



## The impact of social and work-related social media usage on job performance: mediating role of knowledge sharing and job satisfaction among private university lecturers in Malang City

 Arif Tirtana <sup>(a)\*</sup>  Christin Susilowati <sup>(b)</sup>  Desi Tri Kurniawati <sup>(c)</sup>



<sup>(a)</sup> Department of Management, Faculty of Economy and Business, Brawijaya University, Jl. Veteran, Kota Malang, Jawa Timur, Indonesia

<sup>(b,c)</sup> Assistant Professor, Department of Management, Faculty of Economy and Business, Brawijaya University, Jawa Timur, Indonesia

### ARTICLE INFO

#### Article history:

Received 12 May 2024

Received in rev. form 22 June 2024

Accepted 23 July 2024

#### Keywords:

Social-related social media usage, work-related social media usage, knowledge sharing, job satisfaction, job performance.

#### JEL Classification:

J24, J28, O15, O33

### ABSTRACT

*This study aims to analyze the impact of social and work-related social media usage on job performance, both directly and indirectly, mediated by knowledge sharing and job satisfaction. The research employs a quantitative method, with respondents comprising lecturers from private universities in Malang City, Indonesia. The sample size, determined using Slovin's formula, consists of 351 respondents. Data collection was conducted through questionnaires, and the relationships between variables were analyzed using PLS with the SmartPLS application. The hypothesis analysis results indicate that social-related social media usage does not affect knowledge sharing but positively influences job satisfaction and job performance. Work-related social media usage has a significant positive relationship with knowledge sharing, job satisfaction, and job performance. Knowledge sharing cannot mediate the relationship between social-related social media usage and job performance. However, job satisfaction can mediate the relationship between these variables. Knowledge sharing and job satisfaction significantly positively mediate the relationship between work-related social media usage and job performance. The results of this study provide insights for higher education leaders regarding the management of social media in higher education institutions, emphasizing both social and work-related social media usage. Both have different impacts, especially on knowledge sharing. Policies to restrict social-related social media usage during work hours are necessary because informal communication can disrupt concentration during work, communication overload can also occur due to excessive unplanned communication, and echo chambers can result in minority lecturers engaging more in knowledge hiding.*

© 2024 by the authors. Licensee SSBFNET, Istanbul, Turkey. This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (<http://creativecommons.org/licenses/by/4.0/>).

## Introduction

Higher education institutions currently face significant challenges, particularly in becoming the primary drivers for achieving a sustainable future, as outlined in the declaration of the Sustainable Development Goals (SDGs) (Fauzi, Abdul Rahman, & Lee, 2022). The implementation of these agreements is also regulated under Presidential Regulation No. 59 of 2017 concerning the Implementation of Sustainable Development Goals, therefore, higher education institutions must continuously improve and enhance the capabilities of their human resources (Rokhman, Hum, Syaifudin, & Yuliati, 2014). The role of lecturers as educators is crucial, serving as agents of change to cultivate religious, intelligent, and comprehensive individuals, thus realizing the Golden Generation of 2045 (Kemendikbud, 2017). Every university requires human resources to achieve its organizational goals; without lecturers, the teaching and learning process at universities cannot run effectively (Mariana, Ramly, Sinring, & Rahman, 2024). Therefore, lecturer performance is a primary concern and must always be improved (Rahardja, Lutfiani, Setiani Rafika, & Purnama Harahap, 2020).

Lecturer performance is measured based on their level of contribution in conducting a series of activities in education and teaching, research, community service, and supporting activities. Lecturer performance is adequately fulfilled when lecturers can meet their

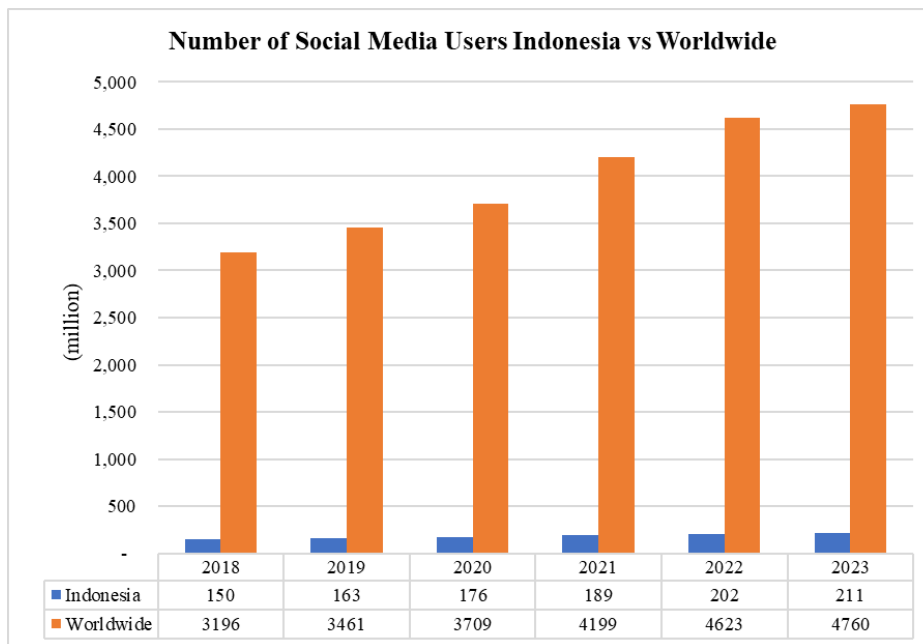
\* Corresponding author. ORCID ID: 0000-0002-4289-3535

© 2024 by the authors. Hosting by SSBFNET. Peer review under responsibility of Center for Strategic Studies in Business and Finance.

<https://doi.org/10.20525/ijrbs.v13i5.3519>

performance targets each semester through the Integrated Resource Information System (SISTER). Suboptimal lecturer performance has been observed in various regions of Indonesia. In the province of South Sulawesi, it was found that lecturer performance is relatively low in several private universities (Mariana et al., 2024). Similar phenomena occur in other regions of Indonesia. In his study, (Sukirno, 2020) examined 347 lecturers from 39 universities in Indonesia and found that lecturer performance was still lacking in fulfilling the Tridharma of Higher Education. Therefore, research related to lecturer performance is still needed to enhance their performance.

The number of social media users worldwide has been increasing year by year. Social media is used for various purposes, especially in higher education institutions. Universities around the world have been using social media to support their activities, such as 87% of universities using social media to announce campus events and news, 90% of students worldwide using social media as a learning resource, 41% of university lecturers using social media as a teaching medium, 73% of students using social media to collaborate with classmates through various electronic devices, 76% of faculty members using YouTube Channels to share educational content, 41% of university lecturers using social media as a teaching medium, 65% of professors using social media for classroom teaching processes, and 3-5 hours per week spent on social media by lecturers preparing teaching materials (Miranne Khaled, 2024). The phenomenon of increasing social media users is also happening in Indonesia, where in 2023 the number reached 211 million, about 75% of Indonesia's population. The detailed number of social media users worldwide and in Indonesia is shown in Figure 1.



**Figure 1:** Social Media Users Indonesia & Worldwide

In a study written by (Solihin, 2022), it was found that social media platforms such as WhatsApp, Facebook, YouTube, and Telegram are used by 89.9% of lecturers at a private university in Indonesia. However, there has been no analysis to date regarding the effectiveness of social media usage. Therefore, further research is needed to determine the effectiveness of social media usage in supporting lecturer performance. This would enable the optimization of social media management to enhance the quality of human resources. Malang City has a total of 41 private universities (Kemendikbud, 2021). Among these numerous universities, only 2 are ranked among the top 18 private universities in Indonesia according to the 2020 rankings by Kemendikbudristek (Anjani, 2021). Furthermore, the competitive conditions among universities have been driven by the ASEAN Economic Community (MEA) which emerged in 2015, presenting both opportunities and threats to the service industry sector. Private universities in Malang City are not exempt from this competition, educational institutions are required to continuously improve service quality by producing high-quality graduates to create a competitive advantage. This involves enhancing the capabilities of their human resources to improve organizational performance (Rofiaty, 2019).

Several previous studies related to the use of social media in organizations, some research has focused solely on social media for personal use (Vyas & Pandey, 2020) or work-related social media usage (Haddadi Harandi, Bokharaei Nia, & Valmohammadi, 2019). However, there are still few studies that address the impact of both types of social media usage on job performance simultaneously (Jafar, Geng, Ahmad, Niu, & Chan, 2019). Therefore, this research aims to fill this gap by analyzing the impact of both social and work-related social media usage on job performance.

