

## CONSCIENTIOUSNESS, ACADEMIC STRESS, AND CYBERLOAFING AMONG FINAL-YEAR STUDENTS

Putri Nabilah<sup>1</sup>, Lucky Purwatini  
<sup>1,2</sup> Departement of Psychology Univeristas Islam 45  
[Purwantini.lucky@gmail.com](mailto:Purwantini.lucky@gmail.com)

### ABSTRACT

*The availability of internet access is expected to improve the learning achievement of college students, but some final-year students at Universitas Islam 45 use the campus internet for cyberloafing, which has a negative impact on their learning achievement. This study aims to explore the relationship between conscientiousness and academic stress levels with cyberloafing behavior in final-year students of Universitas Islam 45. The research subjects were 304 students. The measuring instruments used were the cyberloafing scale, Big Five Inventory Conscientiousness (BFI), and academic stress scale. Data analysis used the Spearman rank correlation test and simple linear regression. This study found that conscientiousness is unrelated to cyberloafing, while academic stress is related to cyberloafing. Academic stress can increase cyberloafing by 17%.*

**Keywords:** *Conscientiousness, Academic Stress, Cyberloafing*

### ABSTRAK

Ketersediaan akses internet diharapkan meningkatkan prestasi belajar mahasiswa perguruan tinggi, namun sejumlah mahasiswa tingkat akhir di Universitas Islam 45 menggunakan internet kampus untuk melakukan *cyberloafing*, yang berdampak negatif pada prestasi belajar mereka. Penelitian ini bertujuan untuk mengeksplorasi hubungan antara kepribadian *conscientiousness* dan tingkat stres akademik dengan perilaku *cyberloafing* pada mahasiswa tingkat akhir Universitas Islam 45. Subjek penelitian berjumlah 304 mahasiswa. Alat ukur yang digunakan adalah skala *cyberloafing*, *Big Five Inventory Conscientiousness (BFI)* dan skala stres akademik. Analisis data menggunakan uji korelasi *rank spearman* dan regresi linear sederhana. Penelitian ini menemukan bahwa *conscientiousness* tidak berhubungan dengan *cyberloafing*, sementara stres akademik berhubungan dengan *cyberloafing*. Stres akademik dapat meningkatkan *cyberloafing* sebesar 17%.

**Kata kunci:** *conscientiousness, stres akademik, cyberloafing*

## INTRODUCTION

Based on a survey by the Indonesian Internet Service Providers Association (APJII), the number of Internet consumers in Indonesia continues to increase yearly. In 2021-2022, the number of internet consumers in Indonesia reached 210.03 million people, showing a jump of 6.78% from the previous period, which reached 196.7 million people. Thus, the internet penetration rate in Indonesia reached 77.02%. When viewed by age group, the first highest internet penetration rate is found in the 13-18 age group, reaching 99.16%. Followed by the 19-34 age group, which has a penetration rate of 98.64%. (Bayu, 2022) The frequency of internet usage in Indonesia has increased significantly, especially in the context of university education. Most universities in Indonesia have provided free internet access to their students to support the education process (Simanjuntak et al., 2019). The availability of internet access is expected to support students' efforts in self-learning, especially for *adult learners*, or help provide information sources for learning materials. In addition, the availability of internet facilities in the campus environment is expected to improve the quality of student learning outcomes in higher education. However, some data shows that some students who use internet access while in class use it for activities unrelated to learning, such as communicating via *chat*, *email*, and social media (Simanjuntak et al., 2019).

Theoretically, the concepts of *cyberslacking*, *cyberloafing*, *internet loafing*, *online time-wasting*, or *digital procrastination* first emerged in the workplace, where employees use

## Putri Nabilah, Lucky Purwatini: CONSCIENTIOUSNESS, ACADEMIC STRESS, AND CYBERLOAFING AMONG FINAL-YEAR STUDENTS

the company network for personal purposes or visit things unrelated to their work tasks. *Cyberloafing* can be explained as an intentional behavior by employees using the company's internet access to access content or activities unrelated to their work. Further research found that *cyberloafing* also applies in education, especially in college or during lectures. In this situation, students tend to be more fond of using Internet access for activities unrelated to academic material (Simanjuntak et al., 2019).

