Knowledge Enrichment and Physical Activities as Indicator and Individual Problem as a Cause of Academic Cyberloafing in Online Learning during the Covid 19 Pandemic

Tri Hardjanti Nugrahaningsih*
Department of Management, Soegijapranata Chatolic University, Semarang, Central Java, Indonesia
E-mail: harjanti@unika.ac.id
ORCID iD: https://orcid.org/0000-0002-2779-1442
*Corresponding Author

Bernadeta Irmawati
Department of Management, Soegijapranata Chatolic University, Semarang, Central Java, Indonesia
Email: irmawati_b@unika.ac.id
ORCID iD: https://orcid.org/0000-0002-7474-7436

Agustine Eva Maria Soekesi
Department of Management, Soegijapranata Chatolic University, Semarang, Central Java, Indonesia
Email: evamaria@unika.ac.id
ORCID iD: https://orcid.org/0009-0004-4459-5568

Abstract: The purpose of this study was to describe Academic Cyber Loafing in Management Departement Soegijapranata Chatolic University students in online learning because of the covid 19 pandemic. The instrument in this study was developed from previous research by adding two indicators, namely physical activity, and enrichment of knowledge as a novelty in this study. Methods of data collection using a questionnaire. The data were analyzed descriptively quantitatively and categorized into minor, serious, or not doing Academic Cyberloafing, and the causes were identified. The results of the study show that the level of Academic Cyberloafing is in a low category and the level of Academic Cyberloafing is in the high seriousness in the aspect of enrichment to knowledge, which means that students independently access the internet to enrich knowledge even by ignoring ongoing online learning. The research results found something different from the results in previous research, where this research found a positive impact of Academic Cyberloafing, namely enriching knowledge, while in previous research it was more towards a negative impact. Another thing is that physical activities are the cause of Academic Cyberloafing, which was not the case in previous research. This study found that students were "forced" to engage in Academic Cyber Loafing because of the sudden increase in demands for personal needs as a result of online learning, and changes in family income because parents were laid off or their businesses suffered setbacks as a result of the "COVID-19" pandemic.

Index Terms: Academic Cyberloafing, Online Learning, Covid 19 Pandemic, Enrichment Knowledge, Physical Activities

1. Introduction

According to Garret and Danzieger [1] cyberloafing is the illegal or unauthorized use of company internet access by employees during working hours. Cyberloafing behavior is the behavior of someone who deliberately uses information technology and internet access that is personal during working hours that has nothing to do with work [2]. Work that should be completed on time, with Cyberloafing behavior makes employees delay work and worker productivity [3]. Reported from Vault.com [4] based on a survey conducted on 1000 workers in the United States, shows that 64% do internet searches for individual interests. It is added that about 84% of employees send emails

outside of work, while 90% use internet searches to find web recreation during the time the individual is supposed to work. The survey also mentioned that 50% of 224 companies have the same issue or problem regarding cyberloafing behavior.

Research [5] found that there is a negative relationship between self-control and cyberloafing behavior; [6] shows that 63% of workers do cyberloafing behavior, this behavior is counterproductive to the work behavior of workers and can harm the company because individuals are unable to balance between long-term interests and short-term plans, so they are unable to resist impulses that cause someone cyberloafing such as refusing to open the internet for personal pleasure. Cyber Loafing behavior is negatively related to performance, meaning that the higher the cyberloafing behavior, the lower the performance. [7] Cyberloafing also has an impact on procrastination behavior or behavior that does not respect time and tends to delay the completion of work [8]. [9] found that cyberloafing has a negative effect on performance. While research [10] found that Cyber Loafing has a positive impact on employee work, 75% of respondents stated that Cyber loafing makes work more interesting. Research [11] found that 80% of employees do minor cyberloafing, which means that employees use the internet only for entertainment and there is a negative relationship between self-efficacy and cyberloafing behavior. Research [12] shows that cyber loafing will make work more interesting because browsing social media sites, watching online videos, or online shopping will maintain job satisfaction, creativity, and well-being, as employee recovery and even make employees happier.

In previous research, the respondents were employees who worked in companies; Respondents in this study were students who participated in distance learning as a result of the emergence of Corona Virus Disease 19 ("Covid 19"). The "Covid 19" pandemic has become an extraordinary force that has turned offline learning into distance learning. Advances in technology have greatly assisted the online learning process because the results of technological developments have given rise to various network-based learning methods. This is demonstrated by the existence of Zoom, Google Meet, Google Team, and others to facilitate face-to-face lectures even though they are held in different places and are able to overcome face-to-face learning difficulties due to the "keep your distance" policy to suppress the spread of covid 19. Lectures and the process of communication between lecturers and students are still being carried out, and materials and explanations can also be distributed. The existence of learning using technology, and the Covid 19 pandemic which occurred suddenly became an extraordinary force changing from offline to online learning, can have an impact on student behavior. The habit of studying with directs lecturer facilitators, supported by various facilities from campus, the opportunity to meet workgroup friends, and the environmental situation (family, economy, etc.) suddenly changed to independent learning. Students also experience changes in family situations. Before "Covid 19" learning was done on campus, it was changed to being done at home. The situations above certainly change student behavior, and it is very possible for cyberloafing to emerge during distance learning. In the distance learning process using Google Meet or Google Team, Zoom, and other media, it is very possible for students to take part in learning by turning off the video or loudspeakers with their names and faces still visible on the Zoom or Google Meet screen and are still considered present, even though students do other activities. Students can share activities with others through WhatsApp, email, Instagram, or other applications. Students can post videos or photos, shop online, download songs, watch movies, and even play online at the same time as distance learning. This behavior is known as Academic Cyber Loafing.

