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The Influence of Self-Control, Cyberslacking, and Academic Stress on the Academic Performance of Graduate Students

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Self Control, Cyberslacking, Academic Stress, Academic Achievement

A B S T R A C T

This research explores how self-control, cyberslacking, and academic stress affect the academic performance of graduate students at the State University of Malang. A quantitative methodology using multiple linear regression was applied to analyze the relationships between these variables. Data were collected through a questionnaire based on a Likert scale, with a sample of 55 respondents chosen using proportional random sampling. The findings indicate that, on an individual basis, self-control did not significantly affect academic achievement, whereas both cyberslacking and academic stress do have a considerable impact. Collectively, these three variables explain 68.7% of the variance in academic performance, as indicated by the Adjusted R Square value. The study concludes that cyberslacking and academic stress are critical factors influencing students' academic success. Therefore, implementing strategies for stress management and reducing cyberslacking activities are essential for enhancing academic outcomes. Additionally, fostering self-control can help students better navigate the effects of these other variables.

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INTRODUCTION

In the age of globalization, advancements in information technology have significantly influenced various aspects of life, particularly in education. At the higher education level, the integration of Internet of Things (IoT)-based technologies has enhanced the accessibility and flexibility of learning through platforms like Zoom and Google Classroom. These technologies make it easy for students to learn independently without time and place restrictions (Syahrizal et al., n.d.). However, these advances also present new challenges. Dependence on digital devices often makes it difficult for students to maintain focus, which can disrupt their academic productivity (Jamun, 2018). In this context, academic achievement becomes an important measure of student success in meeting the established educational standards (Hidayat & Kamalia, 2022).

Academic achievement is influenced not only by cognitive abilities but also by a range of internal and external factors. One of the key internal factors is self-control, defined as an individual's ability to manage their behavior, emotions, and impulses. Within an academic setting, self-control is crucial for enabling students to effectively manage their time, establish priorities, and maintain focus on their long-term goals. (Tangney et al.,

2018). Students who possess strong self-control are more inclined to submit their assignments on time, avoid unproductive behaviors, and achieve superior learning outcomes. Studies have shown that self-control has a positive impact on academic success, but intermediary factors such as learning motivation often influence this effect (Wardani & Sunarto, 2017).

External challenges, such as cyberslacking, are becoming increasingly prevalent due to the widespread accessibility of digital devices. Cyberslacking refers to the practice of participating in non-academic online activities during designated study or work hours (Vitak et al., 2011). In digital learning settings, this behavior poses a significant hurdle, as it disrupts students' concentration, diverts their attention from academic tasks, and diminishes overall productivity. Studies conducted by (Robbins & Judge, 2008) and (Akgün, 2020) have identified a negative correlation between cyberslacking and academic performance. Nevertheless, this detrimental effect can be mitigated if students possess strong self-control, enabling them to manage their technology usage more effectively (Duckworth & Seligman, 2005).

Graduate students, in particular, face additional challenges in the form of academic stress. Unlike undergraduate studies, graduate programs demand higher levels of academic rigor, research commitments, and professional responsibilities. Poorly managed academic stress can lead to reduced motivation, delays in completing tasks, and an overall decline in academic performance (Sun et al., 2011). Furthermore, research by (Grashinta et al., 2022) reveals that academic stress often triggers procrastination, exacerbating students' difficulties in meeting academic goals. In such scenarios, self-control emerges as a critical tool for managing stress, maintaining focus, and boosting productivity, underscoring its importance in supporting academic success.

Postgraduate students at the State University of Malang face multifaceted challenges that significantly impact their academic performance. An initial survey revealed that most students experienced increased cyberslacking during online learning, which directly affected their concentration and productivity. Moreover, high academic pressure was identified as a critical factor hindering their ability to meet academic expectations. This situation highlights a gap between the ideal scenario, where students utilize technology to enhance learning, and the reality, where technology often serves as a source of distraction (Mudalifah & Madhuri, 2019).

The significance of this research lies in uncovering the factors influencing graduate students' academic success. As part of a vital academic group, postgraduate students play a strategic role in advancing science and professional expertise. However, their performance is frequently shaped by the interplay of self-control, cyberslacking, and academic stress. Understanding these interactions allows educational institutions to design more effective strategies to support student achievement (Wahyuni, 2018).

