Cyberloafing Behaviors in Students' Learning Process: EFL Teachers' Efforts to Create Productive Learning Environment

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Abstract

The phenomenon of cyberloafing, where individuals engage in non-work-related online activities during productive hours, has become increasingly prevalent, particularly among students. This study investigates the impact of cyberloafing on students' learning processes, aiming to fill a research gap in understanding its effects on academic performance and classroom dynamics. A quantitative descriptive approach was employed to gather data through a questionnaire completed by 69 students selected via simple random sampling. To complement the quantitative data, qualitative insights were obtained from interviews with five randomly selected students. The survey explored the frequency and nature of cyberloafing activities, variables promoting such behavior, and its impacts. Analysis of the questionnaire data revealed that students engage in cyberloafing more frequently during classroom activities than during informational or leisure activities. Many students perceive cyberloafing as a means to alleviate classroom boredom. Interview findings indicated mixed outcomes: while some students reported reduced tension and boredom, others did not perceive any benefits and even noted a decline in productivity and focus. This study contributes to the existing body of knowledge by highlighting the dual nature of cyberloafing's impact. While it can serve as a coping mechanism to mitigate boredom and stress, it also has the potential to detract from academic performance. Understanding these dynamics can help educators and policymakers develop strategies to manage cyberloafing, promoting a more balanced and productive learning environment.

Keywords: English language teaching; Cyberloafing; Students' behavior

INTRODUCTION

The advancement of technology and the proliferation of online services are accompanied by an increase in the number of people who utilize them. One of the users is teenagers that have dominated the use of laptops, smartphones, and other digital devices among all age categories (Carbonell et al., 2018). The feasibility of the technology and online system offers practicality and ease of use for any work in all life aspects including education (Adi et al., 2021). For students at universities the use of technology such as the internet have been very common. On the other hand, the availability of these media also increases the use of media that are not in accordance with the purpose of the work (Metin-Orta & Demirtepe-Saygılı, 2021a).

It is revealed that the use of the internet in classroom has a large positive effect but also has a large negative effect (Metin-Orta & Demirtepe-Saygılı, 2021; Andel et al., 2019). When the lessons in class feel monotonous and boring, using the internet can be an option as a more

interesting learning tool. Learning outcomes by utilizing the internet have better results than those who do not use it (Desriana et al., 2018; Gökçearslan et al., 2023). However, there is a negative effect that very often occurs, it is the overuse of Social Networking Services (Kross et al., 2013). The examples of SNS are Facebook, Instagram, TikTok, and other social media. Even excessive use of SNS can increase psychological problems including stress (Rosen et al., 2013; Krishna & Agrawal, 2023). Therefore, it interferes with the main goal of students who should be studying instead of opening SNS. That negative effect is one example of cyberloafing behaviors.

In an era where most activities are carried out online or using the internet, cyberloafing or some people know it as cyberslacking has become pretty common (Tandon et al., 2022). Cyberloafing is defined as the personal use of the internet for non-work-related activities during work hours (Lim, 2002; Phillips & Reddie, 2007; Blanchard & Henle, 2008; Yaşar & Yurdugül, 2013; Xu et al., 2023). In addition, cyberloafing is also described as online deviation from personal needs that are inconsistent with work goals which can have negative impacts such as delaying work but also have positive impacts such as coping strategies for stress or boredom (Mishra & Tageja, 2022; Sandhu & Gautam, 2021; Syed et al., 2020). Furthermore, awareness of the effect of the internet must certainly be increased. Cyberloafing itself can be a negative impact. Therefore, self-control can be an important point related to cyberloafing. Some self-control can be treated by making the individual aware of involvement by relating the consequences of his actions (Vitak et al., 2011; Zhou et al., 2021). Not only that, there are other ways that can be used to increase awareness of cyberloafing, one of which is influencing individual ethical perceptions (Ozler & Polat, 2012).

It is undeniable that the field of education also uses the internet as a learning tool. That is because education field must be able to adapt to technological developments (Zonyfar et al., 2019). Cyberloafing also occurs in the field of education. According to Metin-Orta & Demirtepe-Saygılı (2021) and Margaretha et al., (2022), scholars are also increasingly worried about cyberloafing in the classroom. Cyberloafing has become a common phenomenon is the reason of that (V. K. G. Lim & Teo, 2005; Akgün, 2019). It can also be interpreted that cyberloafing can occur in all fields as long as it is related to the internet. Most research results also show that cyberloafing in the classroom has a bad effect (Metin-Orta & Demirtepe-Saygılı, 2021). In the same perspective, Alyahya & Alqahtani (2022) highlighted that the phenomenon of cyberloafing presents a significant obstacle to the attainment of academic goals for both students and teachers. It undermines the effective integration of technology within educational environments, posing a serious threat to academic success.

Moreover, the role of students is needed because they are an important part of the field of education. Students' perceptions of psychosocial in the classroom will also affect cyberloafing (Yılmaz & Yurdugül, 2018; Twum et al., 2021). It can be interpreted that the classroom atmosphere also affects cyberloafing. Therefore, this study focuses on cyberloafing behaviors in students' learning process. In conclusion, the questions of the study can be formulated as follows:

1. What are the cyberloafing activities and behaviors that students frequently do?
2. What are the factors causing cyberloafing that students often experience?
3. What are the cyberloafing effects that students often feel?

