



CYBERSLACKING AND ACADEMIC PROCRASTINATION AMONG STUDENTS: THE MODERATING ROLE OF GENDER

Martaria Rizky Rinaldi¹, Lalita Dewi Damayanti²

^{1,2}Fakultas Psikologi, Universitas Mercu Buana Yogyakarta

¹martariarizky@mercubuana-yogyakarta.ac.id,

²17081281@student.mercubuana-yogya.ac.id

Article Info	ABSTRACT
<p>Article history: Received July 5^{mo}, 2024 Revised July 16^{fr}, 2024 Accepted August 2^{mo}, 2025</p>	<p><i>College students face high academic and social demands, putting them at risk of engaging in academic procrastination. Procrastination is known to be related to cyberslacking, while gender is identified as a variable influencing how individuals interact with technology and respond to academic demands. This research aims to explore the relationship between cyberslacking and academic procrastination, with gender as a moderating factor among college students. The study employs a quantitative correlational approach with demographic data and two scales: the Cyberslacking Scale and the Academic Procrastination Scale. The research participants consist of 247 students aged 18 to 25. Data analysis includes descriptive analysis and moderation analysis using Jamovi software. The results show no direct significant relationship between cyberslacking and academic procrastination. Although gender significantly influences procrastination, the interaction between cyberslacking and gender is not significant, indicating a uniform impact across genders. The findings of this study can contribute to the development of interventions or educational programs to address challenges among college students.</i></p>
<p>Keyword: <i>College students, Cyberslacking, Gender differences, Procrastination</i></p>	<p style="text-align: right;"><i>Copyright © 2025 Jurnal IDEA. All rights reserved.</i></p>

Corresponding Author:
Martaria Rizky Rinaldi

Fakultas Psikologi, Universitas Mercu Buana Yogyakarta

martariarizky@mercubuana-yogya.ac.id

ABSTRAK

Mahasiswa di perguruan tinggi menghadapi tuntutan akademik dan sosial yang tinggi. Tuntutan yang ada membuat mahasiswa berisiko terlibat dalam prokrastinasi akademik. Prokrastinasi diketahui berkaitan dengan cyberslacking, sementara jenis kelamin diidentifikasi sebagai variabel yang mempengaruhi cara individu berinteraksi dengan teknologi dan merespon tuntutan akademik. Penelitian ini bertujuan mengeksplorasi hubungan antara cyberslacking dan prokrastinasi akademik, dengan jenis kelamin sebagai faktor moderasi di kalangan mahasiswa perguruan tinggi. Penelitian menggunakan pendekatan kuantitatif korelasional dengan data demografi dan dua skala: Skala Cyberslacking dan Skala Prokrastinasi Akademik. Partisipan penelitian berjumlah 247 mahasiswa dengan usia 18 - 25 tahun. Analisis data yang dilakukan yaitu analisis deskriptif dan analisis moderasi dengan perangkat lunak Jamovi. Hasil penelitian menunjukkan tidak ada hubungan langsung yang signifikan antara cyberslacking dan prokrastinasi akademik. Meskipun jenis kelamin signifikan mempengaruhi prokrastinasi, interaksi antara cyberslacking dan jenis kelamin tidak signifikan, menunjukkan dampak seragam di antara kedua jenis kelamin. Hasil temuan dari penelitian ini dapat menjadi masukan dalam mengembangkan intervensi atau program pendidikan untuk mengatasi tantangan di kalangan mahasiswa di perguruan tinggi.

Kata Kunci: *Cyberslacking, Jenis kelamin, Mahasiswa, Prokrastinasi*

PENDAHULUAN

Higher education, particularly within university settings, is often regarded as a pivotal phase in the formation of students' identity and personal development (Carvalho et al., 2021; Samuolis et al., 2001). While in college, students face various academic and social demands that require autonomy, effective time management, and the ability to tackle complex tasks (Ahmady et al., 2021; Bargmann & Kaufeld, 2023; Gusy et al., 2021; Tabuenca et al., 2021; Wolters & Brady, 2020). This environment introduces students to greater responsibilities toward self-directed learning (Boulton et al., 2019; Campbell et al., 2022).