Previous research, [13] conducted research on working students found that Jinnan and Ugrin [14] with student respondents in China who were studying in class and outside of class, and the results showed that there was a negative relationship between cyberloafing behavior in class with student performance, and there was a positive relationship of cyberloafing behavior outside of class with student performance. The results suggest that direct teacher supervision can minimize cyberloafing. While finding that there is an influence of HEXACO, Self-Regulation, and demographic factors on academic cyberloafing in college students. Research [15] found that the fear of loss increases cyberloafing behavior in college students. The existence of cyberloafing behavior in the online lecture process or called academic cyberloafing is not solely caused by student character, there are other factors that can cause academic cyberloafing behavior. Research [16] found that the antecedents of cyberloafing are the class environment, study, student factors, and class environment. Research [17] found that cyberloafing behavior had an impact on academic procrastination by 11.9%. This shows the convenience, speed, and ease of access to technology in the form of the internet as a tool that supports procrastination. [1] said that there are three factors that cause the emergence of cyberloafing behavior, namely individual, situational, and organizational factors.

This research is expected to make a contribution to futher research regarding the impact of online learning, especially in terms of academic cyberloafing. Cyberloafing tends to be associated with negative things. Researchers are of the opinion that students are forced to do academic cyberloafing and of course there are positive things that are done related to the "covid 19" pandemic situation. This thinking is based on the consideration that the Covid-19 pandemic has changed students' thinking about becoming independent and surviving, not only for themselves but also for their families. Students want to continue their studies while surviving the Covid 19 Pandemic situation.

2. Literature Review

2.1. Cyberloafing

Cyberloafing is an asset of behavior in which an employee engages in electronically mediated activities, particularly through the use of the internet, that his or her immediate supervisor would not consider job-related [18]. According to Lim [10], Cyberloafing is a deviant behavior in the workplace that uses "employee status" to access the internet and email during working hours for non-work-related purposes. Cyberloafing is defined as the use of the internet during working hours by using the organization's internet [19]. Cyberloafing behavior is the behavior of someone who deliberately uses information technology and internet access that is personal during working hours that has nothing to do with work that should be completed on time and can harm the organization or related agencies that impact the productivity of these workers. According to [20] cyberloafing occurs when a non-telecommuting employee uses any type of computer (e.g., desktop, cell phone, tablet) at work for non-destructive activities that his/her primary supervisor would not consider job-related.

2.2. Academic Cyberloafing

Academic Cyberloafing is the behavior of students or college students deliberately using information technology and internet access that is personal in nature that has nothing to do with lectures during online learning. According to Akbulut [21], academic cyberloafing is measured by:

a. Sharing is a student activity to access the internet in the form of checking posts, commenting on other people's posts, checking videos shared on social media, and having conversations with other people.
b. Shopping is a student activity to access the internet related to online shopping, including visiting online shopping sites and online banking sites.
c. Realtime Update is an activity carried out by students to use social media access to share the latest conditions (updates) and provide comments on things are the latest talks (trending topics).
d. Online Content Access. Activities carried out by students to access the internet related to music, videos, and applications found on online sites.
e. Gaming is an activity carried out by students for internet access related to games and gambling.

In this study, researchers added physical activities and material enrichment. The addition of physical activities on the grounds that online learning allows students to attend lectures while doing physical activities, and the addition of material enrichment on the grounds that during online learning, students cannot meet directly and for a long time to ask or discuss with lecturers, so there is a possibility that students will carry out an independent learning process at the same time as online learning.

a. Physical Activity is a physical activity carried out at the same time as students access the internet to join Zoom google meet or WhatsApp or line in online learning.
b. Accessing the internet to search for materials, examples, cases, and discussion materials and sometimes ignoring online learning because they trust the information on the internet more.

These two indicators are novel indicators that have not been used by previous research studies.

2.3. Causes of Cyberloafing

Cyberloafing behavior can occur due to various causes. The results of research conducted by [22] and used [12] found that there are three causes of:

a. Emotional exhaustion (stress)

When employees are emotionally exhausted or experiencing stress, employees will tend to seek entertainment to relieve their stress. Employees unconsciously perform cyberloafing behavior by accessing videos or just chatting with others through social media even though they still have to complete their work. The higher the level of employee stress, the more it will trigger employees to engage in cyberloafing behavior.

b. Boredom

When employees work, especially routine work, employees tend to experience boredom and will look for alternative activities to reduce their boredom which will lead to cyberloafing behavior. The higher the level of employee boredom, the higher the behavior of employees accessing the internet using office facilities for chatting, gaming, shopping, and other.

c. Environmental Factors

As social beings, individual employees tend to do things by seeing what is done in their social community. When employees observe that their colleagues or superiors are cyberloafing during working hours, the employee may consider cyberloafing as an acceptable behavior in the organization especially if the supervision carried out by the supervisor is not too strict and the level of self-control of employees tends to be low will trigger high cyberloafing. The existence of unfair treatment, inconsistency and other things can trigger efforts to take revenge and cause the emergence of cyber loafing behavior.

