Social Media Addiction and Work-Technology Conflicts on Task Performance in Islamic Students

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Article Info	ABSTRACT
	Challenges associated with social media use, such as distractions and reduced focus on academic activities, can negatively impact students' task performance. This research aimed to analyze the impact of social media addiction, work technology conflicts, and demographic variables (gender and age) on Islamic students' task performance. The research used a quantitative and cross-sectional design approach involving 184 Islamic students. Data were collected using validated scales such as Task Performance, Social Media Addiction, and Work-Technology Conflict scales. Data analysis was carried out using multiple linear regression and confirmatory factor analysis. The results showed that social media addiction and demographic variables did not significantly impacted students' task performance. However, work-technology conflict has a significant negative effect on task performance. Work-technology conflict levels were associated with a decrease in student task performance. In addition, the analysis showed that the proportion of social media addiction variables, work-technology conflict, gender, and age together influencing task performance was 11.8%, with the remaining 88.2% influenced by other variables outside the research. This showed that students who experienced difficulty in managing the use of technology for academic activities may experience a decrease in productivity. Therefore, educational institutions or campuses can develop programs or strategies to help students manage work-technology conflicts, for example by providing education about time management and techniques for efficient use of technology so as not to interfere with academic focus. With these implications, it is hoped that the research results can be a basis for universities or other educational institutions in designing programs and policies that support the optimization of student academic achievement, especially in facing the challenges of technology and social media. By understanding *washatiyah,* Islamic students can use social media wisely without becoming addicted, which could negatively impact their task performance.

INTRODUCTION

In the digital era, understanding students' various needs, study habits and preferences in utilizing new media technology is very important. By combining advanced technology tools and

offering flexible learning experiences, educators can better support students in improving their task performance in today's digital landscape (Ji et al., 2022). The performance of Latin American students overseas in engineering, mathematics, science, and technology has been connected with cultural variables, highlighting the significance of developing solid strategies for their adaptation to foreign environments. (Gerardo et al, 2018). Social media and other technology's effects on students' academic performance are complicated topics influenced by several variables. Task-technology fit, social media use, and technological adoption significantly affect students' task performance results (Al-Rahmi et al., 2022; Al-Maatouk et al., 2020).

Much of the new research on tech addiction suffers from a lack of systematization and is riddled with weak statistical correlations. Critics argue that the science of tech addiction is much like the science of nutrition: highly complex and dependent on numerous variables, making definitive certainty impossible. Others say that the term "addiction" itself is misleading. Talking about addiction undermines our best thinking because it suggests that if there is a problem, there is only one solution. The Task-Technology Fit model emphasizes how technological and social characteristics can create a conducive learning environment thereby increasing students' task performance (Al-Rahmi et al., 2020). Likewise, applying the Technology Acceptance Model to the use of social media in the academic world has been proven to increase student satisfaction and task performance (Al-Maatouk et al., 2020).

Challenges associated with social media use, such as distractions and reduced focus on academic activities, can hurt task performance (Kolhar et al., 2021; Ahmad et al., 2023). Additionally, conflicts that arise from social media addiction have a significant impact on academic or professional performance (Rakibul, et al, 2024). Several things influence student task performance, namely the level of student addiction, social media addiction, work technology conflicts, and demographic variables. Educators and institutions need to find a balance between exploiting the benefits of social media for educational purposes and overcoming its potential weaknesses in student task performance (Kolhar et al., 2021). Research on the impact of social media addiction and work-technology conflict on the task performance of Islamic students is still largely unexplored. Several studies have investigated the relationship between social media addiction and task performance among various student populations (Alshanqiti, 2023; Alhrahsheh & Majali, 2023; Alvi et al., 2022; Akther, 2023; Sefriani, 2023). There is still a lack of specific research that focuses on Islamic students. Apart from that, research has been conducted on the influence of the use of technology in teaching religious values and moral development in Islamic schools (Rusdi, 2023; Alwadai & Alhaj, 2023), but a direct relationship with task performance in the context of work technology conflict has never been carried out.

The relationship between gender and age on Islamic students' task performance is a multifaceted area that requires a comprehensive understanding of various factors. Hein & Kauschke's (2021) research has shown that age, gender, and vocabulary size can influence performance in word form processing tasks. Additionally, research has examined age-related gender differences in brain functional connectivity and spatial abilities, thereby highlighting how these factors influence task performance (Li et al., 2020). Additionally, research has explored the influence of gender on emotion categorization, age estimation, and facial recognition, indicating the influence of gender on cognitive processes related to task performance (Wong & Estudillo, 2022).