The learning process in higher education not only involves academic aspects but also the development of life skills, leadership, and social interaction (Díaz-Iso et al., 2020; Jones et al., 2014). Students must learn to manage their own time, make academic decisions, and cope with pressure to achieve satisfactory outcomes (Barbayannis et al., 2022; March-Amengual et al., 2022; Trucchia et al., 2013). Inability to cope with these demands can lead to procrastination, a phenomenon where individuals postpone tasks or assignments that should be completed (Rahimi & Hall, 2021; Wolters et al., 2017).

Academic procrastination among students is a common issue in university environments. Research indicates that approximately 20% of college students exhibit persistent tendencies of academic procrastination (Araya-Castillo et al., 2023). Academic procrastination has significant impacts on academic performance and student well-being, as stated in several studies (Gargari et al., 2011; Johansson et al., 2023; Rozentel et al., 2022). Academic procrastination is defined as a persistent desire among learners to delay academic tasks, almost always accompanied by anxiety. Academic procrastination is the most common form of procrastination among students and can lead to poor academic performance, emotional discomfort, stress, decreased well-being, and mental and physical health problems (Alaya et al., 2021; Beutel et al., 2016; Fernie & Bharucha, 2017; González-Brignardello et al., 2023).

Procrastination at the college level can occur for several reasons, including fear of failure, lack of motivation, or difficulty in managing time effectively (Bolbolian et al., 2021; Svartdal et al., 2020; Zhang et al., 2018). Students may feel intimidated by the difficulty level of academic tasks or overwhelmed by the amount of work to be completed. As pressure and responsibilities increase, there is a possibility that students start seeking escape from these tasks, which may lead students to engage in cyberslacking or spend unproductive time on the internet (Mirsha & Tageja, 2022).

Previous research indicates that students often engage in cyberslacking and academic procrastination activities, which can negatively impact students' academic outcomes and personal development (Grashinta et al., 2022; Nasir et al., 2023). Although previous research has highlighted academic procrastination and cyberslacking as common phenomena among students, there is still a research gap regarding the role of gender as a moderator in the relationship between these two phenomena. While previous research has identified factors that can influence academic procrastination and cyberslacking, there is limited research specifically involving gender as a moderating variable in the college context (Grashinta et al., 2022). Therefore, it is necessary to understand gender as a

moderating factor between cyberslacking and academic procrastination.

Gender has been identified as a variable that can influence how individuals interact with technology and respond to academic demands (Crowther & Briant, 2022; Tsaousis & Alghamdi, 2022; Wrigley-Asante et al., 2023). Some studies indicate that there are differences in learning styles, motivation, and time management between male and female students (Basith et al., 2021; Limone et al., 2020).

This study aims to investigate the moderating role of gender in the relationship between cyberslacking and academic procrastination among students. By understanding how gender may moderate the relationship between cyberloafing behavior and academic procrastination, the results of this study are expected to provide deeper insights into factors that may influence students' learning habits. The findings of this study can serve as a basis for the development of more effective interventions or educational programs to address issues of cyberslacking and academic procrastination, particularly considering gender differences in the higher education context.

METHOD

This research employs a quantitative correlational approach to examine the relationship between variables, particularly in the context of gender's role as a moderator in cyberslacking's impact on academic procrastination. The research design involves data collection at a single point in time. This means that at the same time, data on cyberslacking, academic procrastination, and gender are collected from research participants.

The sampling technique used is convenience sampling. Convenience sampling is a non-probability sampling technique where the researcher selects sample elements based on their availability and ease of access (Elfil & Negida, 2017). The participant criteria for this research are active students aged between 18 and 25 years.

Data collection was conducted using an online survey tailored for college students. To effectively reach the target demographic, the survey link was widely shared across various social media platforms popular among college students. This distribution strategy was designed to maximize participation from the college student population, thereby improving the representativeness and validity of the data collected. Participation in the survey was entirely voluntary, with no pressure applied. Respondents' identities were anonymized using initials to ensure confidentiality.

Based on the data obtained, there were 277 respondents, but only 247 met the criteria. Table 1 summarizes the demographic information for the 247 participants, showing a significant dominance of female participants (72.1%) compared to male participants (27.9%). The majority of participants are within the age range of 20 to 22 years, with the highest proportions being in the 6th semester (33.2%) and the 8th semester (31.2%).

Table 1.

