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The Effect of Academic Stress, Burnout, and Class Engagement, on Cyberloafing Behavior in UNTAR Students

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ABSTRACT
Nowadays, human life cannot be separated from technology, especially the internet. The internet helps human activities, so the internet is needed, but with the presence of the internet, humans abuse the internet provided. This phenomenon is known as cyberloafing. Cyberloafing is a form of internet abuse behavior during working hours. Cyberloafing behavior itself is influenced by several variables. The variables examined in this research that influence cyberloafing are academic stress, class engagement, and burnout. This research was conducted with the aim of finding out whether the variables of academic stress, class engagement, and burnout influence a person's cyberloafing behavior. In the process of collecting research data using the Simple Random Sampling (SRS) technique by submitting questionnaires online via WhatsApp, Line and Discord with Google Form. The sample chosen was students studying at Tarumanagara University, with 371 participants studying at Tarumanagara University. The results of this research show that the class engagement and academic stress variables have a positive and significant effect, but the burnout variable has a positive and insignificant effect on cyberloafing behavior. So from this research it can be concluded that academic stress and class engagement variables influence students to carry out cyberloafing.

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Introduction

In this day and age, it is undeniable that internet technology helps and facilitates all human activities, the presence of internet technology helps in all fields that humans do, especially in the field of education (Ozdamli & Ercag, 2021). Because it is very necessary, universities or schools provide facilities in the form of internet that can be used by students (Arabaci, 2017). Internet technology helps everyone to be able to learn and find any information they want to find, internet technology can be accessed anywhere as long as they have internet access, carried out from the positive side of internet technology that can support and help teachers and students that the internet has a negative side (Aksoğan & Bulut Özek, 2020). The negative side if the use of internet technology is not supervised,

not controlled, and excessive can make technology disrupt the teaching and learning environment, the negative impact that is felt is on students because it will make learning motivation loss and lack of focus (Arabaci, 2017). The abusive behavior of the facilities provided is called cyberloafing, the word cyberloafing was first reported by Tony Cummins in the New York Daily News in 1995. Cyberloafing behaviors that often occur among students are watching youtube, playing games, watching videos, shopping online, replying to messages, and opening emails a (Lim & Chen, 2012).

One study conducted by (Saputra et al., 2021)states that someone who takes college is faced with various requests during their studies such as college assignments. The number of demands given makes students commit cyberloafing actions. Cyberloafing behavior is needed to reduce burnout or stress which helps momentarily to avoid learning demands. But one study conducted by (Ravizza et al., 2017) found that cyberloafing can be distracting and detrimental to students' academics as well as frustrating teachers. Based on the results of research by the Indonesian Internet Service Providers Association (APJII) said that the number of internet users every year always increases. In 2017, the number of internet users in Indonesia reached 143.26 million people with an age range of 19-34 years. In 2017 4 experienced an increase of 10.56% from the survey results in 2016 (Durak & Saritepeci, 2019). On average, every university in Indonesia at least provides facilities in the form of internet to all students in their university environment. Cyberloafing has been shown to have significant negative impact effects on the learning environment as well as disrupting study time, a negative impact seen on students' ability to focus. Some teachers even punish students for disturbing other students. Cyberloafing events in schools tend to increase, due to the instant ease of access to the internet (Lim & Chen, 2012).

The purpose of this study was to determine whether there is an influence between academic stress, burnout, and class engagement on a person's cyberloafing behavior. So researchers find out whether the variables of academic stress, burnout, and class engagement positively affect a person's cyberloafing behavior.

Research Methods

The sample studied was students studying at Tarumanagara University. All samples taken amounted to 371 students from the sample were not specifically targeted at one or two majors. The total sample taken was 371 students consisting of 196 men and 175 women. All samples answered the questionnaire with a google form distributed via whatsapp, line, and discord. This study used three independent variables, namely academic stress (X1), class engagement (X2), and burnout (X3) and one dependent variable, cyberloafing (Y). This research uses analytical methods using SPSS software, the use of SPSS can be used to conduct hypothesis studies because SPSS is an effective tool for analyzing quantitative data. The biggest advantages of using SPSS are easy to learn, easy to use, and deep statistical capacity (Metin-Orta & Demirtepe-Saygılı, 2023). To measure the likert scale 1-5 that has been compiled and given to students studying at Tarumanagara University, the assessment on the likert scale uses assessments 1-5 with the following categories:

1. Never at all
2. Ever
3. Sometimes
4. Often
5. Very often

Question items were given to the research target with a total of 4 items for cyberloafing (4 items), academic stress (5 items), class engagement (8 items), and burnout (5 items), with a total of 18 independent variable question items and for 4 dependent variables. The response obtained from the sample will be processed with the theory of (Hair et al., 2019), namely:

