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Academic Cyberloafing and Learning Concentration Among Nursing Students: A Case Study

Tita Rohita[1], Rohwina[2]

[1,2]Universitas Galuh, Jawa Barat, Indonesia
***Corresponding email:** rohitatita@gmail.com

ABSTRACT

Introduction: The advancement of digital technology has significantly transformed the learning environment, offering both opportunities and challenges. One emerging challenge is *academic cyberloafing* non-academic internet use during learning activities which may negatively impact students' concentration. **Objective:** This study analyzes academic cyberloafing as a challenge to learning concentration among nursing students at the Faculty of Health Sciences, Universitas Galuh, in 2025. **Method:** Using a non-experimental, correlational quantitative method with a cross-sectional design, the research was grounded in Akbulut's five dimensions of academic cyberloafing and Bloom's three aspects of learning concentration. Data were collected through an online Likert-scale questionnaire distributed to 74 purposively selected respondents from a population of 278 active nursing students. **Result:** The majority of respondents were female (70.3%) and aged 19–21 years (59.5%), with a relatively even distribution across all academic years. Most students showed moderate levels of academic cyberloafing (74.3%) and moderate learning concentration (64.9%). Statistical analysis using the Spearman Rank test showed a significant negative correlation between academic cyberloafing and learning concentration **(**r = –0.492**,** p = 0.000**),** indicating that higher levels of cyberloafing are associated with lower levels of concentration. This result indicates a moderate negative correlation between academic cyberloafing and learning concentration (r = – 0.492). **Conclusion:** These findings highlight academic cyberloafing as a key challenge in maintaining student focus and suggest the importance of implementing adaptive learning strategies, enhancing digital literacy, and regulating non-academic technology use within the educational environment.

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1. INTRODUCTION

In recent years, the integration of Information and Communication Technology (ICT) in higher education has facilitated unprecedented access to learning resources and enhanced pedagogical flexibility. ICT has transformed traditional lecture-based models into dynamic, interactive learning environments that promote student engagement, critical thinking, and personalized learning outcomes (Kumar & Priyanka, 2023). However, alongside these pedagogical benefits, the pervasive use of digital technology has introduced new challenges related to students' ability to maintain sustained attention during learning activities. Emerging evidence indicates that in technology-rich classrooms, students frequently engage in media multitasking and *academic cyberloafing*, behaviors that can undermine learning concentration and academic performance(Pérez-Juárez et al., 2023). This dual role of ICT as both a facilitator of learning and a source of distraction highlights a critical tension within contemporary higher education.

The widespread availability of internet access on university campuses has further intensified this issue. While free and unrestricted internet access enables students to efficiently access, share, and update academic information (Chrisnatalia et al., 2023). it also increases opportunities for non-academic digital behaviors during instructional time. Academic cyberloafing, defined as the use of the internet for non-academic purposes during learning activities, includes behaviors such as sharing non-academic content, online shopping, real-time social media updating, accessing unrelated online content, and gaming or gambling (Mei et al., 2021). (Akbulut et al., 2016), These behaviors are not merely technological habits but represent attentional disruptions that may interfere with students' cognitive processing, emotional engagement, and psychomotor readiness to learn(Ananda et al., 2023)

Evidence from international contexts demonstrates that academic cyberloafing is a global phenomenon with consistent implications for learning outcomes. Studies in India report that students experiencing academic fatigue are more likely to engage in social cyberloafing during collaborative learning, resulting in reduced learning satisfaction and effectiveness (Agrawal & Krishna, 2025). Similar findings have been reported in Spain, where engineering students in fully technology-integrated classrooms acknowledged that digital distractions negatively affected laboratory performance (Pérez-Juárez et al., 2023). A study in South Africa revealed that 84.5% of university students use social media for more than four hours per day, and 39.4% reported that it adversely affected their academic task completion (Lukose & Agbeyangi, 2025). Within the Indonesian context, prior research has linked cyberloafing to academic procrastination and reduced learning discipline among university students (Margaretha et al., 2022) and even among educators themselves (Ananda et al., 2023)

Academic cyberloafing—also referred to as cyberslacking—originated from organizational behavior research on workplace distraction but has become increasingly prevalent in higher education settings where digital devices and wireless internet are readily accessible (Alyahya & Alqahtani, 2022)(Simanjuntak et al., 2022a). In academic contexts, this behavior often manifests not as complete disengagement, but as intermittent and habitual attention shifts that fragment students' focus during learning activities. Such fragmented attention is particularly problematic in educational programs that require high levels of sustained concentration.