Although some research has explored the relationship between social media addiction and academic achievement (Matang et al., 2022), there is a need for research that specifically investigates how social media addiction, work technology conflict, and demographic variables (age and gender)

interact to impact the implementation of Islamic student duties. Understanding the unique challenges and opportunities that arise from the intersection of social media addiction, work-technology conflict, and task implementation in an Islamic education environment can provide valuable insights for educators, policymakers, and stakeholders in improving the academic outcomes of Islamic students. Conducting an empirical investigation that addresses this research gap can make a significant contribution to the understanding of the factors that influence task performance among Islamic students in the technological era.

In this research, we focus on Islamic students, because they view learning activities as a form of worship, which is rooted in spiritual and moral values in Islamic teachings. Research shows that Islamic religiosity has a significant impact on student's academic motivation, where Islamic students tend to have stronger intrinsic motivation compared to non-Islamic students. This is due to the belief that learning is a mandate and part of worship, which encourages them to perform better in an academic context (Fatima et al., 2017). From the perspective of Islamic psychology, this spiritual motivation functions as the main driver in managing emotions and making decisions related to academic activities (Febrianto et al., 2019). The difference in performance between Islamic and non-Islamic students can also be seen in the way they manage their emotions.

Islamic students are often taught to regulate their emotions based on religious principles, which can improve their mental well-being and academic performance. Research shows that adaptive emotion regulation strategies, such as mindfulness and reduced rumination, can improve students' ability to face academic challenges (LeBlanc et al., 2019). In contrast, non-Islamic students may have a more diverse approach to managing emotions, which is influenced by their cultural background and belief systems (Korkın, 2019). The moral values that underlie academic activities also play an important role in differentiating student performance. Islamic students are often taught to integrate ethical and moral values in every aspect of their lives, including education. This not only influences their motivation to study but also shapes their character and discipline in facing academic challenges (Muali et al., 2021). Thus, the research took the specifications of the title Social Media Addiction & Work-Technology Conflict on Task Performance in Islamic Students..

METHODS

This research used an approach of quantitative correlation with a cross-sectional design. The dependent variable in this research is task performance and the independent variable is conflict between technology-work conflict, and types of social media applications, namely (Instagram, WhatsApp, TikTok, Telegram, and Facebook). The sampling technique used was a non-probability sampling technique, a purposive sampling technique, with certain considerations or criteria, such as students who use social media (Instagram, WhatsApp, TikTok, Telegram, and Facebook), active students, and students who are Islamic students. In this research, the subjects were 184 Islamic students. This research used a scale that has been tested, adapted and validated by previous studies. This research used the task performance scale developed by Yan et al. (2010) and the social media addiction scale adapted from Walsh et al. (2016) as well as the work-technology conflict researcher scale adapted from Turel et al (2011). In testing the validity of the measuring instrument, researchers used confirmatory factor analysis (CFA) (Muthen & Muthen, 2017). In analyzing the hypothesis, researchers used SPSS 23 software.

Task Performance Validity Test

Yan et al. (2010) constructed a task performance measure validated using confirmatory factor analysis (CFA) with Lisrel 8.80 software. The initial analysis with Lisrel 8.80 software yielded Chi-square = 1.66, df = 2, P-value = 0.436, and RMSEA = 0.000. The P-value was greater than 0.05, while the RMSEA value was less than 0.05, indicating that the model fits. as follows:
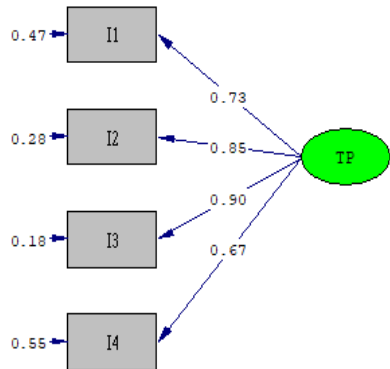

Figure 1. Task Performance Validity Test

Examining the importance of the items' validity comes next after the fit model has been determined. The positive loading coefficient value indicates that every item on the task performance scale was valid, and the T-value is greater than 1.96, so it can be considered valid.