1. The data validity analysis technique obtained is valid if the result of the variable must be more than 0.30. The value obtained from the number of samples studied is 370 samples, so the limit that must be achieved must exceed 0.30.
2. Reliability analysis technique using the Cronchbach's alpha value table method above 0.60.
3. The classical assumption test consists of three, namely:
    1. Normality test is a technique to read data whether the data obtained is normally distributed or not, distribution can be said to be abnormal if the placement of the data obtained is scattered and not one direction
    2. The heteroscedasticity test is a data collection technique that aims to determine whether the regression model under study occurs variance equations from residuals to other observers. The data obtained must have a clear pattern and spread above and below 0 on the Y axis or the regression value must be more than 0.05.
    3. Multicollinearity Test is a technique to read data whether the data obtained does not occur multicollinearity between independent variables, the data obtained is said to occur multicollinearity if the value is above 10 (Wu et al., 2018)
    4. Multiple linear regression test is a linear regression to find out whether the hypothesis is accepted or rejected between independent and dependent variables consisting of:
        1. The higher the R-square test, the higher the influence, which is divided into three, namely weak (0.19), moderate (0.33), and substantial (0.67).
        2. Simultaneous Test is a data collection technique to be able to determine the influence of all independent variables simultaneously having a significant effect on the dependent variable, said to be significant if the significance (p-value) is smaller or equal to 0.10 (10%).
        3. Significance Test is a collection technique to be able to find out whether the independent variable has a significant effect on the dependent variable. The variable is said to have a significant effect if the significance (p-value) is smaller than or equal to 0.10 (10%).

Results and Discussions

Result

The results of this study explained that of the three independent variables, two variables were found to have a positive and significant effect on cyberloafing behavior and one variable had a positive and insignificant effect. The results of this study were obtained from data obtained when distributing google forms to sample targets, including: (Heidari et al., 2023)

Validity Test

Test Validity of independent variables

Table 1 Validity of independent variables

Variable	Indicator	Loading Factor	Information
Stress Academic	X1.1	0,652	Valid
	X1.2	0,781	Valid
	X1.3	0,765	Valid
	X1.4	0,721	Valid
Class Engagement	X2.1	0,658	Valid
	X2.2	0,724	Valid
	X2.3	0,750	Valid
	X2.4	0,733	Valid
	X2.5	0,713	Valid
	X2.6	0,508	Valid
	X2.7	0,548	Valid
	X2.8	0,521	Valid
Burnout	X3.1	0,703	Valid
	X3.2	0,782	Valid
	X3.3	0,778	Valid
	X3.4	0,754	Valid
	X3.5	0,707	Valid
	X3.6	0,411	Valid

Source : SPSS Processing Results Version 26, 2023

The results of the validity test of each independent variable (academic stress, class engagement, and burnout) in the SPSS application version 26, the results of all indicators tested for validity have a value of more than 0.3 (valid), therefore there is no reduction in indicators on the burnout variable because it has met the validity test (table 2).

Test the validity of the dependent variable

Table 2 Validitias Variabel dependen

Variable	Indicator	Loading Factor	Information
Cyberloafing	Y1	0,812	Valid
	Y2	0,868	Valid
	Y3	0,136	Tidak Valid
	Y4	0,813	Valid

Source : SPSS Processing Results Version 26, 2023

The results of the cyberloafing variable validity test in the SPSS version 26 application contained factors whose value was less than 0.3 (invalid), therefore reducing the indicator on the cyberloafing variable to meet the validity test (table 3).

Reliability Test

Table 3 Reliability Test

Variable	Value	Information
Cyberloafing (Y)	0,776	Reliable
Stres Akademik (X1)	0,710	Reliable
Class Engagement (X2)	0,801	Reliable
Burnout (X3)	0,787	Reliable

Source : SPSS Processing Results Version 26, 2023

The results of the reliability test on cyberloafing, academic stress, class engagement, and burnout variables in the SPSS version 26 application, the results of all

indicators tested for reliability have a value of more than 0.6 (reliable), therefore in the absence of unreliable variables, all variables can be said to be reliable (table 4).