The level of job satisfaction among lecturers in several regions of Indonesia is still relatively low, it was found that the average job satisfaction level of lecturers in 39 universities in Indonesia was 3.58 on a scale of 1 to 5 (Sukirno, 2020). Job satisfaction is a variable that has been extensively researched by previous scholars and is one of the most influential variables on job performance. Knowledge sharing generally enhances individual capabilities in learning, problem-solving, and self-development (Jafar et al., 2019). In a highly

competitive environment, knowledge sharing is crucial for organizational success. Encouraging employees to effectively share useful knowledge across the organization enhances and maintains the company's competitive advantage (Sang et al., 2019). Based on the phenomenon and the research gap identified from previous studies regarding the impact of social media usage on knowledge sharing, job satisfaction, and job performance, there is a need for further analysis through a study on the impact of social and work-related social media usage on job performance, mediated by knowledge sharing and job satisfaction a study on lecturers at private universities in Malang City. This research aims to elucidate the influence of social media usage on knowledge sharing, job satisfaction, and lecturer performance, thereby providing insights for organizational decision-making.

## Literature Review

A paragraph should explain the purpose and approach of review.

### Theoretical and Conceptual Background

#### *Social-related Social Media Usage*

Social-related social media usage is defined as the use of social media by employees to fulfill social purposes, such as finding individuals with similar interests (Liang, Xin, Yan, & Jianxiang, 2020). It enables employees to share information and feelings with colleagues (Jafar et al., 2019). In this study, the research indicators (Gonzales, 2012) are utilized: informal communication is defined as users tendency to use social media as a platform for discussing personal matters, while entertainment is defined as the use of social media for recreational purposes that users engage with comfortably.

#### *Work-related Social Media Usage*

Work-related social media usage is characterized by its application within organizational contexts to support tasks such as document sharing and information dissemination among employees (Liang, Xin, Yan, & Jianxiang, 2020). According to (Jafar et al., 2019), its adoption enables seamless connectivity among colleagues and customers, facilitating the exchange of valuable insights and knowledge to enhance overall performance. This construct encompasses four dimensions, including collaboration, where social media features foster teamwork on projects; information sharing, which involves the dissemination of organizational goals, procedures, and policies; document management, allowing for the efficient sharing and storage of documents; and knowledge repositories, enabling employees to share and access expertise within the organization.

### Knowledge Sharing

Knowledge sharing is defined as the transfer of knowledge among actors within an organization, spanning across departments and organizational levels (Henttonen, Kianto, & Ritala, 2016). It entails the behavior of making knowledge accessible to all parties, both within and outside the organization (Malik & Kanwal, 2018). Knowledge sharing is crucial for organizations as it disseminates collective organizational knowledge, ultimately aiding in improving the efficiency and effectiveness of resource utilization (Swanson, Kim, Lee, Yang, & Lee, 2020a). The key to ensuring effective knowledge sharing activities within an organization lies in understanding individual employees. Each employee's decision to share their knowledge depends on their personal motivation and cannot be compelled through management control alone. Therefore, knowledge sharing needs to be approached using variables at the individual level. In this study, the knowledge sharing variable utilizes two indicators: explicit knowledge and implicit knowledge (Henttonen et al., 2016). Explicit knowledge refers to documented knowledge within the organization such as reports, manuals, official documents, etc. (know-where, know-whom), while implicit knowledge is based on the knowledge possessed by individual employees related to their experiences and expertise (know-how).

### Job Satisfaction

Job satisfaction refers to employees attitudes towards their work (Jia, Hall, Yan, Liu, & Byrd, 2018). It is defined as a pleasant or positive emotional state resulting from an evaluation of an employee's work experiences. Job satisfaction reflects feelings about work in various ways and serves as an indicator of emotional well-being. It is a combination of emotional, cognitive, and evaluative factors towards actions (Usmanova, Yang, Sumarlah, Khan, & Khan, 2020). Organizations with a higher number of satisfied employees tend to be more effective and efficient (Eliyana, Ma'arif, & Muzakki, 2019). Satisfied employees are less likely to leave their jobs, exhibit better performance, reduce fatigue (Sabrina & Kurniawati, 2024), and improve employee discipline (Al-Asadi, Muhammed, Abidi, & Dzenopoljac, 2019). The indicators of job satisfaction used in this study refer to (Weiss, 1967), widely used in research (Eliyana et al., 2019), consisting of two indicators: intrinsic job satisfaction and extrinsic job satisfaction. Intrinsic job satisfaction primarily stems from internal factors and personal characteristics related to motivational needs. Meanwhile, extrinsic job satisfaction arises from external job factors and is considered hygiene needs or factors that can reduce job satisfaction.

### Job Performance

Job performance refers to the behaviors exhibited by employees in their roles to achieve organizational objectives. This study adopts indicators from (Pardiman, Sudiro, Troena, & Rofiq, 2017) to assess job performance within the framework of the Tri Dharma of Higher Education. These indicators encompass four main areas: education and teaching, which includes executing teaching duties, conducting student seminars, supervising internships, preparing student theses, administering final exams, guiding academic

activities, developing instructional materials, delivering scientific presentations, and motivating students. Research competence involves generating research, modifying research findings, translating scholarly works, and designing technological and artistic innovations. Community service capability encompasses leadership roles in governmental initiatives, applying educational and research outputs for public welfare, providing training and counseling to enhance community standards, offering public services, and publishing community service articles. Finally, supporting activities involve participation in university committees or leadership roles, membership in governmental and professional organizations, representing the university in international forums, contributing to scholarly endeavors, receiving accolades, publishing educational materials, and earning awards in sports, arts, or social domains.

## **Empirical Review and Hypothesis Development**

### **The influence of social-related social media usage on knowledge sharing**

Several previous studies have demonstrated a positive relationship between social-related social media usage and knowledge sharing. Studies by (Aboelmaged, 2018; Berraies, Lajili, & Chtioui, 2020; Jafar et al., 2019; Rasheed et al., 2020; Vyas & Pandey, 2020) have explored this relationship. (Aboelmaged, 2018) analyzed the relationship between social media usage and knowledge sharing using motivation theories, specifically hedonic and utilitarian theories, in the private sector of the UAE, finding a positive correlation between these variables. (Berraies et al., 2020) investigated the same relationship among ICT employees in Tunisia, also reporting positive outcomes. Similarly, (Jafar et al., 2019) studied social-related social media usage and knowledge sharing in both private and public sectors in Pakistan, revealing a positive correlation. Based on these explanations, the research hypothesis can be formulated as follows:

*H1: Social-related social media usage has a significant positive effect on knowledge sharing*

### **The influence of social-related social media usage on job satisfaction**

Research analyzing the influence of social-related social media usage on job satisfaction has been conducted by (Kock & Moqbel, 2019; Liang et al., 2020; Shujaat, Rashid, & Muzaffar, 2019; Yen, Chen, & Su, 2020; X. Zhang, Ma, Xu, & Xu, 2019). (X. Zhang et al., 2019) explored the impact of social-related social media usage on job satisfaction in the software and e-commerce industries in China, finding a significant positive relationship between these variables. (Shujaat et al., 2019) investigated the same relationship among employees from various industries in Pakistan, also confirming a significant positive impact of social-related social media usage on job satisfaction. (Kock & Moqbel, 2019) analyzed Facebook users among employees, while (Yen et al., 2020) studied employees in Taipei who use Line, WeChat, and Facebook, and (Liang et al., 2020) employed the uses and gratification theory in their research, all demonstrating a significant positive relationship between social-related social media usage and job satisfaction. Based on the above explanations, the research hypothesis can be formulated as follows:

*H2: Social-related Social Media Usage has a significant positive effect on Job Satisfaction.*

### **The Impact of Social-related Social Media Usage on Job Performance**

Based on previous research examining social-related social media usage on job performance conducted by (Ali-Hassan, Nevo, & Wade, 2015; Charoensukmongkol, 2015; Chen, Ou, & Davison, 2021; Song, Wang, Chen, Benitez, & Hu, 2019), it has been found that social-related social media usage has a significant positive impact on job performance. Therefore, the research hypothesis can be formulated as follows:

*H3: Social-related Social Media Usage has a significant positive impact on Job Performance*