3. Methodology

The population in the study was all students of the Management Departement in Soegijapranata Chatolic University. Respondents is student ini university based on the consideration that students are future leaders, professional entrepreneurs, or sources of labor force expected to be competent not only in knowledge assessed from the Cumulative Grade Point Average but also in skills and attitude. In terms of attitude, it cannot be built in a fast time, it must be gradual and at least can be started when students enter in the first semester of their lectures, the hope is that when students pursue the field of science they take, they can create professionalism in their field which is the main foundation when working or undergoing their profession. In this study, researchers added physical activities and material enrichment. The addition of physical activities on the grounds that online learning allows students to attend lectures while doing physical activities, and the addition of material enrichment on the grounds that during online learning, students cannot meet directly and for a long time to ask or discuss with lecturers, so there is a possibility that students will carry out an independent learning process at the same time as online learning.
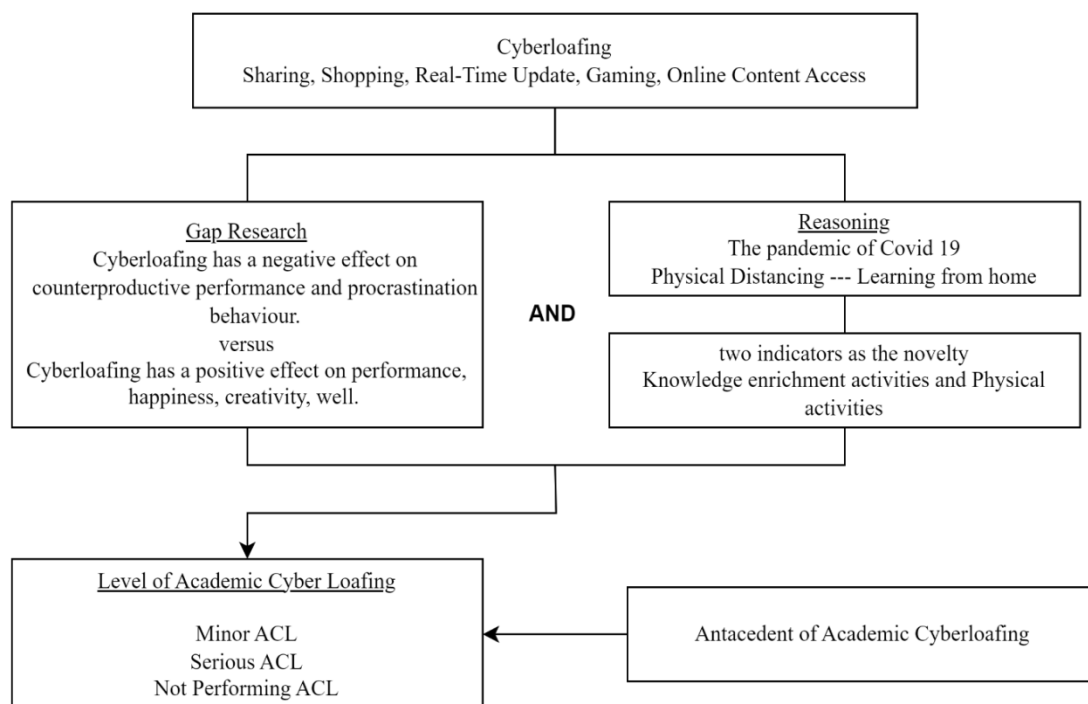

Fig. 1. Research Framework

Indicator academic cyber loafing are taken from the Akbulut concept namely sharing, shopping, real-time update, online content access and gaming. The researchers added two indicators that became novelties in this study competency enrichment and Physical Activity.

a. Knowledge enrichment is an activity carried out by students to search on Google or YouTube or others with the aim of enriching understanding of learning concepts, cases, discussion material to improve an individual ability which is carried out simultaneously with the learning process (when the lecturer is teaching, fellow students are presenting or other). The use of technology during the covid 19 pandemic provides opportunities for students to conduct literacy searches to improve competencies that can be carried out at the same time as learning. Even though it has a positive meaning, this activity is carried out with disregard for the ongoing learning process.

b. Physical Activities are physical activity carried out at the same time as students access the internet to join Zoom google meet or WhatsApp or line in online learning. Physical activity was chosen based on the consideration that during distance learning using technology, it allows individuals to do physical work while

participating in online learning such as doing domestic at home, or others. Physical activity will not be carried out during offline learning activity will not be carried out during offline learning.

Identification of the level of Academic cyberloafing is divided into two: [13] and modified by the researcher according to the research situation as shown in Figure 1:

a. Minor academic cyberloafing, if student activities for sharing (sending emails, posting, searching for the latest news, searching for material enrichment and online shopping are in the high category.
b. Serious academic cyberloafing, if student activities for chatting on WhatsApp, line, blogs, and other applications, creating content on YouTube / TikTok, online games, watching, downloading songs/movies, physical activities, and online sales are in the high category.
c. Not doing academic cyber loafing →if student activities minor or serious are in the low category.

