

Analysis of The Influence of Social Media Exhaustion on Lecturer Performance in Indonesia with Perceived Organizational Support Related to Technology and Technology Self-Efficacy as Moderators

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Abstract

The first case of the Covid-19 Pandemic in March 2020 in Indonesia had an impact on changes in the education sector. Various adaptations have been made by the government to reduce the spread of the pandemic, one of which is by implementing “Work from Home” (WFH). The working method of the lecturers becomes online by using social media. Information and communications that enter social media are no longer only social matters or things outside of work, but also work matters. The use of social media becomes overload and has the potential to cause social media exhaustion which has an impact on the performance of the lecturers.

Several studies have examined the relationship between information overload, communication overload, social media exhaustion, and performance. However, these studies are not conclusive. During this condition, the trust of lecturers for organizational support related to technology and their capabilities related to technology is also expected to be a determining factor in the relationship between social media exhaustion and lecturers' performance.

This study is a quantitative study that aims to examine the effect of information overload, communication overload, and social media exhaustion experienced by lecturers with perceived organizational support related to technology and technology self-efficacy as moderating variables. The sample used is 129 respondents with the profession of lecturers who work in universities in Indonesia. Data was collected by distributing questionnaires with snowball techniques online using five Likert scales. Statistical testing in this study uses Structural Equation Modeling (SEM) with the SmartPLS program.

The results of this study indicate that information overload and communication overload have a positive effect on social media exhaustion, social media exhaustion has a negative effect on performance, perceived organizational support related to technology moderates the negative effect of social media exhaustion on performance, and technology self-efficacy does not moderate the negative effect of social media exhaustion on performance.

Keywords

Information communication overload, social media exhaustion, perceived organizational support related to technology, technology self-efficacy, performance.

1. Introduction

The Covid-19 pandemic has affected various sectors in Indonesia, including education sector. The government issued a circular letter that contains directives for teaching staff, including lecturers, to do their “work from home”. The lecturers’ working method has changed to online using social media. As a result, all work-related information and communication enters social media and adds to the information and communication community on social media. This has the potential to affect the performance of the lecturers. Adapting to new technologies creates many problems (Wiederhold 2020). Some lecturers stated that they felt bored with online learning (Adit 2021). In addition, sitting for long periods of time can be dangerous for senior lecturers who are no longer young. In one case, a child showed how hard his 70-year-old father, a lecturer, had to sit for a long time and learn to operate an online meeting by himself to give online classes to his students (Ivani 2020).

The use of social media is no longer only for information and communication that is not related to work, but also become a "new work environment" for lecturers. Any information or interruptions from third parties can easily enter social media and the amount can exceed the capacity of a lecturer to be able to process it. This condition of excess information and communication has the potential to cause exhaustion in social media for lecturers and can affect their performance. Compared to the use of social media in general, excessive use is more likely to cause stress and have a negative effect on an individual's performance (Yu et al. 2018).

Research on the effect of information overload and communication overload on social media exhaustion and the effect of social media exhaustion on performance already exists (Yu et al. 2018; Eliyana et al. 2020; Kamal et al. 2020; Cao and Yu 2019), but not conclusive yet. The author thinks that there may still be several factors that can influence the relationship between social media exhaustion and performance, such as perceived organizational support related to technology and technology self-efficacy.

Under these conditions, the lecturers certainly hope that the organization will provide support related to technology in the process of changing this working method. Rhoades and Eisenberger (2002) explained that employees will increase their commitment and performance if they feel that the organization values their contribution and cares about their well-being.

Besides being sure that they have support from their institution, lecturers need to believe that they can use technology. Technology self-efficacy is the belief that one has sufficient and correct abilities and skills to be successful when dealing with technology-related tasks (McDonald and Siegall 1992). With this belief, it is possible that lecturers will have a stronger desire to put in more effort and choose more appropriate ways of technology, which can affect the relationship between their social media exhaustion and their performance.