*Cyberloafing* is related to low learning outcomes, such as low performance in class and low GPA (Grade Point Average) (Ravizza et al., 2017), which causes students to do more than one activity with limited time and divided energy and focus. Academic stress can cause *cyberloafing* in students. There are various reasons why students experience academic stress, namely the many academic demands such as understanding complex learning materials, doing coursework, taking exams, and working on theses for final students.

The thesis is a mandatory requirement for students in completing an undergraduate program by doing scientific works that present facts and discuss a topic in detail and in-depth. When preparing a thesis, especially the final, students will get many demands to find and create research problems, design research activities, analyze data, make research reports, and present the results to the examining lecturer (Bakhtiar et al., 2022). Students are ideally able to complete their education, including thesis research for four years, but the phenomenon found in the field today is that many final students are unable to complete their education on time, one of which is what happens to final-year students at the Universitas Islam 45. This is due to the difficulties and obstacles experienced by final students when they want to complete their thesis. These difficulties or obstacles make students feel tired, sleepless, anxious, and dissatisfied, causing stress. This is reinforced by previous researchers who revealed that students who experience academic pressure tend to *cyberloafing* due to the severity of the lectures that are being undertaken so that they cause stress.

Hildan et al. (2021), found a positive and significant relationship between academic stress and *cyberloafing* behavior of students majoring in Psychology at the Indonesian Education University. These findings reflect the tendency of students to access social media during class hours. This study revealed that 42.7% (64 students) of psychology students of Universitas Pendidikan Indonesia had a high level of *cyberloafing*. UPI Psychology students choose internet-related activities as a form of stress coping. In addition, a study conducted by Oktapiansyah in 2018 also revealed a positive and significant correlation between job stress and *cyberloafing* behavior.

Moreover, other factors can influence *cyberloafing* behavior, including personality characteristics from the *Big Five* model, such as *trait conscientiousness*. These findings led to the result that demographic characteristics can influence *cyberloafing* behavior. (Jiang, 2016). If explained specifically, *trait conscientiousness*, emotional stability, *agreeableness*, and honesty negatively correlate with *cyberloafing* behavior (Marissa et al., 2019). *Trait Conscientiousness*, according to Goldberg's definition, characterizes highly motivated individuals to achieve their goals. This personality manifests in the individual's ability to be organized, structured, effective, efficient, and firm in heart and mind to achieve their goals. (Marissa et al., 2019) This is supported by previous researchers Varghese & Barber (2017), who revealed that *conscientiousness* has a significant and negative relationship with *cyberloafing* behavior, which means that the higher the *conscientiousness* you have, the lower the *cyberloafing* behavior that will occur and vice versa (Varghese & Barber, 2017).

Based on the results of interviews with 15 students on December 22, 2022, researchers found the existence of *cyberloafing* behavior in final students of Universitas Islam 45 Bekasi. It is known that final students exhibit at least 3 to 4 types of *cyberloafing* behavior while on campus or in a library covered by campus-owned internet access. The most common types of *cyberloafing* are *sharing real-time updating*, and *online content access*. Based on the background that has been described, this study aims to investigate how the

## **Putri Nabilah, Lucky Purwatini: CONSCIENTIOUSNESS, ACADEMIC STRESS, AND CYBERLOAFING AMONG FINAL-YEAR STUDENTS**

description of *cyberloafing*, *conscientiousness*, and academic stress in final students at Universitas Islam 45 Bekasi, to investigate the relationship between *conscientiousness* and *cyberloafing*, to investigate the relationship between academic stress and *cyberloafing*, and to investigate the effect of *conscientiousness* and academic stress on *cyberloafing* of final students of Universitas Islam 45 Bekasi. The hopes and benefits of this study are to make a valuable contribution to the development of science and knowledge in the field of Educational and Developmental Psychology, both for academics and the general public and is also expected to be helpful as a reference and source of additional literature for researchers who are interested in conducting similar research.

### **Cyberloafing**

According to Akbulut (Pratama, M.Y.A. & Yohana, 2022), *cyberloafing* is the activity of students accessing the Internet for personal interests or things unrelated to ongoing lectures. Students who feel bored during lectures often look for activities to entertain themselves. One everyday activity is accessing the Internet for non-academic purposes, such as visiting social media, playing *online games*, watching *YouTube*, and so on (Pratama, M.Y.A. & Yohana, 2022). According to Yasar and his colleagues (2013), *cyberloafing* behavior in the University environment includes activities to access social media such as *Facebook* and *Twitter*, play *online games*, exchange messages, and perform other *internet* activities that are not related to academic aspects (Fuadiah et al., 2016).

