# THE INFLUENCE OF ACADEMIC STRESS, LECTURER COMPETENCE, CAMPUS FACILITIES, AND LEARNING ENVIRONMENT ON STUDENT *CYBERLOAFING* BEHAVIOR IN PURWOKERTO


## 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 in this study used purposive sampling technique with the requirement university students in Purwokerto that are classes 20, 21, and 22 and must bring gadgets during the class.
**Place and time of research:** The research was conducted in Purwokerto from 10 december 2022 to 5 july 2024. The populationof this study were students from the class of 2020 to 2022 at universities in Purwokerto, with a sample size of 100 students.
**Methodology:** The method used to analyze the data is structural equation model (SEM) based on Partial Least Square (PLS) 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 was a positive and significant influence between academic stress on cyberloafing behavior, and showed an insignificant influence between lecturer competence, campus facilities and learning environment on cyberloafing behavior.
**Conclusion:** Based on the results of this study, not all determinant variables have a significant effect on cyberloafing behavior. Academic Stress has a positive and significant effect on Cyberloafing behavior. Lecturer competence has a positive but insignificant effect on cyberloafing behavior. Campus facilities have a positive and insignificant effect on cyberloafing behavior. And the learning environment has a positive but insignificant effect on cyberloafing behavior.


*Keywords: Academic Stress, Competence of Lecturers, Campus Facilities, Learning Environment.*

## 1. INTRODUCTION

Education is basically an important part of the national development process that determines economic growth and invests in human resource development. Education equips humans with knowledge, skills, attitudes, and values so that they have a systematic, rational way of thinking and can be critical of the problems they face, as well as capable of competing in the era of globalization.

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., 2019) 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, 2020) 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 Geokcearslan et al in (Nuha, 2021) 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. According to (Carolline, 2024) who stated that of the 231 students of the Faculty of Economics in UIN Malang who were studied, on average the students had carried out low-scale *Cyberloafing* activities with an average respondent value of 3.329. *Cyberloafing* is a person's behavior in using the internet during office hours and these activities are not related to work, (Muhtarom et al., 2021) In this case, students, or behavior in using the internet for non-academic purposesduring lectures. Blanchard and Henle (2008) in (Nuha, 2021) 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 environmenton *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., 2021). Purwati & Amalia in (Bakri, 2021) said that the academic stress that students experience arises fromtheir learning experience or learning activities related things, such as the pressure to enter the nextsemester, length of study, demands for many assignments, competition, failure and poor relationships with friends, lecturers or family members. However, there are different views onprevious research regarding the effect of academic stress on the behavior of *Cyberloafing*. Such as research conducted by (Hibrian, 2021), (Simatupang & Margaretha, 2023) stated that academic stress positively and significantly affects *Cyberloafing* behavior. Meanwhile, research carried out by (Kusumawardani, 2022) 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., 2022) 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, 2018) 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. Because there is no previous research that is specific to the topic under study, the authors refer to the closest previous research, oneof which is research conducted by (Silvia Ariani, 2019) shows that lecturer competence affectsthe dependent factor, namely academic achievement. And according to (Bakri, 2021) said that lecturer teaching style and learning motivation affect student learning outcomes. Then according to (Damanik, 2019) lecturer competence partially shows a significant and positive effect on the learning motivation of students. While (Murti & Prasetyo, 2018) concluded that lecturer competence does not significantly affect student learning achievement.

According to (Victor & Selvia, 2022), 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 (Aruan, 2020). There is also no specific previous research with these variables, so the authors again refer to the closest previous research on the effect of campus facilities on cyberfloafing behavior. According to research conducted (Febriani & Sarino, 2017) it was found that learning facilities positively and significantly affect the achievement of students. (Damanik, 2019) concluded that learning facilities partially show a significant and positive influence on the learning motivation of students. (Isnaini et al., 2015) carried out a research which results showed that there is a significant impact between lecturer competence and learning facilities on the satisfaction of students. The results of research conducted by (Islamiyah, 2019) shows that learning facilities and learning motivation positively and significantly impact student achievement simultaneously.

Baharuddin's opinion in (Jurnal Tarbiyah, 2018) 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 (Jurnal Tarbiyah, 2018) 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 (Damanik, 2019) 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 theinfluence 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, 2018), work environment significantly influences *Cyberloafing* behavior. According to (Jurnal Tarbiyah, 2018), a very significant and positive correlation is found between learning environment and the achievement of students. Meanwhile, according to (Prawidia & Khusna, 2021), learning environment shows an impact on students' interest in mathematics learning outcomes but only by 32.3% simultaneously. Meanwhile, research conducted (Aruan, 2020) said that no significant relationship was found between the learning environment and learning achievement.

