a minimum value of 29.80. This means there are individuals who have a social media addiction level as low as 29.80. For self-regulation, the minimum value is 30.32. This shows there are individuals with self-regulation levels as low as 30.32. For social media addiction, the maximum value is 75.38. This shows there are individuals with social media addiction levels as high as 75.38. For self-regulation, the maximum value is 86.65. This shows there are individuals with self-regulation levels as high as 86.65. The average value of all data collected for each variable. The average social media addiction is 50.0. This shows that, in general, the level of social media addiction among respondents is around 50.0. The mean for self-regulation was 49.9. This shows that the average level of self-regulation among respondents is around 49.9. A measure of how far the values in a dataset are spread out from the mean. The standard deviation for social media addiction is 9.03. This means that respondents' social media addiction scores vary by around 9.03 points from the average. The standard deviation for self-regulation was 8.91. This means that respondents' self-regulation scores vary by around 8.91 points from the average.

Table 2. Semester level

Semester	Amount	Frequency	Total
2	203	56.9	
4	36	10.1	357
6	118	33.1	

In table 2 there are 203 2nd semester female students who were research subjects, 36 4th semester female students and 118 6th semester female students.

Variable		Minim al.	Mak.	Means	Std deviati on
Social media addiction	357	29.80	75.38	50.0	9.03
Self regulation	357	30.32	86.65	49.9	8.91

Table 3. Categorization of research variable scores

Variable		Frequency	
	Low	Medium	high
Social media addiction	54 (15, 1 %)	246 (68.9 %)	57 (16%)
Self regulation	54 (15, 1 %)	264 (73.9 %)	39 (10.9%)

From table 3 it can be seen that in the social media addiction variable, 54 (15.1%) students are in the low category, 246 (68.9%) students are in the medium category, and 57 (16%) students are in the high category. Thus, from the results of the data distribution on the social media addiction variable, most of them are in the medium category. In the self-regulation variable, 54 (15.1%) students were in the low category, 264 (73.9%) students were in the medium category, and 39 (10.9%) students were in the high category. Thus, from the results of the data distribution on the self-regulation variable, it is more in the medium category.

Test validity Self-regulation

Arranged by self regulation (SR) be measured with the developed scale Diehl et al. (2014) totaling 10 items. Scale this tested its validity with use confirmatory factor analysis (CFA) methods were tested with use software Lisrel 8.80. Analysis First with software Lisrel 8.80 obtained sign Chi-square =429.28, P-value =0.00000, RMSEA=0.178. With see The P-value is smaller of 0.05 and RMSEA more big from 0.05 ago Can the

conclusion model yet suitable then need changed to that model.

After that modified 8 times, obtained sign Chi-square =39.16, df = 27, P-value =0.061, RMSEA=0.036. Viewed from sign Big P-value of 0.05 too The RMSEA value is smaller from 0.05, yes the conclusion that model fit. As picture follow This :
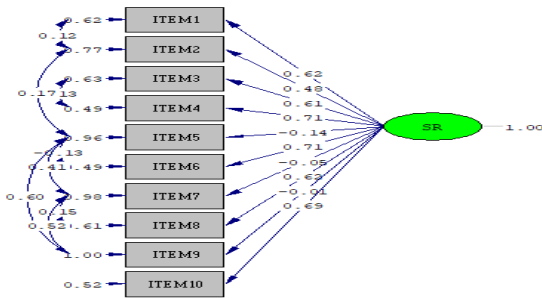

Figure 1. Model Scale fits self-regulation

After the fit model is obtained, the next stage is to see the significance of the validity of the question items. All items are active Scale self-regulation valid things This seen from sign coefficient load positive and the T value is greater from 1.96 and above Can said legitimate. So that there are 7 valid items and invalid items.

Test validity of social media addiction

In the measure social media addiction researchers use developing time by Walsh et al. (2016) with a total 8 items. Scale this tested its validity with use method confirmatory factor analysis confirmatory factor analysis (CFA) was tested with use software Lisrel 8.80. Analysis First with software Lisrel 8.80 obtained sign Chi-square =73.81 P-value =0.000, RMSEA=0.087. With see the P-value is smaller of 0.05 and RMSEA more big from 0.05 ago can conclusion model fit.

Modification finished for independent error measurement each item for one another. After that Modified 3 times, obtained sign Chi- square =18.60, df = 17, P-value =0.35,

RMSEA=0.016. Viewed from mark More P - values big of 0.05 too The RMSEA value is smaller from 0.05, yes the conclusion that model suitable, as picture follow This:
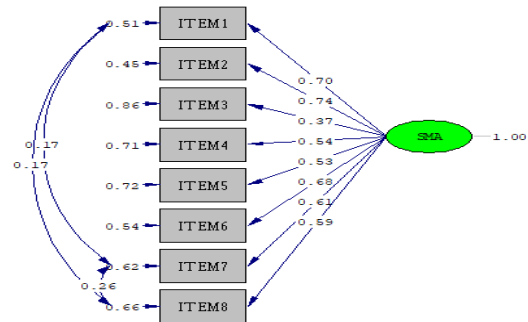

Figure 2. Model according to the Social Media Addiction Scale

After the fit model is obtained, the next stage is to see the significance of the validity of the question items. In the study this all items are on Scale Social media addiction is legit. If the model fit criteria are met, continue the analysis to the hypothesis analysis stage with multiple linear regression.

