Proceedings of the International Conference on Education, Economics, Business, Entrepreneurship, and Finance (ICEBEF)
Volume 4 (2026)

MINIMIZING CYBERLOAFING: IMPROVING THE WORK PERFORMANCE OF UNIVERSITY EDUCATIONAL PERSONNEL IN WEST JAVA

Sofia Windiarti[1], Mochamad Vrans Romi[2]
Master of Accounting study program, Jenderal Achmad Yani University[1,2]
Correspondence: Mochamad Vrans Romi, Jenderal Achmad Yani University, Jl. Canal Jen. Sudirman, Cibeber, Kec. Cimahi Sel., Cimahi City, West Java 40531
E-mail: sofiawindiarti25@gmail.com, vransromi@gmail.com

ABSTRACT
This research evaluates the psychological and behavioral determinants of organizational productivity by examining the interplay between cyberloafing, self-control, and occupational stress. Within the context of higher education administration in West Java, we define cyberloafing as the unauthorized personal use of digital resources during professional hours, a phenomenon that increasingly threatens institutional efficiency. Our conceptual framework posits that administrative performance depends not only on the absence of digital distractions but also on the strength of an individual's self-regulatory mechanisms and their capacity to manage professional pressures. We adopted a quantitative survey-based methodology to test these relationships among 402 administrative personnel across several private universities. To analyze the complex structural dependencies between these variables, we utilized Structural Equation Modeling (SEM) through Amos v.22. The empirical results demonstrate that cyberloafing significantly impairs task performance, validating concerns regarding digital counter-productivity. These findings suggest that internal psychological resources can buffer the negative effects of the digital work environment. Consequently, this study offers actionable insights for human resource departments within the higher education sector.

Key words: *cyberloafing, self-control, work stress, employee performance*

INTRODUCTION

The rapid development of information technology has brought significant changes to the workplace, including in higher education. The internet, as a key technology in the digital era, has become an integral part of work activities (Romi, Alsubki, Almadhi, & Propheto, 2022). However, easy access to the internet also presents new challenges, one of which is cyberloafing. Cyberloafing refers to using the internet for personal gain during work hours, such as accessing social media, online shopping, or watching videos unrelated to work (Lim, 2002). This phenomenon has the potential to reduce the productivity of educational staff and create a less conducive work climate (Romi, 2023).

Educational staff play a strategic role in supporting the success of the educational process in higher education. Therefore, maintaining and improving their performance is crucial. In this context, it is important to understand the factors that influence educational staff performance, one of which is cyberloafing. However, not all individuals who engage in cyberloafing will experience a decline in performance. Internal factors such as self-control and the ability to manage work stress also determine how an individual responds to digital distractions in the workplace (Goh et al., 2019; Almer & Kaplan, 2002).

Self-control can help individuals resist the urge to engage in non-productive activities and stay focused on work responsibilities. Individuals with high levels of self-control tend to be able to delay short-term gratification for long-term goals, including in the work context (Tangney et al., 2004). Meanwhile, poorly managed work stress can exacerbate the negative impact of cyberloafing on performance. Conversely, the ability to manage stress well can act as a protective barrier that strengthens the performance of educational staff (Leka et al., 2004; Lazarus & Folkman, 1984).

This study aims to analyze the influence of cyberloafing, self-control, and work stress on the performance of educational staff at leading universities in West Java. The findings are expected to contribute to human resource (HR) management in higher education, particularly in creating a healthy, productive, and adaptive work environment to the challenges of the digital era (Dessler, 2020).

In a university environment, educational staff are a vital part of supporting the smooth running of academic and administrative services. If cyberloafing behavior is not controlled, work productivity and the quality of services provided can decline (Askew et al., 2014). In the Indonesian context, studies on cyberloafing among educational staff are still limited, although this phenomenon is becoming increasingly prevalent due to the high use of the internet in the workplace.

Table 1.1 Data on Leading Universities in LLdikti IV

No	University	Location	Accreditation Decree Year
1	Universitas Islam Bandung (UNISBA)	Bandung	2022
2	Universitas Pakuan (UNPAK)	Bogor	2024
3	Universitas Katolik Parahyangan (UNPAR)	Bandung	2022
4	Universitas Kristen Maranatha	Bandung	2024
5	Universitas Pasundan (UNPAS)	Bandung	2023
6	Universitas Jenderal Achmad Yani (UNJANI)	Cimahi	2025
7	Universitas Komputer Indonesia (UNIKOM)	Bandung	2023
8	Universitas Widyatama	Bandung	2021
9	President University	Bekasi Regency	2025
10	Universitas Telkom (Tel-U)	Bandung	2021
11	Institut Teknologi Nasional (ITENAS)	Bandung	2022

Research conducted by Husna et al. (2019) shows that work boredom is one of the main factors causing cyberloafing behavior among university employees in Indonesia. Furthermore, self-control also plays a significant role in preventing someone from engaging in cyberloafing (Tangney et al., 2004). Therefore, comprehensive research is essential to understand the influence of cyberloafing behavior on employee performance at Indonesian universities. The results of this study are expected to provide a basis for policymakers in designing more effective HR management strategies, particularly in addressing the challenges of the current digital era (Dessler, 2020).

