

Daftar Pustaka

- Abedlazeed, N. (2010). Exploring DIF: Comparison of CTT and IRT Methods. *OIDA International Journal of Sustainable Development*, 1(7).
- Akbulut, Y., Dursun, Ö. Ö., Dönmez, O., & Şahin, Y. L. (2016). In search of a measure to investigate cyberloafing in educational settings. *Computers in Human Behavior*, 55, 616–625. <https://doi.org/10.1016/j.chb.2015.11.002>
- APA, & AERA. (2014). *Standards for educational and psychological testing*. American Educational Research Association.
- Anam, K., & Arista Pratomo, G. (2019). Fenomena Cyberslacking Pada Mahasiswa. *Jurnal Psikologi Ilmiah*. <http://journal.unnes.ac.id/nju/index.php/INTUISI>
- Andrich, D. (1978). A Rating Formulation For Ordered Response Categories. *Psychometrika*, 43(4).
- APJII. (2022, June 9). *Asosiasi Penyelenggara Jasa Internet Indonesia*. APJII. https://apjii.or.id/berita/d/apjii-di-indonesia-digital-outlook-2022_857
- Arif, M. (2022). *Profil Internet Indonesia 2022*.
- Arshad, M., Aftab, M., & Bukhari, H. (2016). The Impact of Job Characteristics and Role Stressors on Cyberloafing: The Case of Pakistan. *International Journal of Scientific and Research Publications*, 6(12). www.ijsrp.org
- Baturay, M. H., & Toker, S. (2015). An investigation of the impact of demographics on cyberloafing from an educational setting angle. *Computers in Human Behavior*, 50, 358–366. <https://doi.org/10.1016/j.chb.2015.03.081>
- Bond, T. G., Fox, C. M., & Engelhard, G. (2001). *BOOK REVIEW Applying the Rasch Model: Fundamental Measurement in the Human Sciences*.
- Chou, Y. T., & Wang, W. C. (2010). Checking dimensionality in item response models with principal component analysis on standardized residuals. *Educational and Psychological Measurement*, 70(5), 717–731. <https://doi.org/10.1177/0013164410379322>
- Cocoradă, E., Maican, C. I., Cazan, A. M., & Maican, M. A. (2018). Assessing the smartphone addiction risk and its associations with personality traits among adolescents. *Children and Youth Services Review*, 93, 345–354. <https://doi.org/10.1016/j.childyouth.2018.08.006>

- Dogrue, N., Eyyam, R., & Menevis, I. (2011). The use of the internet for educational purposes. *Procedia - Social and Behavioral Sciences*, 28, 606–611. <https://doi.org/10.1016/J.SBSPRO.2011.11.115>
- Fried, C. B. (2008). In-class laptop use and its effects on student learning. *Computers and Education*, 50(3), 906–914. <https://doi.org/10.1016/j.compedu.2006.09.006>
- Galluch, P. S., & Thatcher, J. (2011). Maladaptive vs. Faithful Use of Internet Applications in the Classroom: An Empirical Examination. *Journal of Information Technology Theory and Application*, 12(1), 5–22. <https://aisel.aisnet.org/cgi/viewcontent.cgi?article=1324&context=jitta>
- Hambleton, R. K., Swaminathan, H., & Rogers, H. J. (1991). Fundamentals of Item Response Theory (Measurement Methods for the Social Science). In *Fundamentals of item response theory* (Vol. 2). Sage Publications, Inc.
- Holster, T. A., & Lake, J. (2016). Guessing and the Rasch Model. In *Language Assessment Quarterly* (Vol. 13, Issue 2, pp. 124–141). Routledge. <https://doi.org/10.1080/15434303.2016.1160096>
- Karaolan Yilmaz, F. G., Yilmaz, R., Öztürk, H. T., Sezer, B., & Karademir, T. (2015). Cyberloafing as a barrier to the successful integration of information and communication technologies into teaching and learning environments. *Computers in Human Behavior*, 45, 290–298. <https://doi.org/10.1016/j.chb.2014.12.023>
- Lim, V. K. G. (2002). The IT way of loafing on the job: Cyberloafing, neutralizing and organizational justice. *Journal of Organizational Behavior*, 23, 5. <https://onlinelibrary.wiley.com/doi/10.1002/job.161>
- Lim, V. K. G., & Chen, D. J. Q. (2012). Cyberloafing at the workplace: Gain or drain on work? *Behaviour and Information Technology*, 31(4), 343–353. <https://doi.org/10.1080/01449290903353054>
- Margaretha, M., Sherlywati, Monalisa, Y., Mariana, A., Junita, I., Martalena, Iskandar, D., & Nur. (2021). Cyberslacking behavior and its relationship with academic performance: A study of students in Indonesia. *European Journal of Educational Research*, 10(4), 1881–1892. <https://doi.org/10.12973/EU-JER.10.4.1881>
- Masters, G. N. (1982). A Rasch Model For Partial Credit Scoring. *PSYCHOMETRIKA*, 47(2).
- McBride, J., Milligan, J., & Nichols, J. (2013). “Cyberslacking” in the Classroom: The Reactions of Classroom Teachers. *College Student Journal*, 47(1), 212–218. <https://www.thefreelibrary.com/%22Cyberslacking%22+in+the+classroom%3A+t+he+reactions+of+classroom+teachers.-a0345882742>