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The impact of academic cyberloafing on students' concentration and learning outcomes has been widely documented. In the context of nursing students, this issue carries particular urgency. In addition to attending theoretical lectures, nursing students are also required to undertake clinical practice, which demands a high level of concentration, accuracy, and precision to ensure patient safety (Dini et al., 2020) However, preliminary interviews with nursing students at the Faculty of Health Sciences, Universitas Galuh, revealed that many use campus internet facilities for entertainment during lectures. This behavior has been linked to decreased focus and reduced comprehension of course material.

While prior studies have examined academic cyberloafing and learning concentration as separate constructs, there remains a notable gap in research that explicitly analyzes the relationship between these two variables within nursing education, particularly in the Indonesian context. Addressing this gap is essential, as nursing education requires sustained attention and disciplined learning behaviors, and unmanaged digital distraction may have downstream consequences for clinical competence and patient safety.

Based on this context, this study aims to analyze the relationship between academic cyberloafing and learning concentration among nursing students at the Faculty of Health Sciences, Universitas Galuh, in 2025. Nursing students were selected as the study population because nursing education requires high levels of sustained concentration, clinical reasoning, accuracy, and psychomotor skills, which are essential for ensuring patient safety and quality of care. Disruptions in learning concentration during the academic phase may therefore have direct implications for future professional performance in clinical settings. Moreover, nursing students are increasingly engaged in technology-integrated learning environments, including digital learning platforms and unrestricted internet access, which, while beneficial for accessing evidence-based resources, also heighten the risk of academic cyberloafing and digital distraction. The findings of this study are expected to contribute to the development of targeted learning strategies that minimize non-academic digital distractions, strengthen students' self-regulation, and ultimately enhance the quality of teaching and learning processes in nursing education.

2. METHODS

Research Design

This study employed a quantitative correlational design with a cross-sectional approach. This design was intentionally selected as a non-interventional approach, in which no experimental manipulation or educational intervention was implemented, in order to observe naturally occurring variations in academic cyberloafing and learning concentration among nursing students. The design enables the examination of associations between the independent variable (academic cyberloafing) and the dependent variable (learning concentration) at a single point in time. Given the ethical and practical considerations in educational and clinical training settings, a non-interventional design was deemed appropriate to avoid disrupting ongoing learning processes. The cross-sectional approach is efficient for identifying relational patterns and allows for simultaneous data collection, particularly in the context of nursing education (Russell & Coventry, 2020). However, as a correlational cross-sectional design, this study does not permit causal inference regarding the directionality of the relationship between variables.

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Population and Sample

The population consisted of all active undergraduate nursing students at Universitas Galuh for the 2024/2025 academic year, totaling 278 students. Purposive sampling was used to select respondents based on specific inclusion criteria: nursing students from levels 1 to 4 who own gadgets, have at least two social media accounts, have used campus Wi-Fi facilities, and consented to participate. Exclusion criteria included level 4 students enrolled for more than eight semesters, students who do not bring gadgets to campus, and students without social media accounts.The sample size was determined using Slovin's formula with a 10% margin of error, resulting in 74 respondents, proportionally distributed across levels 1 to 4.

Instrument

Data were collected using a questionnaire consisting of two parts. The first part measured academic cyberloafing using 30 unfavorable statements on a five-point Likert scale, covering dimensions such as sharing, shopping, real-time updating, accessing online content, and gaming/gambling(Akbulut et al., 2016). covering dimensions such as sharing, shopping, real-time updating, accessing online content, and gaming/gambling. Responses were rated on a five - point Likert scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). Because all items were negatively worded, higher total scores indicated higher levels of academic cyberloafing. The total possible score for this scale ranged from 30 to 150, with higher scores reflecting more frequent engagement in non-academic internet use during learning activities. For descriptive analysis, total scores were categorized into low, moderate, and high levels using a percentage - based approach. Scores below 60% of the maximum possible score were classified as low, scores between 60% and 79% as moderate, and scores of 80% or higher as high. Based on this classification, academic cyberloafing scores were categorized as low (<90), moderate (90 –119), and high (≥120).