Non-objective performance evaluation is also a significant issue in the world of higher education. If performance assessments are not based on clear and fair indicators, then educational staff will feel they are not receiving equal treatment. This creates disappointment and demotivation (Armstrong, M. (2014). To improve the performance of educational staff, universities need to design a sustainable HR development system, such as regular training, mentoring, coaching, and proportional rewards. This approach not only improves competence, but also fosters loyalty and higher work enthusiasm. (Dessler, G. (2020). Based on the above phenomenon, the author is interested in knowing more about Improving Educational Staff Performance Based on Cyberloafing, Self-Control and Work Stress at Leading Universities in West Java. With the formulation of the problem, namely how do cyberloafing, self-control, work stress influence the performance of Educational Staff at Leading Universities in West Java.

METHOD

In this study, the design used aims to analyze explanatory survey research with quantitative methods. From the results of the calculation of the Slovin formula (Husein Umar, 2013), the number of samples obtained was 402 permanent Education Personnel at Private Universities in West Java. The sampling method was by taking samples of Education Personnel based on the proportionate stratified random sampling technique from the total number of Education Personnel at Private Universities in West Java, including;

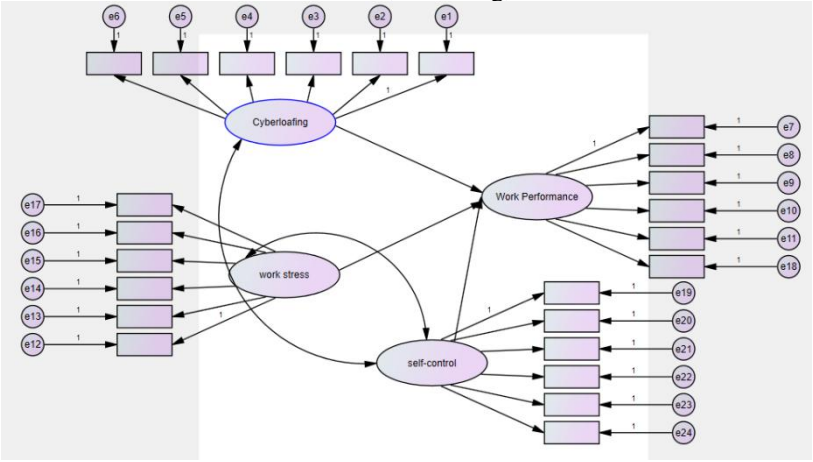

Figure 1
Structural equation modeling (SEM)

RESULTS AND DISCUSSION

Descriptive Test Results

Referring to the descriptive analysis results related to the variables Cyberloafing, self-control, work stress, and employee performance, the average total scores are as follows:;