### **The Impact of Work-related Social Media Usage on Knowledge Sharing**

Several previous studies have analyzed the impact of work-related social media usage on knowledge sharing, including research by (Cui, Huo, Lei, & Zhou, 2019; Haddadi Harandi et al., 2019; Kwayu, Abubakre, & Lal, 2021; Naeem, 2019). (Naeem, 2019) study focused on the higher education sector in the UK, (Haddadi Harandi et al., 2019) examined the insurance sector in Iran, (Cui et al., 2019) analyzed multiple industries in China, and (Kwayu et al., 2021) explored the telecommunications sector in Tanzania. All four studies concluded that work-related social media usage has a significant positive effect on knowledge sharing. Therefore, the following hypothesis can be formulated:

*H4: Work-related Social Media Usage has a significant positive impact on Knowledge Sharing*

### **The Impact of Work-related Social Media Usage on Job Satisfaction**

Research conducted by (Alkhateeb & Abdalla, 2020; Demircioglu, 2018; Demircioglu & Chen, 2019; Olfat, Tabarsa, Ahmadi, & Shokouhyar, 2019; Robertson & Kee, 2017) has analyzed the impact of work-related social media usage on job satisfaction. (Robertson & Kee, 2017) examined these variables within companies in the United States, (Olfat et al., 2019) studied internet services in Iran, (Demircioglu, 2018) and (Demircioglu & Chen, 2019) focused on government employees in Australia, and (Alkhateeb & Abdalla, 2020) analyzed multi-sector employees in Palestine. The results from these studies indicate a significant positive relationship between work-related social media usage and job satisfaction. Based on these findings, the following hypothesis can be formulated:

*H5: Work-related Social Media Usage has a significant positive impact on Job Satisfaction*

### **The Impact of Work-related Social Media Usage on Job Performance**

Research analyzing the impact of work-related social media usage on job performance has been conducted by (Al-Rahmi, Alias, Othman, Marin, & Tur, 2018; Lee & Lee, 2020; Ng, Shao, & Liu, 2016; Pavithra & Deepak, 2021; Wu, Liang, Chiu, & Yuan, 2017). (Wu et al., 2017) analyzed respondents who are users of instant messaging applications, (Al-Rahmi et al., 2018) examined higher education institutions in Malaysia, (Lee & Lee, 2020) focused on workers using social media platforms like Facebook and KakaoTalk in South Korea, while (Pavithra & Deepak, 2021) studied respondents working in the IT sector. The results of these studies indicate a significant positive relationship between work-related social media usage and job performance. Based on these findings, the following hypothesis can be formulated:

*H6: Work-related Social Media Usage has a significant positive impact on Job Performance*

### **The Impact of Knowledge Sharing on Job Satisfaction**

Research analyzing the impact of knowledge sharing on job satisfaction has been conducted in various studies. (Kianto, Vanhala, & Heilmann, 2016) examined the relationship between knowledge sharing and job satisfaction across multiple sectors in Finland. (Malik & Kanwal, 2018) conducted similar research across various sectors in Pakistan. (Jia et al., 2018) analyzed this relationship across different industries in China, while (Usmanova et al., 2020) focused on multinational employees in Kazakhstan. Based on these studies, the following hypothesis can be formulated:

*H7: Knowledge Sharing has a significant positive impact on Job Satisfaction*

### **The Impact of Knowledge Sharing on Job Performance**

Previous research has analyzed the relationship between knowledge sharing and job performance, consistently showing a significant positive impact. Studies such as those by (Henttonen et al., 2016; Masa'deh, Obeidat, & Tarhini, 2016; Na-Nan, Saribut, & Sanamthong, 2019; Swanson et al., 2020a) have all demonstrated this positive relationship. Based on these findings, the following hypothesis can be formulated:

*H8: Knowledge Sharing has a significant positive impact on Job Performance*

### **The Impact of Job Satisfaction on Job Performance**

Research analyzing the impact of job satisfaction on job performance has been conducted previously and has shown a significant positive effect. (Eliyana et al., 2019) examined this relationship in the port sector, (Ye, Liu, & Gu, 2019) in the banking sector, (Mohd Nasuridin, Tan, & Naseer Khan, 2020) in the hospital sector, (Sembiring, Nimran, Astuti, & Utami, 2020) in the police sector, and (Yen et al., 2020) among social media-using employees in Taiwan. Based on these findings, the following hypothesis can be formulated:

*H9: Job Satisfaction has a significant positive impact on Job Performance*

### **The Mediating Effect of Knowledge Sharing on the Relationship Between Social-Related Social Media Usage and Job Performance**

The mediating effect of knowledge sharing on the relationship between social-related social media usage and job performance has been analyzed in several studies. (Jafar et al., 2019; Lee & Lee, 2022; Salleh, Ibrahim, Mara, & Mara, 2023) found that knowledge sharing plays a significant positive mediating role in the relationship between social-related social media usage and job performance. Based on these findings, the following hypothesis can be formulated:

*H10: Knowledge Sharing mediates the positive effect of Social-related Social Media Usage on Job Performance*

### **The Mediating Effect of Job Satisfaction on the Relationship Between Social-Related Social Media Usage and Job Performance**

The mediating role of job satisfaction in the relationship between social-related social media usage and job performance has been analyzed by several researchers, such as (Alkhateeb & Abdalla, 2020; Lee & Lee, 2022; Lysandra, Noermijati, & Kurniawati, 2023; Taboroši et al., 2022; Yen et al., 2020). These studies have found that job satisfaction significantly positively mediates the relationship between social-related social media usage and job performance. Based on these findings, the following hypothesis can be formulated:

*H11: Job Satisfaction mediates the positive effect of Social-related Social Media Usage on Job Performance*

### **The Mediating Effect of Knowledge Sharing on the Relationship Between Work-Related Social Media Usage and Job Performance**

The mediating role of knowledge sharing in the relationship between work-related social media usage and job performance has been previously studied. Research conducted by (Babu, Hareendrakumar VR, & Subramoniam, 2020; Cui et al., 2019; Marbun, Juliandi, & Effendi, 2020) has shown that knowledge sharing significantly positively mediates the relationship between work-related social media usage and job performance. Based on these findings, the following hypothesis can be formulated:

H12: Knowledge Sharing mediates the positive effect of Work-related Social Media Usage on Job Performance

**The Influence of Job Satisfaction as a Mediator in the Relationship Between Work-related Social Media Usage and Job Performance**

Studies by (Alkhateeb & Abdalla, 2020; Lysandra et al., 2023; Shujaat et al., 2019) demonstrate a significant positive role of job satisfaction in mediating the relationship between work-related social media usage and job performance. Based on the explanations above, the hypothesis can be formulated as follows:

H13: Job Satisfaction mediates the influence of Work-related Social Media Usage on Job Performance

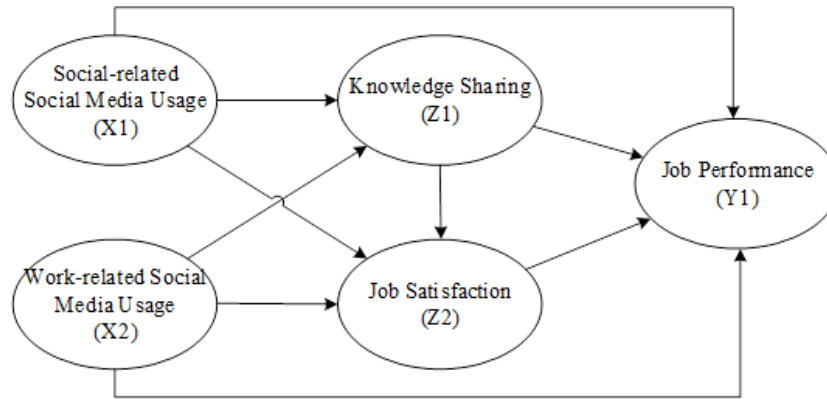


Figure 2: Research Framework

**Research and Methodology**

**Sampling and Data Collection**

The sample size for this study was determined using the Slovin's formula from a total population of 2,841 lecturers employed at private universities in the city of Malang, with a margin of error of 5%. Therefore, the minimum required sample size was 351 respondents. The respondents for this study were permanent lecturers working at private universities in the Malang region. The questionnaire was distributed in digital form via an online platform. The distribution period of the questionnaire was from January 22, 2024, to March 22, 2024, with a total of 351 questionnaires returned and processed. Details of the respondents are presented in the table below.