Social Media Addiction Validity Test

The social media addiction scale was adapted from Walsh et al. (2016). The validity of this scale was assessed using the confirmatory factor analysis (CFA) approach with Lisrel 8.80 software. The initial analysis yielded Chi-square = 43.68, P-value = 0.0016, and RMSEA = 0.080. As a result, the P-value was less than 0.05, and the RMSEA was larger than 0.05, indicating that the model did not fit and that immediate changes to the model are required

The results of the two modifications were RMSEA = 0.046, df = 18, P-value = 0.124, and Chi-square = 25.00. Based on the RMSEA value being less than 0.05 and the P-value being more significant than 0.05, it can be said that the model fits, as follows:
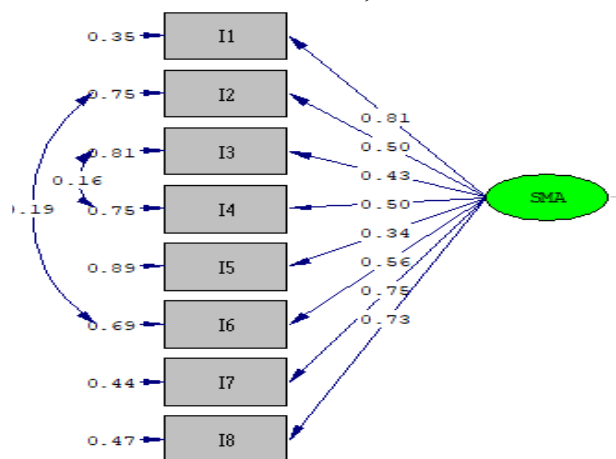

Figure 2. Social Media Addiction Validity Test

Following the acquisition of the fit model, the significance of the items' validity is examined. As demonstrated by the positive loading coefficient value and the T-value exceeding 1.96, all items on the social media addiction scale were deemed valid.

Work-Technology Conflict Validity Test

Turel's work technology conflict researcher adaptability scale (Turel et al., 2011) was validated using the confirmatory factor analysis (CFA) approach with the Lisrel 8.80 software. The first study, using Lisrel 8.80 software, yielded a Chi-square value of 17.92, a P-value of 0.000, and an RMSEA of 0.209. As a result, the P-value was less than 0.05, and the RMSEA was greater than 0.05, indicating that the model did not fit and that changes to the model are required.

After carrying out one modification, the Chi-square value became = 0.14, df = 1, P-value = 0.71, and RMSEA = 0.00. Judging from the P-value which was more significant than 0.05 and the RMSEA value which was less than 0.05, then it can be concluded that the model fits, as follows:
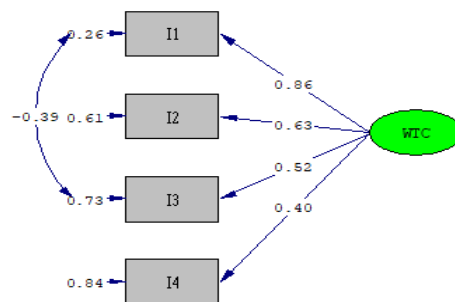

Figure 3. Work-Technology Conflict Validity Test

After the fit model was obtained, the next step is to look at the significance of the validity of the items. All conflict technology work scale items were valid, this can be seen from the positive loading coefficient value, and the T-value was more than 1.96 so it can be said to be valid.

RESULTS AND DISCUSSION

This research involved 184 Islamic students, the majority aged 17 to 23 years, with a proportion of 92 males and 92 females. WhatsApp is the most popular social media application among respondents, as we can see in the following table:

Table 1. Description Data

Variable		Frequency	Percent
Gender	Male	92	50%
	Female	92	50%
Age	17th	2	1,1%
	18th	41	22,3%
	19th	65	35,3%
	20th	41	22,3%
	21th	27	14,7%
	22th	5	2,7%
	23th	2	1,1%
Application	Instagram	39	21,2%
	What App	93	50,5%
	Tiktok	49	26.6%
	Facebook	3	1,6%

This research used three main variables, namely Task Performance, Social Media Addiction, and Work-Technology Conflict. The following is a more detailed descriptive analysis for each variable in Table 2.

Table 2. Descriptive Analysis

Variable	N	Min.	Max.	Mean	Std deviation
TP	184	20.83	65.02	50	9.2
SMA	184	27.49	70.10	49.9	9
WTC	184	31.24	68.69	50	8.3

Note:
TP: Task Performance
SMA: Social Media Addiction
WTC: Work-Technology Conflict

As can be observed from the above table, the task performance variable has the lowest score (20.83) and highest score (65.02). The variables for social media addiction and work technology conflict had the lowest and highest scores, respectively, at 27.49 and 59.47 and 31.24 and 68.69.

