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Islamic Educational Strategies for Preventing Social Media Addiction among Adolescents

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ABSTRACT

The rapid development of digital technology has transformed social media into a primary space for social interaction, identity formation, and everyday communication among adolescents. This transformation has also raised growing global concerns about the increasingly compulsive nature of social media use, which in many cases resembles behavioral addiction. Although the academic literature on social media addiction continues to expand, many studies still approach this issue primarily from the perspective of individual psychological vulnerability or limited digital literacy. As a result, interventions focusing mainly on technological control or digital skill enhancement often demonstrate limited effectiveness in reducing excessive social media engagement among adolescents. Addressing this gap, this study aims to develop a conceptual framework explaining how Islamic educational strategies can strengthen adolescents' self-regulation, ethical awareness, and digital responsibility as preventive mechanisms against social media addiction. This study employs a qualitative conceptual approach through conceptual framework development and theoretical synthesis of relevant academic literature. The analysis integrates three main domains of knowledge: adolescent developmental psychology, social media addiction studies, and Islamic educational philosophy. The findings suggest that Islamic educational values such as Tazkiyah al-Nafs, muraqabah, and the principle of moderation (Wasatiyyah) can reinforce adolescents' internal self-regulation and ethical awareness in digital media use. The proposed conceptual model highlights three interconnected dimensions: spiritual development, moral character formation, and ethical digital literacy as protective factors against excessive social media engagement.

Keywords: Social Media Addiction, Islamic Education, Adolescents, Digital Literacy, Self-regulation.

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1. INTRODUCTION

The development of digital technology in the last two decades has fundamentally changed the patterns of communication, social interaction, and identity formation in adolescents (Ehrenreich et al., 2021). Social media is one of the main spaces for the younger generation to express themselves, build social relationships, and access various information quickly and widely (Awan & Gauntlett, 2013). Digital platforms offer a wide range of educational and social benefits, such as expanding friendship networks, increasing access to knowledge, and supporting creativity and social participation (Mirawati, Tjahjono et al., 2025). However, the increasing intensity of social media use also raises serious concerns in the study of psychology and education (Mirawati et al., 2024). Studies have shown that uncontrolled use can develop into Social Media Addiction, which is characterized by a compulsive urge to stay connected online, difficulty controlling the duration of use, as well as the appearance of emotional disturbances when access to social media is limited (Kuss & Griffiths, 2017).

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The phenomenon of social media addiction in adolescents is not only related to the excessive use of technology, but also has implications for various aspects of psychological development (Peris et al., 2020). Empirical studies show that social media addiction is associated with increased social anxiety, decreased sleep quality, impaired learning concentration, and decreased quality of direct social interaction (Hussain & Griffiths, 2021). In the context of education, this condition poses new challenges for educational institutions to not only focus on academic achievement, but also on the formation of self-regulation and digital literacy skills in students (Anthony et al., 2020). However, some literature still tends to place social media addiction as an individual psychological problem, such as weak self-control or a high need for social recognition. This perspective is considered inadequate because it ignores the role of the education system, cultural values, and social environment in shaping adolescents' digital behavior.

The academic debate opens up space to consider a more holistic approach to education in addressing the problem of social media addiction (Tülübaş et al., 2023). In this regard, Islamic Education offers a potentially relevant value framework in shaping healthy and responsible digital behavior (Shobirin & Efendi, 2025). Islamic education conceptually emphasizes not only the mastery of religious knowledge, but also the formation of character, self-control, and spiritual awareness as the foundation of human behavior. Values such as *Tazkiyah al-Nafs* (self-purification), *Muraqabah* (awareness of God's supervision), as well as the principle of moderation in life can be an ethical basis for individuals in managing the wise use of digital technology. Thus, Islamic education has the potential to make an important contribution in building adolescents' internal capacity to control their digital behavior.