Limitation of the problem is used to avoid widening the subject matter and deviation so that the research is more focused so that the research objectives will be achieved. This study limits the scope to include only the influence of academic stress, lecturer competence, campus facilities, and learning environment on *Cyberloafing* behavior in students in Purwokerto.

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

### THEORY OF PLANNED BEHAVIOR

Theory Of Planned Behavior (TPB) was proposed by (Icek Ajzen, 1985). TPB stated that a person's behavior is influenced by the intention to carry out the behavior. Theory Of Planned Behavior (TPB) has been utilized in various contexts to understand behavior, including behavior in the workplace and in education such as Cyberloafing.

The application of TBP to cyberloafing at the first point, Attitude Toward The Behavior (Attitude Toward Behavior) on employee attitudes, if employees have a positive attitude towards cyberloafing, for example, they may see it as a way to take a break or reduce stress, they are more likely to engage in this behavior. The second on impact assessment, Employees may also assess whether cyberloafing will affect their productivity or how it is viewed by management and coworkers.

Then the second point Subjective Norms (Subjective norms) on social pressure, If employees feel that their coworkers are also cyberloafing or if there is a perception that management does not pay much attention, they may feel more encouraged to participate. And on organizational norms, Company policies and unwritten norms regarding internet use can influence whether employees feel cyberloafing is acceptable. Then the third point Perceived Behavioral Control (Perceived behavioral control), the first is ease of access, If employees find it easy to access the internet for personal use without being detected, they are more likely to cyberloaf. The second is technical barriers, The use of monitoring software or restrictions on internet access by the company can reduce cyberloafing by increasing the difficulty of doing so. The third is Self-efficacy, The extent to which employees believe they can manage their time effectively and remain productive despite cyberloafing.

Research on the application of the TPB to cyberloafing has shown that the three primary components of the TPB (attitudes, subjective norms, and perceived behavioral control) significantly influence employees' cyberloafing intentions and behaviors. For example, research carried out by (Liberman et al., 2011) and (Askew et al., 2014) who explored the applicationof TPB on Cyberloafing confirmed that the use of TPB can provide important insights for developing organizational strategies and policies in managing cyberloafing.

**THE INFLUENCE OF ACADEMIC STRESS ON CYBERLOAFING BEHAVIOR**

In the Theory of Planned Behavior, it is explained about attitude towards behavior, where this is related to 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., 2021).

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., 2022) and (Simatupang & Margaretha, 2023) stated that academic stress positively and significantly impacts *Cyberloafing* behavior. Meanwhile, research carried out by (Kusumawardani, 2022) revealed that the correlation between academic stress and *Cyberloafing* behavior was in the moderate category but positive and significant. While research conducted (Hibrian, 2021) 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.

**THE INFLUENCE OF LECTURER COMPETENCE ON CYBERLOAFING BEHAVIOR**

In the Theory of Planned Behaviour, it is explained about subjective norms, and this is related to the lecturer competency variable. 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.

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 by (Murti & Prasetyo, 2018) concluded that lecturer competence positively but insignificantly affect the learning achievement of students. (Lilawati et al., 2017) shows that lecturer competence positively but insignificantly impact their performance. And according to (Bakri, 2021) said that lecturer teaching style and learning motivation affect studentlearning outcomes. Then according to (Damanik, 2019) lecturer competencepartially shows a significant and positive influence on the learning motivation of students.

**H2** : Lecturer competence has a positive but insignificant effect on cyberloafing behavior.

**THE INFLUENCE OF CAMPUS FACILITIES ON CYBERLOAFING BEHAVIOR**

Theory of Planned Behaviour also explains about perceived behavioral control, this is also related to facilities, because the easier the internet is accessed, the more likely students are to do Cyberloafing behavior. According to (Victor & Selvia, 2022), 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.

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 (Ahmad & Jamaluddin, 2010) 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., 2024) revealed that internet access does not necessarily have an impact on employees. whereas (Damanik, 2019) concluded that learning facilities partially shows a significant and positive impact on the learning motivation of students. Research carried out by (Isnaini et al., 2015) revealed that a significant influence is found between lecturer competence and learning facilities on student satisfaction. The results of research conducted (Islamiyah, 2019) shows that learning facilities and learning motivation positively and significantly impact student achievement simultaneously.

