THEINFLUENCEOFACADEMICSTRESS,LECTURERCOMPETENCE,CAMPUS FACILITIES,ANDLEARNINGENVIRONMENT ONSTUDENT*CYBERLOAFING*BEHAVIORIN PURWOKERTO

ABSTRACT

Objective: This study aims to determine empirically whether academic stress, lecturercompetence, campus facilities and learning environment affect *cyberloafing* behavior instudentsinPurwokerto.
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.
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:AcademicStress,CompetenceofLecturers,CampusFacilities,LearningEnvironment.

1. INTRODUCTION

Cyberloafing behavior among students is increasingly becoming a concern in the world of higher education.*Cyberloafing* is a person's behavior inusingtheinternetduringofficehoursandtheseactivitiesarenotrelatedtowork,(Muhtarom et al., 2021) In this case, students, or behavior in using the internet for non-academic purposesduring lectures.

Thecurrentphenomenoninthefieldofeducationin Indonesiaistheuseoftheinternetwhichis currently very accessible to students in Indonesia, especially since the Covid 19 pandemicthat occurred in 2020 which makes lectures more often use gadgets and are carried out online.However,thishascausedbadhabitswiththeemergenceofthe*Cyberloafing*phenomenonins tudentstodate.Based on a survey conducted by(Anam et al., 2019)of students at one of theStateUniversitiesinSemarangstatedthat100%ofthestudentssurveyedhadcommitted*Cyberlo afing*.Likewise,asurveyconductedby(Bela, 2020)onstudentsoftheFacultyof Psychology, Diponegoro University Semarang, there were 98, 2% of students who hadcommitted *Cyberloafing*. Furthermore, according to a survey conducted by (Gökçearslan et al., 2016) of a total of 364 students at the University in Ankara ofTurkeyshowedahighaverageCyberloafingbehaviorof68.5%,whichmeansthatevery2out of 3 students have committed *Cyberloafing* behavior.(Blanchard & Henle, 2008) dividescyberloafingbehavior into two types, namely (1) Minor *Cyberloafing* refers to the behaviorof studentsin utilizing the internet provided by the campus for things that are not related to academicinterests,forexamplesendingorreceivingmessages,visitingonlinebuyingandsellingsit es,updating the status of social media accounts. In minor *cyberloafing* behavior can still betolerated because it does not lead to criminal behavior, even so it does not mean that minor*cyberloafing*behaviordoesnothaveanegativeimpactsuchasdecreasingstudentproductivit y. (2) Serious *Cyberloafing* In this type, students access the internet by using theinternet provided by the campus for dangerous purposes because it has the potential tocommit illegal acts, even criminalization. Such as online gambling, downloading songs orvideos illegally, and accessing pornographic sites. Which of course has a detrimental impacton the campus and students themselves. Therefore, researchers conducted a preliminarystudy to determine the situation related to *Cyberloafing* behavior in students in Purwokerto,because *Cyberloafing* behavior is one of the negative impacts of technological developmentand the internet. This research was also conducted based on the author's unrest about*Cyberloafing*behaviorthattheauthorencountereddirectlyduringthelectureprocess.Therefo re, the authors conducted this study with the aim of knowing empirically how muchinfluence academic stress, lecturer competence, campus facilities, and learning environmenton*Cyberloafing* behaviorofstudentsinPurwokerto.

Manyfactorsencouragewhystudentsdo*Cyberloafing*,thefirstisAcademicStress.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&Legrosin(Oktariani et al., 2021). Purwati & Amaliain(Bakri, 2021)saidthattheacademicstressthat students experiencearisesfromtheirlearningexperienceorlearningactivities related things,suchas thepressuretoenterthenextsemester, length of study, demands for many assignments, competition, failure and poorrelationships 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 asresearch conducted by (Hibrian, 2021), (Simatupang& Margaretha, 2023) stated thatacademicstresspositivelyandsignificantly affects *Cyberloafing*behavior.Meanwhile, researchcarried out by(Kusumawardani, 2022)revealed that the correlation between academic stressand 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*hasalowbutpositiveand significantrelationship.

