

The Relationship Between Internal Locus of Control And Cyberloafing Behavior Among Students At Universitas Negeri Padang

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Abstract.

This study aims to examine the relationship between internal locus of control and cyberloafing behavior among students at Universitas Negeri Padang. A quantitative approach with a correlational research design was employed, involving 202 respondents selected via quota sampling. Due to non-normal and non-linear data distribution, the Spearman's rho non-parametric statistical test was used for analysis. The findings revealed a significant positive relationship between internal locus of control and cyberloafing behavior, indicating that higher levels of internal locus of control are associated with increased cyberloafing activities. These results imply that students with a strong internal locus of control feel confident in managing their academic outcomes despite consciously engaging in non-academic online activities during lectures.

Keywords: Cyberloafing; Internal Locus of Control and Students.

I. INTRODUCTION

According to a report by Asosiasi Penyelenggara Jasa Internet Indonesia (APJII), the number of internet users in Indonesia reached 221 million out of a total population of 278 million in 2023, indicating very high internet penetration across all segments of society. The results of the 2024 internet penetration survey in Indonesia reached 79.5%, compared to 78.19% in 2023, marking an increase of 1.4% [1]. This internet usage has a significant impact on individual behavior, particularly among college students. However, among college students, internet usage is not limited to academic activities but also extends to other non-academic activities, often referred to as cyberloafing.

Cyberloafing refers to the behavior of spending time online on non-academic activities during class hours, which negatively impacts students' academic productivity [2]. The use of the internet for non-academic purposes by students during class hours is a behavior known as cyberloafing. Misusing the internet to access social media, play games, or watch videos during class time also falls under the definition of cyberloafing [3]. Akbulut et al [3] describe five aspects of cyberloafing behavior in an educational context: sharing, shopping, real-time updates, accessing online content, and gaming/gambling. For students, internet use unrelated to coursework can lead to decreased productivity, such as procrastinating on assignments and failing to grasp the material explained by instructors. Cyberloafing behavior can disrupt students' concentration and reduce academic productivity [4].

Previous research has shown that students who engage in cyberloafing tend to experience a decline in academic performance [5]. Students engaged in cyberloafing lose motivation and interest, preventing them from concentrating on their studies [6]. Prasad, Lim, and Chen [7] observed that college students use campus internet access for personal purposes during class hours. Research conducted by Yasar and Yurdugul [8] also supports the finding that cyberloafing addiction exists among university students in Turkey; such cyberloafing behaviors include accessing Facebook, Twitter, online games, receiving messages, and other internet activities unrelated to the learning process [8].

One psychological factor that can influence cyberloafing behavior is locus of control, specifically internal locus of control. Locus of control refers to an individual's belief regarding the extent to which they can control events in their life. Meanwhile, internal locus of control refers to the individual themselves, so they are not easily influenced by their surroundings [9]. Internal locus of control relates to an individual's internal belief regarding what happens to them due to internal factors such as ability, interest, and effort, which will influence the individual's success [10]. Rotter [11] explains that individuals with an internal locus of control can attribute events and outcomes to their own behavior or actions and are able to take

responsibility for all the events they experience [12]. Rotter [11] states that the aspects of an internal locus of control consist of skill, ability, and effort. According to Derya et al. [13], students with an internal locus of control possess the ability to regulate, reduce, or stop internet use whenever they wish without feeling anxious, which can impact their level of cyberloafing. Therefore, individuals require an internal locus of control to exercise self-control and avoid engaging in cyberloafing behavior during the learning process.

Research shows that students with a high internal locus of control tend to be more disciplined and responsible in managing their time and resources, and thus may be less likely to engage in cyberloafing [14]. A study by Metin-Orta and Demirtepe-Saygılı [15] found that approximately 60% of students engage in cyberloafing at least once a week. This suggests that even individuals with a high internal locus of control remain vulnerable to this behavior. Widiastuti and Margaretha [16] suggest that students with an internal locus of control tend to be better at managing their time and focusing on academic tasks, and are able to reduce the frequency of cyberloafing. In line with this, Solichah and Setiaji [10] state that individuals with an internal locus of control possess better career adaptability and can contribute to reducing cyberloafing behavior.

Regarding the issue of cyberloafing, having an internal locus of control can serve as one solution for students. Atmojo et al. [17] state that a locus of control is essential for individuals to prevent negative behaviors or actions. This implies that individuals with a strong internal locus of control are better able to direct and regulate their behavior in a positive manner [17]. Consequently, the researcher is motivated to conduct further research on the relationship between internal locus of control and cyberloafing among university students. The researchers conducted this study by focusing on students at *Universitas Negeri Padang*. This study aims to examine cyberloafing behavior and internal locus of control, as well as to determine the relationship between internal locus of control and cyberloafing behavior among students.

II. METHOD

This study employed a quantitative research method with a correlational research design. The population consisted of active students at *Universitas Negeri Padang*, with a sample of 202 respondents. The sampling technique used was quota sampling.

The instrument used in this study employs a Likert scale consisting of “strongly agree” (SS), “agree” (S), “disagree” (TS), and “strongly disagree” (STS). The internal locus of control scale used is from Pangestu [12], which is based on Rotter’s [11] framework and has been authorized for use as a measurement tool. There are three aspects skill, ability, and effort presented in a questionnaire containing 10 items. This scale has a reliability of 0.842 as measured by Cronbach’s alpha. The cyberloafing behavior scale used was adapted from Ainun et al. [18], which employed the theory by Akbulut et al. [3] and has been authorized for use as a measurement tool. There are five aspects of cyberloafing: sharing, shopping, real-time updating, accessing online content, and gaming/gambling, comprising 32 items with a reliability coefficient of 0.94.

