The Influence of Academic Stress, Lecturer Competence, Campus Facilities, and Learning Environment on Student Cyberloafing Behavior in Purwokerto

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Authors' contributions

This work was carried out in collaboration among all authors. All authors read and approved the final manuscript.

Original Research Article

ABSTRACT

Objective: This study aims to determine empirically whether academic stress, lecturer competence, campus facilities and learning environment affect cyberloafing behavior in students in Purwokerto.

Type of Research: This type of research is quantitative research. The sampling technique used proportional random sampling technique with the condition that students of universities in Purwokerto include UMP, Unsoed, UIN Saizu, and Telkom and must bring gadgets during lectures.

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Place and Time of Research: The research was conducted in Purwokerto from 10 december 2022 to 5 july 2024.

Methodology: This research is conducted using a quantitative approach, the data obtained will be processed using SmartPLS software version 3.29. Each hypothesis will be tested using the Inner Model to determine the influence between variables. To test the validity and reliability of the research using the Outer model.

Results: The results showed that there is a positive and significant influence between academic stress on cyberloafing behavior, a negative and significant influence between lecturer competence and cyberloafing, a negative but not significant influence on campus facilities and cyberloafing and a positive but not significant influence on the learning environment on cyberloafing behavior.

Keywords: Academic stress; competence of lecturers; campus facilities; learning environment.

1. INTRODUCTION

Cyberloafing behavior among students is increasingly becoming a concern in the world of higher education. *Cyberloafing* is a person's behavior in using the internet during office hours and these activities are not related to work, [1,2]. In this case, students, or behavior in using the internet for non-academic purposes during lectures.

The current phenomenon in the field of education in Indonesia is the use of the internet which is currently very accessible to students in Indonesia, especially since the Covid 19 pandemic that occurred in 2020 which makes lectures more often use gadgets and are carried out online. However, this has caused bad habits with the emergence of the *Cyberloafing* phenomenon in students to date. Based on a survey conducted by Anam et al., [3] of students at one of the State Universities in Semarang stated that 100% of the students surveyed had committed *Cyberloafing*. Likewise, a survey conducted by Bela, [4] on students of the Faculty of Psychology, Diponegoro University Semarang, there were 98, 2% of students who had committed *Cyberloafing*. Furthermore, according to a survey conducted by Gökçearslan et al. [5] of a total of 364 students at the University in Ankara of Turkey showed a high average Cyberloafing behavior of 68.5%, which means that every 2 out of 3 students have committed *Cyberloafing* behavior. Blanchard & Henle, [6] divides cyberloafing behavior into two types, namely (1) Minor *Cyberloafing* refers to the behavior of students in utilizing the internet provided by the campus for things that are not related to academic interests, for example sending or receiving messages, visiting online buying and selling sites, updating the status of social media accounts. In minor *cyberloafing* behavior can still be tolerated because it does not lead to criminal behavior, even so it does not mean that minor *cyberloafing* behavior does not have a negative impact such as decreasing student productivity. (2) Serious *Cyberloafing* In this type, students access the internet by using the internet provided by the campus for dangerous purposes because it has the potential to commit illegal acts, even criminalization. Such as online gambling, downloading songs or videos illegally, and accessing pornographic sites. Which of course has a detrimental impact on the campus and students themselves. Therefore, researchers conducted a preliminary study to determine the situation related to *Cyberloafing* behavior in students in Purwokerto, because *Cyberloafing* behavior is one of the negative impacts of technological development and the internet. This research was also conducted based on the author's unrest about *Cyberloafing* behavior that the author encountered directly during the lecture process. Therefore, the authors conducted this study with the aim of knowing empirically how much influence academic stress, lecturer competence, campus facilities, and learning environment on *Cyberloafing* behavior of students in Purwokerto.