Based on the description of the background, the author feels the need to conduct research entitled “Analysis of The Influence of Social Media Exhaustion on Lecturer Performance with Perceived of Organizational Support Related to Technology and Technology Self-Efficacy as Moderators”. This study focuses on the effect of information overload and communication overload on lecturer social media exhaustion, the effect of lecturer social media exhaustion on their performance, and the moderation effect of perceived organizational support related to technology and technology self-efficacy on the relationship between lecturer social media exhaustion and their performance

1.1 Objectives

This study aims to explore the effects of information overload and communication overload on social media exhaustion, social media exhaustion on job performance, and capability of perceived of organizational support related to technology and technology self-efficacy as moderators of the relationship between social media exhaustion and job performance

2. Literature Review

2.1 Information Overload

According to Eppler & Mengis (2004) and Farhoomand & Drury (2002) in Yu et al. (2018), information overload is defined as the perception of conditions when individuals are presented with a large amount of information generated on social media, which exceeds their processing capacity. Schick et al.(1990) explained that information overload occurs when the entity's demands for information processing time exceed its time supply.

2.2 Communication Overload

Karr-Wisniewski and Lu (2010) in Yu et al. (2018) explained that communication overload is the perception of conditions when the communication demands of social media platforms exceed the individual's communication capacity which causes excessive interruptions in work, so that individuals become less productive. Lee et al. (2016) defined communication overload as the perception of conditions when the demands of information and communication technology (ICT) exceed the user's capacity.

2.3 Social Media Exhaustion

According to Maier et al. (2014) in Yu et al. (2018), social media exhaustion is defined as the fatigue felt by a person due to the use of social media. Zhang et al. (2021) defined social media exhaustion as the perception of conditions when there is a tendency for social users to withdraw from social media because they feel overwhelmed. When someone is exposed to things related to social media in excess, that person will tend to feel tired due to excessive use of social media (Yu et al. 2018).

2.4 Perceived Organizational Support related to Technology

Eisenberger et al. (1986) explained that the perceived organizational support is the global opinion of employees that the organization values their contribution and cares about their welfare, which in this study is related to technology. Organizational support presupposes that employee infer the extent to which the organization cares about their well-being through various policies, practices, and treatments implemented by the organization (Kraimer and Wayne 2004).

2.5 Technology Self-Efficacy

McDonald & Siegall (1992) explained that technology self-efficacy is a person's belief that he or she has sufficient and right abilities and skills to be successful when dealing with technology-related tasks. The notion of self-efficacy is basically the personal belief that a person has about how well they can perform a task (Huffman et al. 2013).

2.6 Performance

According to Janssen and Yperen (2004) in Yu et al. (2018), performance is a subjective perception of mandatory work, tasks, and responsibilities that are coordinated and rewarded by the organization. According to Putri et al. (2021), performance is the quantity and quality of results, as well as the timeliness of the implementation of duties and responsibilities in realizing the goals, objectives, mission, and vision of the organization. Performance is vital for individuals and organizations (Bataneh 2019)

2.7 Hypothesis Development

2.7.1 The Effect of Information Overload on Social Media Exhaustion

Due to the instruction for working from home for lecturers, lecturers are becoming more likely to use social media to get information or carry out work. The information community has also grown, from what was originally not a work matter, to a work matter. Such as examples of meeting results, assignment and completion of tasks, and instructions from the organization. The information received by the lecturers became too much and they did not have enough time to process it. Moreover, the information needs to be managed and each information community demands a response time which often has to be fast and sometimes even coincides. The more information received, the more dependents there are, which ultimately leads to burnout on social media. Information overload is a phenomenon when more information is received than a person's limited capacity to process information (Eppler and Mengis 2004; Lee et al. 2016; Schick et al. 1990).