The second part measured learning concentration with 16 favorable statements covering cognitive, affective, and psychomotor aspects. Responses were assessed using the same five-point Likert scale. Higher scores represented higher levels of learning concentration. The total score range for the learning concentration scale was 16–80, with higher scores indicating better concentration during learning activities. learning concentration scores were categorized as low (<48), moderate (48–63), and high (≥64).

Validity was assessed using Pearson Product Moment correlation, with all items having r-values greater than 0.361, indicating validity. Reliability was tested using Cronbach's Alpha, yielding scores of 0.974 for academic cyberloafing and 0.929 for learning concentration, indicating very high reliability.

Research Procedure

Data collection took place from July to August 2025 via an online questionnaire distributed through Google Forms. Before completing the questionnaire, participants received an explanation regarding the study's objectives, procedures, and benefits and provided informed consent. No instructional, behavioral, or technological intervention was introduced during the data collection period; students' responses reflected their existing learning behaviors and concentration levelsThe

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research began after ethical clearance was obtained from the Ethics Committee of Universitas Bhakti Husada Tasikmalaya. The questionnaire link was then distributed to eligible participants who met the inclusion criteria.

Data Analysis

Data were analyzed using SPSS version 24. Prior to analysis, data were checked for completeness and consistency. Descriptive univariate analysis was conducted to describe respondent characteristics, levels of academic cyberloafing, and learning concentration using frequency distributions and percentages.Bivariate analysis employed the non-parametric Spearman Rank test with a significance level of 0.05 to examine the relationship between academic cyberloafing and learning concentration. Given the cross-sectional correlational design, the analysis was limited to identifying associations rather than causal relationships.

Ethical Clearance

This study received ethical approval from the Health Research Ethics Committee of Universitas Bakti Tunas Husada Tasikmalaya with the ethical exemption number: 277-01/E.01/KEPK-BTH/VIII/2025**.** Participants were informed about the research, provided informed consent, and their anonymity and data confidentiality were maintained throughout the study in accordance with the Declaration of Helsinki principles.

3. RESULT

This section presents the findings of the study through univariate and bivariate analyses. In addition to descriptive presentation, brief analytical interpretation is provided to enhance the understanding of the observed patterns. Univariate analysis describes the respondents' characteristics, academic cyberloafing levels, and learning concentration. Bivariate analysis examines the relationship between academic cyberloafing and learning concentration among nursing students.

Respondents' Characteristics

Table 1. Frequency Distribution of Respondents by Characteristics

Characteristics	Frequency (n)	Percentage (%)
Gender		
Male	22	29.7 %
Female	52	70.3 %
Age		
17 – 18 years	4	5.4 %
19 – 21 years	44	59.5 %
22 – 24 years	26	35.1 %
Academic Level		
Level 1	19	25.7 %
Level 2	18	24.3 %
Level 3	19	25.7 %
Level 4	18	24.3 %
Total	74	100%

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Academic Cyberloafing Among Nursing Students

Table 2. Frequency Distribution of Academic Cyberloafing

No	Category *Academic cyberloafing*	Frequency (n)	Percentage (%)
1	Low	2	2.7 %
2	Moderate	55	74.3 %
3	High	17	23 %
	Total	**74**	**100%**

Learning Concentration Among Nursing Students

Table 3. Frequency Distribution of Learning Concentration

No	Category	Frequency (n)	Percentage (%)
1	Low	24	32.4 %
2	Moderate	48	64.9 %
3	High	2	2.7 %
	Total	**74**	**100%**

The majority of respondents were female (70.3%) and predominantly aged 19–21 years (59.5%), which is consistent with the typical demographic profile of undergraduate nursing students. The distribution across academic levels was relatively balanced, with each level contributing approximately one-quarter of the sample. This balanced distribution suggests that the findings reflect learning behaviors across different stages of nursing education, from early academic exposure to pre-clinical and clinical preparation phases.