Existing literature offers a strong foundation for exploring the dynamics between these variables. (Tangney et al., 2018) emphasized the role of self-control in fostering positive academic behaviors, while studies by (Vitak et al., 2011) dan (Wu et al., 2018) identified cyberslacking as a significant barrier to academic success. Additionally, research by Misra dan McKean (2000) highlighted the detrimental effects of academic stress on students' motivation and productivity. The relevance of these findings to postgraduate students at the State University of Malang underscores the need for further exploration, as these students face specific challenges tied to their academic and technological environments. Initial observations show that high levels of cyberslacking and excessive stress are primary obstacles to their academic performance, reinforcing the necessity of analyzing these variables in-depth.

The research aims to provide valuable theoretical and practical insights into the management of postgraduate learning. In addition to contributing to the development of effective learning strategies, the study seeks to offer actionable recommendations for students and institutions to create an environment conducive to academic excellence. The findings are expected to serve as a foundation for formulating policies and programs that address the challenges of learning in the digital age, ultimately promoting better outcomes for postgraduate students.

RESEARCH METHODS

This study utilized a quantitative approach with multiple linear regression methods to explore how self-control, cyberslacking, and academic stress affect the academic performance of graduate students at State University of Malang. As described by Creswell in (Kusumastuti et al., 2020), this quantitative approach aims to examine the relationships between variables using statistically analyzed numerical data. The research was conducted at State University of Malang due to the relevance of the phenomenon under investigation to its graduate student population.

The research data consisted of both primary and secondary data. Primary data was collected using a questionnaire, while secondary data was sourced from academic documents, journals, and relevant literature. The questionnaire was designed based on the indicators of the research variables and distributed digitally through Google Forms to efficiently reach the respondents. The study targeted graduate students from the class of 2024 at the State University of Malang, totaling 1,020 students. The research sample was determined using proportional random sampling, with sample size calculations based on the Slovin formula, applying a 10% margin of error. This calculation yielded a sample size of 55 respondents.

This research methodology ensures valid and reliable results in understanding the relationships between the studied variables, offering practical insights for managing postgraduate learning. The indicators used in the study are as follows: (1) Student Academic Achievement (Y) retrieved from Syah (2001), which is cognitive, affective and psychomotor domain; (2) Self-control (X1) retrieved from Goldfried & Merbaum (1973), which is Behavior control, thinking control, and decisional control; (3) Cyberslacking (X2) retrieved from Robbins & Judge (2008) which is social cyberslacking and entertainment cyberslacking; (4) Academic Stress (X3) retrieved from sun et al. (2011) which is study pressure, worry, despair, self-expectations, and workload / tasks.

RESULTS AND DISCUSSION

Results

Validity Test

A validity test assesses whether an instrument accurately measures what it is intended to measure. In this study, the Pearson correlation method was utilized to evaluate validity. This involves calculating the correlation coefficient for each item on the questionnaire. The resulting correlation coefficient (r) must then be tested for significance using a t-test or by comparing it against the r table. If the significant value for each statement is found to be less than the alpha level of 0.05, it can be concluded that the statement is valid. The results of the validity test for the variables of self-control (X1), cyberslacking (X2), academic stress (X3), and academic achievement (Y) indicate that all questionnaire items were valid, as all calculated r values exceeded the critical r table value of 0.2656 and were positive.

Reliability Test

The reliability test assesses the consistency and trustworthiness of the measurement instrument. Based on the SPSS analysis, the Cronbach's alpha values for each statement exceed 0.6, signifying that each statement can be deemed reliable. The results of the reliability test for self-control (X1), cyberslacking (X2), academic stress (X3), and academic achievement (Y) indicate that all variables possess an alpha coefficient greater than 0.60. This confirms that all concepts measured by the questionnaire were reliable, making the items within each variable appropriate for use as assessment tools.