Table 1: Characteristic of Respondents

Characteristics	n	%
<b>Age</b>		
≤ 25 years	3	0.9%
26-35 years	122	35%
36-45 years	102	29%
46-55 years	72	20%
56-65 years	53	15.1%
<b>Gender</b>		
Male	195	55.4%
Female	157	44.6%
<b>Length of Employment</b>		
≤ 1 years	4	1.14%
1-5 years	78	22.16%
6-10 years	82	23.30%
11-15 years	65	18.47%
15-20 years	42	11.93%
21-25 years	26	7.39%
25-30 years	15	4.26%
31-35 years	24	6.82%
36-40 years	16	4.53%
<b>Functional Position</b>		

<b>Lecturer</b>	98	27.84%
<b>Assistant Professor</b>	131	37.21%
<b>Senior Assistant Professor</b>	87	25.57%
<b>Associate Professor</b>	29	8.24%
<b>Professor</b>	4	1.14%

**Questionnaire and Measurement**

In this study, a questionnaire was used for data collection purposes. The statement items on social and work-related social media usage were adopted from (Gonzales, 2012) as they have been widely used in several studies, such as (Jafar et al., 2019). The variable social-related social media usage consists of two indicators: informal communication and entertainment, while work-related social media usage consists of four indicators: collaboration, information sharing, document management, and knowledge repositories. Knowledge sharing was measured using the indicators from (Henttonen et al., 2016), which include explicit and implicit knowledge. Job satisfaction was assessed using a questionnaire from (Weiss, 1967), which has also been used by other researchers such as (Eliyana et al., 2019; Usmanova et al., 2020). Job performance was measured using the framework from (Pardiman et al., 2017), as it aligns with the Indonesian government's regulations regarding the Tridharma of higher education. The Likert scale used in this research was a 5-point scale ranging from 1 (strongly disagree) to 5 (strongly agree).

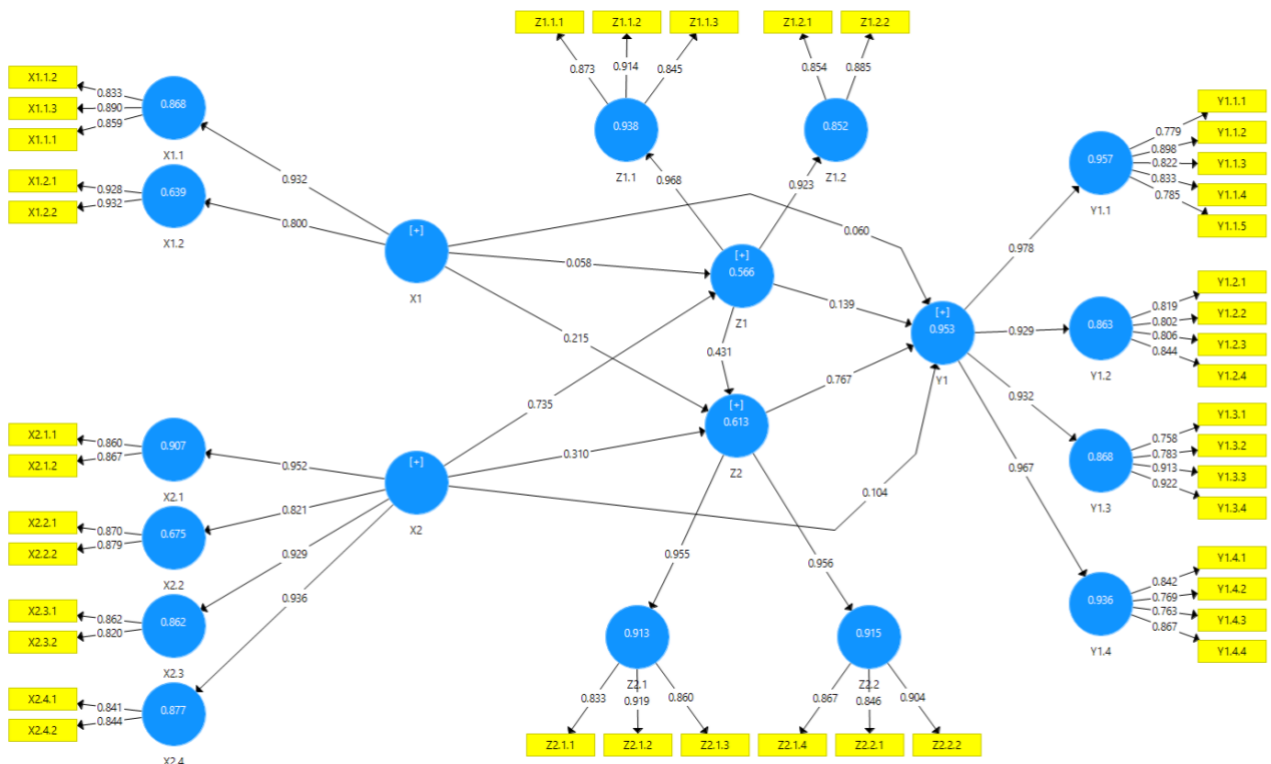
**Data Analysis**

Based on the established research objectives, the inferential analysis technique used in this study is PLS. PLS is a technique within SEM, that is capable of analyzing latent variables, indicators, and measurement errors directly. PLS is a reliable analytical method because it can be applied to all types of data scales, does not require a large sample size, and does not rely heavily on assumptions.

**Findings and Discussions**

**Findings**

In this study, the collected data were analyzed using the PLS approach using the SmartPLS application. The first step in SmartPLS analysis involves constructing a path model that functions to depict relationships between variables and constructs based on theory and logic. Path analysis is illustrated in the diagram below.



**Figure 3: Path Analysis**

**Outer Model Evaluation**

Outer model is used to assess the validity and reliability of the model through an iterative algorithm process. There are two validity tests in PLS: convergent validity and discriminant validity. There are also two reliability tests in PLS: cronbach alpha and composite

reliability assessment. Convergent validity of the measurement model with reflective indicators is calculated based on the correlation between item scores or component scores and construct scores calculated using PLS. Convergent validity is measured using Average Variance Extracted (AVE). In the initial stages of scale development, loading factor values between 0.50 to 0.60 are considered acceptable. Loading factor values are considered high if they correlate more than 0.70 with the construct being measured. It is known that all indicators in this study have loading factors greater than 0.50, indicating that no indicators are discarded and all are considered valid.

The AVE values obtained in this study are as follows: SRSMU is 0.607, WRSMU is 0.606,; KS is 0.691; JS is 0.693,; and JP is 0.618. All variables in this study have AVE values above 0.50, indicating that all variables are considered valid. Furthermore, the composite reliability values for the variables are as follows: SRSMU is 0.838; WRSMU is 0.925; KS is 0.918; JS is 0.938; and JP is 0.965, all greater than 0.70. These results indicate that all variables used in this study have good reliability. Detailed calculations can be found in Table 2.

**Table 2:** AVE, Cronbach Alpha, Composite Reliability

No.	Variable	AVE	Cronbach Alpha	Composite Reliability	Description
1.	Social-related social media usage	0.607	0.838	0.885	Valid and Reliable
2.	Work-related social media usage	0.606	0.906	0.925	Valid and Reliable
3.	Knowledge Sharing	0.691	0.887	0.918	Valid and Reliable
4.	Job Satisfaction	0.693	0.910	0.938	Valid and Reliable
5.	Job Performance	0.618	0.961	0.965	Valid and Reliable

**Inner Model Evaluation**

The R-square value is used to assess the influence of independent variables on dependent variables that have substantive effects. The Q-square test for predictive relevance measures how well the model's observations and parameter estimates match. The R-square values for each dependent variable are as follows: KS is 0.566, JS is 0.613, and JP is 0.953. Meanwhile, the Q-square value of 0.961 or 96.1% indicates that this research model is good, as the Q-square value approaches 1 or 100%.

**Hypothesis Testing**

Hypothesis testing is a procedure conducted in this study to make decisions on accepting or rejecting research hypotheses based on the p-value and t-value scores. Detailed results of hypothesis testing are presented in the table 3.