Many factors encourage why students do *Cyberloafing*, the first is Academic Stress. Academic stress refers to a subjective perception of students' academic condition or response in the form of physical reactions, behavioral reactions, negative thoughts and emotions triggered by a lecture or academic pressure, Boyraz & Legros in Oktariani et al. [7]. Purwati & Amalia in Bakri, [8] said that the academic stress that students experience arises from their learning experience or learning activities related things, such as the pressure to enter the next semester, length of study, demands for many assignments, competition, failure and poor relationships with friends, lecturers or family

members. However, there are different views on previous research regarding the effect of academic stress on the behavior of *Cyberloafing*. Such as research conducted by Hibrian, [9], Simatupang & Margaretha, [10] stated that academic stress positively and significantly affects *Cyberloafing* behavior. Meanwhile, research carried out by Kusumawardani, [11] revealed that the correlation between academic stress and the behavior of *Cyberloafing* was in the moderate category. While the research carried out by Wiastuti et al. [12] found that the relationship between job stress and *Cyberloafing* has a low but positive and significant relationship.

Lecturer competence can also affect *Cyberloafing* behavior in students. According to Law no. 14 of 2005 concerning teachers and lecturers states that lecturer competence involves knowledge, skills and behaviors that lecturers must own, live and master in carrying out their professional duties. Danim in Murti & Prasetyo, [13] stated that there are four factors that can be used to measure lecturer competency variables. First, pedagogical competence, which includes lecturers' ability to construct learning systems and materials. Second, personality competence, which refers to lecturers' attitudes and actions throughout the teaching and learning process. Third, social competence, which includes lecturers' skills in interacting and communicating with students, superiors, friends, and the community. Fourth, professional competence, which refers to the extent to which lecturers understand and master learning materials. Since there is no specific previous research on the topic under study, the authors refer to the closest previous research, one of which is research conducted [14] found that there is a significant and negative relationship between attitudes towards learning and cyberloafing. And research conducted [15] found that Self Direct Learning and student media literacy have a negative effect on cyberloafing. Then according to research conducted [16] shows that there is a significant negative relationship between cyberloafing and employee performance.

According to Victor & Selvia, [17], facilities are the infrastructure and environment's appearance and functionality in showing their presence to outsiders which include physical structures, equipment, tools, objects, financial resources, and workplace areas. Facilities and infrastructure, environmental area, lighting and noise also have a major influence in making the learning environment pleasant, which can influence both motivation and learning process of students. Comfortable classroom conditions will help students to have better concentration, get optimal learning results, and enjoy their learning process [18]. There is also no previous research that is specific to these variables, so the author again refers to the closest previous research to the effect of campus facilities on cyberfloafing behavior. According to research conducted [2] concluded that the effect of computer and internet facility policies on cyberloafing is still minimal among Malaysian employees. Likewise, the results related to cyberloafing said by Bagis et al., [19] reveal that internet access does not necessarily have an impact on employees.

Baharuddin's opinion in [20] provides an illustration that external factors, such as learning environment, play a role in influencing the development of each student in the learning process. Learning environment requires not only excellent facility, but also needs to provide comfort and tranquility in the environment to help students maintain focus on their lessons. A good learning environment according to Saifuddin's view in [20] suggests a stimulating and challenging environment for learning, which also provides a sense of security, peace and satisfaction for students to achieve the expected or satisfying learning results. Dariyo in [21] said that a positive classroom atmosphere will occur if classroom interactions occur between lecturers and students, where in these interactions there is communication in the form of learning together, helping each other, tolerance between clever and less clever students, between the rich and the less capable, the norms of social life and classroom and campus rules are obeyed with flexible facilities, and open communication occurs. Due to the limited previous research on the influence of the learning environment with *Cyberloafing*, the authors will refer to the closest previous research to the influence of the learning environment with *Cyberloafing* behavior.

According to research conducted by Benedita, [22], work environment significantly influences *Cyberloafing* behavior. According to [20], a very significant and positive correlation is found between learning environment and the achievement of students. Meanwhile, according to [23], learning environment shows an impact on

students' interest in mathematics learning outcomes but only by 32.3% simultaneously. Meanwhile, research conducted [18] said that no significant relationship was found between the learning environment and learning achievement.