4. Result

4.1. Overview of respondents by gender, number of credits taken and class.

Based on the research, most respondents were students in the class of 2020, women, and took 24 credits, namely 24 people. When viewed per generation, the class of 2020 (42%) and 2019 (40%) responded. Online lectures are mostly felt by these two batches, the 2019 batch only felt one semester (odd semester 2019/2020) of offline lectures (face-to-face/offline), and from the even semester 2019/2020 until the research period (odd semester 2021). While the class of 2020 experienced online lectures from the beginning of becoming a student of the Management Study Program (odd semester 2020/2021) to the research period (odd semester 2021/2022), the number of students of the two batches who became respondents (2020 = 42% and 2019 = 40%) could strengthen a more accurate analysis considering that these two batches experienced the most time in online learning compared to the classes of 2018 and 2017. When viewed with a picture of respondents related to taking credits, most respondents were those who took 24 credits (64%). This means that at least these respondents will need at least 16 to 20 hours of attending online lectures, and hopefully, the answers given can illustrate the possibility of doing academic cyberloafing or not with the length of time experiencing online lectures. While related to gender, students are female (64%), and male (36%).

4.2. Description of Academic Cyberloafing in online learning

Description of academic cyberloafing in the online learning process discussed in this study under the conditions of the covid 19 pandemic. Based on the research results in Table 1, shows that 81% of statements are categorized as not doing academic cyberloafing, 16% are in the Minor category and 3% are in the serious category. This means that respondents do not share information and chat activities, buy, and sell online products, upload videos and photos, download and watch music, sports, and movies, do physical activities, and play online at the same time as online learning. There are 16% of Minor statements, namely activities to search the internet to enrich material when lecturers or other friends are presenting, indicating that the academic cyberloafing activities carried out are positive things because respondents take the initiative to independently search the internet for discussion materials, look for related examples, look for related cases as an effort to clarify understanding and enrichment of material that is not obtained from lecturers and friends who are presenting. There is one statement categorized as serious Academic Cyber Loafing, namely respondents doing online learning while shopping in supermarkets or malls. In the offline learning process, students learn in the same room with lecturers and other classmates, but in online learning, the virtual room is not limited, so there are students who can do it anywhere including in malls or supermarkets. This can happen because malls or supermarkets usually provide Wi-Fi and respondents must make purchases in order to enter the mall or supermarket.

Table 1. Description of academic cyber loafing

Statement		Category
Sharing		
1. Send information via email/whatshapp/line during online lectures (M)	Low	Not performing Academic Cyberloafing
2. Chatting during online lectures (S)	Low	Not performing Academic Cyberloafing
3. Commenting on chat conversations unrelated to lectures during online lectures (S)	Low	Not performing Academic Cyberloafing
4. Chatting in chat is more interesting than listening to online lectures(S).	Low	Not performing Academic Cyberloafing
5. Make video calls during online lectures(S).	Low	Not performing Academic Cyberloafing
6. Post photos or videos while attending online lectures(S)	Low	Not performing Academic Cyberloafing
7. Post photos or videos while taking online courses to earn money(S)	Low	Not performing Academic Cyberloafing
8. Posting personal videos or photos while attending online lectures to build relationships (S).	Low	Not performing Academic Cyberloafing
Sharing Category		Not performing Academic Cyberloafing
Enrichment Materials		
9. Conduct internet searches on lecture materials when the lecturer is delivering the material in order to better understand the material discussed (M)	High	Minor Academic Cyberloafing