Despite having strong normative potential, the integration between Islamic educational values and the issue of social media addiction is still relatively limited in the academic literature. Most research on social media addiction has focused more on approaches to clinical psychology, developmental psychology, or digital literacy from a secular perspective (Niklová & Hanesová, 2024). Meanwhile, studies linking Islamic education to the prevention of addictive behavior in the use of digital technology are still rare, especially in the form of systematic conceptual models (Islam, 2024). In addition, some critics also state that religious education practices in many educational institutions still tend to be oriented towards the transmission of normative knowledge and have not fully integrated contemporary issues such as the ethics of using digital technology. This condition shows that there is a gap between the theoretical potential of Islamic education and its implementation in facing social challenges in the digital era.

Based on these gaps, efforts are needed to develop a conceptual framework that integrates the perspective of adolescent developmental psychology with Islamic educational values in the context of social media addiction prevention. The development of this framework is important to explain how Islamic education strategies can contribute to strengthening self-control, spiritual awareness, and ethical digital literacy in adolescents. By combining psychological and spiritual dimensions, this approach is expected to provide a more comprehensive perspective in understanding the digital behavior of the younger generation. Therefore, this study aims to develop a conceptual framework regarding Islamic education strategies in preventing social media addiction in adolescents through the process of conceptual framework development and theoretical synthesis of various relevant literature. This study is expected to make a theoretical contribution in expanding the discourse on the role of religious education in facing contemporary digital challenges, as well as open up opportunities for future empirical research that tests the effectiveness of Islamic education strategies in building healthy and responsible digital behavior in the younger generation.

2. RESEARCH METHODOLOGY

This study uses a conceptual qualitative approach that aims to develop a theoretical framework regarding Islamic educational strategies to prevent social media addiction among adolescents. This research focuses on the development of conceptual models through the process of developing conceptual frameworks and theoretical synthesis based on relevant academic literature.

2.1. Research Design

This study uses a conceptual paper design that aims to develop a theoretical understanding of Islamic education strategies in preventing social media addiction in adolescents (Zubair & Raquib, 2020). The conceptual approach was chosen because this study does not focus on the collection of primary empirical data, but rather on a critical analysis of various theories and research findings that have been published previously. Through this approach, the researcher seeks to analyze, synthesize, and integrate theoretical perspectives from various scientific sources in order to produce a more comprehensive and systematic analytical framework regarding the phenomena studied (Brunton et al., 2020). Methodologically, this study uses an approach Theoretical synthesis, i.e. by identifying key concepts in the relevant literature, comparing various theoretical views, and integrating them into a coherent conceptual framework. The source of research data is in the form of academic literature such as scientific journal articles, books, and theoretical studies related to the use of social media, adolescent psychological development, and Islamic educational values.

This study focuses on the synthesis of three main scientific domains, namely adolescent developmental psychology, the study of social media addiction, and the philosophy of Islamic education. The integration of the three perspectives was used to formulate a theoretical framework explaining how Islamic educational values such as self-control, spiritual awareness, and character building can play a role as a preventive strategy in preventing social media addictive behavior in adolescents. The resulting conceptual framework is expected to make a theoretical contribution as well as a basis for future empirical research.

2.2. Data Source

The data used in this study consisted of secondary sources obtained from the academic literature, including peer-reviewed journal articles, scientific books, and theoretical studies relevant to social media addiction, adolescent development, digital literacy, and Islamic education. Literature is collected through academic databases such as Scopus indexed journals, Google Scholar, Web of Science, and other reputable academic sources. Priority is given to literature published in the last ten years to capture the latest developments in digital behavioral research, although some classical references in Islamic educational thought are also included to provide a basic perspective.

2.3. Literature Selection Criteria

To ensure the relevance and quality of the source, several inclusion criteria are applied:

- Publications that discuss social media addiction or problematic social media use among adolescents.
- Studies related to digital literacy, self-regulation, or the psychological impact of social media use.
- Literature that discusses the values of Islamic education, character education, or spiritual development in Islam.
- Peer-reviewed academic publications written in English or Indonesian.

Through this process, the selected literature serves as the main analytical material to build the conceptual framework proposed in this study.