The data analysis technique in this study employed statistical methods with hypothesis testing using the Pearson product-moment correlation. Data analysis was conducted using IBM SPSS Statistics 25 for Windows. This testing was performed to determine whether the research hypothesis was accepted or rejected.

III. RESULTS OF THE ANALYSIS

Research Results

The respondents in this study were students at *Universitas Negeri Padang*, and a total of 202 respondents were surveyed. Respondent characteristics were grouped by gender, graduating class, and faculty. Male respondents accounted for 49% (99 respondents), while female respondents accounted for 51% (103 respondents). The majority of respondents were from the class of 2024, accounting for 31.7% (64 respondents), while the minority were from the class of 2019, accounting for 0.5% (1 respondent) of the total 202 respondents.

This study involved all faculties at the University of Padang, yielding the following results: the Faculty of Languages and Arts accounted for 9.9% or 20 respondents, the Faculty of Economics and Business for 10.4% or 21 respondents, the Faculty of Sports Science for 9.9% or 20 respondents, the Faculty

of Education for 9.9% or 20 respondents, the Faculty of Social Sciences for 11.9% or 24 respondents, Medicine at 7.4% or 15 respondents, Mathematics and Natural Sciences at 9.4% or 19 respondents, Tourism and Hospitality at 10.9% or 22 respondents, Psychology and Health at 8.9% or 18 respondents, and Engineering at 11.4% or 23 respondents.

This study employs a correlational approach with one independent variable and includes a preliminary test. For the normality test, the researcher used the Kolmogorov-Smirnov test with the assistance of IBM SPSS Statistics 25.

Table 1. Normality Test

	Unstandardized Residual
Asymp. Sig (2-tailed)	.000

Based on the table above, the results of the normality test show a significance value of .000, which means that the p-value is < 0.05 ; therefore, the research model is not normally distributed.

Table 2. Linearity Test

Variable Relationship	Deviation from Linearity (sig.)	Note
Internal Locus of Control and Cyberloafing Behavior	.353	Linear

Based on the table above, a significant result of 0.353 was obtained, meaning this value is greater than 0.05 (> 0.05); therefore, it is concluded that there is a linear relationship between the internal locus of control variable and the cyberloafing variable. After obtaining the results of the normality and linearity tests, which showed that the research model is not normally distributed and linear (), the analysis proceeded using the non-parametric Spearman's Rho statistic.

Table 3. Spearman's Rho Non-Parametric Statistic

Variable	Correlation Coefficient	Significance (Sig. 2-tailed)
Internal Locus of Control and Cyberloafing Behavior	0.221	0.002

The table above shows that the significance value is 0.002, which means $0.002 < 0.005$; therefore, H_0 is rejected and H_1 is accepted. These results indicate that there is a significant relationship between internal locus of control and cyberloafing behavior among students at *Universitas Negeri Padang*. Therefore, the hypothesis proposed by the researcher has been empirically proven.

IV. DISCUSSION

This study aims to examine the relationship between internal locus of control and cyberloafing behavior among students at *Universitas Negeri Padang*. Based on the results of data analysis using Spearman's Rho on 202 respondents, a correlation coefficient of 0.221 was obtained with a significance level of 0.002 ($p < 0.05$). These findings indicate a significant positive relationship between internal locus of control and cyberloafing behavior among students at *Universitas Negeri Padang*. This suggests that the higher the internal locus of control, the more frequently students tend to engage in cyberloafing behavior. Furthermore, the unique direction of the relationship suggests that although Rotter's (1966) foundational theory emphasizes individual responsibility for one's own outcomes, in the context of university students, a strong internal locus of control is directly associated with an increase in cyberloafing behavior.

From a phenomenological perspective, these findings can be understood through the mechanisms of self-regulation and student autonomy. Students with a high internal locus of control tend to engage in cyberloafing consciously as a strategy to manage their academic fatigue and maintain their mental well-being during the learning process [2], [15]. This aligns with the perspective of Khalifeh et al. [19] that individuals with strong confidence in their academic abilities feel they have full autonomy to determine when to focus and when to engage in non-academic digital activities. Students with a high internal locus of control feel secure when engaging in cyberloafing because they believe they are capable of completing their academic responsibilities on time [3]. Therefore, internet use is not viewed as a form of misconduct but rather as an autonomous right to manage burnout [20], [21].

These findings offer an interesting contribution, as they contrast with previous studies such as those by Lim [22] and Askew [4] which reported a negative correlation among working participants. This

difference is likely influenced by the Indonesian academic cultural context, where high self-control actually fosters high self-confidence in engaging in digital multitasking [14]. Practically, these results underscore the importance of university interventions in guiding students to be more aware of the risks of productivity bias. Although students feel capable of multitasking, it still risks reducing the quality of learning if not managed properly in the classroom [5], [23].

V. CONCLUSION

Based on the results of this study, the levels of internal locus of control and cyberloafing behavior among students at *Universitas Negeri Padang* were predominantly in the moderate category. Furthermore, this study also found a significant positive relationship between internal locus of control and cyberloafing behavior among students at *Universitas Negeri Padang*, as indicated by a correlation coefficient of 0.221 and a significance value of 0.002. This finding implies that the higher the level of internal control, the more likely students are to engage in cyberloafing behavior.

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