Lecturercompetencecanalsoaffect*Cyberloafing*behaviorinstudents.AccordingtoLawno.14 of 2005 concerning teachers and lecturers, states that lecturer competence involvesknowledge, skills and behaviors that lecturers must own, live and master incarrying out their professional duties. Danim in (Murti &Prasetyo, 2018) stated that there are four factors that can be used to measure lecturer competencyvariables. First, pedagogical competence, which includes lecturers' abilityto constructlearning systems and materials. Second, personality competence, which refers to lecturers' attitudes andactionsthroughouttheteachingandlearningprocess.Third,socialcompetence,which includes lecturers' skillsin interactingand communicatingwith students, superiors, friends,and the community. Fourth, professional competence, which refers to the extent to whichlecturers 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 (Alanoğlu&Karabatak, 2021) found that there is a significant and negative relationship between attitudes towards learning and cyberloafing. And research conducted (Farhad, 2023) found that Self Direct Learning and student media literacy have a negative effect on cyberloafing. Then according to research conducted (Sucipto et al., 2023) shows that there is a significant negative relationship between cyberloafing and employee performance.

According to (Victor & Selvia, 2022),facilities are the infrastructure and environment's appearance and functionality in showing their presence to outsiders whichinclude physical structures,equipment, tools,objects,financial resources,and workplaceareas.Facilitiesandinfrastructure,environmental area, lighting and noise also have a major influence in makingthelearning environment pleasant,which can influence both motivation and learning process of students.Comfortableclassroomconditionswillhelpstudentstohave better concentration,getoptimallearningresults,andenjoytheir learningprocess(Aruan, 2020).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 (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) reveal that internet access does not necessarily have an impact on employees.

Baharuddin's opinion in (JurnalTarbiyah, 2018) provides an illustration that external factors, such as learning environment,play a role in influencing the development of each student in thelearning process. Learning environment requires not only excellentfacility, but alsoneeds to providecomfort and tranquility in the environment to help students maintain focus on their lessons.AgoodlearningenvironmentaccordingtoSaifuddin's view in (JurnalTarbiyah, 2018) suggests a stimulating and challenging environment for learning,which also provides a sense of security, peace and satisfaction forstudentsto achieve the expected orsatisfying learning results.Dariyo in (Damanik, 2019) said that a positiveclassroom atmospherewill occurif classroominteractionsoccur between lecturers andstudents, 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 andthe less capable, the norms of social life and classroom and campus rules are obeyed withflexiblefacilities,andopencommunicationoccurs.Duetothelimitedpreviousresearchontheinfluence of the learning environment with *Cyberloafing*, the authors will refer to the closestpreviousresearchtotheinfluenceofthelearningenvironmentwith*Cyberloafing*behavior.

According to research conducted by (Benedita, 2018), work environment significantly influences *Cyberloafing* behavior. According to (JurnalTarbiyah, 2018),a very significant and positive correlationis found between learning environment and the achievement of students. Meanwhile, according to (Prawidia&Khusna, 2021), learning environment shows an impact on students' interest in mathematicslearningoutcomesbutonlyby32.3%simultaneously.Meanwhile,researchconducted(Aruan, 2020) said that no significant relationship was found between the learning environment andlearningachievement.

There are several studies that examine *Cyberloafing*, but of course each place has differentcharacteristics regarding the topic. Be it the factors that cause it, who is involved and theindicators used. In addition, the focus of the problem on the influence of academic stress,lecturercompetence,campusfacilities,andthelearningenvironmenton*Cyberloafing*behavior in students in Purwokerto has never been studied, so it is necessary to conductempirical research to determine whether academic stress, lecturer competence, campusfacilities,andthelearningenvironmentaffect*Cyberloafing*behaviorinstudentsinPurwokerto.

2. LITERATURE REVIEW

THEORYTHEORYOFPLANNEDBEHAVIOR

Theory Of Interpersonal Behaviour(Triandis, 1980) 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, 2004) validating the (Triandis, 1980) 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.

THEINFLUENCEOFACADEMICSTRESSON CYBERLOAFINGBEHAVIOR

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., 2021)

However,therearedifferentviewsinpreviousstudiesregardingacademicstress' 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 significantlyimpacts *Cyberloafing* behavior. Meanwhile, research carried out by(Kusumawardani, 2022)revealed that the correlation between academic stress and *Cyberloafing* behavior was in themoderate category but positive and significant. While research conducted (Hibrian, 2021)foundthattherelationshipbetweenacademicstressand*Cyberloafing*hasapositiverelationship. The hypothesis relatedtothisis put forwardasfollows:

H1:Academicstresshasasignificantpositiveeffectoncyberloafingbehavior.