**Table 3:** Hypothesis Testing Results

Hypothesis	Relationship	Path Coefficient	p-value	t-statistics	Description	Result
H1	X1→Z1	0.058	0.071	1.809	Not Significant	Not Supported
H2	X1→Z2	0.215	0.000	4.167	Significant	Supported
H3	X1→Y1	0.060	0.000	3.842	Significant	Supported
H4	X2→Z1	0.735	0.000	22.513	Significant	Supported
H5	X2→Z2	0.310	0.000	5.889	Significant	Supported
H6	X2→Y1	0.104	0.000	4.965	Significant	Supported
H7	Z1→Y1	0.431	0.000	8.646	Significant	Supported
H8	Z1→Y1	0.139	0.000	6.506	Significant	Supported
H9	Z2→Y1	0.767	0.000	36.124	Significant	Supported
H10	X1→Z1→Y1	0.008	0.115	1.579	Not Significant	Not Supported (not mediated)
H11	X1→Z2→Y1	0.165	0.000	3.982	Significant	Supported (partial mediation)
H12	X2→Z1→Y1	0.102	0.000	7.048	Significant	Supported (partial mediation)
H13	X2→Z2→Y1	0.238	0.000	5.805	Significant	Supported (partial mediation)



Based on the hypothesis testing results above, the overall direct relationship tests between variables indicate that out of nine hypotheses, one hypothesis, H1, is not significant because the t-value is  $< 1.96$  and the p-value is  $> 0.05$ . Therefore, H1 is not supported. The results of this study align with (H. Zhang, Wang, & Chen, 2023), who conducted research on a diverse group of employees in China. Their findings indicate that social-related social media usage does not significantly impact knowledge sharing because the primary purpose of social functions on social media is to maintain social relationships. Consequently, employees tend to use social media to uphold their social connections, such as chatting with colleagues, which mainly involves discussing personal feelings. As a result, work-related conversations are minimal, adversely affecting the knowledge sharing process.

The other eight hypotheses, namely H2, H3, H4, H5, H6, H7, H8, and H9, are significantly positive because the t-value is greater than 1.96 and the p-value is less than 0.05. Thus, H2 is supported. The results of this study are consistent with the research of (Kock & Moqbel, 2019; Liang et al., 2020; Shujaat et al., 2019), which analyze the relationship between the two variables across various sectors, such as Facebook users and employees in various industries in Pakistan and China. H3 is supported, consistent with the research of (Charoensukmongkol, 2015; Chen et al., 2021; Song et al., 2019), which studied the effects of these two variables on employees in Thailand (Charoensukmongkol, 2015) and China (Chen et al., 2021; Song et al., 2019). H4 is supported, in line with the research by (Naeem, 2019), who studied the relationship between the two variables at private and public universities in the UK; (Cui et al., 2019), who analyzed multi-sector respondents from technology companies, services, and other industries; and (Jafar et al., 2019), who analyzed multi-sector respondents in Pakistan. H5 is supported, showing that work-related social media usage also positively impacts job satisfaction, as found in research by (Olfat et al., 2019), which analyzed the relationship between the two variables among employees of internet service providers in Iran, and (Liang et al., 2020), which analyzed various respondents from different industries in China. H6 is also supported, with findings consistent with research by (Pavithra & Deepak, 2021), who analyzed respondents among information technology employees in Bangalore, and (Lee & Lee, 2020), who analyzed Facebook and KakaoTalk users in South Korea. H7 is supported, consistent with research by (Kianto et al., 2016) and (Malik & Kanwal, 2018), who analyzed the government sector in Finland and multi-sector respondents in Pakistan. H8 is supported, with similar results obtained by (Henttonen et al., 2016; Masa'deh et al., 2016; Na-Nan et al., 2019; Swanson, Kim, Lee, Yang, & Lee, 2020b), who analyzed various sectors in Jordan, the public sector in Finland, micro, small, and medium enterprises in Thailand, and the hospitality sector in South Korea. H9 is also supported, with similar results obtained by (Eliyana et al., 2019; Mohd Nasurdin et al., 2020; Yen et al., 2020), who analyzed the port sector in Indonesia, the police in Indonesia, hospitals in Malaysia, and multi-sector workers in Taiwan. For the indirect relationships, the mediating role of knowledge sharing and job satisfaction in the relationship between social and work-related social media usage and job performance. It is found that H10 is not supported because the t-value is  $< 1.96$  and the p-value is  $> 0.05$ , hence H10 is not supported. However, hypotheses H11, H12, and H13 are supported with partial mediation.

## **Discussion**

This study reveals that social-related social media usage does not exhibit a significant relationship with knowledge sharing, aligning with findings from previous research (H. Zhang et al., 2023). Several factors contribute to this outcome. Firstly, social media platforms primarily serve social functions, facilitating interactions among faculty members for personal conversations with colleagues, friends, and family, rather than work-related discussions, including knowledge sharing. Secondly, social-related social media usage may lead to communication overload, resulting in unplanned communications that divert faculty members' attention away from work tasks, thereby hindering knowledge sharing processes. Thirdly, the echo chamber effect of social-related social media can foster groupthink among faculty members with similar backgrounds, potentially reducing cross-disciplinary knowledge integration. Consequently, faculty members who are not part of the majority group may be less inclined to participate in knowledge sharing and could engage in knowledge hiding behaviors (Sun, Zhou, Jeyaraj, Shang, & Hu, 2019). Social-related social media usage has a significant positive impact on job satisfaction, indicating that it affects the perceived job satisfaction of lecturers. This finding aligns with studies by (Kock & Moqbel, 2019; Ma, Zhang, & Ding, 2020; Shujaat et al., 2019), which suggest that social-related social media usage can enhance positive emotional feelings among lecturers, thereby increasing their organizational commitment and job satisfaction. Another reason is that lecturers spend most of their time at work, away from family, friends, and colleagues. Through social-related social media usage, lecturers can maintain and foster social relationships, achieving better work-life balance, which in turn enhances job satisfaction. Social-related social media usage has also been shown to significantly enhance lecturers' job performance. This finding is supported by studies such as those by (Charoensukmongkol, 2015; Chen et al., 2021; Song et al., 2019). Through social-related social media usage, lecturers can benefit from entertainment features on social media platforms, which helps reduce job-related stress and enables them to maintain their job performance. Additionally, social-related social media usage provides lecturers with social support from their close environment, helping them cope with work pressure and ultimately influencing their job performance positively.

The research findings indicate that work-related social media usage significantly enhances knowledge sharing. This aligns with studies by (Cui et al., 2019; Jafar et al., 2019; Naeem, 2019), which suggest that social media platforms offer features that facilitate knowledge sharing, removing barriers for users engaging in such activities. The social networks built on social media enrich lecturers' knowledge and facilitate the sharing process. Lecturers also leverage these platforms to enhance their performance, utilizing social media for research and training activities with collaborative features and search functionalities. This enables them to collaborate widely with researchers globally, transcending geographical limitations due to the web 2.0 nature of social media. Connecting with researchers outside their organization enhances knowledge exchange, thereby improving the quality of education, research, and

publications for lecturers. Work-related social media usage has been proven to significantly influence job satisfaction positively. Consistent with studies by (Liang et al., 2020; Olfat et al., 2019), work-related social media usage enhances job satisfaction among lecturers through supportive features embedded within these platforms. These features contribute to job success, consequently boosting job satisfaction. Additionally, social media functionalities such as chat and collaboration facilitate easy access to knowledge needed to fulfill job responsibilities, further enhancing job satisfaction. Work-related social media usage has also been proven to positively and significantly enhance job performance. This is attributed to several factors, such as the ease of interaction on social media platforms, allowing lecturers to engage with colleagues and access necessary knowledge, thereby improving their job performance. Being online-based, social media usage also minimizes the time lecturers spend on communication compared to face-to-face interactions, leaving more time for them to focus on their work (Lee & Lee, 2020). Various features available on social media platforms can be utilized by lecturers to enhance educational quality, such as accessing teaching materials on platforms like YouTube to enrich teaching content. Additionally, community engagement activities can be more efficiently distributed to the public through online social media platforms.

Knowledge sharing has a significant positive impact on lecturers' job satisfaction. This occurs because through knowledge sharing, lecturers feel that their abilities are valued and meet organizational needs, while also receiving support and encouragement from colleagues, thereby enhancing their job satisfaction (Henttonen et al., 2016). The research results indicate a positive and significant relationship between knowledge sharing and job performance. This is because when lecturers engage in knowledge sharing, it allows for the creation of new ideas and facilitates the use of existing resources to enhance their performance (Henttonen et al., 2016). Lecturers are knowledge workers who utilize and generate knowledge as a key element of their work, making knowledge sharing a critical factor in achieving their job performance.