In the study of Yu et al. (2018), the results showed that information overload had a positive and significant effect on social media exhaustion. The positive effect of information overload on social media exhaustion is also supported by the research of Fu et al. (2020); Kamal et al. (2020); and Eliyana et al. (Eliyana et al. 2020). Based on this explanation, the first hypothesis can be formulated as follows:

H1: Information overload has a positive effect on social media exhaustion

2.7.2 The Effect of Communication Overload on Social Media Exhaustion

Lee et al. (2016) stated that communication overload occurs when the demands of information and communication technology (ICT) exceed the user's capacity. The instruction of working from home causes the frequency of interaction and communication to increase and tends to be in an unnatural amount. The use of social media as a communication platform causes several parties with different affairs to contact simultaneously and demand a quick response so as to interrupt each other.

In carrying out their work, for example, when a lecturer teaches through a social media, namely a video conferencing system, at that time instructions are entered from superiors to respond to questions from group members in the WhatsApp group. These interruptions can occur because discussions with group members can no longer only be held during in-person meetings but can also be carried out through social media. It is even possible that this "interruption" occurs in the same social media, for example WhatsApp from several different groups in it. The number of communications demands and interruptions will cause someone to use social media excessively at one time. When someone uses social media excessively, that person will be faced with an excessive frequency of communication (Yu et al. 2018) and tend to feel tired on social media.

Similar to information overload, in the study of Yu et al. (2018), the results showed that communication overload had a positive and significant effect on social media exhaustion. The positive effect of communication overload on social media exhaustion is also supported by the research of Fu et al. (2020), Kamal et al. (Kamal et al. 2020), and Eliyana et al. (2020). Based on this explanation, the second hypothesis can be formulated as follows:

H2: Communication overload has a positive effect on social media exhaustion

2.7.3 The Effect of Social Media Exhaustion on Performance

Social media has brought new management practices to organizations from creating innovative business models to transforming communication, collaboration, and knowledge sharing (Cao and Yu 2019). The work of a lecturer carried out online causes lecturers to use social media more often than before. Teaching, attending meetings, attending

seminars both as participants and speakers, receiving instructions from institutions, responding to instructions, and others that are usually done offline have turned into online. Lecturers have big and constant responsibilities to connect with social media which ultimately results in social media exhaustion. The more feeling exhausted on social media, the more a person's performance will decrease. This has been proven by several studies (Yu et al. 2018; Kamal et al. 2020; Eliyana et al. 2020). Based on this explanation, the third hypothesis can be formulated as follows:

H3: Social media exhaustion has a negative effect on performance

2.7.4 The Effect of Perceived Organization Support Related to Technology as Moderator on Relationship between Social Media Exhaustion and Performance

Adapting to new technologies creates many problems (Wiederhold 2020). Lecturers who have been carrying out their work offline are required to adapt to technology to carry out their work online. When the “work from home” was implemented, lecturers faced many obstacles, especially senior lecturers. Lecturers must adapt and learn to use new technology in carrying out their work. Organizational support for them related to technology is certainly highly expected. They will feel that they are not alone because they are supported by the organization to deal with this new situation. Trust in lecturers for this support may improve their performance and can affect their social media exhaustion on their performance.

There is very little research on the perceived organizational support as a moderator in the relationship between social media exhaustion and performance. However, according to Rhoades and Eisenberger (2002) organizational support presupposes that employee personify the organization, infer the extent to which the organization values their contributions and cares about their well-being, and reciprocate this perceived support with increased commitment, loyalty, and performance. Based on this understanding, the perceived organizational support should be positively related to performance, which means that the more an employee feels supported by the organization, the higher the performance produced by employees as a form of reciprocity for that support. Furthermore, in the same study, it is stated that research has discussed organizational support as a resource that can affect performance by neutralizing stress. This is also supported by several studies (Astuty and Udin 2020; Arshadi and Hayavi 2013; Shen et al. 2014; Miao and Kim 2010).