THEINFLUENCEOFLECTURERCOMPETENCEONCYBERLOAFINGBEHAVIOR

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 (Alanoğlu&Karabatak, 2021) found that there is a significant and negative relationship between attitudes towards learning and cyberloafing. And research conducted (Farhad, 2023) found that Self Direct Learning and student media literacy have a negative effect on Cyberloafing. Then according to research conducted (Sucipto et al., 2023) shows that there is a significant negative relationship between cyberloafing and employee performance.

H2: Lecturercompetencehasanegativeand significanteffectoncyberloafing behavior.

THEINFLUENCEOFCAMPUSFACILITIESON CYBERLOAFINGBEHAVIOR

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, 2022) 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 (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.

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

THEINFLUENCEOFLEARNINGENVIRONMENT ONCYBERLOAFINGBEHAVIOR

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 (Damanik, 2019) 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, 2018) states that there is a positive but insignificant effect of the work environment on 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), 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 (JurnalTarbiyah, 2018) 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: Thelearningenvironmenthasapositiveandinsignificanteffectoncyberloafingbehavior

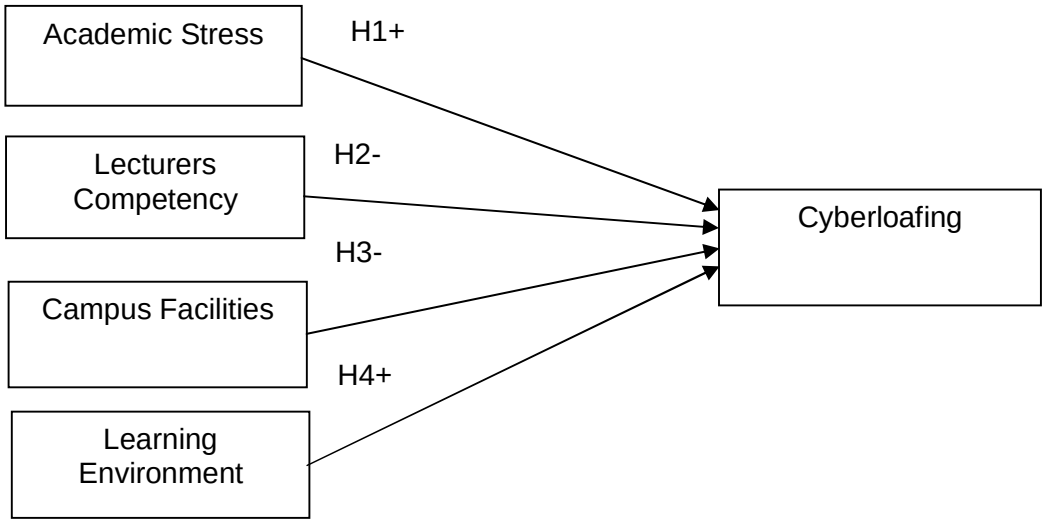

Figure1:Researchframework

3. RESEARCHMETHODS

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, JenderalSoedriman University, Telkom Institute of Technology Purwokerto, and UIN SaizuPurwokerto 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 JenderalSoedirman 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 α = 0.1 then proportionally, the sample size for each level of education is as follows:

	Sample Size

University	Percentage	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

4. VARIABLE OPERATIONALIZATION TABLE

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

5. RESULTS

Imageofouterloadingoutput

ThisanalysisusestheSmart-PLSversion3.29programanalysissoftware.