Job satisfaction has also been proven to have a significant positive impact on lecturers job performance. Consistent with research by (Eliyana et al., 2019), employees who are satisfied with their jobs tend to exhibit good job performance. Furthermore, educators have a moral responsibility to educate their students. When lecturers are able to enhance their students capabilities, they tend to be satisfied with their work, ultimately improving their job performance. This occurs because not all service sector workers are solely motivated by salary and incentives (Sembiring et al., 2020).

Knowledge sharing cannot mediate the relationship between social-related social media usage and job performance. This is because social-related social media usage, such as using Facebook, can encourage time-wasting activities and reduce the concentration level of lecturers, thereby diminishing their focus on their work. Consequently, the process of knowledge sharing cannot proceed effectively (Lee & Lee, 2022). Job satisfaction has been proven to mediate the relationship between social-related social media usage and job performance. With social-related social media usage, lecturers have a more flexible way to connect with colleagues, friends, and family, and job satisfaction is closely related to this interaction process, ultimately fostering social support. Increased job satisfaction encourages lecturers to meet their work targets (Yen et al., 2020). Social-related social media usage also fulfills the communication needs of lecturers; using social media represents desires for communication, openness, extraversion, and engagement with their environment. Lecturers with these characteristics tend to achieve overall job satisfaction (Taboroši et al., 2022). The mediating role of knowledge sharing has a positive and significant impact on the relationship between work-related social media usage and job performance. This occurs because lecturers feel more connected to their organization through knowledge sharing activities, which builds confidence and enhances their job performance (Jafar et al., 2019). The ease of interaction provided by social media facilitates knowledge sharing for lecturers, making it easier for them to enhance contextual performance related to their core tasks in education, research, and community service (Cui et al., 2019). The variable of job satisfaction has been proven to positively and significantly mediate the relationship between work-related social media usage and job performance. This finding is consistent with studies conducted by (Alkhateeb & Abdalla, 2020; Lysandra et al., 2023; Shujaat et al., 2019). In workplace settings, lecturers often find themselves away from family and friends, and work-related social media usage enables them to receive social support, thereby enhancing their job satisfaction and positively impacting their job performance. Work-related social media usage also facilitates sharing, discussions, and dissemination of work-related materials among lecturers, leading to increased job satisfaction and influencing their work outcomes (Alkhateeb & Abdalla, 2020). Additionally, (Lysandra et al., 2023) state that work-related social media usage fosters greater organizational commitment among lecturers and enhances their job satisfaction, thereby increasing their productivity in completing tasks.

## **Conclusions**

The classification of social and work-related social media usage in this study, within the private higher education sector in Indonesia, has shown distinct impacts. Social-related social media usage has been found to directly enhance job satisfaction and job performance of lecturers, but it does not contribute to knowledge sharing. The implications of this research, particularly for university leaders, underscore the need to regulate social-related social media usage due to its documented negative effects such as communication overload, unplanned communication disrupting concentration, and echo chambers that hinder knowledge sharing activities. On the other hand, social-related social media usage positively impacts job satisfaction by facilitating social interactions with family, friends, and colleagues, thus enhancing overall job satisfaction. Additionally, it allows lecturers to use social media to reduce stress and job pressure, aiding in completing tasks effectively. University leaders can institute policies regarding social-related social media usage during break times to maximize the benefits of social media use.

In contrast, work-related social media usage has been proven to directly enhance knowledge sharing, job satisfaction, and job performance. The findings suggest that university leaders can maximize work-related social media usage by encouraging its use and providing training on its features, such as collaboration tools and search functions, which support knowledge sharing. The ease of accessing information and knowledge through web 2.0-based social media platforms, which eliminate geographic constraints, aids in task completion and boosts job satisfaction, ultimately motivating lecturers to perform better.

The mediating role of knowledge sharing does not influence the relationship between social-related social media usage and job performance, as the direct link between social-related social media usage and knowledge sharing is not significant. However, knowledge sharing positively mediates the relationship between work-related social media usage and job performance. Conversely, job satisfaction has been found to positively enhance the relationship between both social and work-related social media usage and job performance.

Research reveals several practical implications related to managing social media to enhance lecturer performance in universities. Firstly, providing training and mentorship aims to offer insights to lecturers, particularly regarding work-related social media usage such as involving students in learning processes, sharing educational resources, and facilitating discussions. Secondly, establishing social media content guidelines ensures appropriate content aligned with academic contexts, encouraging lecturers to share relevant academic materials, research, and news while avoiding personal or controversial content. Thirdly, promoting academic achievements encourages lecturers to share their research publications, conference participations, and other accomplishments to inspire colleagues and enhance their professional visibility. Fourthly, fostering collaboration and networking encourages lecturers to use social media as a platform for networking, particularly for research projects and personal development. Fifthly, emphasizing privacy and confidentiality underscores the importance of respecting privacy when discussing sensitive information involving students, lecturers, and staff on social media. Sixthly, providing monitoring and support offers resources for lecturers to effectively manage their social media use, including guidelines on managing time to ensure it complements rather than disrupts research and teaching responsibilities. Lastly, ensuring compliance and legal considerations involves designing social media usage policies that adhere to regulations, policies, and copyright laws. These strategies collectively aim to create a supportive environment for lecturer professional development, enhance student engagement, and uphold institutional standards.

This study has several limitations, it focuses solely on the city of Malang, Indonesia. Future research could expand the study area by analyzing other cities in Indonesia to provide a clearer picture for private university leaders in decision-making and policy formulation. Additionally, this study uses a cross-sectional design; future research could employ longitudinal studies or experimental approaches.

## Acknowledgements

**Author Contributions:** Conceptualization, A.T., C.S. and D.T.K.; methodology, A.T. validation, A.T., C.S., D.T.K.; formal analysis, A.T., C.S., and D.T.K.; investigation, A.T., and C.S.; resources, A.T.; writing—original draft preparation, A.T., C.S., and D.T.K.; writing—review and editing, C.S. and D.T.K.

**Informed Consent Statement:** Informed consent was obtained from all subjects involved in the study.

**Data Availability Statement:** The data presented in this study are available on request from the corresponding author. The data are not publicly available due to restrictions.

**Conflicts of Interest:** The authors declare no conflict of interest.

## References

- Aboelmaged, M. G. (2018). Knowledge sharing through enterprise social network (ESN) systems: motivational drivers and their impact on employees' productivity. *Journal of Knowledge Management*, 22(2), 362–383. <https://doi.org/10.1108/JKM-05-2017-0188>
- Al-Asadi, R., Muhammed, S., Abidi, O., & Dzenopoljac, V. (2019). Impact of servant leadership on intrinsic and extrinsic job satisfaction. *Leadership and Organization Development Journal*, 40(4), 472–484. <https://doi.org/10.1108/LODJ-09-2018-0337>
- Al-Rahmi, W. M., Alias, N., Othman, M. S., Marin, V. I., & Tur, G. (2018). A model of factors affecting learning performance through the use of social media in Malaysian higher education. *Computers and Education*, 121, 59–72. <https://doi.org/10.1016/j.compedu.2018.02.010>
- Ali-Hassan, H., Nevo, D., & Wade, M. (2015). Linking dimensions of social media use to job performance: The role of social capital. *Journal of Strategic Information Systems*, 24(2), 65–89. <https://doi.org/10.1016/j.jsis.2015.03.001>
- Alkhateeb, M., & Abdalla, R. (2020). Innovations in Human Resource Management: Impact of Social Media Use on Employees' Performance. *Marketing and Management of Innovations*, 6718(2), 139–153. <https://doi.org/10.21272/mmi.2020.2-10>
- Anjani, A. (2021). 18 Universitas Swasta Terbaik di Indonesia versi Kemendikbudristek 2020. Retrieved September 6, 2021, from <https://www.detik.com/edu/perguruan-tinggi/d-5654199/18-universitas-swasta-terbaik-di-indonesia-versi-kemendikbudristek-2020>