Cyberloafing Definition

Many terms have been used for misuse the available internet service for personal use, but cyberloafing has been used most frequently to refer to this phenomenon. Some researchers also use the term cyberslacking to refer to this phenomenon (Garrett & Danziger, 2008). With the same meaning, there is also "non-work-related computing" (Wong et al., 2005). Although the terms are different, the meaning of the term is the same.

Cyberloafing was first defined by Lim (2002) as the use of the internet at work but for personal purposes. Doorn (2011) and V. K. G. Lim & Teo (2022) describe cyberloafing as a phenomenon related to the organization of various activities, and behaviors, and is influenced by policies, demands and resources, and individual personalities. Cyberloafing can also be defined as wasting time on the internet (Ozler & Polat, 2012; Fei, 2023). In a simple definition, cyberloafing refers to the use of the internet for non-work purposes by individuals during working hours (Mishra & Tageja, 2022; Sandhu & Gautam, 2021).

Cyberloafing Activities and Behaviors

In the digital age, the pervasive presence of the internet has significantly influenced workplace and educational environments, leading to the emergence of cyberloafing as a notable phenomenon. Cyberloafing refers to the use of internet services for personal purposes during productive hours, whether at work or in academic settings. This behavior spans a spectrum from minor activities, such as checking personal emails or browsing social media, to more serious actions like online gambling or accessing inappropriate content (Belanger & Van Slyke, 2001). Understanding cyberloafing activities and behaviors is crucial as they have complex implications on productivity, legal considerations, and overall environment dynamics. This exploration delves into the types, frequency, motivations, and impacts of cyberloafing, shedding light on its dual role as both a potential stress reliever and a productivity deterrent (Chen et al., 2021; Jamaluddin et al., 2023; Nweke et al., 2024). According to Blanchard & Henle (2008), cyberloafing is divided into two categories based on its scale. Minor cyberloafing encompasses activities that, while not work-related, are generally considered light and relatively harmless. These include visiting legitimate websites, engaging in private chats, online shopping, and participating in online auctions. Despite being labeled as minor, these activities can still be contentious and are often frowned upon by employers and colleagues, as they can detract from productivity and focus. The acceptability of minor cyberloafing varies, and many organizations still view any non-work-related internet use during work hours as inappropriate.

In contrast, serious cyberloafing involves activities that are more likely to have legal implications, such as online gambling, browsing adult websites, and accessing other prohibited sites. These actions are not only inappropriate but also often illegal, and individuals engaging in serious cyberloafing are usually aware of the risks and the potential for disciplinary action or legal consequences. Unlike minor cyberloafing, serious cyberloafing is widely recognized as unacceptable and can lead to significant repercussions for both the employee and the organization (Askew et al., 2014). However, research result from Liberman et al. (2011) found that employee job attitudes, specifically job involvement and intrinsic involvement, exhibited a negative correlation with cyberloafing. Additionally, consistent with predictions, organizational factors such as the perceived cyberloafing behavior of coworkers and managerial support for internet usage were positively correlated with cyberloafing.

Li and Chung (2006) identified four distinct types of cyberloafing. The first type, social activity, involves sharing information and engaging on social media platforms such as Facebook, Instagram, and blogs. The second type, informational activity, consists of searching for information on news sites like CNN. The third type, leisure activity, includes playing games and downloading content for entertainment. Lastly, virtual emotional activity encompasses actions that don't fit into the other categories, such as online shopping, gambling, and online dating. Building on this framework, Doorn (2011) further classified cyberloafing behaviors into four categories. Development behavior refers to using cyberloafing as a learning resource, where the activity, though non-work-related, can still benefit the individual and the organization (Belanger & Van Slyke, 2002). Recovery behavior involves using cyberloafing to manage stress and discomfort, serving as a coping mechanism (Mishra & Tageja, 2022).

Deviant behavior characterizes cyberloafing that leads to unproductivity and distraction (Ozler & Polat, 2012; ZİNCİR et al., 2023). Finally, addiction behavior describes habitual cyberloafing that closely aligns with internet addiction problems (Kim & Byrne, 2011). These classifications help in understanding the multifaceted nature of cyberloafing and its varied implications in different contexts.

Cyberloafing Frequency

How often students and people who mostly do cyberloafing can be seen from several things such as grade, gender, grade point average, and internet use. According to Yildiz Durak and Saritepeci (2019), grade, gender, grade point average, and internet use have a relationship with cyberloafing in education. High grade students are usually the ones who are easier to engage with cyberloafing because they are already familiar with the internet (Metin-Orta & Demirtepe-Saygılı, 2021). High grade there, for example, the university has a higher stratum than high school. Competence, convenience, ability, and fun on the internet make it easier for men to engage in cyberloafing than women (Lim & Chen, 2009). Moreover, from gender aspect, a research result from Metin-Orta & Demirtepe-Saygılı (2021) showed that the male students scored higher in shopping, accessing online content, and gaming/gambling compared to female students. On average, students think that class conditions such as cohesiveness and cooperation between students and students and also with teachers' effect on cyberloafing (Yılmaz & Yurdugül, 2018). It means that the worse the class conditions, the easier it will be for cyberloafing. The more experience students have in using the internet, the greater the possibility of doing cyberloafing (Baturay & Toker, 2015).