There are several studies that examine *Cyberloafing*, but of course each place has different characteristics regarding the topic. Be it the factors that cause it, who is involved and the indicators used. In addition, the focus of the problem on the influence of academic stress, lecturer competence, campus facilities, and the learning environment on *Cyberloafing* behavior in students in Purwokerto has never been studied, so it is necessary to conduct empirical research to determine whether academic stress, lecturer competence, campus facilities, and the learning environment affect *Cyberloafing* behavior in students in Purwokerto.

2. LITERATURE REVIEW THEORY

2.1 Theory of Planned Behavior

Theory Of Interpersonal Behaviour [24] helps in identifying factors that influence Cyberloafing behavior. The theory explains that adopting a particular behavior is the result of intentions, habits, and supportive conditions. TIB has an advantage over the Theory Of Planned Behaviour (TPB) model because it also includes habit as an important construct. Therefore, for the current study, the TIB model was used to predict the factors that influence Cyberloafing in students in Purwokerto. Research by Woon & Pee, [25] validating the [24] model while studying Cyberloafing in organizations found that intention, social factors, and habits are the main causes of Cyberloafing behavior. The factors reported above impact students' behavioral intentions and consequently these intentions lead individuals to adopt Cyberloafing behavior.

2.2 The Influence of Academic Stress on Cyberloafing Behavior

In the Theory of Interpersonal Behaviour, there are social factors or supportive conditions that are said to influence Cyberloafing behavior. Where this is related to academic stress. Academic stress is a subjective perception of an academic condition or response experienced by students in the form of physical reactions,

behavioral reactions, negative thoughts and emotions that arise due to a lecture or academic demand, Boyraz & Legros in Oktariani et al. [7].

However, there are different views in previous studies regarding academic stress' effect on the behavior of *Cyberloafing*. Such as research carried out by Wiastuti et al., [12] and Simatupang & Margaretha, [10] stated that academic stress positively and significantly impacts *Cyberloafing* behavior. Meanwhile, research carried out by Kusumawardani, [11] revealed that the correlation between academic stress and *Cyberloafing* behavior was in the moderate category but positive and significant. While research conducted [9] found that the relationship between academic stress and *Cyberloafing* has a positive relationship. The hypothesis related to this is put forward as follows:

H1: Academic stress has a significant positive effect on cyberloafing behavior.

2.3 The Influence of Lecturer Competence on Cyberloafing Behavior

In Theory of Interpersonal Behaviour, there are social factors or supportive environmental conditions that are said to influence Cyberloafing behavior, and this is also related to the lecturer competency variable. According to Law no. 14 of 2005 concerning teachers and lecturers states that lecturer competence is a set of knowledge, skills and behaviors that must be owned, lived and mastered by lecturers in carrying out professional duties.

Because there is no specific previous research on the topic under study, the authors refer to the closest previous research, one of which is research conducted [14] found that there is a significant and negative relationship between attitudes towards learning and cyberloafing. And research conducted [15] found that Self Direct Learning and student media literacy have a negative effect on Cyberloafing. Then according to research conducted [16] shows that there is a significant negative relationship between cyberloafing and employee performance.

H2: Lecturer competence has a negative and significant effect on cyberloafing behavior.

2.4 The Influence of Campus Facilities on Cyberloafing Behavior

Campus facilities are also related to Theory of Interpersonal Behaviour, namely social factors or conditions that support Cyberloafing, because the easier the internet is accessed, the more likely students are to carry out Cyberloafing behavior. According to Victor & Selvia, [17] Facilities are the appearance, ability of infrastructure facilities and the state of the surrounding environment in showing its existence to external which includes physical facilities, equipment and equipment. Which includes facilities in the form of tools, objects, equipment, money, workplace space.

There is also no previous research that is specific to these variables, so the authors again refer to previous research that is closest to the effect of campus facilities on cyberfloafing behavior. According to research conducted [1] concluded that the effect of computer and internet facility policies on cyberloafing is still minimal among Malaysian employees. Likewise, the results related to Cyberloafing said by Bagis et al., [19] revealed that internet access does not necessarily have an impact on employees.