Classical Assumption Test

Multicollinearity Test

The multicollinearity test aims to assess whether there is any correlation among the independent variables within the regression model. This method indicates that if the tolerance value is greater than 0.10, multicollinearity is absent. Furthermore, a Variance Inflation Factor (VIF) value below 10.00 also indicates no multicollinearity. The test results showed VIF values of 1.813 for self-control (X1), 1.934 for cyberslacking (X2), and 1.814 for academic stress (X3). Therefore, it can be concluded that the regression model did not display multicollinearity among the independent variables, as all VIF values were below 10, suggesting that these variables can be considered independent.

Heterokedastisitas Test

The heteroscedasticity test is performed to determine whether the variance of the residuals remains consistent across different observations, which would signify the presence of heteroscedasticity. According to the results from the Glejser test shown in Table 6, the significance values were 0.171 for self-control (X1), 0.323 for cyberslacking (X2), and 0.784 for academic stress (X3). When the significance values exceeded 0.05 (5%), it suggests that there was no heteroscedasticity, indicating that the data was homoscedastic. Therefore, the regression model did not exhibit any signs of heteroscedasticity.

Normality Test

The normality test is designed to evaluate whether the residuals of the regression model are normally distributed. This test aims to ensure that the residual values are spread out in a normal distribution, allowing for an assessment of data normality. Based on the analysis from SPSS, the Asymp. Sig. value obtained was 0.200, indicating that this significance value was greater than the alpha level of 0.05. Consequently, it can be concluded that the data analyzed follows a normal distribution.

The regression model in this research can be shown as follows:
Y = 0,245 + 0,069X1 + 0,706X2 + 0,336X3

Based on the regression model e, it is known that the value of multiple regression in this study is as Constant value as follows:

1. Value a (constant): The value of 0.245 was the value of academic achievement when all independent variables (X1, X2, X3) are considered zero. That is, without the influence of self-control, cyberslacking, or academic stress, the initial value of academic achievement was at the level of 0.245.
2. The coefficient of 0.069 on X1 indicates that each one unit increase in self control will increase academic achievement by 0.069, assuming other independent variables remain constant. This positive value indicates that self control had a positive direct influence on academic achievement, although the effect was relatively small compared to other variables.
3. The coefficient of 0.706 on X2 indicates that each one-unit increase in cyberslacking will increase academic achievement by 0.706, assuming other independent variables remained constant. In this context, the positive value may reflect a certain interaction where cyberslacking has a unique indirect influence on academic outcomes, depending on how students utilize their online time.
4. The coefficient of 0.336 on X3 indicates that each one-unit increase in academic stress will increase academic achievement by 0.336, assuming other independent variables remained constant. This positive value can be interpreted that a certain amount of stress serves as a positive motivation to achieve better results.

The cyberslacking variable (X2) exhibits the largest coefficient at 0.706, indicating that it has the most substantial impact on academic achievement. This finding implies that, despite its common perception as a challenge, managing cyberslacking can significantly impact digital learning outcomes. Conversely, self-control (X1) shows the least influence, implying that it may play a more indirect role in shaping academic performance. Additionally, the normal distribution of the data (Asymp. Sig. = 0.200, which is greater than $\alpha = 0.05$) confirmed the validity of this regression analysis, allowing us to confidently interpret the relationships among the variables studied.

Simultant Test (Test F)

The F test was used to evaluate the overall effect of independent variables on the dependent variable. A probability value of less than 0.05 indicates a significant simultaneous impact of the independent variables on the dependent variable.

Table 1. F-Test Results

ANOVA[a]					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	646,691	3	215,564	37,288	0,000
Residual	294,837	51	5,781		
Total	941,527	54			

Source: Data processed by research in 2024

In this study, the results of the F test indicate an F value of 37.288 (Fcount), which exceeded the critical value of 3.17 (F table), and a significance probability of 0.000, which eas less than 0.05. Consequently, we rejected the null hypothesis (H0) and accepted the alternative hypothesis (H4). This leads to the conclusion that self-control (X1), cyberslacking (X2), and academic stress (X3) collectively had a significant impact on academic

achievement (Y). This finding implies that the combined effect of these three independent variables is essential in influencing student learning outcomes.

