
RELATIONSHIP BETWEEN ACADEMIC STRESS AND CYBERLOAFING BEHAVIOR AMONG PSYCHOLOGY DEPARTMENT STUDENTS AT UNIVERSITAS PENDIDIKAN INDONESIA

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ABSTRACT

This study aims to determine the relationship between academic stress and cyberloafing among psychology department students at Universitas Pendidikan Indonesia (UPI). This correlational study involved 150 students recruited using the quota sampling technique. Academic Stress Inventory and The Cyberloafing Scale were employed as the data collection instrument. The obtained data were analyzed using product moment correlation analysis, showing a positive relationship between academic stress and cyberloafing. The results of the study can serve as a reference for school counselors in designing guidance and counseling services to reduce academic stress and cyberloafing.

Kata kunci : academic stress, cyberloafing, college students

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INTRODUCTION

Internet rapid development leads to the boom of e-prefix in many platforms, such as e-communication, e-learning, e-trade, e-healthy, and e-business (Yilmazz et al., 2015). Indonesian Internet Service Provider Association (APJII) estimates that there were approximately 171.17 million internet users in Indonesia in 2018 (Haryanto, 2019). Of that number, millennial age (20-24 years old) becomes the second most internet users

The internet currently becomes almost every individual's daily needs in many sectors, including social and education. Simanjuntak et al. (2019) state that internet access frequency in the education sector significantly increases, particularly at the university level. Most Indonesian universities provide free internet access for their students to facilitate their learning process. Internet access is expected to support students' autonomous learning process and improve their learning

outcomes as adult learners (Lee and Tsai, 2011). Despite its significant benefits, unintentional, excessive, and uncontrolled use of technology can result in various issues, including cyberloafing.

The term cyberloafing is defined as an activity of using the internet casually in the workplace or at school (Wu et al., 2018). Lim, Teo, and Loo's (2002) study on cyberloafing in the organizational context in Asia suggests that cyberloafing refers to a condition in which an employee uses the company internet access during the work hour to surf the internet for non-job purposes. Robbins & Judge (2008) define cyberloafing as an individual's use of institutional access internet during work hours for his/her personal or non-job purposes.

Although cyberloafing can help individuals get rid of boredom during work hours (Andreaseen, et al., 2014) and the learning process, it can also distract students' learning focus. Wu, Mei, and Ugrin's (2018) study reports that cyberloafing in a Chinese university serves as a means of recovery for students after the learning process.

Previous studies have reported issues on cyberloafing, where students use the university internet facility for personal, non-academic purposes (Prasad, Lim, & Chen, 2010; Yasar & Yurdugul, 2008) Cyberloafing in university context takes the form of accessing Facebook, Twitter, online games and other internet activities irrelevant to academic purposes (Yasar & Yurdugul; in Fuadiah et al., 2008). The recent field survey in the Indonesia University of Education found that the cyberloafing phenomenon also occurs among psychology department students as they access social media during the lecturing hours.

Cyberloafing is associated with poor learning outcomes, such as poor class performance and low GPA (Ravizza, Uitvlugt, & Fenn, 2016) as students perform many tasks in a limited time with divided energy and focus. Academic stress can trigger cyberloafing in students. As heavy course loads are likely to lead to stress, cyberloafing offers stress relief for students.

We assumed and are interested in exploring the relationship between cyberloafing and academic stress and confirming whether cyberloafing manifests students' academic stress. The result of this study is expected to provide a reference for school counselors to provide a guidance and counseling service for handling students' academic stress and cyberloafing issues.

RESEARCH METHOD

This correlational study attempted to find the relationship between academic stress (X1) and cyberloafing (X2) by involving 150 students recruited using the quota sampling technique. The data on academic stress were collected using Wicaksono's (2016) Academic Stress Inventory ($r = 0.816$). Meanwhile, The Indonesian version of Akbulut et al.'s (2016) cyberloafing scale (Azzahra, 2018) was employed to obtain the data on cyberloafing ($r=0.924$). The collected data were then measured using product moment.

RESULT AND DISCUSSION

The results of data analysis using Pearson Product Moment are presented in the following table:

Tabel 1
Hasil Korelasi Stres Akademik (X1)
dengan Cyberloafing (X2)

Correlations				
			Cyberloafing	Stress Akademik
Spearmans rho	Cyberloafing	Correlation Coefficient	1.000	.238**
		Sig. (1-tailed)	.	.002
		N	150	150
Stress Akademik		Correlation Coefficient	.238**	1.000
		Sig. (1-tailed)	.002	.
		N	150	150

As shown in the table above, the correlation was significant at the 0.01. The sig. value of 0.002 was obtained from 150 respondents. This significance value serves as the basis to reject the null hypothesis (H0). Silalahi (2009) states that a significance value

lower than 0.05 means that the null hypothesis (H₀) is rejected and the alternative hypothesis (H_a) is accepted.