Based on the definition of *cyberloafing* that has been described, it is concluded that *cyberloafing* behavior is the action of students in accessing the internet network about something non-academic and unrelated to lectures during lecture hours.

### **Conscientiousness**

According to Feist in Rosito (2018), personality is a long-term stable or consistent pattern of traits in individuals that influence their behavior. A stable personality tends to trigger individuals to act according to their goals and desires in certain situations. *The conscientiousness* dimension type relates to an orderly, hardworking, systematic, and obedient personality, such as making plans and organizing tasks, being responsible, and having the ambition to achieve goals (Rosito, 2018).

According to John and Srivastava (Setianingsih & Nury, 2017), *conscientiousness* is when individuals show how careful they are when achieving a goal in their attitude and behavior. Goldberg (1981) revealed that conscientiousness is one of the five dimensions of *The Big Five Personality*. In other words, diligent, responsible, trustworthy, and organized when doing tasks. In their daily lives, they will appear as individuals who are punctual, brilliant, and careful and will do their duties until completion (Ramdhani, 2012). Based on the definition of *conscientiousness* described above, a *conscientiousness* is a personality that tends to be careful, organized, structured, diligent in doing tasks, and able to control impulses according to the needs of the individual.

### **Academic Stress**

According to Sun et al. (2011) in Lestari & Purnamasari (2022), academic stress is a mental burden that arises due to academic demands felt by individuals on campus due to the density of tasks, which individual capacity is not able to manage compared to events from life.

Stress is a condition in which a person feels depressed due to a mismatch between his ability to cope with the demands he faces (Saputri & Sugiharto, 2020). Maramis (2009) explains that stress is a pressure or demand in adapting that can disrupt individual balance. If not handled properly, stress will cause physical and mental disorders.

According to Weidner, Kohlman, Otzauer, and Burns, academic stress is pressure that arises from educational activities, occurs during the educational process, and is caused by the many demands and pressures that arise. Greenberg also explains academic stress

## Putri Nabilah, Lucky Purwatini: CONSCIENTIOUSNESS, ACADEMIC STRESS, AND CYBERLOAFING AMONG FINAL-YEAR STUDENTS

as a burden arising from the learning process and all things related to learning activities (Priskila & Savira, 2019).

From the definition of academic stress, it can be concluded that academic stress or pressure is a tense condition resulting from academic pressure or demands that can disrupt individual balance if not handled effectively.

### METHODS

According to Bungin (2005), a research scheme is a framework, guide, or instructions that are applied when conducting research. The research design used is a quantitative method and non-experimental correlational design. The quantitative method was chosen because it focuses on analyzing data in numbers obtained through the measurement process and then analyzed using statistical methods (Azwar, 2018).

Correlational research design aims to understand the correlation between two or more variables by measuring the coefficient or significance using statistical analysis (Syukri et al., 2019). In this study, the population studied was the final-year students of the undergraduate program (S1) at the Universitas Islam 45 Class of 2019, totaling 1,265 students. The research sample was calculated using the Slovin formula, and the result was 304 students from the Regular A class of 2019.

The sampling technique is *stratified random sampling with a proportional random sampling* type. *Stratified random* sampling draws samples by grouping population members according to strata (level or stratification). In contrast, *proportional stratified random sampling* is a stratified sample that determines the number of samples adjusted to the number in each subpopulation (proportionally) (Setiawan, 2018).

Interviews and psychological scales were carried out for data collection. The scale used is the *cyberloafing* scale, which was compiled by the researcher using Akbulut et al.'s *cyberloafing* theory (2016) with aspects of *sharing, shopping, real-time updating, accessing online content, and gaming/gambling*. The *conscientiousness* scale is an adaptation of the *Big Five Inventory* scale by John & Srivastava, adapted to the language and culture in Indonesia by Ramdhani (2012), and consists of 9 items (5 favorable items and four unfavorable items). The researcher also compiled the academic stress scale based on Jiandong Sun's (2011) theory, which consists of 5 aspects and 34 items, namely, pressure in the learning process, the burden of assignments given, anxiety about assessment, self-expectations, and feelings of hopelessness. Data were analyzed using the *Spearman rank* correlation test and simple linear regression test.