H3: Campus facilities have a negative and insignificant effect on cyberloafing behavior.

2.5 The Influence of Learning Environment on Cyberloafing Behavior

The Learning Environment is also related to the Theory of Interpersonal Behaviour about social factors or supportive conditions that are said to influence Cyberloafing behavior. Dariyo in [21] says that a positive classroom atmosphere will occur if classroom interactions occur between lecturers and students, where in these interactions there is communication in the form of learning together, helping each other, tolerance between clever and less clever students, between the rich and the less capable, the norms of social life and classroom and campus rules are obeyed with flexible facilities, and open communication occurs.

Due to the limited previous research on the influence of the learning environment with Cyberloafing, the authors will refer to the closest previous research to the influence of the learning environment with Cyberloafing behavior. According to research conducted by Ria Benedita, [22] states that there is a positive but insignificant effect of the work environment on Cyberloafing behavior. Research conducted [22] said that no significant relationship was found between the learning environment and learning achievement. Meanwhile, according to [23], it states that there is an effect of the learning atmosphere environment on student interest in learning mathematics learning outcomes but only by 32.3% simultaneously. Meanwhile, research conducted [20] There is a significant positive relationship between the learning environment and student learning achievement. Based on the previous research above, the hypothesis found is as follows.

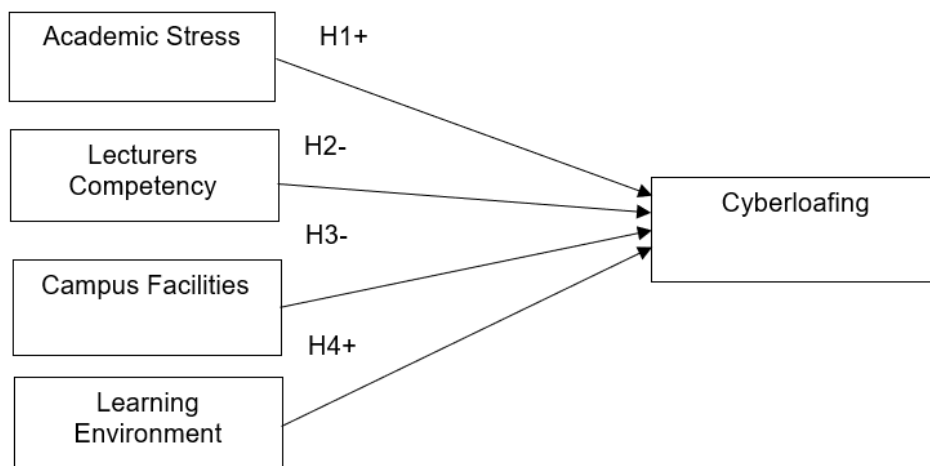**H4**: The learning environment has a positive and insignificant effect on cyberloafing behavior

Fig. 1. Research framework

3. RESEARCH METHODS

This research was conducted using a quantitative approach, which is research that uses the method of empirical statements which are usually expressed in numbers. Data was obtained through a questionnaire method that was distributed offline. Measurement of each indicator of each variable using a Likert scale. The population of this study were students from Purwokerto Universities including Muhammadiyah Purwokerto University, Jenderal Soedriman University, Telkom Institute of Technology Purwokerto, and UIN Saizu Purwokerto with a total population of 51,344 students. Due to the large population, researchers used the Slovin formula approach with an error rate of 0.1 to calculate the sample.

After calculating using the slovin formula, the minimum sample number was 99.86 which was rounded up to 100 people. The sampling technique in this study used Proportional Random Sampling technique. The data obtained will be analyzed using statistical data analysis assisted by computer applications in the form of Smart PLS Version 3.29.