10	Searching the internet for other course work during online lectures (M)	Low	Not performing Academic Cyberloafing
11	It is better to search for case material on the internet than to listen to group presentations(M)	High	Minor Academic Cyberloafing
12	Doing google searches for discussion materials rather than listening to lecturers deliver material (M)	High	Minor Academic Cyberloafing
13	The lecturer's explanation was incomprehensible, so I did a google search while the lecturer was explaining (M)	High	Minor Academic Cyberloafing
14	Doing a google search to get examples of material that is being discussed during online lectures (M)	High	Minor Academic Cyberloafing
	Material Enrichment Category		Minor Academic Cyberloafing
	Real Time		
15	Opening online sites about the latest news (trending topics) that are not related to lecture material during the lecture process (S)	Low	Not performing Academic Cyberloafing
16	Commenting on current news sites during the online lecture process (S)	Low	Not performing Academic Cyberloafing
	Real time	Low	Not performing Academic Cyberloafing
	Content Access		Not performing Academic Cyberloafing
17	Searching and downloading new movies and songs when the lecturer is delivering material or other friends are presenting (S)	Low	Not performing Academic Cyberloafing
18	Creating YouTube or TikTok content while lectures are in progress (S)	Low	Not performing Academic Cyberloafing
19	Opening youtube or tiktok shows during lectures so you don't get sleepy (S)	Low	Not performing Academic Cyberloafing
20	Watching sports during lectures rather than listening to lectures(S)	Low	Not performing Academic Cyberloafing
	Real update category		Not performing Academic Cyberloafing
	Physical activity		Not performing Academic Cyberloafing
21	Attending online lectures while hanging out at cafes/shops/malls (S)	Low	Not performing Academic Cyberloafing
22	Attending online lectures while lying down or doing work at home(S)	Low	Not performing Academic Cyberloafing
23	Attending online courses while working in a shop or stall (S).	Low	Not performing Academic Cyberloafing
24	Attending online courses while working at the company(s).	Low	Not performing Academic Cyberloafing
25	Attend online lectures while looking after and teaching younger siblings to learn(S)	Low	Not performing Academic Cyberloafing
26	Taking online courses while making products to increase income(S).	Low	Not performing Academic Cyberloafing
	Physical activity category		Not performing Academic Cyberloafing
	Shopping		Not performing Academic Cyberloafing
27	Attending online lectures while doing activities to buy and sell goods (shoppee/lazada/gojek/grab or others) (M).	Low	Not performing Academic Cyberloafing
28	Attend online lectures while doing shopping at the mall or supermarket(S).	High	Seriously Academic Cyberloafing
29	Participating in online lectures while live streaming the products or services that I sell because it is more profitable(S).	Low	Not performing Academic Cyberloafing
	Category shopping		Not performing Academic Cyberloafing
	Gaming		Not performing Academic Cyberloafing
30	Playing online games during online lectures (S)	Low	Not performing Academic Cyberloafing
31	Play and compete with friends during online lectures to reduce boredom(S)	Low	Not performing Academic Cyberloafing
	Gaming Category		Not performing Academic Cyberloafing
	Categories of Academic Cyberloafing		Not performing Academic Cyberloafing
	79% (22 out of 28) of statements did not perform Academic Cyber Loafing, 22% of statements were minor Academic Cyber Loafing and 3% of statements were serious.		

Source: Primary data processed, 2022

If it is related to the activities carried out by respondents during online learning during the Covid-19 pandemic, the results can be seen in Figure 2 and Figure 3.
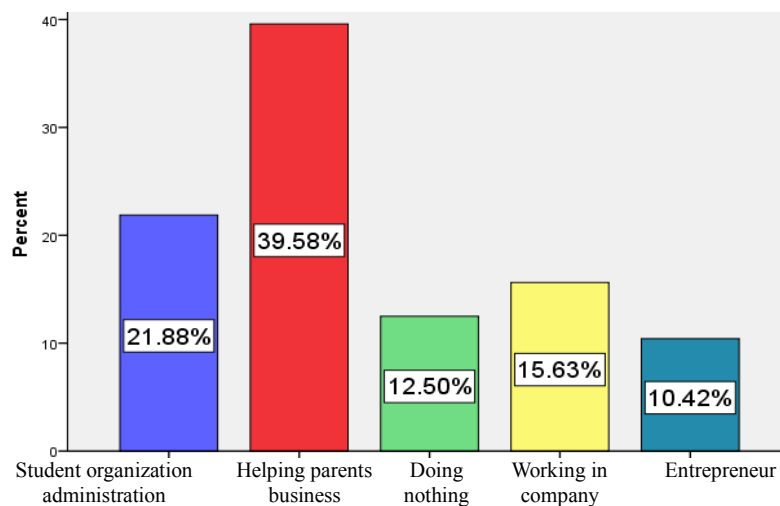