### RESULTS

The Spearman Rank correlation test tested the first hypothesis of conscientiousness with cyberloafing. The results of the *Rank Spearman* correlation show that *conscientiousness* has no relationship with *cyberloafing* ( $r=-0,053$ ,  $p>0,05$ ).

Table 1 *Spearman Rank* Correlation Test Results *Conscientiousness* and *Cyberloafings*

Variables	r	p
<b>Conscientiousness and Cyberloafing</b>	-0,053	0,361

The hypothesis regarding the relationship between academic stress and *cyberloafing* behavior was tested using the *Spearman Rank* correlation test. The results of *Spearman's* correlation analysis show a correlation between the variables of academic stress and *cyberloafing* ( $r=0,461$ ,  $p<0,05$ ).

Table 2 *Spearman Rank* Correlation Test Results Academic Stress and *Cyberloafings*

**Putri Nabilah, Lucky Purwatini: CONSCIENTIOUSNESS, ACADEMIC STRESS, AND CYBERLOAFING AMONG FINAL-YEAR STUDENTS**

Variables	r	p
<b>Academic Stress and Cyberloafing</b>	0,461	0,000

The results of the simple regression test show that academic stress influences *cyberloafing* by 17%, ( $t=7,877$ ,  $p<0,05$ ,  $R^2=0,170$ ).

Table 3 Simple Regression Test Results of Academic stress on *Cyberloafing*

Model	Coefficient B	t	Sig.
<b>Constants</b>	91,274	16,105	0,000
<b>Academic Stress</b>	0,440	7,877	0,000
<b>R</b>		0,413	
<b>R<sup>2</sup></b>		0,170	

**DISCUSSION**

The first hypothesis testing was carried out with the *Spearman Rank* correlation test, and the results obtained  $p = 0.361$  ( $p < 0.05$ ) and  $r = -0.053$ , meaning there is no significant relationship between *conscientiousness* and *cyberloafing* behavior. The absence of this relationship can be caused by the high *conscientiousness* of the final students of Universitas Islam 45, which does not contribute to *cyberloafing* behavior.

This study's results are supported by research by Rachel et al (2019), which states that *conscientiousness* does not affect *cyberloafing* activities in employees of the room division of Hotel XYZ. Rachel's research (2019) shows that the five *Big Five* personalities that do not influence *cyberloafing* activities are *agreeableness*, *conscientiousness*, and *neuroticism*. Meanwhile, *extraversion* and *intellect* affect *cyberloafing* activities.

The results of Ati and Zulkaida's research (2022) were also found to be similar. Namely, *conscientiousness* showed no influence on *the cyberloafing* of employees working in JABODETABEK with a significance coefficient of 0.365 ( $p > 0.05$ ). It is explained that the *Big Five* personality theory has a personality system component. McCrae and Costa (2003) state that one component of characteristic adaptation is the structure formed when individuals interact with the outside world where coworkers and the work environment have norms that *cyberloafing* is not forbidden. This can encourage character adaptation, where individuals can have highly *conscientious* personalities but still engage in *cyberloafing* due to character adaptation (Ati & Zulkaida, 2022).

In addition, in an educational setting, it was found that Hibrian's research (2021) showed that UPI students majoring in Psychology had high *cyberloafing* behavior due to the absence of a ban on using the Internet in class. The results of this study are the results of the description analysis of *conscientiousness*, which is dominated by the high category, namely 135 students or 44%, and *cyberloafing*, which is equally dominated by the high category, as many as 152 students or 50%.

Research conducted by Melek Tan and Mahmut Demir (2018) also stated that the personality dimensions of *conscientiousness* and *agreeableness* have no relationship with *cyberloafing* behavior. Melek and Tan said that the personality dimension of *conscientiousness* does not influence all aspects of *cyberloafing* behavior, such as learning goals, social goals, addiction aspects, and ambiguity. This situation is because employees with *conscientious personalities* do *cyberloafing* activities for learning purposes. So, these employees engage in *cyberloafing* activities to get information because it is one of their responsibilities (Melek & Demir, 2018).

Testing the second hypothesis using the *Spearman Rank* correlation test and the results obtained  $r = 0.461$  and a *two-tailed* significance value of  $p = 0.000$  ( $p < 0.05$ ), which

## Putri Nabilah, Lucky Purwatini: CONSCIENTIOUSNESS, ACADEMIC STRESS, AND CYBERLOAFING AMONG FINAL-YEAR STUDENTS

means that there is a significant and robust positive relationship between academic stress and *cyberloafing* in final year students of Universitas Islam 45 who are working on their thesis. This can be interpreted that there is a reasonably strong correlation between academic stress and *cyberloafing*, which is 46.1%.