The population size N = 51,344 is known that 25% are students of Muhammadiyah Purwokerto University, 15% of Jenderal Soedirman University, 40% of Telkom Institute of Technology, and 20% of Purwokerto State Islamic University and will be taken using the Slovin formula at the significance level $\alpha = 0.1$ then proportionally, the sample size for each level of education is as follows:

Table 1. Sample details

University	Percentage	Sample Size Slovin	Results
UMP	36%	36% x 100	36
Unsoed	42%	42% x 100	42
IT Telkom	9%	9% x 100	9
UIN Saizu	13%	13% x 100	13
Total	100%		100

Table 2. Variable operationalization

No.	Variable	Indicator	Measurement Scale
1.	Cyberloafing (y)	• Minor Cyberloafing a. Sending messages b. Receiving messages c. Visiting online shop sites d. Updating social media status • Serious Cyberloafing a. Online gambling b. Downloading illegal videos	Ordinal
2.	Academic Stress (x1)	• Pressure • Competition • Failure	Ordinal
3.	Lecturers Competence (x2)	• Pedagogical competence • Personal competence • Social competence • Professional competence	Ordinal
4.	Campus Facilities (x3)	• Physical facilities • Environmental area • Lighting • Noise • Wifi network	Ordinal
5.	Learning Environment (x4)	• Communication between lecturers and students a. Studying together b. Help each other c. Tolerance • Class Rules	Ordinal

4. RESULTS

4.1 Image of Outer Loading Output

This analysis uses the Smart-PLS version 3.29 program analysis software.

Outer Loading is valid if the value is above 0,7 [26].Based on the Fig. 2 illustrates that there are 6 items that measure Academic Stress, and all of these items are said to be valid because *Outer loading is* above 0.7. Lecturer Competence is measured by 4 questions and all of these items are declared valid because *Outer Loading is* above 0.7. Campus Facilities were measured with 6 questions and all statements were declared valid. Learning Environment is measured by 3 questions and all of these questions are deemed valid with *Outer Loading* exceeding 0.7.

4.2 Outer Model Results

According to the Table 3 presented, the *loading factor of* Academic Stress, Lecturer Competence, Campus Facilities, Learning Environment, and Cyberloafing Behavior exceeds 0.7. This can explain that the indicators used to measure constructs can be declared valid and have met the convergent validity test. To see the results of Average Variance Extracted (AVE) on the variables of Academic Stress, Lecturer Competence, Campus Facilities, Learning Environment, and Cyberloafing Behavior, AVE value should be above 0,5 [27]. Each variable is considered valid because the AVE (Average Variance Extracted) value exceeds 0.5.

Discriminant validity tests can be determined by observing the *Fornell-Larcker* value. According to the Table 4 presented, the square root of the AVE exceeds the latent variable correlation. Therefore, the discriminant validity test is acceptable.

The reliability test is determined using the *composite reliability* and *Cronbach's alpha* numbers with numbers equal to or exceeds 0.60 [27]. Based on the Table 5, it shows that the *Cronbach's alpha* and *composite reliability numbers* for all variables exceed 0.70. Therefore, all variables used in this research model meet the reliability requirements so that they can be declared reliable.
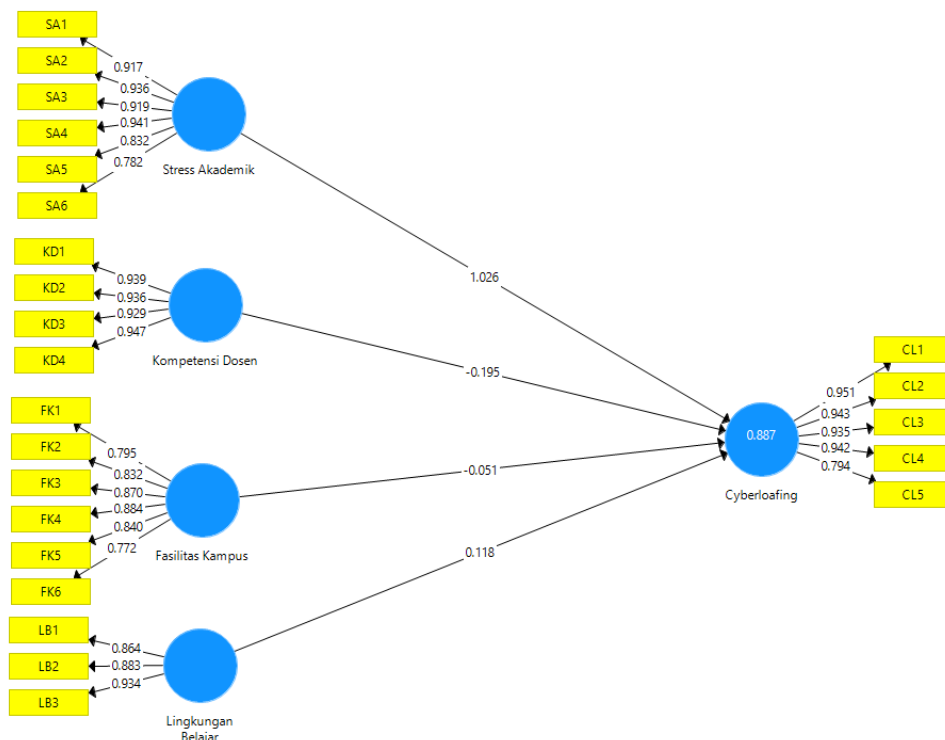