Demographic data (N=247)

Demographic variable	n	%
Gender		
Female	178	72.1
Male	69	27.9
Age		
18	6	2.4
19	26	10.5
20	58	23.5
21	79	32
22	42	17
23	20	8.1
24	7	2.8
25	9	3.6
Semester		
2	30	12.1
3	2	0.8
4	46	18.6
5	9	3.6
6	82	33.2
7	1	0.4
8	77	31.2

The research instruments include demographic data, a cyberslacking scale, and an academic procrastination scale. The demographic data encompasses basic information about the study participants, such as age, gender, and semester level. The cyberslacking scale measures the extent of unproductive online activities conducted during learning sessions. The academic procrastination scale assesses the tendency to delay tasks that should be completed promptly.

The cyberslacking scale, developed by Akbulut et al. (2016) and adapted into Indonesian by Simanjuntak et al. (2019), has an internal consistency of 0.871. The scale consists of 24 statements introduced with the instruction, "During lectures, I do the following." Examples of statements from the cyberslacking scale include "I like interesting posts" and "I visit online shopping sites." The scale offers 5 response options ranging from 1 (Never) to 5 (Always).

The academic procrastination scale is based on the aspects of academic procrastination identified by McCloskey & Scielzo (2015). Its internal consistency is 0.906 (Pratama, 2020). The scale includes 29 statements, such as "I postpone my coursework briefly to do enjoyable activities" and "I intend to do my coursework on a certain day but end up not doing it (not according to my intention)." The response options are "Strongly agree, agree, neutral, disagree, and strongly disagree."

The assumption tests indicate that the data follows a normal distribution, evidenced by $p = 0.507$. Additionally, there is no multicollinearity between the predictor variables, with a VIF value of 1.01 ($VIF < 10$) and a Tolerance value of 0.991 ($p > 0.01$).

Data analysis involved descriptive analysis, assumption tests, and moderation tests. All analyses were conducted using the statistical software Jamovi, specifically the medmod module for moderation analysis. Moderation analysis helps assess whether the strength or direction of the relationship between the tested variables is influenced by a third variable, in this case, gender (The jamovi project, 2022). Additional analysis was performed using an independent samples t-test to examine gender differences in cyberslacking and academic procrastination.

RESULTS

Based on the descriptive analysis, the levels and variability of academic procrastination and cyberslacking were obtained. The mean for academic procrastination was 85.6 with a standard deviation of 13.1. This indicates considerable variation among the values obtained by the participants. Meanwhile, for cyberslacking, the mean score was 73.9 with a standard deviation of 13.5. This suggests significant variability among participants. The descriptive data is presented in Table 2.

Table 2.
Descriptive Analysis Result

	N	Missing	Mean	Median	SD	Min	Max
Academic prokrastination	247	0	85,6	85	13,1	58	119
<i>Cyberslacking</i>	247	0	73,9	74	13,5	38	118

The results of the moderation analysis of gender on the relationship between cyberslacking and academic procrastination are described in Table 3. The findings indicate that the level of cyberslacking does not have a significant direct effect on the level of academic procrastination ($p > 0.05$). However, gender has a significant effect on the level of academic procrastination ($p < 0.05$). This suggests a difference in academic procrastination between male and female students.

An interesting finding from this research is that the interaction between cyberslacking and gender is not found to be significant ($p > 0.05$). This indicates that the impact of cyberslacking on academic procrastination does not significantly differ between male and female students.

Based on the overall findings, it is evident that gender has a significant influence on academic procrastination. However, the relationship between cyberslacking and procrastination is not significantly influenced by gender. The results of the moderation analysis are presented in Table 3.

Table 3.
Moderation Analysis Result

	Estimate	SE	95% Confidence Interval		Z	p
			Lower	Upper		
<i>Cyberslacking</i>	0.08373	0.0614	-0.0365	0.204	1.3644	0.172
Gender	3.80378	1.8285	0.2200	7.388	2.0803	0.037
<i>Cyberslacking</i> * Gender	-0.00617	0.1458	-0.2918	0.280	-0.0423	0.966

Additional analysis using independent samples t-tests was conducted to examine gender differences in academic procrastination and cyberslacking variables. The results indicate that there is a gender difference in academic procrastination ($p < 0.05$), but there is no gender difference in cyberslacking ($p > 0.05$).

The results of the descriptive analysis of the academic procrastination and cyberslacking groups based on gender are presented in Table 4. The female group shows an average academic procrastination level of 84.4 and cyberslacking level of 73.1, while the male group has slightly higher levels of academic procrastination and cyberslacking, with average values of 88.5 and 76.0, respectively.