Socializing, playing games, and surfing are usually the cyberloafing of university students (Deniz & Geyik, 2015). In fact, the results of some studies shows that socializing are cyberloafing which is most often done by university students (Ozdamli & Ercag, 2021; Twum et al., 2021). The most common cyberloafing that occurs in class is chatting with friends via Messenger and WhatsApp (Ozdamli & Ercag, 2021). Sometimes students also browse the internet to find additional information related to lessons and sometimes not (Ozdamli & Ercag, 2021). Whereas playing games is actually cyberloafing which students rarely do (Ozdamli & Ercag, 2021). Virtual emotional activity, such as online shopping, is something that rarely happens for students (Ozdamli & Ercag, 2021). Students also open SNS and play games more often than online shopping (Akbulut et al., 2016). They also explained that students shop online less frequently than workers.

Factors Causing Cyberloafing

Students doing cyberloafing have their own reasons. The main factors that cause students to do cyberloafing is boredom (Varol & Yiildirim, 2018). Lack of motivation to take classes also leads students to cyberloaf (Toker & Baturay, 2021). The worse the instructor's norms, the higher the possibility of student cyberloafing (Toker & Baturay, 2021). Ozler and Polat (2012) identify three primary factors that contribute to cyberloafing: individual factors, organizational factors, and situational factors. Individual factors are broken down into several components. Perception and attitudes toward internet use play a crucial role; individuals who use the internet extensively for work are more prone to cyberloafing. Personal traits such as self-control are significant, as those with lower self-control are more likely to engage in cyberloafing. Habits and internet addiction also increase the likelihood of cyberloafing, with higher addiction levels correlating with more frequent occurrences (Mihelič et al., 2022). Demographic factors suggest that individuals with higher status are more inclined to cyberloafing. Additionally, the intention to engage in cyberloafing is influenced by social norms and personal ethics, where stricter rules and a strong belief that cyberloafing is wrong can reduce its occurrence.

Organizational factors also play a significant role and include several aspects. Restrictions on internet use and punishments for violations can effectively deter cyberloafing. While anticipated outcomes show that internet use may initially enhance efficiency, it can still lead to cyberloafing. Managerial support for internet use, if misinterpreted, can lead to misuse and cyberloafing. The behavior and norms of coworkers significantly influence individual cyberloafing habits. Employee job attitudes, influenced by factors such as organizational justice, job commitment, and job satisfaction, also impact cyberloafing. Lower organizational justice increases the likelihood of cyberloafing, while higher job commitment decreases it. Job satisfaction can either deter or encourage cyberloafing. Lastly, more engaging and creative job characteristics reduce the likelihood of cyberloafing. Situational factors include access to the internet and the physical proximity of supervisors. Easy access to the internet facilitates cyberloafing, while closer supervision can unconsciously deter it. This aligns with Blanchard and Henle (2008), who found that regulation and punishment also play significant roles in managing cyberloafing behavior.

Cyberloafing Effect

Cyberloafing, the act of using the internet for personal purposes during work or study hours, has been shown to have both positive and negative impacts on individuals and organizations (Ozler & Polat, 2012; Kim & Byrne, 2011; Hu et al., 2023). While it can sometimes help mitigate stress and enhance creativity, it can also lead to decreased productivity and pose security risks. On the positive side, cyberloafing can help individuals manage stress and refresh themselves (Mishra and Tageja, 2022; Mashal, 2020; Hendryadi & Mustika, 2023). This activity allows people to take mental breaks, which can improve overall well-being. Metin-Orta and Demirtepe-Saygılı (2021) found that students often experience positive emotions after cyberloafing, which can enhance their mood and potentially their academic performance. Additionally, Doorn (2011) noted that cyberloafing can lead to increased understanding and creativity, as individuals might come across new information or perspectives during their online activities.

However, the negative effects of cyberloafing are significant. It can lead to decreased productivity and inefficiency, negatively impacting organizational performance (Liberman et al., 2011; Günay & Çakar, 2018). Beugré and Kim (2006) and Syed et al. (2020) highlighted that cyberloafing can disrupt the well-being of both organizations and individuals, creating a less effective working environment. Furthermore, cyberloafing can compromise the security of corporate networks, posing serious risks to sensitive information (Zoghbi-Manrique-De-Lara & Olivares-Mesa, 2010; Belanger & Van Slyke, 2001). For students, cyberloafing has been linked to decreased academic achievement (Wu et al., 2018), increased impulsivity in decision-making (Hayashi & Blessington, 2018; Phillips & Reddie, 2007; Blanchard & Henle, 2008), and reduced focus in class (Suhairi et al., 2020; Mihelič et al., 2022; Metin-Orta & Demirtepe-Saygılı, 2021). It can be concluded that while cyberloafing can offer short-term relief and potential creative benefits, its long-term impacts on productivity, security, and academic performance are largely detrimental. Balancing the use of internet for personal activities during productive hours is essential to mitigate these negative effects while still allowing for the occasional benefits.