2.4. Data Analysis

Data analysis follows a theoretical synthesis process, which involves several stages:

First, the researchers conducted a concept identification process by extracting key themes from the literature related to social media addiction, adolescent psychological development, and Islamic educational values. Second, the concepts identified were categorized and compared to identify a theoretical relationship between the psychological mechanisms of addictive digital behavior and the moral-spiritual principles emphasized in Islamic education. Third, the researchers conducted conceptual integration, combining insights from Islamic psychological and educational perspectives to formulate a coherent framework that

explains how Islamic education strategies can serve as a prevention mechanism against social media addiction. Finally, the synthesized concepts are organized into a conceptual framework that describes the relationship between Islamic educational values, adolescent self-regulation, digital ethics, and social media addiction prevention.

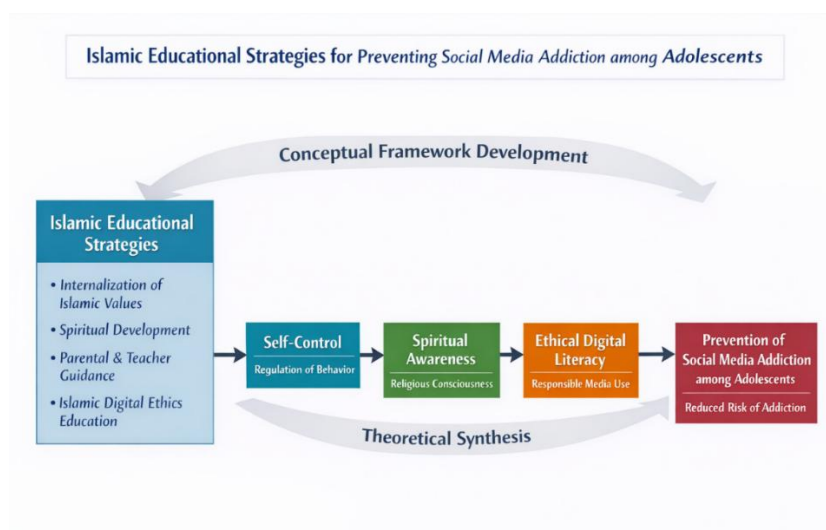


Figure 1: Conceptual framework

Overall, this conceptual methodology provides an approach that focuses on the resulting framework proposing that Islamic educational strategies such as the cultivation of spiritual awareness (muraqabah), self-purification (Tazkiyah al-Nafs), moral discipline, and ethical digital literacy can strengthen adolescents' internal self-control and encourage responsible engagement with digital media. This conceptual framework serves as a theoretical foundation for future empirical studies examining the effectiveness of Islamic educational interventions in addressing social media addiction among adolescents.

3. RESULTS AND DISCUSSION

Table 1. presents a synthesis of literature that is the basis for the development of a conceptual model of Islamic education strategies in the prevention of social media addiction in adolescents. This synthesis is carried out by integrating various relevant scientific perspectives, namely adolescent developmental psychology, digital media addiction studies, Islamic education, character education, and digital literacy. Each scientific domain makes a different conceptual contribution in understanding the behavioral dynamics of social media use in adolescents as well as prevention mechanisms that can be developed through educational approaches. In this context, the concept of self-regulation from developmental psychology provides a foundation for understanding adolescents' ability to control their digital behavior. Meanwhile, the study of social media addiction from the perspective of digital media psychology explains the characteristics of social media use that are compulsive and have the potential to have a negative impact on adolescents' academic, social, and emotional functions.

At the same time, Islamic education offers a normative and spiritual framework through the concepts of Tazkiyah al-Nafs, muraqabah, and the principle of moderation (Wasatiyyah) which play a role in strengthening internal self-control and ethical awareness in the use of digital technology. Integration with character education approaches and ethical digital literacy further enriches this conceptual framework by emphasizing the importance of establishing moral responsibility and critical awareness of the impact of social media. Thus, this literature synthesis is the basis for formulating the main dimensions of a conceptual model that places spiritual development, moral character building, and ethical digital literacy as protective factors in preventing social media addiction in adolescents.