Table 3. R squared

Model	R	R square	Adjusted square R	Std. Estimation Error
1	.036 [a]	,001	-,004	9.05

Table 3 provides an overview of the influence of the proportion of self-regulation variables and semester level together they have an influence on social media addiction of 1% while the remaining 99 % is influenced by other variables outside the research. The next step is to test the effect The independent variables are self-regulation and level of social media addiction in the semester. The results of the F test can be seen in the following table :

Table 4. ANOVA

Model	Sum of Squares	Df	Means Square	F	Sig.
Regression	36,865	2	18,432	,225	.799
Residual	29006.835	354	81,940		
Total	9043.700	356			

Based on the ANOVA table, it can be seen that the results of the F test (hypothesis test) are 0.225 with a sig of 0.799 [b] (sig < 0.05), so the N hypothesis is nol (H0) which states that there is no significant influence between self-regulation variables and semester level on social media. The addiction of Islamic schoolgirls is accepted. This means that there is no significant influence between self-regulation and semester level on social media addiction. then the next step is to look for the regression coefficient for each proportion of the independent variable to the dependent variable as follows :

Table 5. Regression Coefficients

Model		Standardized Coefficients		T	Sig.
		B	Std. Error		
1	constant	51,062	2,935	17,399	000
	SR	-.028	,054	-.53	,601
	Semester	.102	,261	,390	,697

Based on the table above, the regression equation is obtained:

u= a + B1X1 + B2X2 +... + BnXn + e

Social media addiction = 51,062 + 0.102 Semeter + -0.28 Self-regulation + e.

Specifically for the self-regulation variable, the regression coefficient value is -0. 28 and a significance value of 6.01 (sig > 0.05). This means that H01 which states "there is no significant influence between self-regulation and social media addiction "is accepted. It can be interpreted that the self-regulation variable has no significant effect on social media addiction.

Variables, the regression coefficient value is 0.1 02 and the significance value is 0.697 (sig > 0.05). This means that H02 which states "there is no significant influence between semester levels on social media addiction " is accepted. This means that there is no significant influence between semester levels on social media addiction. In this study

the independent variables are self-regulation and semester level, while the dependent variable is social media addiction. The results of the research show that there is no positive and significant influence of self-regulation variables and semester level on social media addiction in Islamic female students who are addicted to social media. This is certainly different from the results of previous research. Student is interesting take a break on social media and experience significant improvement related to price self and picture body there. In particular they have the widest reach to ideal body problems.

DISCUSSION

The research findings suggest that self-regulation and semester levels do not significantly influence social media addiction among Islamic female students. The regression coefficient for self-regulation was -0.28 with a significance value of 6.01, indicating a lack of significant impact on social media addiction. Similarly, the regression coefficient for semester levels was 0.102 with a significance value of 0.697, suggesting that semester levels also do not significantly influence social media addiction. Therefore, based on the regression analysis results, both hypotheses stating no significant influence of self-regulation and semester levels on social media addiction are accepted.

These results are consistent with previous research findings that have explored various factors related to social media addiction among students. For example, studies have investigated the association between social media usage and psychological effects among adolescents (Paudel et al., 2021:Paudel, 2023). Relationship between emotional regulation and addictive use of social media among teenagers (2022 ,عيسى) and the impact of physical activity levels on social media addiction (YILMAZ, 2023). Additionally,

research has examined the connection between social media usage and academic performance (Alshanqiti, 2023), social media addiction among Moroccan adolescents (Benhadj, 2023) and the relationship between narcissism, self-esteem, and social media addiction in medical students (Susanto et al., 2021). Furthermore, studies have delved into the relationship between social media addiction and anxiety, depression (Taha, 2023) determinants of social media addiction among medical students (Alfaya, 2023) perceived social media addiction and usage frequency among university students (Allahverdi, 2022) and factors contributing to social media addiction among university students (Akther, 2023).

Research has also explored the association between social media addiction and mental health among nursing students (Zaw & Azenal, 2021), factors influencing social media addiction among students in Sri Lanka (Wickramasurendra et al., 2021) and the impact of social media addiction on self-esteem concerning gender (Zam et al., 2022). Therefore, while the current study on Islamic female students did not find a significant influence of self-regulation and semester levels on social media addiction, the broader literature reveals a complex interplay of various factors affecting social media addiction among students from different backgrounds and settings.

CONCLUSION

This research reveals that self regulation and semester level do not have a significant influence on social media addiction among female Islamic students. Based on regression analysis, the regression coefficient for self regulation is -0.28 with a significance value of 6.01, while the regression coefficient for the semester level is 0.102 with a significance value of 0.697. These results are consistent with previous

findings exploring various factors related to social media addiction among female college students. This research also highlights that female students tend to have higher levels of social media addiction than male students, due to different social and psychological factors between the two genders. Additionally, there is a significant relationship between social media addiction and self esteem, especially among female students, who are more susceptible to the negative impact of social media on their self esteem.

SUGGESTION

Based on the research we have conducted, there are several suggestions for research and development of knowledge related to social media addiction as follows:

1. Increased Awareness and Education: It is important to increase awareness among Female students about the negative impact of social media addiction on mental health and self-esteem. Education regarding the wise and responsible use of social media must be part of the university curriculum.

2. Special Intervention: Developing specific interventions for Female Islamic students, considering that they have special guidelines such as the Koran and Hadith which can be a reference in regulating the use of social media. This intervention can take the form of workshops, seminars, or mentoring programs that focus on self-regulation and time management.

3. Holistic Approach: Considering that various factors such as anxiety, depression, and academic procrastination are also associated with social media addiction, a holistic approach is needed that involves psychological support, counseling, and comprehensive mental health programs on campus.

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