RESEARCH METHOD
Research Design

This study employs a descriptive quantitative research approach to systematically and measurably examine the impact of cyberloafing on students' learning processes. According to Kriyantono (2010), descriptive quantitative research methods are effective for describing problems in a way that allows for generalization, providing systematic and measurable results.

This approach is appropriate for the study as it aims to describe students' perceptions and experiences with cyberloafing in a structured manner.

The research design includes both a survey and in-depth interviews to capture a comprehensive picture of cyberloafing activities. The quantitative component involves administering a questionnaire to gather data on the frequency and nature of cyberloafing among students. The qualitative component involves conducting semi-structured interviews to gain deeper insights into the behaviors, motivations, and impacts of cyberloafing.

Research Participants

Participants were selected through simple random sampling, focusing on undergraduate students in the English study programs at a private university in Banyumas, Central Java, Indonesia. The study targeted students in their 4th and 6th semesters, as they are more focused on their lectures compared to those in their first or final semesters. A total of 69 students participated in the survey, and five students were randomly chosen for follow-up interviews to provide more in-depth data.

Research Instruments

Data were collected using questionnaires and interviews that had passed face validity. The questionnaire included indicators such as the frequency of cyberloafing activities and behaviors, factors causing cyberloafing, and the effects of cyberloafing. The Likert scale, as recommended by Sugiyono (2019), was used for scoring the questionnaire responses to measure students' perceptions of social phenomena.

Data Collection Technique

Data collection was carried out in two stages. First, questionnaires were distributed to the 69 students, and their responses were collected and recorded. The questionnaire aimed to gather broad, quantifiable data on students' cyberloafing behaviors. The questionnaire was used to find out the information of students' cyberloafing that is shared for many students. This study also used interview to know about the students answers more deeply. In the second stage, in-depth interviews were conducted with five randomly selected students to explore their experiences and perceptions more deeply. These interviews were recorded and transcribed for detailed analysis.

Data Analysis Technique

According to (Sugiyono, 2019), Likert scale can be used to measure perceptions of social phenomena. Because of that, this research used Likert scale for scoring the questionnaire. Quantitative data from the questionnaires were analyzed by calculating the students' responses into percentages, providing a clear statistical overview of the prevalence and nature of cyberloafing. The results were then presented with detailed explanations. The qualitative data from the interviews were analyzed using data reduction, data display, and data categorization techniques (Sugiyono, 2019). This method involved distilling the data to identify key themes and insights, displaying the data in an organized manner, and categorizing the information to draw meaningful conclusions.

RESULTS AND DISCUSSION
Research Results
Cyberloafing Activities and Behaviors Frequency

The frequency of cyberloafing activities and behaviors among students varies significantly, highlighting diverse patterns of internet use during academic hours. This section examines the specific types of cyberloafing activities that students engage in, focusing on informational, social, and leisure activities. The analysis of questionnaire responses provides

a detailed understanding of how often students partake in these activities and the underlying factors influencing their behaviors. By elaborating on the frequency of informational activities, such as browsing news sites and using search engines, as well as social activities like engaging with social media platforms, and leisure activities including playing games, the findings offer a comprehensive overview of the balance students maintain between their academic responsibilities and their inclination towards cyberloafing. This exploration sheds light on the broader implications of these behaviors on their academic performance and overall well-being.
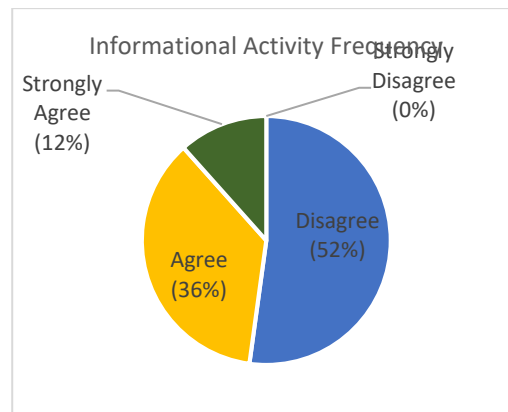

Figure 1. Survey Results on Informational Activity Frequency

The analysis of the questionnaire responses in figure 1 reveals a mixed frequency of informational activities as a form of cyberloafing among students. The results show that 12% strongly agree, and 36% of students agree that they engage in informational activities such as browsing news sites and using search engines during academic hours. In contrast, 52% of students disagree, indicating they do not frequently engage in these activities. These findings suggest that while a significant portion of students use the internet for informational purposes, the majority do not rely on such activities as their primary form of cyberloafing. This discrepancy could be due to various factors, including individual preferences and the perceived utility of different online activities. Students who engage in informational cyberloafing might see it as a way to supplement their studies or take a mental break. They may have positive attitudes towards using the internet for information gathering, perceive it as a normative behavior among their peers, and feel they have control over balancing their academic tasks with cyberloafing.
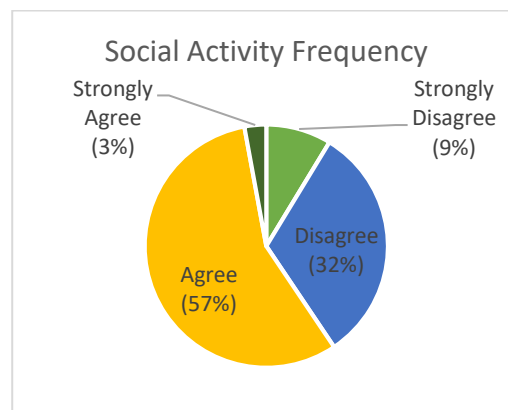