Table 1. Literature Synthesis on the Development of Conceptual Models of Islamic Education Strategies in the Prevention of Social Media Addiction

Scientific Domain	Key Concepts	Conceptual Explanation	Contribution to Social Media Addiction Prevention	Main References
Adolescent Developmental Psychology	Self-regulation	An individual's ability to control behavior, emotions, and impulses in the use of digital technology	Help teens control the duration of social media use and reduce compulsive use behaviors	Zimmerman (2000); Baumeister & Vohs (2007)
Digital Media Psychology	Social media addiction	Excessive, compulsive, and disruptive patterns of social media use in academic, social, and emotional functioning	It is the basis for understanding the risks of addictive behavior in the use of social media	Andreassen (2015); Kuss & Griffiths (2017)
Islamic Education	Tazkiyah al-nafs	A process of purification of the soul that emphasizes self-control, moral reflection, and the formation of a balanced personality	Strengthening internal self-control so that adolescents are able to limit the use of digital media consciously	Al-Ghazali (2005); Al-Attas (2016)
Islamic Education	Muraqabah	Spiritual awareness that every human behavior is under God's watchful eye	Forming ethical awareness in digital activities, including in the use of social media	Al-Ghazali (2005); Nasr (2013)
Islamic Education	Wasatiyyah (moderation)	The principle of balance and moderation in various aspects of life	Encourage the use of social media proportionately and not excessively	Kamali (2015); Al-Qaradawi (2010)
Character Education	Moral character development	The process of forming moral values, responsibility, and integrity in daily behavior	Helping teens make ethical decisions in digital interactions	Lickona (1991); Berkowitz & Bier (2005)
Digital Literacy	Ethical digital literacy	Ability to understand the social, psychological, and moral impacts of the use of technology	Directing teens to use social media critically, wisely, and responsibly	Ribble (2015); Livingstone (2014)

Table 2. presents the integration of the main dimensions in the conceptual model of Islamic education strategies formulated to prevent social media addiction in adolescents. This model was developed through a literature synthesis that combines the perspectives of developmental psychology, character education, digital literacy, and Islamic educational values. The integration results in three main interrelated dimensions, namely spiritual development, moral character building, and ethical digital literacy.

The dimension of spiritual development emphasizes the internalization of values such as Tazkiyah al-Nafs and muraqabah which play a role in strengthening self-awareness and internal control over the behavior of using digital media. The dimension of moral character formation focuses on the development of the values of responsibility, integrity, and self-discipline that encourage adolescents to consider ethical aspects in every digital activity.

Meanwhile, the ethical digital literacy dimension emphasizes adolescents' ability to understand the social and psychological impacts of social media use and develop critical and wise attitudes in interacting in the digital space. These three dimensions do not stand separately, but strengthen each other in shaping adolescents' self-regulation, ethical awareness, and digital responsibility. The integration of these dimensions becomes the conceptual foundation for the development of a more comprehensive Islamic education strategy in responding to the challenge of social media addiction among the younger generation.

Table 2. Dimensional Integration of the Conceptual Model of Islamic Education Strategy

Model Dimensions	Main Components	Education Indicators	Impact on Adolescent Digital Behavior
Spiritual Development	Tazkiyah al-Nafs, Muraqabah	self-reflection, spiritual awareness, self-control	Increase self-control over social media use
Moral Character Formation	Morality, responsibility, integrity	Internalization of moral values, self-discipline	Strengthening ethical considerations in digital activities
Ethical Digital Literacy	Digital critical awareness	understanding the impact of social media, using technology wisely	Reduce excessive social media usage behavior

Table 3. illustrates the structure of the conceptual relationship between educational variables, psychological mechanisms, and behavioral outcomes expected in the model of Islamic educational strategies to prevent social media addiction in adolescents. This structure shows that educational interventions serve not only as a process of knowledge transfer, but also as a mechanism for the formation of self-regulation and ethical awareness that influences adolescents' digital behavior.

In this model, Islamic spiritual education plays a role in strengthening internal self-control through the internalization of spiritual values that encourage reflective awareness of the use of social media. Character education contributes to building moral judgments that help teens consider the ethical consequences of any digital activity. Meanwhile, ethical digital literacy serves as a cognitive framework that allows adolescents to critically understand the dynamics of social media and develop healthier and more responsible technology use patterns.