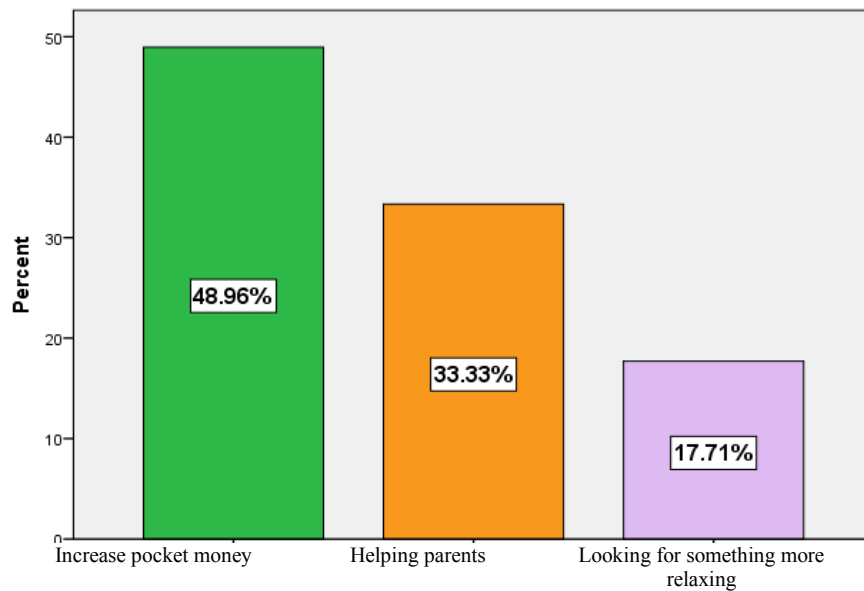Fig. 2. Activities during learning

Fig. 3. Reasons for doing other activities besides online learning

Based on Figure 2 and 3 it can be seen that most respondents carry out activities as organizational administrators and help their parents work (39.58%), supported by Figure 3 which illustrates the reasons why respondents carry out other activities during online learning, it shows that respondents ultimately have to help their parents work (33.33%) because the covid 19 pandemic has affected their parents' businesses so that they are forced to lay off their employees because there is no money to pay so that respondents then work to help their parents. There were also respondents who said that their parents or siblings were affected by covid 19 so they had to replace the work that their parents or siblings had been doing, such as looking after their shop or stall or having to look after and teach their younger siblings who were also experiencing online learning. The next thing done during online lectures is the respondent's participation as an organizer/committee of the organization (21.48%), although in Figure 3 there is nothing related to the reason, the researcher suspects that the respondent does it on the grounds that organizational / committee activities are carried out online, including activities using zoom or google meet so that the respondent gets points for organizational activeness while staying at home.

Based on Figure 2 and 3, shows that respondents work (15.63%) and are entrepreneurs (10.42%) with the reason to increase pocket money or buy quota (49.96%) and this is the reason with the highest percentage, this gives an indication that when respondents do online learning, a larger quota is needed, especially if the respondent takes 24 credits, the quota requirement will be even greater, on the other hand, parents stop pocket money because learning is done from home and also the COVID 19 pandemic which has an impact on reducing parents' income, especially those who work in private companies or even get laid off. While the reason for respondents to stay at home (17.7%), and not do other activities is the desire of respondents to enjoy learning from home more casually, and practically, not required to look neat, and avoid the risk of spreading covid 19.

4.3. Antecedence Academic Cyberloafing

Research [23] found that cyberloafing behavior in students is influenced by student personality. While [12] said that there are three causes of cyberloafing behavior, namely boredom, emotional fatigue, and environmental factors. [5] and [24] found that self-control is associated with Cyber Loafing behavior. Government employees [25, 26] found that cyberloafing behavior was associated with academic stress. [27] found that and research [28] This study aims to determine the causes of students doing academic cyberloafing based on respondents' perceptions and then described and group. The results are shown in Figure 4.

Based on Figure 4, it can be seen that most (58.42%) respondents said that they did academic cyberloafing because they felt 'bored' (54.25%) and eliminated sleepiness (4.17%), so they were looking for activities to reduce boredom or sleepiness, while still attending online lectures. Respondents said that they felt bored in attending online lectures because the lecturer's explanation was not interesting, tended to be theoretical and not applicable (26.06%), (23.96%), there were no new insights, or the lecturer did not update the latest material or examples (5.21%).

The next factor is the environment. Environmental factors are felt when respondents see their environmental conditions whether they are considered reasonable or not and have done it before and there are no problems. Environmental factors contributed 21.88% as the cause of respondents doing academic cyberloafing. In this study, two environmental factors were found, namely "whim" and "obligation". The respondents' pranks departed from previous experiences and were not caught. There are 11.46s% of respondents said that the reason was "idle", respondents learned that lecturers rarely checked student attendance, and were never caught when students were "pseudo-attended". The second factor is "obligation", when students occupy positions on class committees or become organizers of student

organization events, or are running a business, respondents have an "obligation" to immediately reply to important messages from lecturers or participants or business clients conveyed via social media so they must often see and reply to these messages (10.42%).
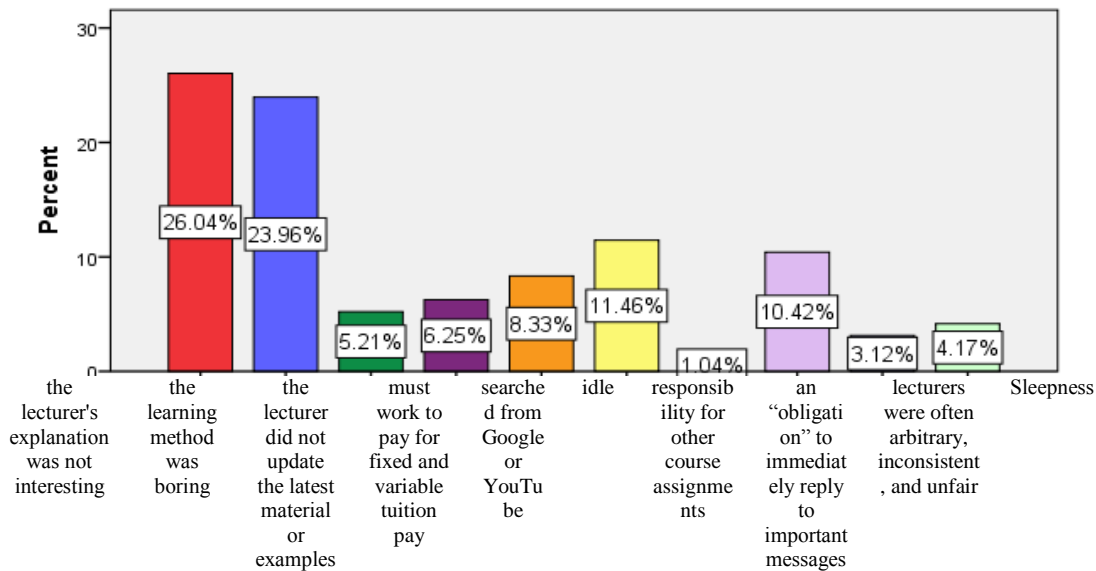

Fig. 4. Antecedence of Academic Cyberloafing

The next contributing factor is emotional exhaustion. This occurs when respondents feel that something is not as expected or there is injustice. In this study, emotional exhaustion was felt when respondents were annoyed because lecturers were often arbitrary, inconsistent, and unfair (3.12%). Respondents' annoyance was diverted by doing other activities such as listening to music or others. Respondents were annoyed but did not have the courage to reprimand the lecturer because they were worried that it would have an impact on their grades.