Figure 2. Survey Results on Social Activity Frequency

The questionnaire results in figure 2 expose significant insights into the frequency of cyberloafing activities among students, particularly in the realm of social activities. The data shows that a majority of students engage in social cyberloafing, with 57% agreeing that they frequently participate in social activities such as browsing social media platforms. A small percentage, 3%, strongly agree, indicating a very high frequency of engagement in these activities. On the contrary, 32% of students disagree, suggesting that nearly a third do not frequently engage in social cyberloafing. Additionally, 9% strongly disagree, reflecting a minority who completely avoid such behaviors. These findings suggest that while social cyberloafing is prevalent among the student population, there is a significant portion of students who either rarely or never engage in it. This distribution highlights the variability in students' online behaviors and underscores the need to understand the underlying factors that influence these differences. Overall, the data indicates that social activities are a common form of cyberloafing, but not universally practiced by all students.
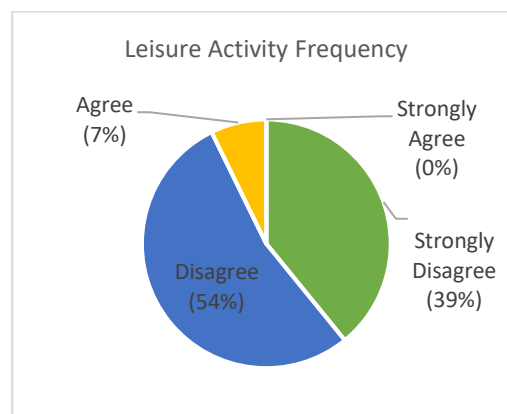

Figure 3. Survey Results on Leisure Activity Frequency

In response to the question, "What are the cyberloafing activities and behaviors that students frequently do?", the questionnaire results indicate that leisure activities, such as playing games or engaging in entertainment-related online content, are not commonly practiced among students during class hours. Specifically, 0% of students strongly agreed, and only 7% agreed that they frequently participate in leisure activities while cyberloafing. In contrast, a significant majority, 54%, disagreed, and 39% strongly disagreed with the statement. This data suggests that students predominantly refrain from leisure activities during class, possibly due to the disruptive nature of such activities or a conscious effort to maintain a degree of classroom engagement.
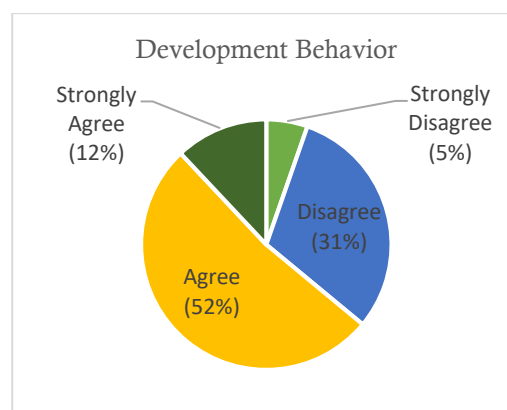
Factors Causing Cyberloafing

Figure 4. Survey Results on Development Behavior

From figure 4, the questionnaire results highlight the role of development behavior in cyberloafing. Specifically, 12% of students strongly agreed, and 52% agreed that they engage in cyberloafing as a developmental behavior, using it as a potential learning resource or to complete other work-related tasks. In contrast, 31% disagreed, and 5% strongly disagreed with this notion. These findings suggest that a significant majority of students view cyberloafing as a constructive activity that contributes to their learning and productivity, rather than merely a distraction. This perspective aligns with the idea that cyberloafing can serve as a resourceful tool for managing academic tasks and gaining information efficiently. However, a notable minority still perceive it as less beneficial, indicating varied individual experiences and attitudes towards cyberloafing. Understanding these factors can help educators create balanced approaches that leverage the positive aspects of cyberloafing while mitigating its potential drawbacks.
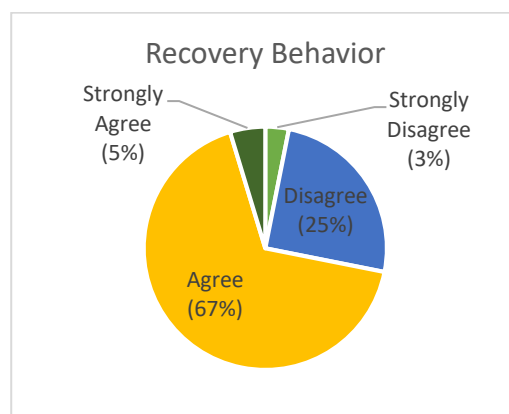