Table 3. Categorization of research variable scores

Variable	Frequency		
	Low	Middle	High
TP	27 (14,7%)	123 (66,8%)	34 (18,5)
SMA	28 (15,2)	126 (68,5%)	30 (16,3%)
WTC	28 (15,2%)	127 (69%)	29 (15,8%)

Note:
TP: Task Performance
SMA: Social Media Addiction
WTC: Work-Technology Conflict

From Table 3 it can be seen that the task performance variable of 27 (14.7%) students was in the low category, 123 (66.8%) were in the medium category and 34 (18.5%) were in the high category. Thus, from the results of the data distribution on the task performance variable, it was more in the medium category. In the social media addiction variable, 28 (15.2) students were in the low category, 126 (68.5%) were in the middle category and 30 (16.3) were in the high category. Thus, from the results of the data distribution on social media addiction, it was more in the moderate category. Meanwhile, 28 (15.2%) students in technology-work conflict were in the low category, 127 (69%) were in the middle category and 29 (15.8) were in the high category. Thus, from the results of the data distribution on work-technology conflicts were more in the middle category.

Following the descriptive data result, the researcher used software 8.80 to verify the items' validity using the confirmatory factor analysis (CFA) approach. All of the study's valid items had positive, significant content, which satisfied the model fit requirements to advance to the multiple linear regression hypothesis analysis stage.

Table 4. R Square

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.343	.118	.098	8.775

Table 4 showed that the influence of the proportion of social media addiction, work-technology conflict, gender, and age together had an impact on task performance at 11.8% while the

remaining 88.2% was influenced by other variables outside the research. The next step was to test the influence of the independent variables, namely social media addiction, work-technology conflict, gender, and age on the influence of task performance. The results of the F test can be seen in the following table.

Table 5. ANOVA

Model	Sum of Square	F	Mean Square	F	Sig
Regression	1841,250	4	460.313	5.977	.000b
Residual	13784,535	179	75.523		
Total	15625,785				

Based on the ANOVA table, it can be seen that the results of the F test (hypothesis test) were 5,977 with sig .000 (sig < 0.05), so the Null Hypothesis (H0) stated that there is no significant influence between social media addiction, work-technology conflict, gender and age on task performance was rejected. This means that there was a significant influence between the variables of social media addiction, work-technology conflict, gender, and age on task performance. Then the next step was to look for the regression coefficients on each variable: social media addiction, work-technology conflict, gender, and age influence on task performance.

Table 6. Coefficients

Model		Unstandardized coefficients		t	Sig
		B	Std. Error		
1	(in cash)	61.849	8.343	7.414	.000
	SMA	.051	.087	.587	.558
	WTC	-.415	.094	-4.401	.000
	Gender	.333	1.317	.253	.801
	Age	.304	.385	.789	.431

Regression Equation:
$Y = a + B1X1 + B2X2 + ... + BnXn + e$
Task performance = 61.849 + 0.051 social media addiction + -.415 WTC + .333 Gender + 0.304 Age + e.

For the social media addiction variable, the regression coefficient value was 0.51 and the significance value was 0.558 (sig > 0.05). This means H_{01} which stated "there is no significant influence between Social media addiction on task performance" was accepted. It can be interpreted that social media addiction did not have a significant effect on task performance. For the work-technology conflict variable, the regression coefficient value was -0.415 and the significance value was 0.00 (sig < 0.05). This means H_{02} which stated "there is no significant influence between work-technology performance and task performance" was rejected. It can be interpreted that work-technology conflict had a negative significant effect on task performance, the lower the level of work-technology conflict, the higher the student's task performance, and vice versa, the higher the level of conflict, the lower the task performance. For the gender variable, the regression coefficient value was 0.333 and the significance value was 0.801 (sig > 0.05). This means H_{03} which stated "there is no significant influence between Social media addiction on task performance" was accepted. It can be interpreted that gender did not have a significant effect on task performance. For the age variable, the

regression coefficient value was 0.304 and the significance value was 0.431 (sig > 0.05). This means H$_{04}$ which stated "there is no significant influence between age on task performance" was accepted. It can be interpreted that age did not have a significant effect on task performance.