Even in research using variables that have a negative effect on performance, the perceived organizational support is proven to moderate the relationship between these variables. For example, the research of Witt and Carlson (2006). In the study, it was said that FWC (Family-Work Conflict) was more closely related to job performance among workers who reported low perceived organizational support than those who reported higher. In addition to this research, the perceived organizational support can moderate the relationship between a variable that has a negative influence on performance is also found in the research of Al-Homayan et al. (2013), where the perceived organizational support moderates the negative relationship between job stress with performance. Then there is also research from Duke et al. (2009), which states that perceived organizational support moderates the negative emotional effect of work on performance. This study predicts that the negative relationship between social media exhaustion and performance will weaken when perceived organizational support is high. Based on this explanation, the fourth hypothesis can be formulated as follows:

H4: Perceived organizational support related to technology moderates the negative effect of social media exhaustion on performance

2.7.5 The Effect of Technology Self-Efficacy as Moderator on Relationship between Social Media Exhaustion and Performance

Technology self-efficacy is the belief that one has sufficient and correct abilities and skills to be successful when dealing with technology-related tasks (McDonald and Siegall 1992). Self-efficacy forms an individual's response to

demands related to performing a task (Tarafdar and Pullins 2014). It is possible that if a lecturer has personal confidence to be able to carry out their work well related to technology, then they will feel able to adapt so that the resulting performance will be better. Moreover, the most important benefit of having self-efficacy in addition to a successful experience in carrying out a task is a psychological state, so having high self-efficacy will lead to low levels of anxiety, stress, and fatigue (Bresó et al. 2011). This might have an effect on the relationship between social media exhaustion and their performance. In several studies, self-efficacy has been shown to have a positive effect on performance (Udemba 2021; Tian et al. 2019; Rahayu et al. 2018). This study predicts that the negative relationship between social media exhaustion and performance will weaken when technology self-efficacy is high

Research on self-efficacy is not only general cases, but also specific to the certain domain such as computers (Compeau and Higgins 1995), the internet (Torkzadeh and Dyke 2010), social media (Hocevar et al. 2014), creativity (Puente-Díaz and Cavazos-Arroyo 2017; Walumbwa et al. 2018) or research (Tiyuri et al. 2018). Based on this explanation, the fifth hypothesis can be formulated as follows:

H5: Technology self-efficacy moderates the negative effect of social media exhaustion on performance.

Based on the discussion of the literature above, a theoretical framework is proposed as in Figure 1. The variables selected are the combination from the theories discussed above.

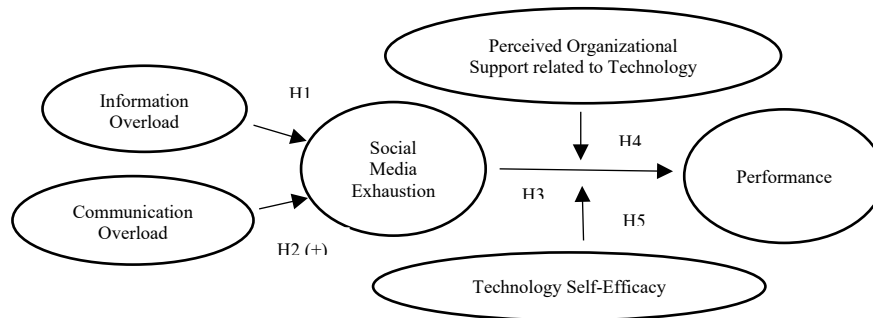


Figure 1. Theoretical Framework

3. Methods

3.1 Research Design

This research is quantitative research with a survey method to obtain data which will then be analyzed. The data collection technique is by distributing questionnaires as research instruments which are distributed to lecturers who work at universities in Indonesia. For statistical testing in this study using Structural Equation Modeling (SEM) with the SmartPLS program.

3.2 Sample and Population

The population in this study were all lecturers who worked at universities in Indonesia. The sampling technique in the study is non-probability sampling using the snowball technique, where the researcher determines a group of samples and then this group will help the researcher to refer to other people who have similar characteristics and so on will identify other people to be sampled (Cooper and Schindler 2014). The reason the researcher used this snowball technique was that the sample was difficult to reach by the researcher.

3.3 Measurements

The measurement of information overload was carried out using 3 items from the measuring instruments used by Yu et al. (2018). The communication overload uses 4 items from the measuring instruments used by Yu et al. (2018).