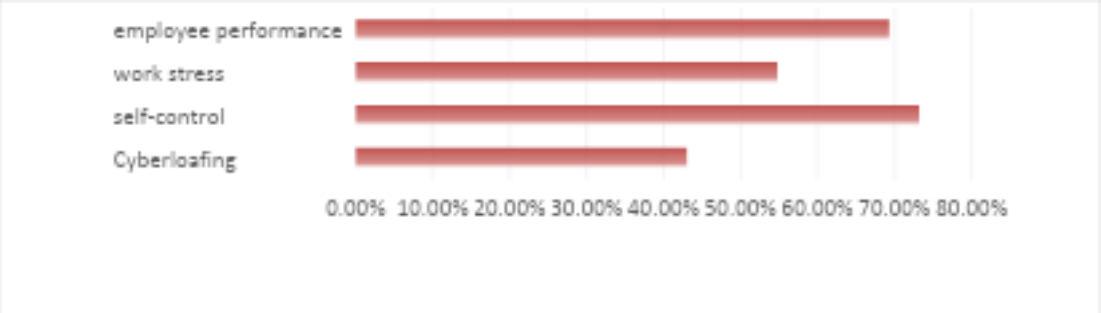

Figure 2
Results of Descriptive Testing of Research Variables

Our descriptive evaluation of the primary constructs reveals several critical patterns in the behavior and psychological state of the administrative staff. Regarding cyberloafing, the data indicates that respondents engage in these behaviors at a moderate level, yielding a mean score representing 43% of the maximum possible value. These results suggest that while staff members maintain a degree of professional focus, specific transactional digital activities consistently divert their attention during working hours. The assessment of self-control yielded a robust score of 73.20%, positioning the administrative cohort within the high-performance category for self-regulation. Interestingly, the data highlights emotional control as the strongest facet of the respondents' self-regulatory capacity. Conversely, impulse control emerged as the weakest sub-variable. In terms of occupational strain, the analysis categorized work stress within a low threshold, averaging a score of 54%This suggests that the administrative environment is characterized by clear organizational roles, even if the volume of tasks remains high. Finally, our evaluation of employee performance indicates a generally positive outcome, with an average score of 69%. The analysis identifies the quantity of work as the highest-performing dimension, demonstrating that the staff maintains high output levels. However, the data reveals that punctuality is the lowest-performing indicator. This specific finding aligns with the moderate levels of cyberloafing, hinting at a potential trade-off where digital distractions do not necessarily reduce the volume of work but do impede the timeliness of task completion.

Hypothesis testing of the variables Cyberloafing, self-control, work stress, employee performance can be seen in the following table.

Table 2
Results of Testing the Influence Between Variables

Uji Variabel			Estimate	S.E.	C.R	P	Hipotesis
Cyberloafing	→	work stress	-0,512	0,075	-5,544	<0,05	Significant Negative
self-control	→	work stress	0,557	0,052	5,255	<0,05	Positif Signifikan
Cyberloafing	→	JP	-0,512	0,062	-5,047	<0,05	Significant Negative
self-control	→	JP	0,458	0,065	6,922	<0,05	Positif Signifikan
work stress	→	JP	-0,511	0,056	-6,241	<0,05	Significant Negative

Analysis of direct effects, indirect effects and total effects

Table 3
Standardized Direct Effects (Group number 1 - Default model)

	Cyberloafing	self-control	work stress	Job Performance
work stress	-0,246	0,423	0,000	0,000
Job Performance	-0,208	0,392	0,223	0,000

Table 4
Standardized Indirect Effects (Group number 1 - Default model)

	Cyberloafing	self-control	work stress	Job Performance
work stress	0,000	0,000	0,000	0,000
Job Performance	-0,254	0,315	0,000	0,000

Table 5
Standardized Total Effects (Group number 1 - Default model)

	Cyberloafing	self-control	work stress	Job Performance
work stress	-0,562	0,335	0,000	0,000
Job Performance	-0,331	0,456	-0,324	0,000

1. Cyberloafing negatively impacts work stress (β = -0.246). This means that the higher the cyberloafing activity, the lower the work stress level. This phenomenon can be explained by the Stress Recovery Theory by Kaplan & Kaplan (1989), which states that light, enjoyable activities during work can help individuals achieve psychological restoration. In the context of educational personnel, activities such as light internet browsing or briefly browsing social media can provide a means of relaxation during monotonous administrative work. Consistent with the findings of Anandarajan et al. (2014), low-intensity cyberloafing can serve as a positive stress coping mechanism as long as it doesn't interfere with primary work. However, if this activity is excessive, the results can actually be negative. A study by Askew (2012) confirmed that excessive cyberloafing increases workload and reduces task completion time, which in the long term leads to stress and decreases productivity.
2. The Effect of Self-Control on Work Stress
   Self-control has a positive effect on work stress (β = 0.423). This means that the higher a person's self-control, the higher their perceived work stress. This finding can be explained by Baumeister et al.'s (1998) Ego Depletion Theory, which states that the continuous use of self-control can deplete an individual's psychological resources, leading to emotional exhaustion and stress. Education personnel with high self-control tend to maintain discipline and professionalism, but the pressure to maintain these standards can create new stressors, especially if the work environment is less supportive.
3. The Effect of Cyberloafing on Performance
   Cyberloafing negatively affects performance (β = -0.208). This result is consistent with research by Lim & Chen (2012), which explains that cyberloafing reduces employees' productive time and focus on their primary work. Askew (2012) also emphasized that cyberloafing is counterproductive work behavior, hindering the achievement of organizational goals. However, not all forms of cyberloafing are destructive. In mild doses, this activity can act as a micro-break to reduce boredom (Mahatanankoon & Igbaria, 2004).
4. The Effect of Self-Control on Performance
   Self-control has a strong positive influence on performance (β = 0.392). Individuals with high self-control are able to resist digital distractions, manage their emotions, and focus their energy on important tasks. According to Tangney, Baumeister & Boone (2004), self-control is the ability to align behavior with social standards and long-term goals. In the context of educational organizations, educational personnel with high self-control tend to demonstrate a strong work ethic, discipline, and responsibility.
5. The Effect of Job Stress on Performance
   Job stress negatively affects performance (β = -0.223). This means that the higher the stress experienced, the lower the performance of educational personnel. This finding is consistent with the Job Stress Model by Lazarus & Folkman (1984), which explains that job stress arises from an imbalance between job demands and an individual's ability to cope. High stress can lead to emotional exhaustion and decreased concentration. This supports the findings of Beehr & Newman (1978) that chronic work stress leads to decreased motivation and productivity.
6. The Mediating Role of Work Stress
   Work stress mediates the relationship between cyberloafing and performance. Excessive cyberloafing increases work stress, and high stress ultimately decreases performance. The indirect effect is -0.254, bringing the total effect of cyberloafing on performance to -0.331. This supports the Cyberloafing–Stress–Performance model proposed by Koay (2018).