The strong relationship can be caused by the high academic stress experienced by final-year students at Universitas Islam 45, which reached 105 students or around 35% of the total sample. A similar phenomenon also occurs in *cyberloafing* behavior, where most students (152 students or around 50%) have high *cyberloafing* behavior. These results indicate that academic stress significantly impacts the *cyberloafing* behavior of final-year students working on their thesis. In other words, the higher the academic stress experienced by final students, the higher the likelihood they will engage in *cyberloafing* behavior.

The high academic stress experienced by final-year students of Universitas Islam "45" is caused by the thesis. When preparing a thesis, students are pressured by demands to find and create research problems, design research, analyze data, make research reports, and present the results to the examining lecturer. This causes students to feel tired, have difficulty sleeping, feel anxious, and feel dissatisfied, which, in the end, will cause stress. This is to the results of a preliminary study conducted by researchers on 15 people where many students experience pressure caused by the thesis, such as not having the inspiration to work on the thesis, not understanding what to do and do on the thesis, thoughts or demands for the future that make students depressed, and the pressure of thesis revisions given by lecturers. There are several pressures similar to research conducted by Asmawan (2016), which states that one of the difficulties faced by thesis students is needing help understanding research methodology, needing clarification about what to do with thesis data, and how to write or pour data in written form.

Other research results were found in a study involving UPI (Universitas Pendidikan Indonesia) students majoring in Psychology. This study showed a high category in *cyberloafing* behavior, 42.7% or as many as 64 students. This is because UPI students tend to choose internet-related activities to relieve stress. Another possibility is the absence of restrictions on using internet access in class (Hibrian et al., 2021).

The *product-moment* correlation analysis conducted by Dinarti and Satwika (2021) between the academic stress and *cyberloafings* shows a correlation value of 0.425, with a significance level of 0.000, which is smaller than the alpha value (0.05). From these results, there is a significant and positive relationship between academic stress and *cyberloafing*. That is, students who experience higher levels of academic stress also have higher levels of *cyberloafing*. This phenomenon is caused by students experiencing academic stress and looking for an escape from boredom by using the Internet, such as *chatting* and opening social media, as a way to overcome academic stress. Often, they consider it a form of recreation or entertainment.

It is based on the results of the third hypothesis using a simple linear regression test between academic stress and *cyberloafing* behavior and the results obtained, namely the t value of 7.877 with a significance value of 0.000 ( $\rho < 0.05$ ). Thus, this shows that academic stress simultaneously and significantly has a relationship and influence on the *cyberloafing* behavior of final-year students of Universitas Islam 45.

The R Square coefficient of 0.170 indicates that academic stress contributes about 17% to *cyberloafing* behavior. The rest, about 83%, is caused by factors not investigated in this study. Other factors can hinder students' progress in completing the thesis, which is divided into two main categories: internal factors originating from individual students and external factors originating from students. Internal factors involve student motivation and ability to write a thesis. In contrast, external factors include environmental factors, the thesis management system by the Faculty, and the role of the Supervisor (Asmawan, 2016).

Similar research was found from the results of the coefficient regression analysis

## Putri Nabilah, Lucky Purwatini: CONSCIENTIOUSNESS, ACADEMIC STRESS, AND CYBERLOAFING AMONG FINAL-YEAR STUDENTS

conducted by Simatupang & Maranatha researchers (2023), who found positive results and concluded that academic stress has a significant and positive effect on *cyberloafing* by 11.6% and another 88.4% comes from factors not examined. Then the same results were also found in a study entitled "The Impact of Academic Stress and *Cyberloafing* on *Smartphone* Addiction" by Hamrat et al. (2019), which obtained a path coefficient of 0.33 from the academic stress on *cyberloafing* indicating that there is a positive relationship between the level of academic stress and *cyberloafing* behavior. In this context, the higher the level of academic stress experienced by someone, the higher they will do *cyberloafing* behavior. This happens because when students face tremendous academic pressure during learning activities, they tend to find ways to distract themselves from the stress by accessing the Internet for things unrelated to course material as a coping mechanism.

