

The Mediating Role of Islamic Lifestyle in the Relationship Between Social Media Use and Sleep Disorder with Academic Achievement


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1. Round 1

1.1. Reviewer 1

Reviewer:

In the sentence “Islamic lifestyle, as a multidimensional construct, includes ethical behavior, spiritual practices, moderation, family responsibility, time management, social commitment, and self-control,” the authors define Islamic lifestyle conceptually, but they do not sufficiently clarify how this construct differs empirically from general religiosity, spirituality, or culturally adaptive lifestyle measures. A clearer operational distinction is necessary because the construct appears highly overlapping with broader psychosocial adjustment variables. The authors should justify why Islamic lifestyle specifically, rather than religiosity in general, was selected as the mediator.

The final paragraph of the Introduction claims that “relatively limited attention has been devoted to the mediating role of Islamic lifestyle,” yet no systematic literature synthesis is provided to substantiate this research gap. The authors should include a more explicit review of previous mediation studies involving religiosity, lifestyle, or cultural variables in digital wellbeing research. Without demonstrating the exact gap in prior empirical literature, the novelty claim remains somewhat underdeveloped.

Table 1 reports descriptive statistics for several subdimensions, including “Social Integration and Emotional Connection” and “Integration into Social Routines,” but these dimensions are not incorporated into the structural model separately. The manuscript would be strengthened by clarifying whether latent variable modeling was performed at the item level, parcel level, or subscale level. The current reporting creates ambiguity regarding the actual SEM measurement structure.

The correlation matrix in Table 2 demonstrates substantial associations among variables, particularly between Islamic lifestyle and academic achievement ($r = 0.58$). However, the authors do not discuss the possibility of common method variance resulting from self-report measures. Since three major variables were collected through the same response format, procedural or statistical controls for common method bias (e.g., Harman’s single-factor test or CFA marker technique) should be reported.

Authors revised the manuscript and uploaded the document.

1.2. Reviewer 2

Reviewer:

In the Methods section, the authors state that “420 students were selected using multistage cluster sampling,” but critical procedural details are missing. The manuscript does not specify how many educational districts, schools, or classrooms were selected, nor does it describe whether sampling proportionality was maintained across districts. The absence of these methodological details limits reproducibility and weakens the rigor of the sampling procedure.

The paragraph describing the Social Media Use Integration Scale states that “Cronbach’s alpha coefficients reported for the subscales and total scale have generally exceeded 0.80,” but reliability coefficients for the present sample are not reported. It is methodologically necessary to provide internal consistency indices obtained from the current dataset rather than relying solely on prior studies. The same concern applies to the PSQI and Islamic Lifestyle Questionnaire.

The use of GPA as the sole indicator of academic achievement raises concerns regarding measurement validity. In the sentence “Academic achievement was evaluated using students’ grade point average (GPA) obtained from school records,” the authors should clarify whether GPA was cumulative, semester-based, or course-specific. Furthermore, grading standards may vary across schools, potentially introducing measurement inconsistency. Standardization procedures are mentioned only briefly and require greater methodological elaboration.

In the Data Analysis section, the authors report that “assumptions related to multivariate analysis, including normality, multicollinearity, and independence of errors, were examined,” but no empirical statistics are presented. The manuscript should include tolerance/VIF values, Mardia’s coefficient for multivariate normality, or Durbin–Watson statistics where appropriate. Simply stating that assumptions were tested is insufficient for methodological transparency.

In the Findings section, the demographic description reports that “141 students (33.57%) reported more than four hours per day” of social media use. However, the study does not examine whether usage duration categories moderated the relationships in the structural model. Given the theoretical importance of exposure intensity, a multi-group SEM analysis based on screen-time categories could substantially strengthen the contribution of the study.

Authors revised the manuscript and uploaded the document.

2. Revised

Editor’s decision: Accepted.

Editor in Chief’s decision: Accepted.