**H3** : Campus facilities have a significant positive effect on cyberloafing behavior.

**THE INFLUENCE OF LEARNING ENVIRONMENT ON CYBERLOAFING BEHAVIOR**

The Learning Environment is also related to the Theory of Planned Behavior which explains the subjective norms part of social pressure. Dariyo in (Damanik, 2019) 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 smart and less smart students, between the rich and the less capable, the norms of social life and the rules of class and campus are obeyed with flexible facilities, and open communication occurs.

Due to the limited existing studies on the influence of the learning environment with *Cyberloafing*, the authors will refer to the closest previous studies on this topic. According to research conducted by (Benedita, 2018), a positive but insignificant impact is found between work environment and *Cyberloafing* behavior. Research conducted (Aruan, 2020) said that no significant relationship was found between the learning environment and learning achievement. Meanwhile, according to (Prawidia & Khusna, 2021) Stating that there is an effect of the learning atmosphere environment on student interest in mathematics, which also impacts the learning outcomes but only by 32.3% simultaneously. Meanwhile, according to the findings of the research by (Jurnal Tarbiyah, 2018), a significant and positive correlation is found between learning environment and the learning achievement of students. 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

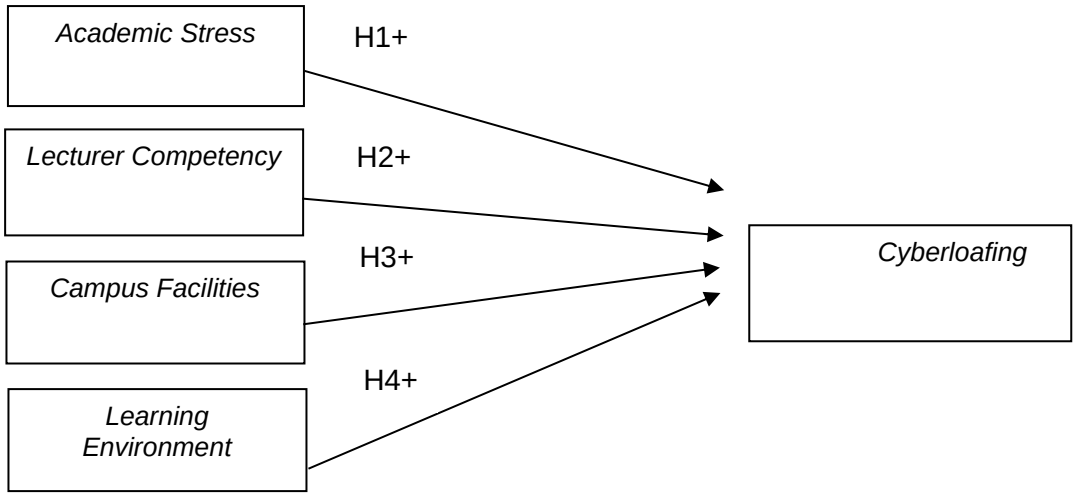



**figure 1. research framework**

## 3. RESEARCH METHODS

A quantitative approach was used in conducting this research, which is an approach that uses the method of empirical statements which are usually expressed in numbers. Data were obtained through a questionnaire method and distributed offline to students in purwokerto. As for the measuring instruments used in this study, researchers used the *Cyberloafing*Scale by Blanchard and Henle which was used to measure aspects of Cyberloafing behavior.(Nuha, 2021). Measurement of each indicator of each variable using a Likertscale. Students from Class of 2020 to Class of 2022 at Purwokerto University were the population in this study. Because the exact population size was unknown, the researchers used the Lemeshow formula approach to calculate the sample. The following is the lemeshow formula used to calculate the sample:

$$n_0 = \frac{Z^2 . p . (1-p)}{d^2}$$

Description:

n = Number of samples
z = Z score at 95% confidence = 1.96
p = Maximum estimate
d = Error rate