The interaction between the three educational variables produces psychological mechanisms in the form of self-regulation, moral judgment, and critical awareness of technology. This mechanism ultimately contributes to the formation of more balanced, controlled, and non-compulsive digital behaviors. Thus, the structure of this conceptual model confirms that the prevention of social media addiction in adolescents requires an integrative educational approach, which combines the spiritual, moral, and digital literacy dimensions in one mutually reinforcing framework.

Table 3. Structure of the Conceptual Model of Social Media Addiction Prevention

Educational Variables	Psychological Mechanisms	Behavioural Outcomes
Islamic Spiritual Education	Internal self-regulation	Control of social media usage
Character education	moral judgment	Ethical Decisions in Digital Activities
Ethical digital literacy	Critical Awareness of Technology	Healthy and balanced use of social media

3.1. Social Media Addiction Among Adolescents: Psychological Characteristics and Risks

A synthesis of the literature shows that adolescents are one of the most vulnerable groups to problematic social media use due to their ongoing psychological and social development. Adolescence is characterized by an exploration of identity, increased sensitivity to peer evaluation, and an increased need for a sense of social belonging, which often encourages young individuals to seek validation through digital platforms (Damgaard et al., 2023). Social media platforms provide direct feedback through likes, comments, and

shares, creating a reinforcement mechanism that encourages ongoing engagement. Over time, the pattern can develop into compulsive behaviors that resemble addictive tendencies (Wyatt, 2025).

Previous studies have identified several core indicators of social media addiction, including over-indulgence with online activity, difficulty controlling usage time, emotional distress when unable to access the platform, and neglect of responsibility in the real world (Kuss & Griffiths, 2017). Empirical findings also show that excessive use of social media is associated with a variety of psychological consequences, such as increased social anxiety, decreased academic concentration, sleep disturbances, and decreased quality of face-to-face interactions (Akbari et al., 2023).

These findings suggest that social media addiction is not just a technological problem, but a multidimensional phenomenon involving psychological, social, and behavioral factors. Although a growing body of research addresses the psychological aspects of social media addiction, most of the existing literature tends to frame the issue primarily as a matter of individual self-control or digital literacy. Such perspectives often ignore the broader educational and moral framework that shapes the regulation of adolescent behavior. These limitations highlight the need for a more holistic approach that combines moral, ethical, and spiritual dimensions in addressing problematic digital behaviors among adolescents.

3.2. The Values of Islamic Education as a Framework for Prevention

The theoretical synthesis carried out in this study shows that Islamic education offers a normative and ethical framework that can contribute to the prevention of social media addiction among adolescents. Islamic education emphasizes not only cognitive learning but also the development of moral character, spiritual awareness, and self-regulation as integral components of human development (Judge, 2025). These values provide internal mechanisms that can strengthen adolescents' ability to regulate their digital behaviors (Giovannelli et al., 2020).

One of the central concepts in Islamic philosophy of education is *Tazkiyah al-Nafs*, which refers to the process of self-purification and moral discipline (Ibrahim et al., 2025). This concept encourages individuals to develop awareness of their actions and regulate desires that can lead to harmful behaviors. In the context of digital media use, the development of *Tazkiyah al-Nafs* can help adolescents develop a reflective awareness of how they interact with technology and whether their online activities contribute positively to their well-being and personal growth.

Another relevant concept is *muraqabah*, which refers to the awareness that one's actions are always observed by God. This sense of spiritual responsibility can encourage individuals to be more in control of their daily behaviors, including their engagement with digital media. From an educational perspective, cultivating *muraqabah* can strengthen internal motivation to behave ethically, thereby reducing the tendency to use social media excessively or irresponsibly. In addition, the teachings of Islamic education emphasize the principle of moderation (*Wasatiyyah*) in all aspects of life. Moderation encourages balanced behavior and prevents excessive behavior, which is especially relevant in the context of digital media consumption. Integrating the value of moderation into digital literacy education can help teens develop a healthier and more balanced relationship with social media.