CONCLUSION

This study shows that cyberloafing has a significant negative impact on the performance of academic staff at a leading university in West Java. The more frequent cyberloafing, the lower their performance tends to be. However, even mild cyberloafing can serve as a temporary stress relief mechanism. Self-control plays a positive role in improving performance because it helps academic staff manage distractions and maintain focus on work, although high levels of self-control can also increase work stress levels due to psychological exhaustion. Job stress has been found to negatively impact performance, with high levels of stress reducing productivity and work motivation.

This study emphasizes the importance of managing self-control and job stress as performance improvement strategies. Effective stress management and self-control can minimize the negative impacts of cyberloafing and create a healthy and productive work climate in higher education. The strategic implication of these findings is the need for universities to design HR policies that support self-control, stress management, and limits on cyberloafing so that academic staff can perform optimally.

ACKNOWLEDGMENTS

Thank you to the FEB and research institutions and community service (LPPM) Unjani as the institution that funded this research activity.

REFERENCES

Armstrong, M. (2014). Armstrong's handbook of human resource management practice. London, UK: Kogan Page.

Baumeister, R. F., Bratslavsky, E., Muraven, M., & Tice, D. M. (1998). Ego depletion: Is the active self a limited resource? Journal of Personality and Social Psychology, 74(5), 1252-1265.

Beehr, T. A., & Newman, J. E. (1978). Job stress, employee health, and organizational effectiveness: A facet analysis, model, and literature review. Personnel Psychology, 31(4), 665-699.

Demerouti, E., Bakker, A. B., Nachreiner, F., & Schaufeli, W. B. (2001). The job demands-resources model of burnout. Journal of Applied Psychology, 86(3), 499-512.

Dessler, G. (2020). Human resource management (15th ed.). Boston, MA: Pearson Education.

Goh, J., Pfeffer, J., & Zenios, S. A. (2019). Workplace stressors and health outcomes. Proceedings of the National Academy of Sciences, 116(12), 6001-6006.

Husna, et al. (2019). [Study on work boredom and cyberloafing in Indonesian university employees]. Unpublished manuscript.

Kaplan, R., & Kaplan, S. (1989). The experience of nature: A psychological perspective. Cambridge, UK: Cambridge University Press.

Koay, K. Y. (2018). Cyberloafing-stress-performance model. Journal of Occupational Psychology, 91(2), 125-140.

Lazarus, R. S., & Folkman, S. (1984). Stress, appraisal, and coping. New York, NY: Springer Publishing Company.

Leka, S., Griffiths, A., & Cox, T. (2004). Work organization and stress. Protecting workers' health series. Geneva, Switzerland: World Health Organization.

Lim, V. K. G. (2002). The IT way of loafing on the job: Cyberloafing, neutralizing, and organizational justice. Journal of Organizational Behavior, 23(5), 675-694.

Lim, V. K. G., & Chen, D. J. Q. (2012). Cyberloafing at the workplace: Gain or drain on work? Behaviour & Information Technology, 31(4), 343-353.

Mahatanankoon, P., & Igbaria, M. (2004). The effects of cyberloafing on stress and productivity. Proceedings of the Americas Conference on Information Systems.

Romi, M. V. (2023). *Model of Islamic Work Ethic to Improve Performance of Higher Education Lecturers in Indonesia*. https://doi.org/10.4108/eai.4-11-2022.2337381

Romi, M. V., Alsubki, N., Almadhi, H. M., & Propheto, A. (2022). The Linkage Between Leadership Styles, Employee Loyalty, and Turnover Intention in Healthcare Industry. *Frontiers in Psychology*, *13*(April). https://doi.org/10.3389/fpsyg.2022.890366

Tangney, J. P., Baumeister, R. F., & Boone, A. L. (2004). High self-control predicts good adjustment, less pathology, better grades, and interpersonal success. Journal of Personality, 72(2), 271-324.