- Babu, S., Hareendrakumar VR, & Subramoniam, S. (2020). Impact of Social Media on Work Performance at a Technopark in India. *Metamorphosis: A Journal of Management Research*, 19(1), 59–71. <https://doi.org/10.1177/0972622520962949>
- Berraies, S., Lajili, R., & Chtioui, R. (2020). Social capital, employees' well-being and knowledge sharing: does enterprise social networks use matter? Case of Tunisian knowledge-intensive firms. *Journal of Intellectual Capital*, 21(6), 1153–1183. <https://doi.org/10.1108/JIC-01-2020-0012>
- Charoensukmongkol, P. (2015). Social media use and job performance: Moderating roles of workplace factors. *International Journal of Cyber Behavior, Psychology and Learning*, 5(2), 59–74. <https://doi.org/10.4018/IJCBPL.2015040105>
- Chen, X., Ou, C. X., & Davison, R. M. (2021). *Internal or external social media? The effects of work-related and social-related use of social media on improving employee performance*. (September). <https://doi.org/10.1108/INTR-03-2020-0159>
- Cui, X., Huo, B., Lei, Y., & Zhou, Q. (2019). The influence of team social media usage on individual knowledge sharing and job performance from a cross-level perspective. *International Journal of Operations and Production Management*, 40(5), 553–573. <https://doi.org/10.1108/IJOPM-04-2019-0311>
- Demircioglu, M. A. (2018). Examining the Effects of Social Media Use on Job Satisfaction in the Australian Public Service: Testing Self-Determination Theory. *Public Performance and Management Review*, 41(2), 300–327. <https://doi.org/10.1080/15309576.2017.1400991>
- Demircioglu, M. A., & Chen, C. A. (2019). Public employees' use of social media: Its impact on need satisfaction and intrinsic work motivation. *Government Information Quarterly*, 36(1), 51–60. <https://doi.org/10.1016/j.giq.2018.11.008>
- Eliyana, A., Ma'arif, S., & Muzakki. (2019). Job satisfaction and organizational commitment effect in the transformational leadership towards employee performance. *European Research on Management and Business Economics*, 25(3), 144–150. <https://doi.org/10.1016/j.iedeen.2019.05.001>
- Fauzi, M. A., Abdul Rahman, A. R., & Lee, C. K. (2022). A systematic bibliometric review of the United Nation's SDGs: which are the most related to higher education institutions? *International Journal of Sustainability in Higher Education*. <https://doi.org/10.1108/IJSHE-12-2021-0520>
- Gonzales, E. S. (2012). Internal social media's impact on socialization and commitment (Baylor University). Retrieved from <http://hdl.handle.net/2104/8575>
- Haddadi Harandi, A. A., Bokharai Nia, M., & Valmohammadi, C. (2019). The impact of social technologies on knowledge management processes: The moderator effect of e-literacy. *Kybernetes*, 48(8), 1731–1756. <https://doi.org/10.1108/K-11-2017-0413>
- Henttonen, K., Kianto, A., & Ritala, P. (2016). Knowledge sharing and individual work performance: an empirical study of a public sector organisation. *Journal of Knowledge Management*, 20(4), 749–768. <https://doi.org/10.1108/JKM-10-2015-0414>
- Jafar, R. M. S., Geng, S., Ahmad, W., Niu, B., & Chan, F. T. S. (2019). Social media usage and employee's job performance: The moderating role of social media rules. *Industrial Management and Data Systems*, 119(9), 1908–1925. <https://doi.org/10.1108/IMDS-02-2019-0090>
- Jia, L., Hall, D., Yan, Z., Liu, J., & Byrd, T. (2018). The impact of relationship between IT staff and users on employee outcomes of IT users. *Information Technology and People*, 31(5), 986–1007. <https://doi.org/10.1108/ITP-03-2017-0075>
- Kemendikbud. (2017). Peta Jalan Generasi Emas Indonesia 2045. *Kementerian Pendidikan Dan Kebudayaan Republik Indonesia*, 1–30. Retrieved from <https://paska.kemdikbud.go.id/wp-content/uploads/2018/08/170822-V.2-Generasi-Emas-2045-.pdf>
- Kemendikbud. (2021). PDDikti - Pangkalan Data Pendidikan Tinggi. Retrieved September 6, 2021, from <https://pddikti.kemdikbud.go.id/pt>
- Kianto, A., Vanhala, M., & Heilmann, P. (2016). The impact of knowledge management on job satisfaction. *Journal of Knowledge Management*, 20(4), 621–636. <https://doi.org/10.1108/JKM-10-2015-0398>
- Kock, N., & Moqbel, M. (2019). Social Networking Site Use, Positive Emotions, and Job Performance. *Journal of Computer Information Systems*, 61(2), 163–173. <https://doi.org/10.1080/08874417.2019.1571457>
- Kwayu, S., Abubakre, M., & Lal, B. (2021). The influence of informal social media practices on knowledge sharing and work processes within organizations. *International Journal of Information Management*, 58(December 2019). <https://doi.org/10.1016/j.ijinfomgt.2020.102280>
- Lee, S. Y., & Lee, S. W. (2020). Social media use and job performance in the workplace: The effects of Facebook and KakaoTalk use on job performance in South Korea. *Sustainability (Switzerland)*, 12(10). <https://doi.org/10.3390/SU12104052>
- Lee, S. Y., & Lee, S. W. (2022). Facebook Use and Job Performance: The Mediating Effects of Social Capital, Knowledge Sharing, and Job Satisfaction. *International Journal of Human-Computer Interaction*, 38(14), 1359–1374. <https://doi.org/10.1080/10447318.2021.2002045>
- Liang, M., Xin, Z., Yan, D. X., & Jianxiang, F. (2020). How to improve employee satisfaction and efficiency through different enterprise social media use. *Journal of Enterprise Information Management*, (18). <https://doi.org/10.1108/JEIM-10-2019-0321>
- Lysandra, C. L., Noermijati, N., & Kurniawati, D. T. (2023). Improving Employee Performance Through the Use of Social Media At the Workplace: Mediated By Employee Engagement and Job Satisfaction. *Jurnal Aplikasi Manajemen*, 21(2), 393–403. <https://doi.org/10.21776/ub.jam.2023.021.02.09>
- Ma, L., Zhang, X., & Ding, X. (2020). Enterprise social media usage and knowledge hiding: a motivation theory perspective. *Journal of Knowledge Management*, 24(9), 2149–2169. <https://doi.org/10.1108/JKM-03-2020-0234>