Hypothesis Test (T Test)

The t-test assesses each independent variable (X) to determine whether self-control (X1), cyberslacking (X2), and academic stress (X3) had a positive and significant impact on the dependent variable, which is academic achievement (Y). The findings from the t-test are as follows:

Table 2. Results of t test

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	0,245	4,907		0,050	0,960
Self Control (X1)	0,069	0,100	0,073	0,693	0,491
Cyberslaking (X2)	0,706	0,154	0,501	4,594	0,000
Academik Stress (X3)	0,336	0,098	0,361	3,425	0,001

Source: Data processed by research in 2024

Based on the data above, the findings are as follows:

1. For self-control (X1), the t value was 0.693, which was lower than the critical t value of 2.005, and the significance value was 0.491, exceeding 0.05. This suggests that we accepted the null hypothesis (H0) and rejected hypothesis 1 (H1), concluding that self-control did not have a significant effect on academic achievement (Y).
2. The t-test results for cyberslacking (X2) indicate a t value of 4.594, which surpasses the critical t value of 2.005, with a significance value of 0.000, which was less than 0.05. Therefore, we rejected the null hypothesis (H0) and accepted hypothesis 2 (H2), confirming that cyberslacking had a partial effect on academic achievement (Y).
3. Finally, the t-test results for academic stress (X3) showed a t value of 3.425, which was greater than 2.005, alongside a significance value of 0.001, also less than 0.05. Consequently, we rejected the null hypothesis (H0) and accepted hypothesis 3 (H3), indicating that academic stress partially influenced academic achievement (Y).

Test of the Coefficient of Determination

The coefficient of determination (R^2) serves to assess the extent to which the independent variables self-control (X1), cyberslacking (X2), and academic stress (X3) account for variations in the dependent variable, which is academic achievement (Y).

Table 3. Determinant Coefficient Test Results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,829	0,687	0,668	2,40439

Source: Data processed by research in 2024

According to the results presented in Table 4, the determination test indicates the level of influence that these independent variables have on the dependent variable. The adjusted R Square value was found to be 0.687, or 68.7%. This indicates that the independent variables collectively explain 68.7% of the variance in academic achievement (Y). Consequently, the remaining 31.3% of the variance was attributed to other factors not considered in this study.

Discussion

The Effect of Self Control on Academic Achievement

The results showed that self control did not have a significant influence on student academic achievement (t count = 0.693 < t table = 2.005; significance = 0.491 > 0.05). This finding raises the question of why self control, which is theoretically considered important in managing academic behavior, does not directly contribute to

academic achievement outcomes. (Tangney et al., 2018) mentioned that self control plays a major role in regulating long-term behavior, but its effects are often indirect and require mediators such as motivation or time management. In the context of this study, students may have good self-control abilities, but if they are not integrated with effective learning strategies or environmental support, their direct contribution to academic achievement becomes invisible. Research by (Wardani & Sunarto, 2017) also confirms that the influence of self control on academic outcomes often occurs through other variables, such as self-efficacy or learning style. This shows the importance of understanding inter-variable interactions to maximize the positive effects of self-control (Oknaryana et al., 2020).

The Effect of Cyberslaking on Academic Achievement

The analysis reveals that cyberslacking exerted a significant negative effect on students' academic performance (t count = 4.594 > t table = 2.005; significance = 0.000 < 0.05). With a regression coefficient of 0.706, this variable demonstrated the most substantial influence compared to the others. This finding aligns with earlier studies by (Wu et al., 2018) and (Akgün, 2020), which indicate that cyberslacking detracts from learning productivity and concentration, ultimately harming academic achievement. In the context of online learning, the prevalence of digital distractions poses a significant challenge, particularly when students engage in non-academic activities during study periods. Graduate students, often under intense academic pressure, may turn to these distractions as a way to cope with boredom or stress. This observation is supported by with (Robbins et al., 2015), who noted that cyberslacking behavior frequently serves as a coping mechanism for dealing with demanding academic workloads. The significant negative impact of cyberslacking underscores the necessity for effective strategies to mitigate its occurrence. Educational institutions should consider offering guidance on technology management and creating learning environments that promote student focus, such as implementing time-limiting applications or establishing distraction-free study areas (Solihat et al., 2022).