- Nasir, N., Adetya, S., Viena Yuliana, Y., Bhayangkara Jakarta, U., Harsono No, J. R., & Minggu, P. (2023). Dampak Cyberslacking pada Tingkat Pembelajaran Mahasiswa. *Journal on Education*, 05(02), 4624–4632.
- Orta, I. M., & Saygılı, D. D. (2021). Cyberloafing behaviors among university students: Their relationships with positive and negative affect. *Current Psychology*. <https://doi.org/10.1007/s12144-021-02374-3>
- Özcan, S., Gökçeşlan, Ş., & Okan Yüksel, A. (2017). An investigation of the relationship between cyberloafing and academic motivation among university students. In *Küreselleşen dünyada eğitim* (pp. 733–742). Pegem Akademi. <https://doi.org/10.14527/9786053188407.52>
- Perrone, M. (2006). Differential Item Functioning and Item Bias: Critical Considerations in Test Fairness. *Studies in Applied Linguistics and TESOL*, 6(2). <https://doi.org/10.7916/SALT.V6I2.1548>
- Rana, N. P., Slade, E., Kitching, S., & Dwivedi, Y. K. (2019). The IT way of loafing in class: Extending the theory of planned behavior (TPB) to understand students' cyberslacking intentions. *Computers in Human Behavior*, 101, 114–123. <https://doi.org/10.1016/j.chb.2019.07.022>
- Rasch. (2023). *Comparing and Choosing between "Partial Credit Models" (PCM) and "Rating Scale Models" (RSM)*. Rasch.Org. <https://rasch.org/rmt/rmt143k.htm>
- Ravizza, S. M., Hambrick, D. Z., & Fenn, K. M. (2014). Non-academic internet use in the classroom is negatively related to classroom learning regardless of intellectual ability. *Computers and Education*, 78, 109–114. <https://doi.org/10.1016/j.compedu.2014.05.007>
- Samson, P. (2011). Deliberate Engagement of Laptops in Large Lecture Classes to Improve Attentiveness and Engagement. *ResearchGate*, 20. <https://www.researchgate.net/publication/228849754>
- Smith, E. (2002, February). *Detecting and evaluating the impact of multidimensionality using item fit statistics and principal component analysis of residuals* | Request PDF. *Applied Measurement*. https://www.researchgate.net/publication/11359111_Detecting_and_evaluating_the_impact_of_multidimensionality_using_item_fit_statistics_and_principal_component_analysis_of_residuals
- Sumintono, B., & Widhiarso, W. (2014). *Aplikasi Model Rasch untuk Penelitian Ilmu-Ilmu Sosial*.

- Sumintono, B., & Widhiarso, W. (2015). *Aplikasi Pemodelan RASCH pada Assessment Pendidikan* (1st ed., Vol. 1). Den Binikna.
- Sumintono, B., & Widiarso, W. (2013). *Aplikasi Model Rasch untuk Penelitian Ilmu-Ilmu Sosial*. Trim Komunikata Publishing House.
- Suryadi, B., Hayat, B., & Putra, M. D. K. (2021). The Indonesian version of the Life Orientation Test-Revised (LOT-R): Psychometric properties based on the Rasch model. *Cogent Psychology*, 8(1). <https://doi.org/10.1080/23311908.2020.1869375>
- Taneja, A., Fiore, V., & Fischer, B. (2014). Cyber-slacking in the classroom: Potential for digital distraction in the new age. *Computers & Education*, 82, 141–151. <https://doi.org/10.1016/j.compedu.2014.11.009>
- Wastiau, P., & Quittre, V. (2013). The Use of ICT in Education: A survey of schools in Europe. *European Journal of Education*. <https://doi.org/10.2307/23357043>
- Widhiarso, W., & Dewi, A. N. (2021). Keberfungsian Butir Diferensial dalam Pengukuran Dukungan Sosial. *Upap Psikologi*. <https://upap.psikologi.ugm.ac.id/category/public-release/>