Figure 5. Survey Results on Recovery Behavior

From Figure 5, the questionnaire results indicate that recovery behavior is a significant factor. Specifically, 5% of students strongly agreed, and a notable 67% agreed that they engage in cyberloafing to recover from stress and manage discomfort. In contrast, 25% of students disagreed, and only 3% strongly disagreed with this notion. These percentages suggest that the majority of students view cyberloafing as a coping mechanism to alleviate stress and rejuvenate during academic activities. This aligns with the concept that cyberloafing serves as a form of recovery behavior, allowing students to temporarily disconnect from academic pressures and recharge.
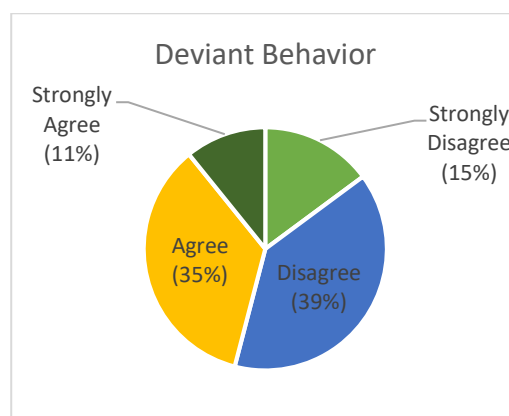

Figure 6. Survey Results on Deviant Behavior

From figure 6, the questionnaire results indicate a significant recognition of deviant behavior as a contributing factor. Specifically, 11% of students strongly agreed and 35% agreed that deviant behavior, characterized by activities that divert from productive academic work, plays a role in their cyberloafing tendencies. Conversely, 39% disagreed and 15% strongly disagreed with this assertion. These responses suggest that while a considerable portion of students acknowledges deviant behavior as a factor in their cyberloafing, a larger group either does not view their actions as deviant or disagrees with the characterization of their cyberloafing activities as such. This division highlights the subjective nature of what constitutes deviant behavior and suggests that personal perception and ethical standards significantly influence how students view their own cyberloafing.
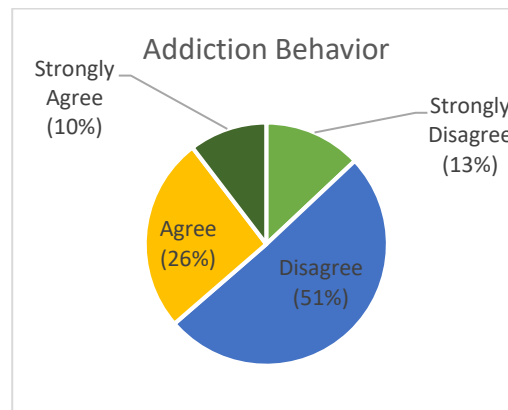

Figure 7. Survey Results on Addiction Behavior

Figure 7 indicates a moderate level of agreement regarding addiction behavior as a contributing factor. Specifically, 10% of students strongly agreed and 26% agreed that addiction behavior leads to their cyberloafing. In contrast, 51% disagreed and 13% strongly disagreed with this notion. These results suggest that while over a third of students acknowledge addiction behavior as a factor in their cyberloafing, the majority do not consider themselves significantly influenced by internet addiction. This indicates that other factors, such as personal traits, academic stress, or social norms, might play a more prominent role in driving cyberloafing behaviors among students. The varied responses highlight the complexity of cyberloafing motivations, emphasizing the need for a multifaceted approach in addressing and managing this behavior in educational contexts.

Cyberloafing Effects

The questionnaire results indicate that a significant majority of students use cyberloafing as a mechanism to reduce stress. Specifically, 7% of students strongly agreed, and 70% agreed that cyberloafing helps them alleviate stress. Conversely, 25% disagreed, and 4% strongly disagreed with this sentiment. These findings suggest that for most students, cyberloafing serves as a coping strategy to manage stress during their academic activities. The high percentage of agreement highlights the perceived immediate benefits of cyberloafing in providing mental breaks and reducing tension. However, a quarter of the students do not share this view, indicating that for them, cyberloafing may not be an effective stress relief method and might even be perceived as counterproductive. This mixed response underscores the need for a balanced approach to managing cyberloafing, recognizing its potential benefits for stress relief while addressing its possible negative impacts on productivity and focus (Günay & Çakar, 2018).

In response to the question, "What are the cyberloafing effects that students often feel?", the questionnaire results indicate mixed perceptions regarding its impact on productivity.

Specifically, figure 9 shows 6% of students strongly agreed and 33% agreed that cyberloafing helps increase their productivity. In contrast, a majority of 55% disagreed and 6% strongly disagreed with this statement.

These results suggest that while a considerable portion of students believe that cyberloafing can enhance productivity, the majority do not share this view. This disparity highlights a divide in how cyberloafing is perceived: for some, brief mental breaks provided by cyberloafing may help refresh and improve focus, while for others, it may serve as a distraction that hinders their academic performance. This underscores the dual nature of cyberloafing effects, reflecting both potential benefits in terms of stress relief and negative impacts on productivity. Understanding these varied perceptions can inform strategies to manage cyberloafing, aiming to maximize its benefits while mitigating its downsides. The data indicates that a majority of students do not perceive cyberloafing as a means to increase learning focus. Specifically, 10% of students strongly agreed and 23% agreed that cyberloafing enhances their learning focus. However, a significant portion of students, comprising 67%, disagreed with this notion, while 7% strongly disagreed.