Most respondents (74.3%) were classified in the moderate academic cyberloafing category**,** while 23% fell into the high category. The categorization was based on predefined percentage cut-off points of the maximum possible score (<60% = low, 60–79% = moderate, ≥80% = high), indicating that the majority of students engaged in non-academic digital activities at an intermittent rather than excessive level. This pattern suggests that cyberloafing is a common but not extreme behavior within the learning environment.

The majority of respondents (64.9%) demonstrated a moderate level of learning concentration, while 32.4% were categorized as having low concentration. Using the same percentage-based categorization approach, these findings indicate that although most students were able to maintain attention during learning activities, their concentration was not consistently optimal. In the context of nursing education, this level of concentration may be sufficient for task completion but potentially inadequate for deep learning and complex clinical reasoning.

Bivariate Analysis: Relationship Between Academic Cyberloafing and Learning Concentration

Spearman's rank correlation analysis showed a statistically significant association between academic cyberloafing and learning concentration ($r = –0.492$; $p = 0.000$). Based on commonly accepted effect size conventions, this correlation can be interpreted as a moderate negative association**,** indicating that higher levels of academic cyberloafing tend to be associated with lower levels of learning concentration. It is important to note that this finding reflects an association rather than a causal relationship, as the cross-sectional correlational design does not allow for causal inference.

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Table 4. Relationship Between Academic Cyberloafing and Learning Concentration

			Academic cyberloafing	Learning Concentration
Spearman's rho	Academic cyberloafing	Correlation Coefficient	1.000	-0.492*
		Sig. (2-tailed)	.	.000
		N	74	74
	Learning Concentration	Correlation Coefficient	-0.492*	1.0000
		Sig. (2-tailed)	.000	.
		N	74	74

**.Correlation is significant at the 0.01 level (2-tailed)

From a practical perspective, the magnitude of this moderate association suggests that even non-excessive, routine engagement in non-academic digital activities may meaningfully coincide with reduced learning concentration among nursing students. This finding is particularly relevant for nursing education, where sustained attention is essential for integrating theoretical knowledge and preparing for safe clinical practice.

4. DISCUSSION

The findings indicate that most nursing students at Universitas Galuh are female (70.3%) and predominantly aged between 19–21 years (59.5%), reflecting common demographics in nursing education. The balanced representation across academic levels enhances the credibility of the study's generalizability. Crucially, the study revealed that 74.3% of respondents exhibited moderate academic cyberloafing, while 23% reported high levels of this behavior. Students categorized in the moderate academic cyberloafing group typically engage in non-academic internet use intermittently during learning activities, such as checking social media notifications, responding to personal messages, or briefly browsing non-academic content. Although these behaviors do not indicate complete disengagement from learning, they result in divided attention and frequent interruptions of focus.

Concurrently, 64.9% demonstrated moderate learning concentration, and 32.4% had low concentration levels. Students with moderate learning concentration are generally able to follow lectures and complete learning tasks; however, their attention tends to fluctuate, with periodic lapses in focus, particularly during longer or less interactive learning sessions. This condition may lead to superficial understanding of learning material and reduced retention of information

A significant negative correlation was observed between academic cyberloafing and learning concentration (Spearman's $r = –0.492$, $p = 0.000$). This finding indicates a moderate inverse association between the two variables; however, it is important to emphasize that this relationship is correlational rather than causal. Therefore, the results should be interpreted as demonstrating co-occurrence patterns rather than direct effects of cyberloafing on learning concentration.