Social media exhaustion using 4 items from the measuring instruments used by Yu et al. (2018). Perceived organizational support related to technology using an adjustment to the measuring instruments used by Eisenberger et al. (1986) by selecting 28 items that can be adjusted in relation to technology. Technology self-efficacy using 5 items of the measuring instruments used by McDonald & Siegall (1992). Performance using 4 items of the measuring instruments used by Yu et al. (2018).

4. Data Collection

This research was conducted at universities in Indonesia. Respondents in this study were lecturers who worked at several universities in Indonesia. The questionnaires began to be distributed on April 11, 2022, and were completed on June 3, 2022. The data collection method used by the researcher was the snowball method, so the researcher sent questionnaires to several respondents in online form using a Google Form, which then the respondents filled out and distributed the questionnaires to fellow lecturers to be filled in and continue to be distributed. All questionnaires collected amounted to 129 and there were 9 questionnaires that were not worthy of analysis. The reason why the questionnaire is not worth analyzing is because the questionnaire was filled out by respondents who are not lecturers. Based on this, each test and analysis in this research will use a total of 129 respondents.

5. Results and Discussion

Each test and analysis in this research will use a total of 129 respondents using SmartPLS program. The descriptions of some of the terms used are: (Table 1)

Table 1. Terms and Description

Terms	Description
IO	Information Overload
CO	Communication Overload
SM	Social Media Exhaustion
POS	Perceived Organizational Support related to Technology
TSE	Technology Self-Efficacy
P	Performance
POSxSM	Moderation of Perceived Organizational Support related to Technology on the relationship between Social Media Exhaustion and Performance
TSExSM	TSExSM: Moderation of Technology Self-Efficacy on the the relationship between Social Media Exhaustion and Performance

5.1 Measurement Model Analysis or Outer Model

5.1.1 Validity Test (Convergent Validity Test and Discriminant Validity Test) and Reliability Test

In the convergent validity test, Hair et al. (2018) state that an indicator can be said to be valid if it has a loading factor of 0.7, but in the research development stage the loading factor value of 0.5 to 0.6 is still acceptable. Then on the discriminant validity test, Hair et al. (2018) stated that the test was tested using several indicators, namely the estimated Average Variance Extracted (AVE) and cross-loadings. The AVE value can be said to be valid if it is greater than 0.5. Then the value of cross-loadings is said to be valid if the value of the loading factor indicator of the variable being observed is greater than the value of the loading factor indicator of other variables. When the convergent and discriminant validity tests were carried out, several indicators had a factor loading value of <0.5 and a variable that had an AVE value of <0.5. Therefore, the indicators that have a loading factor value of < 0.5 (POS 1, POS 2, POS 6, POS 7, POS 8, POS 9, POS 10, POS 11, POS 12, POS 13, POS 14, POS 15, POS 17, POS 21, POS 25, POS 26, and K4) are removed so that the convergent and discriminant validity tests can be met. (Table 2)

Table 2. Loading Factors and Cross Loadings After Convergent Validity Test and Discriminant Validity Test is Fulfilled