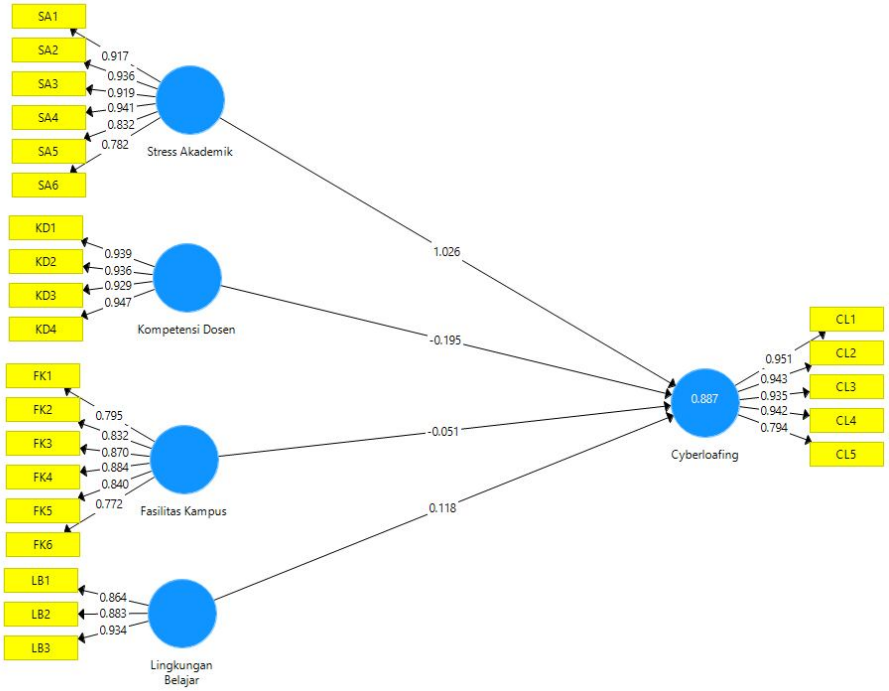

Figure2:Structuralmode

Source:ProcessedbyResearchers(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 ofthese 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 weredeclared valid. Learning Environment is measured by 3 questions and all of these questionsaredeemed validwith*Outer Loading*exceeding 0.7.

OuterModelResults

ValidityTest

Variables	Item	Outer LoadingFactor	Average Variance(AVE)	Description
Academic Stress(X1)	SA1	0.917	0.791	Valid
	SA2	0.936		Valid
	SA3	0.919		Valid
	SA4	0.941		Valid
	SA5	0.832		Valid
	SA6	0.782		Valid
LecturerCompetence(X2)	KD1	0.939	0.879	Valid
	KD2	0.936		Valid
	KD3	0.929		Valid
	KD4	0.947		Valid
Campus Facilities(X3)	FK1	0.795	0.694	Valid
	FK2	0.832		Valid
	FK3	0.870		Valid
	FK4	0.884		Valid
	FK5	0.840		Valid
	FK6	0.772		Valid
LearningEnvironment(X4)	LB1	0.864	0.800	Valid
	LB2	0.883		Valid
	LB3	0.934		Valid
Cyberloafing Behavior(Y)	CL1	0.951	0.837	Valid
	CL2	0.943		Valid
	CL3	0.935		Valid
	CL4	0.942		Valid
	CL5	0.794		Valid

Source:ProcessedbyResearchers(2024)

According to thetablepresented above,the*loadingfactorof*AcademicStress,LecturerCompetence,CampusFacilities,LearningEnvironment,andCyberloafingBehaviorexceeds 0.7.Thiscanexplainthattheindicatorsusedtomeasureconstructscanbedeclaredvalidandhavemettheconvergentvaliditytest.ToseetheresultsofAverageVarianceExtracted(AVE)on the variables of Academic Stress, Lecturer Competence, Campus Facilities, LearningEnvironment, and Cyberloafing Behavior, AVE value should be above 0,5 (Ghozali& Latan, 2015).Each variable is considered valid because theAVE (Average VarianceExtracted)value exceeds 0.5.

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:ProcessedbyResearchers(2024)

Discriminant validity tests can be determined by observing the *Fornell-Larcker* value.Accordingtothetablepresented above,thesquarerootoftheAVEexceedsthelatentvariablecorrelation.Therefore,the discriminantvaliditytestisacceptable.

ReliabilityTest

Variables	Cronbach'salpha	CompositeReliability
AcademicStress(X1)	0.945	0.956
LecturerCompetence(X2)	0.956	0.968
CampusFacilities(X3)	0.912	0.930
LearningEnvironment(X4)	0.870	0.920
CyberloafingBehavior(Y)	0.968	0.974

Source:ProcessedbyResearchers(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'salpha*and*compositereliabilitynumbers*forallvariablesexceed0.70.Therefore, all variables used in this research model meet the reliability requirements so thattheycanbedeclaredreliable.