Consistent with the general characteristics of nursing students, females tend to experience higher academic pressure and utilize technology as a coping strategy (Zhang et al., 2024). The relatively balanced distribution across academic levels ensures the representation of diverse academic experiences, ranging from freshmen to senior students, which impacts variations in learning strategies(Küçük et al., 2025) .The predominance of students in the moderate category of academic cyberloafing suggests intermittent rather than excessive non-academic digital behavior, characterized by brief and repetitive activities such as checking social media or messages while remaining partially engaged in learning, which commonly appear as short, habitual interruptions

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that fragment attention rather than complete disengagement from lectures (Simanjuntak et al., 2022b)

This indicates that non-academic digital behavior is quite common, although not at the highest intensity. A study by Beri and Gulati emphasizes that the availability of devices and unrestricted access to campus internet can be sources of distraction(Beri, 2022) . Similarly, evidence from Malaysian higher education contexts demonstrates that campus internet facilities are frequently used for non-academic purposes and are significantly associated with reduced academic performance and concentration (Mei et al., 2021) . In the context of this study, the free internet access at Universitas Galuh has the potential to be a major trigger for cyberloafing, especially if students lack adequate digital literacy and self-regulation skills.

This negative association aligns with observations from Pérez-Juárez et al., who found that digital distractions in fully tech-integrated classrooms significantly hinder students' laboratory performance students themselves viewed these distractions as detrimental to their academic concentration(Pérez-Juárez et al., 2023). Similarly, Lukose and Agbeyangi reported that 84.5% of students at Walter Sisulu University spent over four hours daily on social media, and 39.4% admitted that such usage adversely affected their assignment completion.(Lukose & Agbeyangi, 2025).

Further empirical evidence indicates that emonstrated a significant link between cyberloafing behavior and lower academic achievement among Malaysian undergraduates, indicating that this pattern holds across cultural contexts(Mei et al., 2021). Additionally, smartphone addiction a close cousin to cyberloafing diminishes classroom motivation and reduces face-to-face interaction, reinforcing the notion that excessive digital device use interferes with academic engagement and concentration(Öztürk & Kerse, 2022).

In nursing education, the implications of these findings warrant particular attention. Nursing students are required to integrate cognitive knowledge, affective sensitivity, and psychomotor precision, especially in clinical practice where lapses in attention may compromise clinical decision-making and patient safety**.** Academic cyberloafing in this context refers not only to excessive internet use, but also to intermittent non-academic digital behaviors that fragment students' attention, such as checking social media, responding to messages, or browsing unrelated content during learning activities. Although often perceived as minor distractions, repeated exposure to such behaviors can disrupt cognitive processing, reduce information retention, and weaken clinical reasoning skills that are fundamental in nursing education.

Learning concentration, on the other hand, represents students' ability to maintain focused attention, emotional engagement, and psychomotor readiness throughout the learning process. In nursing students, adequate concentration is essential for integrating theoretical knowledge with clinical skills, understanding complex patient conditions, and performing procedures accurately. When learning concentration is compromised particularly at a moderate level students may still complete academic tasks but with fluctuating focus, leading to superficial understanding and reduced preparedness for clinical practice.

The observed negative association between academic cyberloafing and learning concentration suggests that even moderate levels of digital distraction can meaningfully interfere with students' learning processes. In nursing education, where errors and lapses in attention may have serious implications, this relationship highlights the importance of addressing both behavioral

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(cyberloafing) and cognitive (concentration) dimensions simultaneously. Strengthening digital self-regulation, fostering mindful technology use, and designing learning environments that promote sustained engagement are therefore critical to safeguarding educational quality and patient safety

Implications for Nursing Education. From a practical perspective, these results underscore the importance of fostering digital self-regulation and mindful technology use within nursing programs. Educational strategies such as clear guidelines for device use during lectures and clinical preparation, integration of digital literacy and self-regulation training, and learning designs that promote sustained engagement may help mitigate the impact of cyberloafing while preserving the benefits of educational technology. Such approaches have the potential to strengthen learning concentration, support clinical competence, and ultimately contribute to patient safety outcomes in nursing practice.

5. CONCLUSION

This study reveals a significant negative correlation between academic cyberloafing and learning concentration among nursing students at the Faculty of Health Sciences, Universitas Galuh. The findings indicate that increased engagement in non-academic digital activities during study time reduces students' ability to maintain focus and may negatively affect academic performance. Considering the moderate to high prevalence of academic cyberloafing, it is crucial for educational institutions to develop strategies that promote digital literacy and self-regulation to enhance student concentration and learning outcomes

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7. CONFLICT OF INTEREST

The authors declare no conflict of interest related to this study.

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