Besides academic stress, several other factors can cause *cyberloafing* behavior, such as *fear of missing out (FOMO)*. In a study conducted by Silalahi and Eliana (2020), it was found that *fear of missing out* contributed 22% to *cyberloafing*. In addition, Silalahi also revealed several reasons why *the fear of missing out* is one of the determinants of *cyberloafing* behavior. First, someone who fears *missing out* will experience fear if other people have a pleasant experience but cannot be directly involved. This encourages individuals to stay connected to the Internet so that they know what others are doing through social media. Thus, individuals become excessively using social media or cannot control their use, which is undoubtedly related to low self-regulation. Second, *fear of missing out* is a sign of social conditions and negative emotions such as boredom and loneliness directly related to internet use on social media.

Boredom can also be an indicator of *cyberloafing* behavior. According to Ozler and Polat, one of the organizational factors that can cause *cyberloafing* is job characteristics, namely *cyberloafing* behavior, which will appear if employees feel bored with their work. One way to get rid of this boredom is to use the Internet for personal interests not only repetitive and monotonous work can cause employees to experience boredom, low morale, and a sense of dissatisfaction (Husna et al., 2020).

In addition to factors originating from the organization, individual factors contribute to *cyberloafing* behavior, such as self-control. In research conducted by Ardilasari (2017), self-control is mentioned as one of the factors involved in deviant behavior in the workplace. Ozler and Polat's research also supports this, which says that *self-control* can occur because agencies do not limit employee internet usage. Similar research results were also found by Sari & Ratnaningsih (2020), who revealed that self-control has a negative and significant relationship with the *cyberloafing* intention of Service X employees. Self-control and academic stress also influenced 38.4% of *cyberloafing* behavior significantly (Adhana & Herwanto, 2021).

Apart from employee and employee subjects, students also often use *cyberloafing* as a *stress-coping* mechanism. As found in the research of Chen et al. (2021), it is stated that the stress felt by students is positively correlated with *cyberloafing*. The results of Chen's research (2021) also support the view that the stress felt by students is a critical antecedent of students' *cyberloafing* behavior, where the use of technology such as *smartphones* or computers is a mechanism to reduce negative feelings and emotions.

*Self-awareness* or self-awareness also contributes to the occurrence of *cyberloafing* among students. Based on the results of Paramita & Primanita's research (2023) which researched *self-awareness* in high school students in Bukittinggi City, it was found that there was a very significant relationship between *self-awareness* and *cyberslacking* behavior in high school students in Bukittinggi City with a negative correlation direction. This is mentioned because *self-awareness* can influence students' obedient and orderly attitude in learning, which increases student discipline while studying. Thus, counterproductive behavior such as *cyberloafing* behavior in students can be avoided. A similar opinion was also expressed by Singh, who stated that *self-awareness* is one of the foundations for the growth of emotional intelligence behavior where self-awareness is defined as the ability to see one's own emotions and recognize their impact on deciding

## Putri Nabilah, Lucky Purwatini: CONSCIENTIOUSNESS, ACADEMIC STRESS, AND CYBERLOAFING AMONG FINAL-YEAR STUDENTS

so that each individual is significant to have an accurate self-assessment and know his strengths and limitations.

While conducting and analyzing this study's results, the researcher experienced several limitations that must be considered. One of the main limitations is the time the researcher requires to obtain respondents' consent to fill out the research questionnaire. This can affect the level of respondent participation in the study. In addition, there are still limited research journals that reveal *conscientiousness with cyberloafing* behavior and the discovery of an inhomogeneous population when collecting research data, especially at the Faculty of Engineering. Because of these limitations, researchers hope that there will be further research that can overcome this problem. Future research can look for ways to increase the response rate of respondents or use a more efficient approach in data collection and foresight in selecting the research population. Thus, more comprehensive and representative research results can be obtained.

### CONCLUSION

Based on the discussion of the research results, it can be concluded that there is no significant correlation between *conscientiousness* and *cyberloafing* in final-year students of Universitas Islam 45, there is a significant positive correlation between academic stress levels and *cyberloafing* levels in final-year students of Universitas Islam 45, and academic stress has an influence of 17% on *cyberloafing* behavior in final year students of Universitas Islam 45. In comparison, other variables influence the other 83%.