Based on the above formula, the determination of the sample size using the Lemeshow formula is as shown:

$$n = \frac{Z^2 \ P(1-P)}{d^2}$$

$$n = \frac{1{,}96^2 \ . \ 0{,}5 \ (1-0{,}5)}{0{,}1^2}$$

$$n = \frac{3{,}8416 \ .0{,}25}{0{,}01}$$

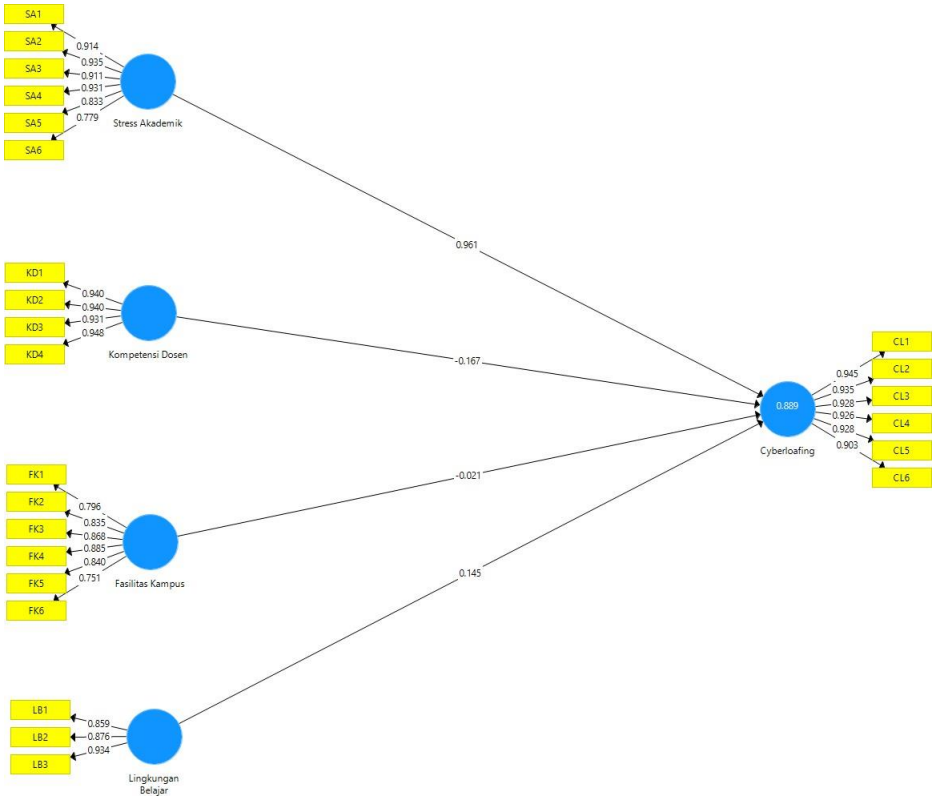
n = 96,4 = 100

By using the lemeshow formula above, a sample number of 96.4 was obtained, which was rounded up to 100 people. Purposive sampling was implemented in this study as the sampling technique. Purposive sampling, as stated by (Sugiyono, 2018) is choosing samples that meet specific criteria to achieve the desired sample size. The criteria for respondents are active students from Class of 2020 to Class of 2022 at universities in Purwokerto and carry smartphones, laptops or other gadgets during lectures. The data obtained will be analyzed using statistical data analysis assisted by a computer application in the form of Smart PLS Version 3.29.

## 4. RESULTS

**Image of outer loading output**

This analysis uses the Smart-PLS version 3.29 program analysis software.
Figure 2. Structural mode




Source: Processed by Researchers (2024)

*Outer Loading* is valid if the value is above 0,7 (Ghozali, 2016).Based on the figure above 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 ismeasured 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.

**Outer Model Results**

**Table 1.**

**Validity Test** Variables Item

| | | Outer Loading Factor | Average Variance (AVE) | Description |
|---|---|---|---|---|
| Academic Stress (X1) | SA 1 | 0.914 | 0.785 | Valid |
| | SA 2 | 0.935 | | Valid |
| | SA 3 | 0.911 | | Valid |
| | SA 4 | 0.931 | | Valid |
| | SA 5 | 0.833 | | Valid |
| | SA 6 | 0.779 | | Valid |
| Lecturer Competence (X2) | KD 1 | 0.940 | 0.883 | Valid |
| | KD 2 | 0.940 | | Valid |
| | KD 3 | 0.931 | | Valid |
| | KD 4 | 0.948 | | Valid |
| Campus Facilities (X3) | FK 1 | 0.796 | 0.690 | Valid |
| | FK 2 | 0.835 | | Valid |
| | FK 3 | 0.868 | | Valid |
| | FK 4 | 0.885 | | Valid |
| | FK 5 | 0.840 | | Valid |
| | FK 6 | 0.751 | | Valid |
| Learning Environment (X4) | LB 1 | 0.859 | 0.793 | Valid |
| | LB 2 | 0.876 | | Valid |
| | LB 3 | 0.934 | | Valid |
| Cyberloafing Behavior (Y) | CL 1 | 0.945 | 0.861 | Valid |
| | CL 2 | 0.935 | | Valid |
| | CL 3 | 0.928 | | Valid |
| | CL 4 | 0.926 | | Valid |
| | CL 5 | 0.928 | | Valid |
| | CL 6 | 0.903 | | Valid |