	TSE	P	IO	CO	SM	POS
TSE	0.798	0.471	0.071	0.006	-0.103	0.307
TSE	0.794	0.356	-0.024	-0.089	-0.120	0.208
TSE	0.582	0.313	-0.140	-0.078	-0.186	0.181
TSE	0.858	0.505	-0.081	-0.087	-0.219	0.227
TSE	0.776	0.471	-0.081	-0.035	-0.192	0.243
P1	0.548	0.899	-0.213	-0.204	-0.378	0.259
P2	0.509	0.902	-0.128	-0.091	-0.268	0.255
P3	0.454	0.900	-0.158	-0.141	-0.257	0.209
IO1	-0.016	-0.149	0.824	0.442	0.464	0.066
IO2	-0.084	-0.194	0.894	0.535	0.533	-0.048
IO3	-0.048	-0.131	0.825	0.448	0.472	0.069
CO1	0.037	-0.118	0.404	0.570	0.321	0.105
CO2	-0.069	-0.096	0.513	0.736	0.452	-0.066
CO3	-0.152	-0.175	0.328	0.801	0.446	-0.077
CO4	-0.004	-0.102	0.413	0.792	0.535	0.024
SM1	-0.171	-0.188	0.444	0.519	0.703	-0.128
SM2	-0.161	-0.282	0.495	0.572	0.858	-0.177
SM3	-0.215	-0.253	0.429	0.338	0.750	-0.164
SM4	-0.217	-0.330	0.404	0.314	0.812	-0.272
SM5	-0.098	-0.281	0.477	0.584	0.788	-0.170
POS16	0.189	0.123	0.114	0.036	-0.149	0.657
POS18	0.150	0.186	-0.081	-0.081	-0.293	0.783
POS19	0.194	0.109	-0.059	-0.119	-0.219	0.772
POS20	0.149	0.132	-0.069	-0.125	-0.295	0.816
POS22	0.192	0.173	0.092	-0.067	-0.168	0.724
POS23	0.331	0.335	-0.013	0.098	-0.170	0.715
POS24	0.337	0.247	0.137	0.106	0.007	0.690
POS27	0.134	0.177	0.009	-0.027	-0.171	0.676
POS28	0.310	0.188	0.104	0.024	-0.068	0.775
POS3	0.119	0.067	0.056	-0.032	-0.134	0.633
POS4	0.201	0.113	-0.006	-0.048	-0.190	0.646
POS5	0.040	0.131	-0.079	-0.142	-0.246	0.651

Table 3. Average Variance Extracted (AVE), Cronbach Alpha, and Composite Reliability

	Average Variance Extracted (AVE)	Cronbach's Alpha	Composite Reliability
TSE	0.589	0.823	0.876
P	0.811	0.884	0.928
IO	0.720	0.805	0.885
CO	0.534	0.705	0.818
SM	0.615	0.843	0.888
POS	0.510	0.918	0.925

Hair et al. (2018) stated that the reliability test on the SEM-PLS was carried out by two methods, namely by looking at the Cronbach's alpha value and the Composite reliability value. If the value of Cronbach's alpha is greater than 0.6 and the value of Composite reliability is greater than 0.7, then a construct can be said to be reliable. Based on the Tables 2 & 3 above, all variables have met the validity and reliability test

5.2. Structural Model Analysis or Inner Model

Testing the inner model or structural model has the aim of assessing the hypotheses that have been built in the research. The structural model in SEM-PLS is tested with *R-Square* values, *path coefficient* (β), *t-statistics* (*t*), and *p-value* (*p*)

Table 4. R-Square Coefficient Value

Variable	R Square
Performance	0.397
Social Media Exhaustion	0.454

Table 4 indicates that the variance of changes in the social media exhaustion can be explained by the information overload and the communication overload by 45.4%. Furthermore, the variance of changes in performance can be explained by the social media exhaustion by 39.7%. While the remaining 13.3% is explained by other variables not included in this research model. Then related to hypothesis testing, Table 5 shows the test results and be summarize in Table 6.

Table 5. Structural Model Test Results

	Path Coefficient (β)	T Statistics (<i>t</i>)	P Values
IO -> SM	0.343	3.273	0.001
CO -> SM	0.418	4.196	0.000
SM -> P	-0.210	2.672	0.008
POSxSM -> P	0.135	2.162	0.031
TSExSM -> P	0,012	0.148	0.882

5.3. Discussion

Based on the results, all hypotheses are supported, excluding the fifth hypothesis. For the moderating variables, the fourth hypothesis which suspects that the perceived organizational support related to technology moderates the negative effect of social media exhaustion on performance is supported. We can also see in Figure 2; the slope of the graph is sloping. This shows that the perception of organizational support related to technology weakens the negative relationship of social media exhaustion to performance.