Fig. 2. Structural mode
Source: Processed by Researchers (2024)

Table 3. Validity test

Variables	Item	Outer Loading Factor	Average Variance (AVE)	Description
Academic Stress (X1)	SA 1	0.917	0.791	Valid Valid Valid
	SA 2	0.936		Valid Valid Valid
	SA 3	0.919		
	SA 4	0.941		
	SA 5	0.832		
	SA 6	0.782		
Lecturer Competence (X2)	KD 1	0.939	0.879	Valid Valid Valid
	KD 2	0.936		Valid
	KD 3	0.929		
	KD 4	0.947		
Campus Facilities (X3)	FK 1	0.795	0.694	Valid Valid Valid
	FK 2	0.832		Valid Valid Valid
	FK 3	0.870		
	FK 4	0.884		
	FK 5	0.840		
	FK 6	0.772		
Learning Environment (X4)	LB 1	0.864	0.800	Valid Valid Valid
	LB 2	0.883		
	LB 3	0.934		
Cyberloafing Behavior (Y)	CL 1	0.951	0.837	Valid Valid Valid
	CL 2	0.943		Valid Valid Valid
	CL 3	0.935		
	CL 4	0.942		
	CL 5	0.794		

Source: Processed by Researchers (2024)

Table 4. Fornell-larcker

	Cyberloafing	Campus Facilities	Lecturer Competency	Learning Environment	Academic Stress
Cyberloafing	0.928				
Campus Facilities	0.545	0.830			
Lecturer Competency	0.754	0.540	0.940		
Learning Environment	0.867	0.655	0.807	0.891	
Academic Stress	0.938	0.584	0.850	0.907	0.886

Source: Processed by Researchers (2024)

Table 5. Reliability test

Variables	Cronbach's alpha	Composite Reliability
Academic Stress (X1)	0.945	0.956
Lecturer Competence (X2)	0.956	0.968
Campus Facilities (X3)	0.912	0.930
Learning Environment (X4)	0.870	0.920
Cyberloafing Behavior (Y)	0.968	0.974

Source: Processed by Researchers (2024)

Table 6. R-Square test

Construct	R Square	R Square Adjusted
Cyberloafing	0.882	0.884

Source: Processed by Researchers (2024)

Table 7. Path coefficients

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values	Hypothesis
Campus Facilities > Cyberloafing	-0.051	-0.050	0.043	1.196	0.232	Accepted
Lecturer Competency > Cyberloafing	-0.195	-0.185	0.091	2.141	0.033	Accepted
Learning Environment > Cyberloafing	0.118	0.135	0.098	1.206	0.121	Accepted
Academic Stress > Cyberloafing	1.026	1.000	0.103	9.949	0.000	Accepted

Source: Processed by Researchers (2024)

4.3 Inner Model Results

There are 3 categories, as stated by Chin, [28]. If the R-Square value is > 0.67, this category is considered strong, if the score is more than 0.33 it is considered moderate, but if the score is less than 0.67, if the R-Square value exceeds 0.19 it is considered part of the weak category. After using SmartPLS, the R-Square result above is 0.882 from the Table 6, the result of the R-Square value of 0.882 is classified as strong because it exceeds 0.67.