The Effect of Academic Stress on Academic Achievement

The findings indicate that academic stress significantly affected student academic achievement (t count = 3.425 > t table = 2.005; significance = 0.001 < 0.05), with a regression coefficient of 0.336. This result aligns with the research conducted by (Sun et al., 2011) and Gadzella & Baloglu (2018), which demonstrated that elevated levels of academic stress can diminish learning motivation and impede academic performance. However, the impact is smaller than cyberslacking, which suggests that graduate students may have better stress management skills than other student groups. This makes sense given that graduate students tend to have more experience and maturity in dealing with academic pressures. However, excessive stress remains a threat, especially when there is no psychological support or effective coping strategies. This study confirms the importance of academic stress management to maintain students' academic performance. Educational institutions can develop counseling programs or stress management workshops to help students identify sources of stress and cope with it in healthy ways, such as through relaxation techniques or better time planning (Putrie & Fauzia, 2019).

Variable Contribution Analysis

Overall, the regression results show that the independent variables had diverse influences on academic performance. The largest contribution came from cyberslacking (coefficient 0.706), followed by academic stress (0.336), while self control showed an insignificant influence directly. The findings highlight that a key challenge in digital learning environments is how students manage technological distraction and academic stress. This research makes an important contribution in understanding the interactions between variables, especially how cyberslacking and academic stress become the dominant factors that affect student achievement. The significance of this study stems from the necessity for a comprehensive approach to enhancing students' academic performance, which includes technology management, psychological support, and the cultivation of self-control skills. Therefore, the findings of this research offer valuable insights for developing more effective intervention strategies aimed at supporting the academic success of graduate students in the digital era (Ying et al., 2018).

CONCLUSION

This study reveals that the academic achievement of graduate students of the State University of Malang was influenced by cyberslacking and academic stress variables, while self control did not show a significant direct

effect. The findings show that cyberslacking had the most dominant negative impact on academic performance. This activity, which takes the form of using technology for non-academic purposes during study time, significantly reduced student productivity. In the context of modern technology-enabled learning, digital distraction is a major challenge for students. Therefore, time management and judicious use of technology are necessary to reduce this negative impact. In addition, academic stress also significantly affected academic performance, although the impact was smaller compared to cyberslacking. Uncontrolled academic stress can impair students' concentration, motivation and emotional well-being. However, graduate students may have better stress management skills, so the impact is not as severe as cyberslacking. Nevertheless, it is important for literatur educational institutions to a provide psychological support and stress management training, such as counseling or relaxation training programs, to help students cope with academic pressure.

Conversely, self-control did not demonstrate a significant direct effect on academic achievement. This implies that its influence on learning outcomes may be indirect, potentially operating through mechanisms such as time management, emotional regulation, or the ability of students to prioritize academic tasks. The research suggests that self-control can serve as a supportive factor in enhancing the management of other variables, even if its impact is not directly observable.

The findings also reveal that the combined effect of the three variables—cyberslacking, academic stress, and self-control had a significant influence on academic achievement, accounting for 68.7% of the variance. The remaining 31.3% of variability can be attributed to additional factors not examined in this study, such as social support, motivation for learning, or the family environment. This underscores the complexity of academic achievement, which is shaped by a multitude of personal, social, and environmental influences.The limitation of this study lies in the limited scope of variables, so it did not include other important factors that can affect academic achievement. In addition, this study used a sample of graduate students from the State University of Malang, so generalization of the results to other groups of students needs to be done with caution. The quantitative approach used also limits in-depth exploration of the psychological and social dynamics that influenced these variables.

Based on these findings, students are advised to reduce cyberslacking activities during study time and increase awareness of its negative impact on academic performance. Positive utilization of technology and stress management strategies, such as meditation or exercise, need to be integrated in daily life. Universities are also expected to develop policies that support the reduction of cyberslacking, such as digital awareness campaigns and technology management training. In addition, the provision of structured counseling services can help students manage stress more effectively.Future researchers should consider investigating additional variables that impact academic achievement, such as social support and learning motivation. Conducting more in-depth studies on the indirect relationship between self-control and academic performance could yield valuable insights. By broadening the sample size or employing qualitative research methods, upcoming studies are likely to offer a more comprehensive understanding of the diverse factors that influence student academic success.

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