Table 6. Summary of Structural Model Testing Results

Hypothesis	Statements	Results
H1	Information overload has a positive effect on social media exhaustion	Supported
H2	Communication overload has a positive effect on social media exhaustion	Supported
H3	Social media exhaustion has a negative effect on performance	Supported
H4	Perceived organizational support related to technology moderates the negative effect of social media exhaustion on performance	Supported
H5	Technology self-efficacy moderates the negative effect of social media exhaustion on performance.	Not Supported

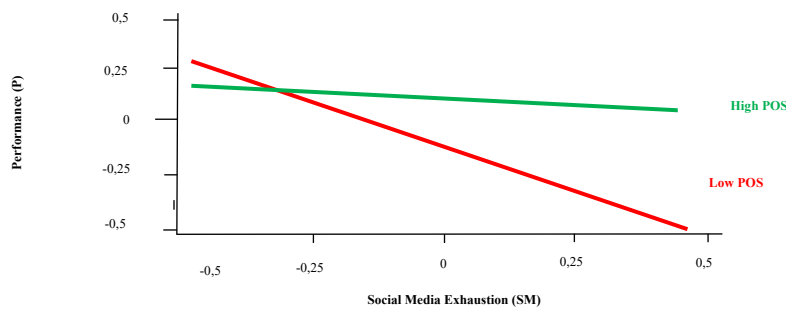


Figure 2. Slope Analysis POS Moderate the Relationship Between Social Media Exhaustion and Performance

In contrast to the results of testing the previous hypothesis, the last hypothesis or the fifth hypothesis which states that technology self-efficacy moderates the negative effect of social media exhaustion on performance is not supported, which is indicated by a $p\text{-value} > 0.05$.

High or low technology self-efficacy did not moderate the negative effect of social media exhaustion on performance. One possible explanation for this result is after 3 years of changing working methods to online, the lecturers have had enough time to have excellent abilities and skills in working using social media. It is illustrated that the use of social media is not a problem that can cause exhaustion for them. Self-efficacy will be measured or felt if there are challenges or obstacles that demand the successful fulfillment of a task because self-efficacy assessment reflects the level of difficulty of a task that an individual can confidently overcome (Bandura 2006). If there are no obstacles to overcome, then the activity is easy for everyone to do. This applies to the use of social media which is not a problem for the lecturers in this study so that self-efficacy does not "see" its effect on the relationship between social media exhaustion and performance. This may be due to a change in the method of working online that has been going on for more than 3 years and it is sufficient for lecturers to study technology, such as social media. Now, they have very good mastery so that technology self-efficacy has no effect.

Then the self-efficacy system is not global, but a different set of self-confidence related to different areas of function (Bandura 2006). For example, a football player may have self-efficacy related to his way to play football, but not necessarily have self-efficacy related to computer use. Self-efficacy can not necessarily be generalized but should be viewed from their respective fields. In this regard, the initial hypothesis that predicts technology self-efficacy will weaken the negative relationship of social media exhaustion to performance was not supported in this study. This finding explains that the phenomenon of online learning (on a network) during the "work from home" instruction has really changed the order of teaching and learning activities for lecturers. This change was addressed with the demands of readiness not only related to technology, but also other pedagogical support aspects such as materials, interaction, and communication. Therefore, the necessary self-efficacy is not only related to technology, but also needs to involve a broader concept of efficacy both in the cognitive, affective, and behavioral settings. This is thought to strengthen the explanation of the findings of self-efficacy moderation related to unsupported technology. Further research is needed to analyze it.

6. Conclusion

Based on the results of data processing in this research model, several conclusions were obtained. All hypotheses are supported except the fifth hypothesis. Information overload has a positive effect on social media exhaustion, communication overload has a positive effect on social media exhaustion, social media exhaustion has a negative effect on performance, perceived organizational support related to technology significantly weakens the negative effect social media exhaustion on performance, technology self-efficacy is not supported weakens the negative effect of social media exhaustion on performance.

After 3 years of changing working methods to online, the lecturers have had enough time to have excellent abilities and skills in working using social media. This causes the challenges and obstacles in using social media to be reduced so that technology self-efficacy no longer has an influence. Then if indeed the challenges and obstacles still exist, this change in work methods is addressed with the demands of readiness, perhaps not only related to technology, but also other pedagogical support aspects such as materials, interaction, and communication.

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