3.3. Integrating Islamic Education and Digital Literacy

The findings of this conceptual synthesis confirm that the prevention of social media addiction in adolescents cannot rely solely on a technical skills-oriented approach to digital literacy. Most contemporary digital literacy programs focus on developing technological operational skills, online security, and the ability to critically evaluate information (Nelson et al., 2011). While these aspects are important, these approaches often do not touch on the moral, psychological, and spiritual dimensions that significantly affect the way individuals use technology in their daily lives (McCullough et al., 2001). As a result, adolescents can have good technical skills in using digital media, but remain vulnerable to excessive and uncontrolled patterns of use. The synthesis of literature in this study shows that this gap is one of the factors that explains why various digital literacy programs have not been fully effective in reducing addictive behaviors to social media among adolescents.

In this context, this study finds that values in Islamic education have strategic potential to complement digital literacy approaches by strengthening ethical and spiritual dimensions in the formation of digital behavior (Khaidir & Suud, 2020). Principles such as moral responsibility (*Trust*), self-control (*Tazkiyah al-Nafs*), as well as an awareness of God's supervision (*Muraqabah*) provides an internal framework that encourages individuals to reflect on their actions more deeply, including in digital activities. When these values are integrated into the educational process, adolescents not only learn how to use technology effectively, but also develop a normative awareness of the limitations, goals, and consequences of using digital media.

Furthermore, the conceptual findings of this study show that the integration between digital literacy and Islamic educational values has the potential to strengthen the mechanisms of Self-regulation in adolescents, which is a key factor in the prevention of addictive behaviors. Adolescents with higher levels of moral and spiritual awareness tend to be able to control the duration of social media use, avoid excessive involvement in unproductive digital interactions, and prioritize more meaningful activities in real life (Zafar et al., 2025). Therefore, the main contribution of this research lies in the affirmation that social media addiction prevention strategies require a more holistic educational approach, which not only develops digital competence, but also builds a foundation of character, self-discipline, and spiritual awareness as a protective mechanism against unhealthy digital behavior.

Therefore, educational institutions play an important role in integrating these values into the learning process. Teachers and educators can include discussions about ethical digital behavior, self-regulation, and responsible media consumption in the Islamic education curriculum. Such integration can help students understand that responsible digital engagement is not only a technological skill but also a moral responsibility.

3.4. Conceptual Model of Islamic Education Strategies to Prevent Social Media Addiction

Based on the synthesis between the perspectives of developmental psychology and Islamic education, this study proposes a conceptual framework that explains how Islamic education strategies can function as a preventive mechanism against social media addiction in adolescents. This framework confirms that social media addiction is not solely a matter of technology or weak external control, but is also closely related to the internal psychological capacities and value systems that shape individual behavior. In this context, Islamic educational values are seen as having significant potential in strengthening a number of key psychological capacities, such as self-regulation, ethical awareness, and spiritual awareness.

These conceptual findings are in line with a view in developmental psychology that places self-regulation as an important factor in controlling impulsive and addictive behavior in adolescents (Schmitz et al., 2007). Meanwhile, research on social media addiction shows that low self-control abilities often correlate with compulsive and uncontrollable patterns of social media use (Kuss & Griffiths, 2017).

Within this framework, these psychological capacities serve as protective factors that can reduce adolescents' tendency to over-engage in social media use. Adolescents who have strong self-regulation tend to be better able to manage their time using technology, set limits on digital activities, and avoid excessive distractions from social media. These findings are consistent with various studies that show that good self-regulation plays an important role in preventing addictive behavior in the digital environment (Shinta et al., 2024).

In addition, ethical awareness and moral responsibility also influence the way adolescents evaluate their actions in the digital space. Individuals with higher levels of ethical awareness tend to be more reflective of the social and psychological impacts of online behavior, including the potential risks of uncontrolled use of social media (Livingstone, 2014). In the perspective of Islamic education, such ethical awareness is strengthened through the concept of *Muraqabah*, which is the spiritual awareness that every human action is under God's watch, thus encouraging individuals to be more responsible in every activity, including digital interactions (Suud et al., 2024).