The researcher realizes that this study has several weaknesses. However, it is hoped that the results of this study will provide valuable learning for future researchers. Based on the research findings, there are several valuable suggestions for future research, including for students, namely increasing research reading or attending seminars about preparing a thesis. So, when completing the thesis later, writing it will feel smooth and precise. Then, reduce the use of gadgets during learning activities or when compiling a thesis so as not to be easily distracted, so that academic work is completed quickly and gets satisfactory results; suggestions for the University to make it easier for students to prepare and compile their thesis, by holding seminars or training around the thesis, and to future researchers, it is recommended to consider using a more representative research sample or conducting research in different locations. If this research is to be continued, it would be better if researchers explore other independent variables related to *Big Five traits*, except *conscientiousness*, in more detail and in-depth.

### REFERENCES

- Adhana, W., & Herwanto, J. (2021). The Relationship Between Self-Control and Job Stress with Cyberloafing Behavior in Civil Servants (PNS) at the Pekanbaru City Customs and Excise Service Office. *Psychobulletin: Bulletin Scientific Psychology*, 2(2), 144.  
<https://doi.org/10.24014/pib.v2i2.11916>.
- Ardilasari, N. (2017). The Relationship of Self Control with Cyberloafing Behavior in Civil Servants. *Journal Scientific Psychology Applied*, 05(01), 19-39.  
<https://ejournal.umm.ac.id/index.php/jipt/article/view/3882>.
- Asmawan, M. C. (2016). Analysis of the difficulties of students completing the thesis. *Journal of Primary School Teacher Education Research*, 6 (August), 128.
- Ati, S. A., & Zulkaida, A. (2022). Conscientiousness and Organizational Policy: Can it Reduce Cyberloafing Behavior? *Arjwa: Journal of Psychology*, 1(4), 172-182.  
<https://doi.org/10.35760/arjwa.2022.v1i4.7309>.
- Bakhtiar, P. H., Razak, A., & Nurdin, M. N. H. (2022). Adversity Quotient and Academic



## Putri Nabilah, Lucky Purwatini: CONSCIENTIOUSNESS, ACADEMIC STRESS, AND CYBERLOAFING AMONG FINAL-YEAR STUDENTS

- Stress in Thesis Students of the Faculty of Psychology, Makassar State University. *Sultra Educational Journal*, 2(1), 10-17. <https://doi.org/10.54297/seduj.v2i1.219>.
- Chen, Y., Chen, H., Andrasik, F., & Gu, C. (2021). Perceived stress and cyberloafing among college students: The mediating roles of fatigue and negative coping styles. *Sustainability (Switzerland)*, 13(8), 1-12. <https://doi.org/10.3390/su13084468>.
- Dinarti, liya kusumawardani, & Satwika, yohana wuri. (2021). The relationship of academic stress with cyberloafing performance in students. *Journal of Psychology Research*, 9(7), 84-95.
- Fuadiah, L., Anward, H. H., & Erlyani, N. (2016). The Role of Conscientiousness on Cyberloafing Behavior in College Students. *Ecopsy Journal*, 3(1). <https://doi.org/10.20527/ecopsy.v3i1.1942>.
- Hamrat, N., Hidayat, D. R., & Sumantri, M. S. (2019). The impact of academic stress and cyberloafing on smartphone addiction. *Journal of EDUCATIO: Indonesian Journal of Education*, 5(1), 13. <https://doi.org/10.29210/120192324>.
- Hibrian, H., Baihaqi, M., & Ihsan, H. (2021). Relationship between academic stress and cyberloafing behavior among Psychology Department Students at Universitas Pendidikan Indonesia. *PSIKOPEDAGOGIA Journal of Guidance and Counseling*, 10(2), 89-93. <https://doi.org/10.12928/psikopedagogia.v10i2.17602>.
- Husna, F. H., Silviandari, I. A., & Susilawati, I. R. (2020). Job Boredom as a Predictor of Cyberloafing Behavior in Employees. *Journal of Studia Insania*, 8(1), 43. <https://doi.org/10.18592/jsi.v8i1.3516>.
- Jiang, H. (2016). *Employee Personal Internet Usage in the Workplace*.
- Lestari, B. S., & Purnamasari, A. (2022). Peer social support and problem focused coping with academic stress in college students. *Journal of Applied Psychology and Education*, 4(1), 15-23.
- Marissa, M., Dwi Putra, A. I., & Sarinah, S. (2019). Cyberloafing: The Role of Conscientiousness on Idleness Cyberloafing At Employees. *Psycho Idea*, 17(2), 107. <https://doi.org/10.30595/psychoidea.v17i2.4195>.
- Melek, T., & Demir, M. (2018). The influence of employee personality traits on cyberloafing behavior. *IJSSER*, 4(1).
- Paramita, R. D., & Primanita, R. Y. (2023). Contribution of Self-Awareness to Cyberslacking Behavior in Students in Bukittinggi City. *Tambusai Journal of Education*, 7(2), 16576- 16581.
- Pratama, M.Y.A. & Yohana, W. S. (2022). PSYCHOLOGY STUDENTS OF STATE UNIVERSITY SURABAYA Mochammad Yoga Aditya Pratama Yohana Wuri Satwika Abstract. *Character: Journal of Psychology Research*, 9(1), 21-33.
- Priskila, V., & Savira, S. I. (2019). The relationship between self-regulated learning and academic stress in class XI students of Tulungagung X public high school with full day school system. *Journal of Research Psychology*, 6(3), 1-7. <https://jurnalmahasiswa.unesa.ac.id/index.php/character/article/view/29131>
- Ramdhani, N. (2012). *Language and cultural adaptation of the Big Five Inventory*. 39(2), 189-207.
- Ravizza, S. M., Uitvlugt, M. G., & Fenn, K. M. (2017). Logged In and Zoned Out: How Laptop Internet Use Relates to Classroom Learning. *Psychological Science*, 28(2), 171-180. <https://doi.org/10.1177/0956797616677314>
- Rosito, A. C. (2018). Exploration of the Big Five Personality Traits and its Effect on Academic Achievement. *Journal of Educational and Counseling Psychology: Journal of Psychology Studies Education And Guidance Counseling*, 4(1), 6. <https://doi.org/10.26858/jpkk.v4i1.3250>
- Saputri, K. A., & Sugiharto, D. (2020). The Relationship Between Self Efficacy and Social Support with Stress Levels in Final Thesis Composing Students at FIP UNNES in 2019. *KONSELING EDUKASI "Journal of Guidance and Counseling,"* 4(1), 101-122.