- Malik, M. S., & Kanwal, M. (2018). Impacts of organizational knowledge sharing practices on employees' job satisfaction. *Journal of Workplace Learning*, 30(1), 2–17. <https://doi.org/10.1108/jwl-05-2016-0044>
- Marbun, D. S., Juliandi, A., & Effendi, S. (2020). The Effect of Social Media Culture and Knowledge Transfer on Performance. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, 3(3), 2513–2520. <https://doi.org/10.33258/birci.v3i3.1234>
- Mariana, L., Ramly, M., Siring, B., & Rahman, Z. (2024). Influence Work-Family Conflict, Workplace Well-Being, and the Workload Turnover Intention on Lecturer Performance in Lldikti Region IX. *Revista de Gestao Social e Ambiental*, 18(8), 1–19. <https://doi.org/10.24857/rgsa.v18n8-089>
- Masa'deh, R., Obeidat, B. Y., & Tarhini, A. (2016). A Jordanian empirical study of the associations among transformational leadership, transactional leadership, knowledge sharing, job performance, and firm performance: A structural equation modelling approach. *Journal of Management Development*, 35(5), 681–705. <https://doi.org/10.1108/JMD-09-2015-0134>
- Miranne Khaled. (2024). Social Media and Education: Exploring the Pros and Cons with Surprising Statistics in 2024. Retrieved June 25, 2024, from ProfileTree website: <https://profiletree.com/social-media-and-education-exploring-statistics/>
- Mohd Nasurdin, A., Tan, C. L., & Naseer Khan, S. (2020). Can high performance work practices and satisfaction predict job performance? An examination of the Malaysian private health-care sector. *International Journal of Quality and Service Sciences*. <https://doi.org/10.1108/IJQSS-06-2019-0090>
- Na-Nan, K., Saribut, S., & Sanamthong, E. (2019). Mediating effects of perceived environment support and knowledge sharing between self-efficacy and job performance of SME employees. *Industrial and Commercial Training*, 51(6), 342–359. <https://doi.org/10.1108/ICT-01-2019-0009>
- Naeem, M. (2019). Uncovering the role of social media and cross-platform applications as tools for knowledge sharing. *VINE Journal of Information and Knowledge Management Systems*, 49(3), 257–276. <https://doi.org/10.1108/VJKMS-01-2019-0001>
- Ng, J. C. Y., Shao, I. Y. T., & Liu, Y. (2016). This is not what I wanted: the effect of avoidance coping strategy on non-work related social media use at workplace. *Employee Relations*, 38(4), 466–486. <https://doi.org/10.1108/ER-12-2015-02sela>
- Olfat, M., Tabarsa, G. A., Ahmadi, S., & Shokouhyar, S. (2019). Disclosing the bright side of SNs in the workplace: A comparison between ESNs and public SNs in benefiting the organizations. *Journal of Enterprise Information Management*, 32(3), 390–412. <https://doi.org/10.1108/JEIM-10-2018-0215>
- Pardiman, P., Sudiro, A., Troena, E. A., & Rofiq, A. (2017). The Mediating Role of Social Capital in Islamic Work Ethic, Organizational Commitment, and Lecturer's Performance. *International Review of Management and Marketing*, 7(5), 113–123. <https://doi.org/10.32479/irmm.5740>
- Pavithra, S., & Deepak, K. V. (2021). The effect of social media on employees' job performance with reference to information technology (IT) sector in Bangalore. *Materials Today: Proceedings*, (xxxx). <https://doi.org/10.1016/j.matpr.2020.11.067>
- Rahardja, U., Lutfiani, N., Setiani Rafika, A., & Purnama Harahap, E. (2020). Determinants of Lecturer Performance to Enhance Accreditation in Higher Education. *2020 8th International Conference on Cyber and IT Service Management, CITSM 2020*. <https://doi.org/10.1109/CITSM50537.2020.9268871>
- Rasheed, M. I., Malik, J., Pitafi, A. H., Iqbal, J., Anser, M. K., & Abbas, M. (2020). Usage of social media, student engagement, and creativity: The role of knowledge sharing behavior and cyberbullying. *Computers and Education*, 159(September), 1–12. <https://doi.org/10.1016/j.compedu.2020.104002>
- Robertson, B. W., & Kee, K. F. (2017). Social media at work: The roles of job satisfaction, employment status, and Facebook use with co-workers. *Computers in Human Behavior*, 70, 191–196. <https://doi.org/10.1016/j.chb.2016.12.080>
- Rofiaty, R. (2019). *The relational model of entrepreneurship and knowledge management toward innovation , strategy implementation and improving Islamic boarding school performance*. <https://doi.org/10.1108/JM2-05-2018-0068>
- Rokhman, F., Hum, M., Syaifudin, A., & Yuliati. (2014). Character Education for Golden Generation 2045 (National Character Building for Indonesian Golden Years). *Procedia - Social and Behavioral Sciences*, 141, 1161–1165. <https://doi.org/10.1016/j.sbspro.2014.05.197>
- Sabrina, C., & Kurniawati, D. T. (2024). Exploring the relationship between talent management, work-life balance, and job satisfaction in state-owned banking: a mediation analysis. *International Journal of Research in Business and Social Science* (2147- 4478), 13(4), 200–208. <https://doi.org/10.20525/ijrbs.v13i4.3323>
- Salleh, S. M., Ibrahim, N., Mara, U. T., & Mara, U. T. (2023). *The Relationship between Social Media Usage and Job Performance among Administrative Employees in Malaysia*. 15(4), 23–38.
- Sang, L., Xia, D., Ni, G., Cui, Q., Wang, J., & Wang, W. (2019). Influence mechanism of job satisfaction and positive affect on knowledge sharing among project members: Moderator role of organizational commitment. *Engineering, Construction and Architectural Management*, 27(1), 245–269. <https://doi.org/10.1108/ECAM-10-2018-0463>
- Sembiring, N., Nimran, U., Astuti, E. S., & Utami, H. N. (2020). The effects of emotional intelligence and organizational justice on job satisfaction, caring climate, and criminal investigation officers' performance. *International Journal of Organizational Analysis*, 28(5), 1113–1130. <https://doi.org/10.1108/IJOA-10-2019-1908>
- Shujaat, A., Rashid, A., & Muzaffar, A. (2019). Exploring the effects of social media use on employee performance: Role of commitment and satisfaction. *International Journal of Human Capital and Information Technology Professionals*, 10(3), 1–19. <https://doi.org/10.4018/IJHCITP.2019070101>

- Solihin, M. M. (2022). *Literasi Digital Dosen di Masa Pandemi COVID-19 The Digital Literacy of Lecturers during the COVID-19 Pandemic*. 109–122.
- Song, Q., Wang, Y., Chen, Y., Benitez, J., & Hu, J. (2019). Impact of the usage of social media in the workplace on team and employee performance. *Information and Management*, 56(8), 103160. <https://doi.org/10.1016/j.im.2019.04.003>
- Sukirno, S. (2020). Dataset of lecturer performance appraisal. *Data in Brief*, 32, 106161. <https://doi.org/10.1016/j.dib.2020.106161>
- Sun, Y., Zhou, X., Jeyaraj, A., Shang, R. A., & Hu, F. (2019). The impact of enterprise social media platforms on knowledge sharing: An affordance lens perspective. *Journal of Enterprise Information Management*, 32(2), 233–250. <https://doi.org/10.1108/JEIM-10-2018-0232>
- Swanson, E., Kim, S., Lee, S. M., Yang, J. J., & Lee, Y. K. (2020a). The effect of leader competencies on knowledge sharing and job performance: Social capital theory. *Journal of Hospitality and Tourism Management*, 42(September 2019), 88–96. <https://doi.org/10.1016/j.jhtm.2019.11.004>
- Swanson, E., Kim, S., Lee, S. M., Yang, J. J., & Lee, Y. K. (2020b). The effect of leader competencies on knowledge sharing and job performance: Social capital theory. *Journal of Hospitality and Tourism Management*, 42(November 2019), 88–96. <https://doi.org/10.1016/j.jhtm.2019.11.004>
- Taboroši, S., Popović, J., Poštin, J., Rajković, J., Berber, N., & Nikolić, M. (2022). Impact of Using Social Media Networks on Individual Work-Related Outcomes. *Sustainability (Switzerland)*, 14(13), 1–20. <https://doi.org/10.3390/su14137646>
- Usmanova, N., Yang, J., Sumarlah, E., Khan, S. U., & Khan, S. Z. (2020). Impact of knowledge sharing on job satisfaction and innovative work behavior: the moderating role of motivating language. *VINE Journal of Information and Knowledge Management Systems*, (1989). <https://doi.org/10.1108/VJKMS-11-2019-0177>
- Vyas, P. G., & Pandey, S. (2020). The effect of social networking sites use on employees' knowledge sharing. *European Journal of Training and Development*. <https://doi.org/10.1108/EJTD-02-2020-0027>
- Weiss, D. J. (1967). *Manual for the Minnesota Satisfaction Questionnaire*. Minneapolis, Work Adjustment Project, Industrial Relation Center, University of Minnesota.
- Wu, C. Y., Liang, H. M., Chiu, S. M., & Yuan, C. H. (2017). A study of impact of instant messaging on job performance through employee empowerment. *PICMET 2017 - Portland International Conference on Management of Engineering and Technology: Technology Management for the Interconnected World, Proceedings, 2017-Janua*, 1–10. <https://doi.org/10.23919/PICMET.2017.8125343>
- Ye, Z., Liu, H., & Gu, J. (2019). Relationships between conflicts and employee perceived job performance: Job satisfaction as mediator and collectivism as moderator. *International Journal of Conflict Management*, 30(5), 706–728. <https://doi.org/10.1108/IJCMA-01-2019-0010>
- Yen, Y. S., Chen, M. C., & Su, C. H. (2020). Social capital affects job performance through social media. *Industrial Management and Data Systems*, 120(5), 903–922. <https://doi.org/10.1108/IMDS-09-2019-0473>
- Zhang, H., Wang, M., & Chen, A. (2023). Empirical Investigation of How Social Media Usage Enhances Employee Creativity: The Role of Knowledge Management Behavior. *Behavioral Sciences*, 13(7). <https://doi.org/10.3390/bs13070601>
- Zhang, X., Ma, L., Xu, B., & Xu, F. (2019). How social media usage affects employees' job satisfaction and turnover intention: An empirical study in China. *Information & Management*, 56(6), 103136. <https://doi.org/10.1016/j.im.2018.12.004>

**Publisher's Note:** SSBFNET stays neutral with regard to jurisdictional claims in published maps and institutional affiliations.



© 2024 by the authors. Licensee SSBFNET, Istanbul, Turkey. This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (<http://creativecommons.org/licenses/by/4.0/>).

International Journal of Research in Business and Social Science (2147-4478) by SSBFNET is licensed under a Creative Commons Attribution 4.0 International License.