Furthermore, the conceptual framework proposed in this study places Islamic education strategy as an educational process that works through three main integrated dimensions, namely spiritual development, moral character formation, and ethical digital literacy. The dimension of spiritual development emphasizes the internalization of values such as *Tazkiyah al-Nafs* which is oriented towards self-control and purification of the soul, thus helping adolescents establish internal control over various behavioral impulses, including in the use of social media (Rahman et al., 2023).

The dimension of moral character formation plays a role in instilling the values of responsibility, integrity, and self-discipline that influence ethical decision-making in digital activities (Purrohman et al., 2025). Meanwhile, the ethical digital literacy dimension functions to strengthen adolescents' cognitive abilities in understanding the social, psychological, and moral impacts of the use of digital technology. The integration of these three dimensions allows adolescents not only to understand the risks of excessive social media use, but also to develop reflective awareness and more balanced digital habits (Reid Chassiakos et al., 2016).

Thus, the conceptual findings of this study show that educational approaches that integrate the spiritual, moral, and digital literacy dimensions have a more comprehensive potential in preventing social media addiction in adolescents compared to approaches that focus only on technological control or digital skill enhancement alone. This model confirms that prevention of social media addiction requires strengthening the internal capacity of individuals through value education and sustainable character building. The integration between the perspectives of Islamic psychology and education within this framework makes a new theoretical contribution to understanding how religious value systems can function as a source of self-regulation and ethical awareness in the face of the challenges of digital behavior in the technological age.



Figure 2: Islamic education strategies to prevent social media addiction

3.5. Implications for Future Education and Research

The conceptual findings of this study suggest that addressing social media addiction among adolescents requires a multidimensional educational approach that integrates psychological understanding with moral and spiritual development. Islamic education, with its emphasis on character building and self-discipline, provides a valuable framework for strengthening adolescents' internal capacity to regulate their digital behavior.

For educational institutions, this insight highlights the importance of designing a learning environment that integrates digital literacy with ethical and spiritual education. Such integration can help students develop not only the skills needed to navigate the digital environment but also the moral awareness needed to engage with technology responsibly. Future research is encouraged to empirically test the effectiveness of Islamic education interventions in reducing problematic social media use among adolescents. Quantitative and qualitative studies can explore how certain educational practices, such as character-based digital literacy

programs or spiritually-oriented counselling approaches, affect adolescents' digital behavior and psychological well-being.

4. CONCLUSION

The study aims to develop a conceptual framework that explains how Islamic education strategies can contribute to preventing social media addiction among adolescents. Through the process of developing a conceptual framework and a theoretical synthesis, the study integrates perspectives from adolescent psychology, social media addiction research, and Islamic educational philosophy to provide a more holistic understanding of adolescents' digital behavior.

The findings suggest that social media addiction among adolescents is not only a technological or psychological problem, but also involves moral and behavioral dimensions related to self-regulation and value formation. Existing digital literacy approaches that primarily focus on technical competencies are often insufficient to address the deeper behavioral dynamics underlying excessive social media use. Therefore, educational strategies that combine ethical and spiritual dimensions are needed to strengthen adolescents' internal capacity to regulate their digital behavior.

The study highlights those Islamic educational values in particular *Tazkiyah al-Nafs*, muraqabah, and the principles of moderation can serve as important moral and spiritual resources that encourage self-discipline, ethical awareness, and responsible digital engagement in adolescents. The conceptual model proposed in this study shows that Islamic educational strategies operate through three interrelated dimensions: spiritual awareness, moral character building, and ethical digital literacy. Together, these dimensions enhance adolescents' self-regulation, ethical judgment, and digital responsibility, which acts as a protective factor against social media addiction. Theoretically, this research contributes to expanding the academic discourse on the role of Islamic education in addressing contemporary digital challenges. The conceptual framework developed in this study provides a foundation for future empirical studies that can test the effectiveness of Islamic educational interventions in promoting balanced and responsible use of social media among adolescents in various educational contexts.

Contribution Rates of Authors to the Article

The author contributed to the writing of this article.

Statement of Interest

The author affirm that she has no conflict of interest.

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