The last factor is the individual problems impact of COVID 19. This result is a new finding from this study because it was not found in previous research studies[1-5]. These factors contribute to the cause of Academic Cyber Loafing by 14.58%. The factor that respondents work is 6.25%, where respondents must work to pay for fixed and variable tuition pay (6.25%) because the covid 19 pandemic has caused their parents' business turnover to decrease or their parents have been laid off. This result is consistent with the previous discussion (Figure 3) which shows that respondents work to fulfill college needs (internet quota, pocket money, fixed and variable tuition pay). The second factor in individual problems due to the impact of COVID 19 is the individual's desire to learn and increase knowledge independently, because in online learning one cannot freely discuss with lecturers due to time constraints and the low opportunity to meet in person; Respondents independently searched for sources of information to deepen their knowledge, looked for examples of application, and so on. Respondents searched from Google or YouTube (8.33%). There is consistency between the results of this study and the results of the Academic Cyber Loafing description, which indicates that the level of knowledge enrichment is in the high category. Respondents "ignore" the online learning process at zoom or google meet or others and use the internet to enrich their knowledge. This is categorized as a positive Academic Cyber Loafing. This result is a positive academic cyberloafing category, especially related to respondents' performance because respondents are able to utilize the internet to improve their insight and competence.

Based on Figure 4, it can be seen that most (58.42%) respondents said that they did academic cyberloafing because they felt 'bored' (54.25%) and eliminated sleepiness (4.17%), so they were looking for activities to reduce boredom or sleepiness, while still attending online lectures. Respondents said that they felt bored in attending online lectures because the lecturer's explanation was not interesting, tended to be theoretical and not applicable (26.06%), the learning method was boring (23.96%), there were no new insights, or the lecturer did not update the latest material or examples (5.21%). The next factor is the environment. Environmental factors are felt when respondents see their environmental conditions whether they are considered reasonable or not and have done it before and there are no problems. Environmental factors contributed 21.88% as the cause of respondents doing academic cyberloafing. In this study, two environmental factors were found, namely "whim" and "obligation". The respondents' pranks departed from previous experiences and were not caught. There are 11.46% of respondents said that the reason was "idle", respondents learned that lecturers rarely checked student attendance, and were never caught when students were "pseudo-attended". The second factor is "obligation", when students occupy positions on class committees or become organizers of student organization events, or are running a business, respondents have an "obligation" to immediately reply to important messages from lecturers or participants or business clients conveyed via social media so they must often see and reply to these messages (10.42%). Based on the explanation above, it was found that the causes of Academic Cyberloafing (see Table 2).

Table 2. Antecedence of Academic Cyberloafing

	Causal Factors		Sub-causal factors
1	Boredom	58.38%	Learning methods and lecturer skills
2	Environment	21.88%	Pranks and obligations
3	Individuals	14.58%	Work and Desire to enrich materials
4	Emotional exhaustion	3,12 %	Lecturer inconsistency

Source: Primary data processed, 2022

5. Discussion

The purpose of this study is to describe the level and causes of academic cyberloafing in management study program students at Soegijapranata Catholic University. The results of the first study show that the level of academic cyber loafing of Management Study Program students is in the low category or does not do Academic Cyberloafing, meaning that respondent rarely or do not do sharing, posting, shopping, real update access, content access, and gaming; this is in line with research [29]. This study adds two indicators in Academic Cyber loafing, namely physical activity and access to knowledge enrichment, which is the novelty of this study because it has not been used in other studies. The findings in this study indicate that the indicator of access to knowledge enrichment is categorized as high Academic Cyberloafing. This means that respondents "ignore" the online learning process, independently search for information on the internet with the aim of increasing their knowledge. This is possible because advances in technology allow individuals to do work simultaneously and search for as much information as possible on Google or YouTube or other applications. Meanwhile, for indicators of physical activity, it is categorized as low, meaning that respondents rarely or do not do physical activity and leave online learning using zoom, google meet and other applications.