DISCUSSION

In this discussion, the researchers delve into the intricate dynamics of cyberloafing among students in the contemporary digital landscape. As technology seamlessly integrates into every facet of academic life, the phenomenon of cyberloafing emerges as a pertinent issue shaping student behavior and learning experiences. Through an analysis of respondent insights, the researchers unravel the multifaceted nature of cyberloafing, exploring the types of activities students frequently engage in, the factors influencing their behavior, and the effects of cyberloafing on academic performance.

Table 1. Interview on Cyberloafing Activities

Respondents	Answer
Respondent 1	Among the types of cyberloafing activities, I do social activities more often. The social activities that I often do are opening SNS and WhatsApp.
Respondent 2	I do cyberloafing which is a social activity such as opening Instagram and TikTok. I also do informational activities like surfing the internet with google chrome. For leisure activities, I almost never do it, I do not play phone games because I think it is noisy and if I play games without sound it feels empty.
Respondent 3	Cyberloafing that I usually do is open social media, especially open Instagram. I also open Whatsapp to reply to friends' chats. Occasionally I also open chrome to use translation. For activities like playing games, I very rarely and almost never.
Respondent 4	What I do most often is open social media, especially Whatsapp, while other social media, such as Instagram and Tiktok, are practically rare. Sometimes I also open chrome but for random things. To play games on my phones, I almost never do it.
Respondent 5	I usually open Whatsapp and Instagram even though it is not related to lectures. I also occasionally open chrome for new information. Even though I like playing games, I never play games during class hours.

In the age of digital connectivity, the line between productive engagement and distracting diversion is increasingly blurred. As technology permeates every aspect of our lives, the phenomenon of cyberloafing emerges as both a boon and a bane to academic pursuits. Cyberloafing, the act of engaging in non-work-related online activities during work or study hours, presents a complex dichotomy. From table 5, in line with the researchers' explanation which shows that social activity is commonplace in the world of cyberloafing (Ozdamli & Ercag, 2021; Twum et al., 2021b). On one hand, it offers a reprieve from the monotony of lectures or assignments, allowing individuals to momentarily escape into the vast expanse of the internet. For some students, social activities dominate their cyberloafing habits, serving as

a means to stay connected with peers through platforms like Instagram, TikTok, and WhatsApp. Additionally, informational activities such as browsing the web for news or translations provide avenues for intellectual stimulation outside the confines of the classroom. Still in line with research from Ozdamli & Ercag (2021) the same source, it was found that informational activities such as opening chrome were occasionally carried out rather than leisure activities such as playing games which students rarely did.Yet, on the other hand, cyberloafing can be a slippery slope into procrastination and diminished productivity. The allure of endless scrolling or mindless gaming can easily derail one's focus, leading to detrimental effects on academic performance. In this article, the writers delve into the intricacies of cyberloafing among students, exploring the types of activities they frequently engage in, the factors influencing their behavior, and the effects of cyberloafing on their learning experiences. Through the lens of respondent insights, we aim to dissect the nuances of this phenomenon and its implications for educational settings.

Factors causing students to do cyberloafing shows that the main reason students do cyberloafing is to reduce boredom. Strengthened by interviewees' answers about the factors causing cyberloafing.

Table 2. Interview on Students Reasons Doing Cyberloafing

Respondents	Answers
Respondent 1	The reason I do that activity is because I am bored with learning, especially with boring learning, so cyberloafing is better than sleeping in class. Even so, I still listen to important material.
Respondent 2	I do cyberloafing because the class atmosphere is boring, especially if there is a lecturer who is angry and unclear. Even so, for lessons that I think are important, I will not do cyberloafing.
Respondent 3	I do cyberloafing because I want to get rid of boredom in class. Feelings of laziness with learning and lecturers. Even so, I do not cyberloafing because it is a habit, I only cyberloafing when I am bored. I also very rarely cyberloafing to gain new knowledge.
Respondent 4	I do cyberloafing primarily to reduce boredom. I also do it because sometimes I am lazy with lectures. As for getting new knowledge, I do not think I felt it when I did cyberloafing.
Respondent 5	I do cyberloafing because I am bored, lazy, and it is a habit of mine from high school. Even so, I also do cyberloafing to gain new knowledge such as opening google translate to increase my vocabulary.

In the era of digital technology, the potential of getting distracted is ubiquitous, particularly in a classroom setting. As students deal with the repetitive nature of lectures and the temptation of online distractions, the occurrence of cyberloafing arises as both a way to cope and a barrier to academic involvement. The testimonials provided by students in this research depict a nuanced portrayal of cyberloafing behaviours, highlighting the intricate interplay between alleviating boredom and upholding academic accountability. Cyberloafing provides students with a short break from boring lectures, offering a sense of relaxation in the midst of classroom boredom. Nevertheless, this break has its drawbacks, as it may compromise the level of education and weaken the self-control necessary for achieving academic excellence. This research seeks to investigate the underlying causes and repercussions of cyberloafing by analysing students' opinions on this widespread issue. Through an exploration of the causes of cyberloafing, an evaluation of its effects on classroom dynamics, and an examination of possible methods for reducing it, researchers want to offer valuable understanding of student behaviour in educational environments. Having the same result as the explanation from (Varol & Yiildirim, 2018), Table 6 provides evidence that boredom is the main driving force for students' participation in cyberloafing. Students sometimes choose for cyberloafing instead of enduring boredom during learning sessions, especially when the lecturer is

not engaging. Students are more inclined to participate in cyberloafing when the instructor displays a higher level of hostility (Toker & Baturay, 2021).