The result indicated a positive and significant relationship between academic stress and cyberloafing (p-value <0.05, r=0.238). In other words, a higher stress level is associated with the increased possibility of cyberloafing and vice versa.

Academic stress is inseparable from students' life. To be more specific, Lin & Chen (2009) classify aspects of academic stress into seven domains, including pressure from teachers, pressure from test results, pressure during tests, group work pressure, peer pressure, time management and internal pressure. In this regard, some individuals cope with the stress by withdrawing from the stress-triggering activities (Taylor, 2006). In the context of this study, when an individual perceives stress, he/she tends to use the internet for entertainment purposes (Astri & Zahrani, 2014). Cyberloafing can certainly be used as an effort for students to relieve pressure in the academic context.

The results of this study are also supported by Oktapiansyah's research (2018) which basically conducts research with the same variables, but with a different sample, namely employees. In his research, there is a positive and significant correlation between job stress and cyberloafing in employees. Although, in that study, the correlation coefficient was in the very low category (r = 0.08) which is also the same as the low correlation that occurred in this study (r = 0.238). Herlianto's research (2013) also states that the higher the conflict a person has, the more he has the urge to do cyberloafing, which also adds support to the test results in this study.

The results of data processing also include an overview of each variable. This study shows that the cyberloafing level of students from the Psychology Department of UPI, which consists of four active batches, in general, is in the high category with a percentage of 42.7% (64 students). This could be because UPI psychology students chose internet-related activities as a form of coping with stress. Other research also shows that cyberloafing is an effort to overcome the

current boredom (Andel, at all, 2019). On the other hand, Saritepeci (2019) in his research concluded that internet use addiction and metacognitive awareness are also other factors that must be considered in seeing the highs and lows of cyberloafing. In addition, apart from focusing on individuals, or in this study the students themselves, the high level of cyberloafing among UPI Psychology Department students can also be caused by external factors. Vitak & LaRose (2011) state that if there is an ethical prohibition on the use of the internet or all activities related to it, then this will be inversely proportional to a person's intention to carry out cyberloafing activities. Thus, the possibility of high cyberloafing in UPI Psychology students could be caused by the absence of rules for using the internet in the classroom.

In the academic stress variable, UPI psychology students also generally belong to the category that has a high level of stress with a percentage of 44% (66 students). Olejnik & Holschuh (in Rahmawati, 2012) stated that academic stress is a response that arises because there are too many demands for tasks that must be completed by students. The high level of academic stress in most UPI Psychology students can also indicate that both factors causing academic stress such as difficult lectures, pressure from lecturers, the environment, and social activities are felt to put pressure on the students themselves. Academic stress that is in the high range can also indicate that students feel they have inadequate resources to handle the academic demands they face (Govarest & Gregoire, 2004).

Another aspect of analysis obtained from this study is a review of the average differences on variables based on gender, age, and also the length of internet use per day. Researchers tested the differences in each variable in terms of demographic data using the T test and ANOVA.

Different tests on the cyberloafing variable in terms of gender, resulted in the conclusion that there was no significant difference (sig. <0.05) between the average scores for men and women. In addition, both men and women are in the high range of cyberloafing

categories. The absence of differences in cyberloafing in terms of gender was also found in Azzahra's (2018) research which conducted research on Jakarta State University students. Another cyberloafing study with a sample of employees also shows support for this result, where Diastama & Fajrianti (2018) concludes that there is no difference in cyberloafing average between female and male employees. Furthermore, the cyberloafing difference test in terms of age also resulted in the conclusion that there was no significant difference (sig. <0.05) between the average UPI psychology students who were less than 20 years old (teenagers) and UPI psychology students who were more than or the same age. with 20 years (adult). Finally, the cyberloafing difference test in terms of the length of internet use per day showed that there was a significant difference (sig. >0.05) between the group averages. In other words, the length of daily internet use affects the average cyberloafing score of UPI psychology students.

On the academic stress variable, the results of the calculation of the difference test in terms of gender again showed no significant difference (sig. <0.05) between the average male and female students. This result supports the results of previous research conducted in Indonesia, which also reported no differences in academic stress in terms of gender (Hafifah, Widiani & Rahayu, 2017; Suwartika, Nurdin, & Ruhmadi, 2014). In addition, both male and female students in this study were found to be in a high-stress category. The difference test was also performed to see students' academic stress in terms of age. The results indicated no significant difference (sig. <0.05) between students under twenty years old (adolescence category) and those 20+ years old (adult category). Finally, the Anova test was conducted to see the difference in academic stress in terms of the daily internet use duration. The results indicated a significant difference (sig. >0.05) in the group mean, meaning that the daily internet use duration affects students' academic stress in the psychology department of UPI.

As previously described, academic stress is significantly and positively associated with cyberloafing. However, the correlation between the two was weak. Students in this study were also categorized as having a high level of academic stress and cyberloafing. This finding indicates they suffer from academic stress and cyberloaf to relieve the stress during the lecturing hours

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