InnerModelResults

R-SquareTest

Construct	RSquare	RSquareAdjusted
Cyberloafing	0.882	0.884

Source:ProcessedbyResearchers(2024)

There are 3 categories, as stated by (Chin, 1998). If the R-Square value is > 0.67, thiscategoryisconsideredstrong,ifthescoreismorethan0.33itisconsideredmoderate,butif the score is less than 0.67, if the R-Square value exceeds 0.19 it is considered part ofthe weak category. After using SmartPLS, the R-Square result above is 0.882 from thetable above, the result of the R-Square value of 0.882 is classified as strong because it exceeds 0.67.

PathCoefficients

	Original Sample (O)	Sample Mean(M)	Standard Deviation (STDEV)	T Statistics(|O /STDEV|)	P Values	Hypothesis
CampusFacilities> Cyberloafing	-0.051	-0.050	0.043	1.196	0.232	Accepted
LecturerCompetency>Cyberloafing	-0.195	-0.185	0.091	2.141	0.033	Accepted
LearningEnvironment> 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:ProcessedbyResearchers(2024)

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 (AzuarJuliandi, 2018)

6. 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 (DyahWiastuti et al., 2022), (Simatupang& Margaretha, 2023) and (Liya Kusumawardani, 2022) 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 (Alanoğlu&Karabatak, 2021) found that there is a significant and negative relationship between attitudes towards learning and cyberloafing. And research conducted (Farhad, 2023) found that Self Direct Learning and student media literacy have a negative effect on Cyberloafing. Then according to research conducted (Sucipto et al., 2023) 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 (Ahmad & Jamaluddin, 2010) 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., 2024) 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 (Ria Benedita, 2018) which states that there is a positive but insignificant effect of the work environment on Cyberloafing behavior.

7. 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.

Theresultsofthisstudyprovideempiricalevidenceintermsofthedirectandindirectimpact of the variables of Academic Stress, Lecturer Competence, Campus Facilities, andLearningEnvironment,onCyberloafingBehaviorinstudentsinPurwokerto.Theresultsofthisst udycancontributetothedevelopmentofCyberloafingbehaviortheoryandcanalsobeusedtohelpsol veCyberloafingbehaviorproblems.

There are still some imperfections in this study that might be improved, one of whichisthatthecoverageareaisnottoolargesothattheresultingdatacannotreflectaccurateandma ximum results from actual conditions. And also the limited variables studied, thereforefuture similar researchers can also consider that and also use research objects in other citiesoronalarger scale suchas provincialcoverageorothers.

Theimplicationsofthesefindingsprovideimportantinsightsforeducationalorganizationst odesigneffectivestrategiestoreducecyberloafingandincreasetheproductivityoftheiremployeeso rstudents.Byunderstandingthefactorsthatdrivecyberloafing, educational organizations and others can build on this research to create apositivelearningenvironment.

This study provides a strong basis for further research on cyberloafing in HigherEducation. Somesuggestions forfutureresearchinclude:

1. LongitudinalStudy:Conductlongitudinalstudiestounderstandchangesincybe rloafing behaviorovertime.
2. AdditionalVariables:Researchadditionalvariablesthatmayinfluencecyberloafing,such asstudent satisfaction, oracademic achievement.
3. DemographicDifferences:Examineshowdemographicfactorslikegender, age, and job title shape patterns ofcyberloafingbehavior.
4. Multicultural Approach: Comparing cyberloafing behavior across different culturesandcountriestounderstanddifferences innormsandattitudestowardscyberloafing.

Thus, the findings of this researchcontribute not only to the academic literature, but also havepracticalimplicationsthatcanbeappliedbyorganizationalmanagementtocreateamorepr oductiveandethical learningenvironment.

Consent

As per international standard or university standard, Participants' written consent has been collected and preserved by the author(s).

Disclaimer (Artificial intelligence)

Option 1:

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.

Option 2:

Author(s) hereby declare that generative AI technologies such as Large Language Models, etc have been used during writing or editing of manuscripts. This explanation will include the name, version, model, and source of the generative AI technology and as well as all input prompts provided to the generative AI technology

Details of the AI usage are given below:

1.
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