The second results of the study showed that the biggest cause of respondents doing Academic Cyber Loafing was boredom because the lecturer did not provide applicable material that tended to be theoretical, boring, and incomprehensible learning methods. This result is in line with the results of research [16] and [28]. Based on that, the researcher conducted interviews to explore what was the true cause of the meaning of the boredom. The results turned out to be related to changes in the learning process. Most of the respondents in this study were in the 2019 and 2020 batches. The two batches had similarities in offline learning at the previous school, so they had experienced face-to-face learning, conducted at school, and received direct facilities at her/his high school; during the "Covid 19" pandemic, the two of them had different conditions. Batch 2019 during one semester experienced an offline learning process; getting to know the campus, meeting lecturers, and using campus facilities, while batch 2020 and after having not experienced it. The sudden occurrence of "Covid 19" and forcing changes in the learning process can have an impact on differences in behavior and the demands of respondents in the learning process. Based on interviews, it was proven that respondents said that online learning does not allow for more detailed discussions with lecturers directly, they are often constrained by Wi-Fi signals, time is limited because lectures are over. This will not happen in offline lectures. When the lecture was over, the respondent still had the opportunity to meet and discuss directly with the lecturer. In addition, some respondents were reluctant, afraid, or worried about asking questions or asking for clarifications because they were not familiar with the lecturer. From the perspective of the lecturers, the lecturers felt that the students already understood, because the students did not ask many questions. Passive discussions seem like lectures "not interactive" and make students bored and end up doing Academic Cyberloafing to reduce boredom and sleepiness following online lectures.

The second cause of Academic Cyberloafing is the environment. Environmental factors are things in the environment that encourage individuals to do Academic Cyberloafing. In this study, two environmental factors were found, namely "desires" and "obligations". Desires come from respondents, departing from previous experiences, and not being caught. If the respondent has experienced or seen a friend perform Academic Cyberloafing and the lecturer does not reprimand or is not aware of it, the respondent wishes to repeat or imitate other people. Obligations are things that exist in the environment that require the respondent to perform Academic Cyberloafing. The higher the demands for obligations, the higher the probability that the respondent will perform Academic Cyberloafing. Some of the respondents are members of student organizations. Respondents said that they took part in student organization activities while they were carried out online. When an organization has important activities online, there is a demand for it to reply to important messages because it relates to other parties. some other students do it because they are class leaders, during online learning it is not uncommon for lecturers or other classmates to provide important information that must be conveyed immediately, so that respondents are forced to share during online learning, there are even respondents who have to make video calls with lecturers or other students. When respondents experience two conditions that require them to be present virtually, the possibility of Academic Cyber Loafing occurring will be even greater.

The third cause is individual problems due to the impact of "Covid 19". The change in learning from offline to online "requires" respondents to provide sufficient internet quota to take part in learning and work on assignments sent online. This condition forces the respondent to work. Some of the respondents work to pay fixed and variable tuition, even had to work to support their families, because their parents were laid off or their parents' company experienced a decrease in income or closed, the impact of large-scale social restrictions from "Covid 19". In the end, the respondent

did Academic Cyber Loafing because the respondent used the internet to make it appear as if he was present and was taking part in online learning, even though the respondent was doing work in a shop or at his company. Respondents are in two equally important positions and cannot lose one of them and cause the respondent to perform Academic Cyber Loafing. This cause is different from previous research which mentions individual causes such as personality [23], stress [19, 31] self-control [32], [5] locus of control [13], [7] so this is also something that has never been conveyed in previous studies and is a novelty in academic cyberloafing research. The novelty of indicators and causes in this study can add references for future research.

The last cause is emotional exhaustion. Emotional exhaustion occurs when the respondent experiences something unexpected and makes him angry, irritated, frustrated. Several respondents stated that some lecturers annoyed them because of the inconsistency. The lecturer promised to give lectures at the appointed hour but was not kept. The more often there is inconsistency, the higher the willingness of respondents to do Academic Cyber Loafing.

6. Conclusion and Future Work

The Covid 19 pandemic has affected student behavior in the learning process, especially online learning. The behavior of students to engage in cyberloafing during the learning process does not mean a negative thing because the results of this research show that students carry out activities that can enrich their knowledge and skills through searches on Google or YouTube. This contributes to future research to explore more deeply how lecturers and students can synergize the role of technology in the learning process so that learning outcomes become more enjoyable and still have an impact. This research also looks at the special characteristics of online learning during the "covid 19" pandemic, namely that individuals are "forced" to work and become entrepreneurs to meet family needs. These results can be a contribution to further research regarding the impact of the "covid 19" pandemic.

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Authors' Profiles

Tri Hardjanti Nugrahaningsih is an academic from the management department of Soegijapranata Catholic University. The The field of research that has been carried out so far is related to Human Resource Management, organizational behavior, organizational theory. Education management, and organizational psychology. She has studied bachelor degree at Atmajaya University Yogyakarta and master degree at Gadjah Mada University.

Bernadeta Irmawati is a lecturer in the Management department of Soegijapranata Catholic University Semarang. He graduated with a bachelor's degree at Diponegoro University and continued his studies at Panjajaran University, Bandung. She is current areas of expertise are human resource management, organizational theory, entrepreneurship, organizational behavior and strategic management.

Agustine Eva Maria Soekesi is curently working as a Lecturer in the Department of Management under the Faculty of Economics and Business at Soegijapranata Catholic University. She has completed her Bachelor's in Management from Atma Jaya Yogyakarta University and Magister's in Management from Gadjah Mada University in 1994 and 1998. She is interested in research areas including Operation Management, Entrepreneurship, Small and Medium Enterprises, and Family Business.