Source: Processed by Researchers (2024)

According to the table presented above, 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 (Ghozali & Latan, 2015). Each variable is considered valid because the AVE (Average Variance Extracted) value exceeds 0.5.

**Table2.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)

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

**Reliability Test**

**Table 3.**

| 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)

The reliability test is determined using the *composite reliability* and *Cronbach's alpha* numbers with numbers equal to or exceeds 0.60 (Ghozali, 2016). Based on the table above, it shows thatthe *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.

**Inner Model Results**

**Table 4.R-Square Test**

| Construct | R Square | R Square Adjusted |
|---|---|---|
| **Cyberloafing** | 0.882 | 0.884 |

Source: Processed by Researchers (2024)

There are 3 categories, as stated by (Chin, 1998). 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 above, the result of the R-Square value of 0.882 is classified as strong because it exceeds 0.67.

**Path Coefficients**
**Table 5.**

| | Original Sample (O) | Sample Mean (M) | Standard Deviation (STDEV) | T Statistics (\|O/STDEV\|) | P Values | Hypothesis |
|---|---|---|---|---|---|---|
| Campus Facilities > Cyberloafing | -0.021 | -0.018 | 0.045 | 0.468 | 0.640 | Not Accepted |
| Lecturer Competency > Cyberloafing | -0.167 | -0.161 | 0.085 | 1.963 | 0.050 | Accepted |
| Learning Environment > Cyberloafing | 0.145 | 0.160 | 0.093 | 1.554 | 0.121 | Accepted |
| Academic Stress > Cyberloafing | 0.961 | 0.935 | 0.105 | 9.156 | 0.000 | Accepted |

Source: Processed by Researchers (2024)

According to the hypothesis test table presented above, there is a significant influence between academic stress on cyberloafing behavior, and shows that lecturer competence, campus facilities and learning environment have an effect but not significant on cyberloafing behavior.

## 5. DISCUSSION

This research's findings revealed that academic stress positively and significantly impacts cyberloafing behavior. This aligns with the research carried out by (Wiastuti et al., 2022), (Simatupang & Margaretha, 2023)and (Kusumawardani, 2022), which revealed that academic stress positively and significantly impacts *Cyberloafing* behavior. In this case, academic stress contributes maximally to making students do cyberloafing behavior.

Second, this study also shows that lecturer competence positively but insignificantly influences cyberloafing behavior. This also aligns with research carried out by (Prasetyo, 2018) who found that lecturer competence positively but insignificantly impacts student learning motivation and student learning motivation.(Lilawati et al., 2017) who found that lecturer competence has a positive but insignificant effecton lecturer performance.

Third, the findings revealed that campus facilities shows a positive but insignificant influence on cyberloafing behavior. This indicates that this result is not in accordance with research

conducted (Febriani & Sarino, 2017), (Damanik, 2019), (Isnaini et al., 2015) and (Islamiyah, 2019) which found a significant and positive correlation between campus facilities and variable Y. This shows that the author's hypothesis is not accepted.

Fourth, this study's findings revealed that learning environment positively but insignificantly impacts cyberloafing. This finding aligns with research carried out by (Benedita, 2018), which revealed that a positive but insignificant effect is found between work environment and *Cyberloafing* behavior.

## 6. CONCLUSION

Based on the findings of this research, not all determinant variables shows a significant influence on cyberloafing behavior. Academic Stress positively and significantly impacts the behavior of Cyberloafing. Lecturer competence positively but insignificantly influences cyberloafing behavior. Campus facilities have a positive but insignificant impact on cyberloafing behavior. And the learning environment positively but insignificantly impacts 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 havepractical implications that can be applied by organizational management to create a moreproductive and ethical learning environment.

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