**Putri Nabilah, Lucky Purwatini: CONSCIENTIOUSNESS, ACADEMIC STRESS, AND CYBERLOAFING AMONG FINAL-YEAR STUDENTS**

<https://doi.org/10.21043/konseling.v3i2.6010>

Sari, S. L., & Ratnaningsih, I. Z. (2020). The Relationship Between Self-Control and Cyberloafing Intention in Employees of Office X of Central Java Province. *EMPATI Journal*, 7(2), 572-574. <https://doi.org/10.14710/empati.2018.21678>

Setianingsih, L. L., & Nury, A. W. (2017). The influence of big five personality traits dimensions on public service motivation through job involvement as mediation. *Management Analysis Journal*, 6(4), 481-494.

Silalahi, D. F. S., & Eliana, R. (2020). Fear of missing out and cyberloafing among college students. *Psychologia: Journal of Thought and ...*, 15(7). <https://talenta.usu.ac.id/jppp/article/view/4893>

Simanjuntak, E., Fajrianti, F., & Purwono, U. (2019). Cyberslacking Scale in College Students. *Journal of Psychology*, 18(1), 55-68. <https://doi.org/10.14710/jp.18.1.55-68>

Simatupang, K. M., & Maranatha, U. K. (2023). The Impact of Academic Stress on Cyberloafing with Fatigue as a Mediating Variable: A Study of Students in Bandung City-Indonesia During a Pandemic. *European Journal of Educational Research*, 12(1), 525-535.

Sun, J., Dunne, M. P., Hou, X. yu, & Xu, A. qiang. (2011). Educational stress scale for adolescents: Development, validity, and reliability with Chinese students. *Journal of Psychoeducational Assessment*, 29(6), 534-546. <https://doi.org/10.1177/0734282910394976>

Syukri, I. I. F., Rizal, S. S., & Al Hamdani, M. D. (2019). The Effect of Religious Activities on the Quality of Education. *Journal of Islamic Education Research*, 7(1), 17. <https://doi.org/10.36667/jppi.v7i1.358>

Varghese, L., & Barber, L. K. (2017). A preliminary study exploring moderating effects of role stressors on the relationship between big five personality traits and workplace cyberloafing. *Cyberpsychology*, 11(4). <https://doi.org/10.5817/CP2017-4-4>