In the context of research analysis regarding the influence of social media addiction, gender, and age on task performance, it was found that work-technology conflict was a significant factor influencing performance outcomes. Research showed that although demographic variables such as gender and age did not show a significant impact, work-technology conflict had a clear impact on students' task performance. This is in line with the findings of Amsi et al. (2022) who highlight the importance of gender diversity and affective engagement in influencing task performance in various industries, and show that gender diversity can function as a mediator in this relationship (Binasdevi, 2021). Research by Sloan and Geldenhuys (2021) also emphasizes the importance of conflict management in the context of task performance, where task structuring can function as a mediator between task conflict and performance (Damayanti & Rismaningtyas, 2021). Furthermore, gender dynamics in education have been the focus of research showing how gender stereotypes can influence student performance. Dai et al. (2022) reveals that gender perceptions held by teachers can have an impact on students' educational outcomes, creating injustice in performance assessments. Research by Siri et al. (2023) adds a new dimension by showing how interactions between managers and robots can be influenced by gender, which in turn influences collaborative task performance (Yam et al., 2022). This suggests that work technology conflicts, which often arise from disagreements regarding processes, can hurt students' performance, as explained by Owolabi (2024). Work-technology conflicts among Islamic students can also cause delays and decreased academic focus (Pratiwi et al., 2024).

Sun (2023) shows that conflict in the work environment can make individuals vulnerable to social anxiety and smartphone addiction, which ultimately leads to a negative impact on their task performance (Hutasoit et al., 2022). This suggests that poorly managed conflict can trigger larger problems, including a decline in individual well-being and task performance. To overcome this problem, it is important to design social media technology with an Islamic framework that emphasizes the goodness and benefits of technology. Zubair and Raquib (2020) proposes that an ethical framework based on Islamic principles can guide the design of social media technology to reduce addiction and encourage healthier usage patterns (Susilawaty et al., 2023). Thus, effective management of work tasks and technology conflicts can help improve Islamic students' performance, reduce the negative impact of social media addiction, and create a more productive learning environment. By implementing a strong ethical framework, we can create a more supportive environment for students to manage conflict and improve their performance.

Principles such as sincerity, patience, trust, and Islamic time management are important foundations for improving academic achievement while maintaining students' mental and spiritual health. Research shows that psychological well-being contributes to student performance, where individuals with healthy psychological well-being can achieve educational aspirations set independently (Kuserawati, 2022). Apart from that, positive concepts in Islamic psychology, such as husn al-zann (positive thinking), by consistently applying Islamic values, students can not only achieve academic success but also contribute as useful individuals. Islam teaches balance in all aspects of life, including the use of technology. Islamic psychology provides a holistic perspective on Islamic student's task performance by emphasizing the balance between spiritual, emotional, and intellectual aspects. In this context, the *washatiyah* concept offers a moderation guide for managing technology in the learning process.

Research shows that the use of social media that is not well managed can disrupt students' focus and academic performance (Rahardjo et al., 2020). However, with the application of the principles of washatiyah, students can use technology productively without losing focus on the main goal of learning. This is in line with the principles of Islamic education which emphasize the importance of integrity and responsibility in managing time and resources. The negative side of technology is that it often takes up time without clear benefits, so it can prevent someone from more useful activities, such as studying, working, or worshiping.

Islam does not directly prohibit the use of social media, but emphasizes the importance of managing time, maintaining morals, and utilizing technology for things that bring benefits (Rahardjo et al., 2020). In this case, Islamic education plays an important role in shaping the character of students so they can face modern challenges wisely (Aminuddin, 2024). The Islamic perspective on Muslim student performance emphasizes the importance of balance. Good performance is not only measured by academic grades but also by how students practice Islamic values in learning, interacting, and contributing to society. By applying Islamic principles, students can achieve meaningful success, both in the world and in the afterlife, which reflects the integration of task performance and spiritual values (Retnowati et al., 2023).

This research made a significant contribution by showing that work-technology conflict is a key factor that influences Islamic students' task performance. However, several limitations, such as the study design and scope of variables, indicate the need for further research to understand the complexity of this relationship. Efforts directed at technological conflict management and education based on Islamic values can help create a more productive academic environment.

CONCLUSION

The conclusions in this study showed that social media addiction, gender, and age did not have a significant influence on task performance, but the presence of work-technology conflicts appears as a determining factor in the level of task performance. The influence of the proportion of social media addiction, work-technology conflict, gender, and age together influenced task performance by 11.8% while the remaining 88.2% was influenced by other variables outside the research. Understanding the complex interactions among these variables can provide valuable insights for improving task performance and optimizing outcomes in educational and professional environments by considering work technology conflicts that exist.

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CONFLICTS OF INTEREST: The authors declare no conflicts of interest

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