

Peran Kontrol Diri dalam Memoderasi Hubungan antara Stres Akademik dan Perilaku *Cyberloafing* pada Siswa SMA/SMK

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Abstract. Cyberloafing behavior, defined as the use of the internet and digital devices for personal, non-academic purposes during study time, has become a concerning phenomenon. Previous studies indicate that this phenomenon can interfere with learning activities, and its long-term impact may lead to a decrease in academic performance. However, there is a paucity of research examining academic stress as a predictor of cyberloafing behavior and the moderating role of self-control in this relationship, particularly among high school/vocational school students. The hypothesis of this study is that self-control acts as a moderator, weakening the relationship between academic stress and cyberloafing behavior among high school/vocational school students. This study involved 394 students aged 15-18 years. Data collection was conducted offline using Indonesian Academic Cyberloafing Scale, Educational Stress Scale for Adolescents, and Self-control Scale. Data were analyzed using GLM in the GAMLj3 Jamovi module. The results showed that self-control has a significant role in weakening the relationship between academic stress and cyberloafing behavior in high school/vocational school students ($\beta = -0.096$, $p < 0.05$). This finding emphasizes the important role of self-control as a protective factor in mitigating the impact of academic stress on cyberloafing behavior.

Keywords: *self-control, academic stress, cyberloafing behavior, high/vocational school students*

Abstrak. Perilaku *cyberloafing* atau penggunaan internet dan perangkat digital selama waktu belajar untuk keperluan pribadi yang tidak berkaitan dengan aktivitas akademik telah menjadi fenomena yang mengkhawatirkan. Studi-studi sebelumnya menunjukkan bahwa fenomena ini dapat mengganggu aktivitas belajar dan dampak jangka panjangnya dapat menurunkan performa akademik. Akan tetapi, belum banyak penelitian yang mengkaji stres akademik sebagai prediktor perilaku *cyberloafing* dan peranan kontrol diri yang memoderasi hubungan tersebut khususnya pada siswa SMA/SMK. Hipotesis dalam penelitian ini adalah kontrol diri berperan sebagai moderator yang memperlemah hubungan antara stres akademik dan perilaku *cyberloafing* siswa SMA/SMK. Penelitian ini melibatkan 394 siswa SMA/SMK berusia 15-18 tahun. Data dikumpulkan secara luring menggunakan *Indonesian Academic Cyberloafing Scale, Educational Stress Scale for Adolescents*, dan *Self-control Scale*. Data dianalisis menggunakan GLM modul GAMLj3 Jamovi. Hasil penelitian menunjukkan kontrol diri memiliki peran signifikan yang memperlemah hubungan stres akademik terhadap perilaku *cyberloafing* pada siswa SMA/SMK ($\beta = -0,096$, $p < 0,05$). Temuan menekankan pentingnya peran kontrol diri sebagai faktor protektif dalam mengurangi dampak stres akademik terhadap *cyberloafing*.

Kata kunci: *kontrol diri, stres akademik, perilaku cyberloafing, siswa SMA/SMK*