Table 4.
Group Descriptive Analysis

	Group	N	Mean	Median	SD	SE
Akademic Procrastination	Female	178	84,4	84,0	12,8	0,960
	Male	69	88,5	88,0	13,5	1,62
<i>Cyberslacking</i>	Female	178	73,1	73,0	13,9	1,045
	Male	69	76,0	75,0	12,1	1,46

DISKUSI

The results of this study indicate that there is no significant direct influence between the level of cyberslacking and the level of academic procrastination among students. This means that students engaged in cyberslacking do not directly tend to experience higher levels of academic procrastination. However, this result differs from previous findings that showed a correlation between cyberslacking and procrastination, especially in work contexts (Fauza & Rizal, 2022; Filasufiah, 2022; Santoso & Wibowo, 2022).

The difference in these results may be due to different contexts. This study focuses on students, while previous research focused on employees. Differences arise due to distinct dynamics between the workplace and education (Adeel et al., 2023; Gargari et al., 2011; Hen, 2018; Svartdal et al., 2020).

Students and employees have different life contexts with different demands and responsibilities. Students may face unique academic pressures and deadlines, while employees may have professional responsibilities and specific job demands (Chen et al., 2022; Rao et al., 2017; Bartlett et al., 2021).

The findings of this study reveal a significant gender effect on the level of academic procrastination. This indicates a significant difference in procrastination levels between male and female students. This finding supports previous research findings that there are gender differences related to procrastination levels (Limone et al., 2020; Lu et al., 2022).

Although gender has a significant effect on academic procrastination, the interaction between cyberslacking and gender is not significant. This means that the impact of cyberslacking on academic procrastination does not differ significantly between male and female students.

The insignificance of the interaction between cyberslacking and gender indicates that the effect of cyberslacking on procrastination is not dependent on the gender of the students. This means that cyberslacking may have similar impacts on academic procrastination, regardless of whether the student is male or female.

The finding that the influence of cyberslacking on procrastination is not affected by gender differences may be because the observed cyberslacking activities in this study have similar impacts on male and female students. For example, activities involving social media use or online gaming, both genders may respond similarly to neglected academic tasks.

Students, regardless of gender, may have similar motivations for engaging in cyberslacking. These motivations may be related to the need for socialization, stress relief, or simply seeking entertainment by using the internet during learning. If these motivations are similar, their impacts on procrastination may also be similar (Desai et al., 2021; Nomie-Sato et al., 2022; Yan et al., 2022).

Dependence on certain online activities may play a crucial role in the impact of cyberslacking on procrastination. If male and female students have similar levels of dependence on certain online activities, this can lead to similar impacts on students' procrastination levels (Almusharraf et al., 2023; Dufour et al., 2016; Khan et al., 2017).

There is a possibility that certain psychological aspects involved in responding to cyberslacking, such as feeling pressured, the need for recognition, or escape from challenging tasks, or students' coping mechanisms, may occur similarly among male and female students (Graves et al., 2021).

In the educational context, students may experience similar pressures, tight deadlines, and academic challenges (Barbayannis et al., 2022; Deng et al., 2022). Therefore, the impact of cyberslacking on procrastination may not significantly vary between genders because both groups face similar contexts.

These findings have important practical implications. If the interaction between cyberslacking and gender is significant, it may indicate the need for different approaches or interventions based on gender. However, because there is no significant difference, approaches or interventions to reduce cyberslacking and procrastination may be applied uniformly regardless of gender.

Limitations of this study include participant recruitment using convenience sampling, which may result in a sample that does not represent the student population comprehensively. Therefore, the results of this study may not be generalized to the student population at large. Additionally, the use of an online form for data collection may introduce respondent bias, where only students with good access and technological skills may participate, which can affect sample representativeness.

CONCLUSION

This study demonstrates that there is no significant direct relationship between cyberslacking and academic procrastination among students. On the other hand, gender plays a significant role in the level of academic procrastination, but it does not moderate

the relationship between cyberslacking and procrastination. This means that male and female students have different levels of procrastination, but the impact of cyberslacking is similar between them.

Recommendations from this study include the need for further research to evaluate and ensure that the sample is representative, thereby enhancing the validity of the results. Additionally, further analysis of factors that may moderate the relationship between cyberslacking and academic procrastination can provide broader and more contextual insights.

Based on the finding that gender does not moderate the relationship, the development of interventions or educational programs that are uniform can be implemented to reduce cyberslacking and procrastination among students.

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