The criteria for the Path Coefficient t-statistic value is> 1.96 and a hypothesis can be said to be significant if the significance value (P Value) <0.05 [29].

5. DISCUSSION

The results of this study indicate that academic stress has a positive and significant effect on cyberloafing behavior. This is in line with research conducted by Dyah Wiastuti et al., [12], (Simatupang & Margaretha[10] and (Liya Kusumawardani, [11] which state that academic stress has a positive and significant effect on Cyberloafing behavior. In this case, academic stress contributes maximally to making students do cyberloafing behavior.

Second, this study also shows that lecturer competence has a negative and significant effect on cyberloafing behavior. This is also in line with research conducted [14] found that there is a significant and negative relationship between attitudes towards learning and cyberloafing. And research conducted [15] found that Self Direct Learning and student media literacy have a negative effect on Cyberloafing. Then according to research conducted [16] shows that there is a significant negative relationship between cyberloafing and employee performance.

Third, the results showed that campus facilities have a negative but insignificant effect on cyberloafing behavior. This means that these results are in accordance with research conducted [2] which concluded that the effect of computer and internet facility policies on cyberloafing is still minimal among Malaysian employees. Likewise, the results related to Cyberloafing said by Bagis et al., [19] reveal that internet access does not necessarily have an impact on employees.

Fourth, the results of this study indicate that the learning environment has a positive but insignificant effect on cyberloafing. The results of this study are in line with research conducted by [22] which states that there is a positive but insignificant effect of the work environment on Cyberloafing behavior.

6. CONCLUSION

Based on the results of this study, not all determinant variables have a positive and significant effect on cyberloafing behavior. Academic Stress has a positive and significant effect on Cyberloafing behavior. Lecturer competence has a negative and significant effect on cyberloafing behavior. Campus facilities have a negative but insignificant effect on cyberloafing behavior. And the learning environment has a positive but insignificant effect on cyberloafing behavior.

The results of this study provide empirical evidence in terms of the direct and indirect impact of the variables of Academic Stress, Lecturer Competence, Campus Facilities, and Learning Environment, on Cyberloafing Behavior in students in Purwokerto. The results of this study can contribute to the development of Cyberloafing behavior theory and can also be used to help solve Cyberloafing behavior problems.

There are still some imperfections in this study that might be improved, one of which is that the coverage area is not too large so that the resulting data cannot reflect accurate and maximum results from actual conditions. And also the limited variables studied, therefore future similar researchers can also consider that and also use research objects in other cities or on a larger scale such as provincial coverage or others.

The implications of these findings provide important insights for educational organizations to design effective strategies to reduce cyberloafing and increase the productivity of their employees or students. By understanding the factors that drive cyberloafing, educational organizations and others can build on this research to create a positive learning environment.

This study provides a strong basis for further research on cyberloafing in Higher Education. Some suggestions for future research include:

1. Longitudinal Study: Conduct longitudinal studies to understand changes in cyberloafing behavior over time.
2. Additional Variables: Research additional variables that may influence cyberloafing, such as student satisfaction, or academic achievement.
3. Demographic Differences: Examines how demographic factors like gender, age, and job title shape patterns of cyberloafing behavior.
4. Multicultural Approach: Comparing cyberloafing behavior across different cultures and countries to understand differences in norms and attitudes towards cyberloafing.

Thus, the findings of this research contribute not only to the academic literature, but also have practical implications that can be applied by organizational management to create a more productive and ethical learning environment.

DISCLAIMER (ARTIFICIAL INTELLIGENCE)

Author(s) hereby declare that NO generative AI technologies such as Large Language Models (ChatGPT, COPILOT, etc) and text-to-image generators have been used during writing or editing of manuscripts.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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