Descriptive Statistical Test

Table 4 Descriptive Statistics

Variable	N	Min	Max	Mean	Std. Deviation
Cyberloafing	371	2,00	5,00	3,15	0,698885
Stres akademik	371	2,00	5,00	3,19	0,605853
Class engagement	371	2,00	5,00	3,15	0,551698
Burnout	371	2,00	5,00	3,20	0,617572

Source : SPSS Processing Results Version 26, 2023

Based on the results of descriptive statistical tests from table 4.10, the data obtained by this study are:

1. The cyberloafing variable (Y), obtained data from table 4.10 that has a min value of 2.00 and a max value of 5.00 and the mean of the cyberloafing variable of 3.15 with a standard deviation of 0.698885.
2. The academic stress variable (X1), obtained data from table 4.10 that has a min value of 2.00 and a max value at 5.00 and the mean of the cyberloafing variable of 3.19 with a standard deviation of 0.605853.
3. The class engagement variable (X2), obtained data from table 4.10 that has a min value of 2.00 and a max value of 5.00 and the mean of the cyberloafing variable of 3.15 with a standard deviation of 0.551698.
4. The burnout variable (X3), obtained data from table 4.10 that has a min value of 2.00 and a max value of 5.00 and the mean of the cyberloafing variable of 3.20 with a standard deviation of 0.617572.

Significance Test

Table 5
Significance Test

Variable	Original Sample	Sig.	Information
Academic Stress	0,210	0,000	Positive and Significant
Class Engagement	0,110	0,100	Positive and Significant
Burnout	0,030	0,964	Positive and Insignificant

Source : SPSS Management Results Ver 26, 2023

Based on the results of the significance test between the independent variable (academic stress, class engagement, and burnout) against the dependent variable (cyberloafing). So from the table of hypotheses above explained as follows:

1. H1: Academic stress (X1) positively affects cyberloafing behavior (Y)

Based on the results of the significance test, the significance value of the effect of academic stress (X1) on cyberloafing behavior (Y) is 0.000, where this value is lower than 0.10 (0.000 < 0.10) and the value of the original sample is 0.210. Thus, it can be concluded that academic stress (X1) has a positive and significant effect, thus the above hypothesis is supported / accepted.

2. H2: Class engagement (X2) positively affects cyberloafing behavior (Y)

Based on the results of the significance test, the significance value of the influence of class engagement (X2) on cyberloafing behavior (Y) is 0.100, where this value is equal

to 0.10 (0.100 = 0.10) and the value of the original sample is 0.110. Thus, it can be concluded that class engagement (X2) has a positive and significant effect, thus the above hypothesis is supported / accepted.

3. H3: Burnout (X3) Positively Affects Cyberloafing Behavior (Y)

Based on the results of the significance test, the significance value of the effect of bunrout (X3) on cyberloafing behavior (Y) is 0.964, where this value is greater than 0.10 (0.964 > 0.10) and the value of the original sample is 0.030. Thus, it can be concluded that burnout (X3) has a positive and insignificant effect, thus the above hypothesis is rejected.

Conclusion

Based on the results of the study, it can be concluded that cyberloafing behavior is one indicator that can measure a person experiencing fatigue and stress at work. In this study, it shows that H1 is accepted, which is supported by the results of these findings, supported by previous research conducted by (Dinarti & Satwika, 2020) with the results of research between variables of academic stress and cyberloafing on students which have a positive and significant influence on a person's cyberloafing behavior. For H2 accepted, which is supported by the results of research conducted by (Ramazan Yilmaz, 2018) with the sample studied being IT students, who said that class engagement provides the results of structural relationships between student perceptions in class, so that previous researchers concluded that class engagement has a positive and significant effect on cyberloafing behavior. The results of the research that have been conducted, provide conclusions are that the variables of academic stress and class engagement have a positive and significant effect on cyberloafing behavior in Tarumanagara University students, but there is one variable burnout has a positive and insignificant effect, it can occur because professional workers are more overwhelmed with stress and anxiety which will increase every year when compared to students, the statement is supported from a research journal conducted by (Heidari, 2018) conducted on employees working at the Islamic University of Indonesia. There is a contradiction in differences from previous research conducted by (ayu Hardiani et al., 2018) conducted on employees of PT. PLN where in its journal said that burnout has a significant and positive effect on cyberloafing behavior.

In this study researchers have limitations, researchers suggest to other researchers to be able to add other independent variables that can influence cyberloafing behavior. The results of this study show that the higher a person's academic stress and uninteresting class engagement, the higher the level of cyberloafing will be. Hopefully the educational institution can provide counseling guidance to students and provide an emotional and mental approach. In addition, teachers can make teaching materials interesting, for example by making illustrations or videos that can make the classroom atmosphere interesting so that two-way interaction occurs and limit internet use, for example by using firewalls so that students have limited internet access and can reduce cyberloafing behavior.

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