The next question in the interview reveals about reducing the feeling of stress in learning is the impact that is most felt by students. A deeper explanation is in the answers of the interviewees.

Table 7. Interview results on Impact of Cyberloafing

Respondents	Answers
Respondent 1	The impact I feel is that I reduce my boredom, make me more focused, and refresh my brain. In general, maybe cyberloafing activities will make students miss lessons, but students can still ask their friends about the material they missed. I don't think cyberloafing will affect my productivity.
Respondent 2	The clear impact that I feel is that the learning time is cut off which affects me to reduce stress in class. Even though by doing that I might miss some learning materials but I can still ask my friends.
Respondent 3	Even though this has a good impact on me because it can reduce my stress during learning, on the other hand this is also a bad impact because it can reduce productivity and reduce the focus of learning.
Respondent 4	What I feel is that cyberloafing reduces my stress in class so that in the end I also become lazy so I do not focus on studying and my productivity decreases. So in my opinion cyberloafing is nothing more than diversion to reduce boredom.
Respondent 5	I think this reduces my stress in class, especially in saturated situations where lectures only contain boring presentations. But because of that I became unproductive and my focus on studying was disorganized.

Cyberloafing, a prevalent occurrence among students, has a wide array of effects on their academic endeavours and personal welfare. Although this behaviour is commonly viewed as harmful, it also provides certain advantages that should not be ignored. Based on the responses of the participants, it is evident that cyberloafing has both positive and negative effects in the academic setting. Students assert that cyberloafing serves as a means to alleviate tension and boredom, providing them with mental respite that rejuvenates their cognitive faculties. Respondent 1 asserts that cyberloafing serves as a means to alleviate boredom, enhance concentration, and rejuvenate the mind, with minimal impact on productivity. Similarly, Respondent 2 and Respondent 5 recognise the stress-reducing advantages of cyberloafing, especially in repetitive lecture environments. Nevertheless, these perceived advantages are accompanied by a price.

Multiple participants observe that although engaging in cyberloafing may provide temporary stress relief, it ultimately results in reduced productivity and concentration. Respondent 3 highlights that while cyberloafing may alleviate stress, it has detrimental effects on productivity and concentration. Respondent 4 and Respondent 5 express the same feeling, stating that engaging in cyberloafing hampers their productivity and disrupts their organisation in their academic pursuits. The simultaneous effect of cyberloafing on both aspects underscores the intricate nature of its function within the academic setting. While it provides instant emotional comfort, it has the potential to damage academic achievement in the long run. The diverse viewpoints among the participants demonstrate the intricate character of cyberloafing: it can serve as a beneficial instrument for coping with classroom stress, while also acting as a disruptive influence that impedes academic achievement.

To summarise, cyberloafing among students is a complex behaviour that has both advantageous and detrimental consequences. Although it offers essential opportunities for mental relaxation and stress reduction, it can also hinder academic concentration and efficiency. To effectively address this behaviour, it is necessary to adopt a well-balanced approach that recognises the advantages it offers while also minimising the negative

consequences it may have. Future efforts should focus on effectively addressing cyberloafing to promote students' well-being while maintaining their academic success. Table 7 is in line with Mishra & Tageja (2022), that cyberloafing can reduce stress. Contrary to the explanation from Doorn (2011), cyberloafing can increase positive energy and creativity. The interviewees argued that after the stress has reduced, it is not impossible that their productivity and focus on learning will also decrease.

CONCLUSION

The actions of cyberloafing throughout students' learning process illustrate that social interaction is a common form of cyberloafing that students often participate in as a means of alleviating boredom. The noticeable effect they experience is a reduction in feelings of boredom or tension. The actions and behaviours related to cyberloafing indicate that the most widespread type of cyberloafing among students is engaging in social activities, while engaging in leisure activities is the least frequent form. Regarding the characteristics that contribute to cyberloafing, most students said that recovery behaviour is a common factor, whereas addictive behaviour is the least frequent factor. Cyberloafing can lead to a decrease of stress levels in students, while it may also result in reduced output and difficulty in focusing on learning.

RECOMMENDATION

The implications of the study's findings are substantial for all teachers and lecturers as this research evidence can be tool to reflect and evaluate the learning process. Given the research findings that suggest higher education students are more likely to engage in cyberloafing during classroom sessions, instructors might use proactive measures to tackle this problem. Firstly, increasing awareness through educational programs can clarify the detrimental effects of cyberloafing on academic achievement. These workshops should emphasize the adverse impact on concentration and efficiency, enabling students to make knowledgeable choices regarding their online engagement during class. Additionally, educators should provide captivating classroom exercises that reduce the chances of cyberloafing. By integrating interactive group discussions, problem-solving tasks, and hands-on exercises, student interest can be effectively captured, hence minimizing the inclination to participate in distracting online activities. In addition, establishing explicit guidelines and penalties for technology usage, encouraging alternate methods for alleviating boredom, and cultivating a supportive educational environment are essential steps to prevent cyberloafing and develop a positive climate that facilitates productive learning. By employing these tactics, instructors can effectively reduce cyberloafing behavior and foster a more engaging educational environment for students.

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