

The Relationship Between Self-Control, Self-Awareness, And Cyberloafing Behavior On Guidance And Counseling Students In Universitas Bengkulu

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Abstract

This study aims to describe the relationship between self-control and self-awareness with cyberloafing behavior in Bengkulu University Guidance and Counseling students. The sampling technique employed was simple random sampling. This research employs a descriptive, quantitative approach with correlational techniques, involving 106 students as subjects. Data analysis was conducted using multiple regression analysis with the aid of SPSS software version 26. The correlation coefficient value between self-control, self-awareness, and cyberloafing behavior is -0.549, indicating that as self-control and self-awareness decrease, cyberloafing behavior increases. So, it can be concluded that self-control has a negative and significant relationship to cyberloafing behavior, with a correlation coefficient of -0.556. While self-awareness has a negative and significant relationship to cyberloafing behavior, with a correlation coefficient of -0.540. Self-control and self-awareness have a negative and significant relationship to cyberloafing behavior, with a significant level of relationship. This research can inform actions to help students, such as implementing effective handling strategies, for those who exhibit high cyberloafing behavior.

Keywords: self-control, self-awareness, cyberloafing behavior

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan hubungan pengendalian diri dan kesadaran diri dengan perilaku cyberloafing pada mahasiswa Bimbingan dan Konseling Universitas Bengkulu. Teknik pengambilan sampel yang digunakan adalah pengambilan sampel acak sederhana. Penelitian ini menggunakan pendekatan deskriptif, kuantitatif dengan teknik korelasional, melibatkan 106 siswa sebagai mata pelajaran. Analisis data dilakukan dengan menggunakan analisis regresi berganda dengan bantuan software SPSS versi 26. Nilai koefisien korelasi antara pengendalian diri, kesadaran diri, dan perilaku cyberloafing adalah -0,549, menunjukkan bahwa ketika pengendalian diri dan kesadaran diri menurun, perilaku cyberloafing meningkat. Jadi, dapat disimpulkan bahwa pengendalian diri memiliki hubungan negatif dan signifikan dengan perilaku cyberloafing, dengan koefisien korelasi -0,556. Sedangkan kesadaran diri memiliki hubungan negatif dan signifikan dengan perilaku cyberloafing, dengan koefisien korelasi -0,540. Pengendalian diri dan kesadaran diri memiliki hubungan negatif dan signifikan dengan perilaku cyberloafing, dengan tingkat hubungan yang signifikan. Penelitian ini dapat menginformasikan tindakan untuk membantu siswa, seperti menerapkan strategi penanganan yang efektif, bagi mereka yang menunjukkan perilaku cyberloafing yang tinggi.

Kata kunci: kontrol diri, kesadaran diri, perilaku cyberloafing

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INTRODUCTION

Today's technological needs are very important for all aspects of life and can be used by many people (Blanchard & Henle, 2008). One technology that has a significant influence and impact on students is the internet. The internet has become a part of everyday life to fulfill various needs (Keser et al., 2016). The internet is a valuable tool in the field of education, providing access to educational data sources, administrative tools, and other resources. The internet is considered an interactive medium that functions as a medium capable of providing various kinds of information, including news (Sandy et al., 2017). The internet does not necessarily bring only positive impacts, as multiple negative consequences also accompany it. One of them is cyberloafing behavior. Askew (2012) Explains that cyberloafing is a behavior that uses electronic goods with internet access from campus, either in the form of credit or wi-fi, to access sites that are not related to lectures and is carried out during lecture hours.

Cyberloafing behavior is often observed among students during lecture hours. Students attend lectures along with student activities to access social media (Yılmaz & Yurdugül, 2018). Cyberloafing behavior also has positive and negative impacts. The positive effects of cyberloafing behavior can eliminate fatigue, stress, boredom, improve well-being, job satisfaction, creativity, recreation, and recovery, and make one happier (Vitak et al., 2011). People who are exposed to cyberloafing behavior usually do not perceive what they are doing as wrong because they have gained pleasure and self-satisfaction, which causes them not to feel harmed by it. At the same time, the negative impact can lead to decreased productivity and negligence in work. According to (Lim V K G & Teo T S H, 2005) there are two aspects of cyberloafing, namely emailing activities and browsing activities.

In previous studies, there are several factors that influence cyberloafing, namely academic stress (Nuha, 2021), self-regulation (Pratama & Satwika, 2022), self-awareness (Shintia & Taufik, 2019), and self-control (Nuha, 2021). In this study, the authors selected self-control as a factor influencing cyberloafing behavior because it can be controlled by individual self-control. The willingness of students to control themselves so as not to take adverse actions will make students' initial intentions run optimally. Self-control is the regulation of a person's physical, psychological, and behavioral processes. In other words, self-control is a series of processes that shape oneself (Calhoun & Acocella, 2012). According to Liebert, Sriwahyuni (2018) self-control is the ability to resist temptation and the ability to delay satisfaction.

Self-control is an individual's ability to sensitively read the situation of self and the environment and be able to control and manage behavioral factors in accordance with the situation, norms, and conditions to present themselves in socializing (Harahap, 2017). To behave in accordance with applicable norms, students must have self-control to direct their behavior in a more positive direction. A form of self-control involves the ability to delay gratification to achieve a desired result or goal. (Ghufron & Risnawita, 2014) there are three aspects of self-control, namely behavioral control, cognitive control, and decision-making control.

In research conducted by (N, 2018) regarding cyberloafing behavior, it is stated that individuals who have low self-control have a low level of awareness and this makes the individual have a high chance of doing deviant and prohibited behavior, and this applies to cyberloafing behavior where individuals who have a low level of self-control have a higher tendency to cyberloafing. According to Tangney et al (2004) self-control is defined as the ability to control thoughts, emotions, impulses (encouragement), and



perform self-regulation and change habits. According to Hurlock (1991), self-control is related to how individuals control their emotions and urges.

The dynamics of self-control in influencing a person's process of shaping their behavior are explained by Ridder et al. (2012) as a cognitive process that can change or control response tendencies that dominate the regulation of thinking, emotions, and behavior. The results of this process can be observed in the form of behavior that is exhibited. Ideally, with self-control, individuals can regulate their behavior to avoid harmful actions, thereby leading to a successful and healthy life. Conversely, low self-control indicates that there is a failure in the process of dominating thoughts, emotions, and behaviors that individuals need to avoid negativity and ultimately lead individuals to many social problems, including obesity, violence, criminal behavior, impulse buying, and procrastination.

In line with the results of Sari and Ratnaningsih's research (2020), which revealed a significant negative relationship between self-control and cyberloafing intensity. The higher the self-control, the lower the cyberloafing behavior. The lower the self-control, the higher the intensity of cyberloafing that person does. Self-control influences cyberloafing behavior by 32%. By practicing self-control, students are expected to be able to organize and control all their actions.

This cyberloafing behavior is also linked to self-awareness. Self-awareness is the knowledge of one's abilities and limitations, as well as an understanding of the factors and situations that trigger emotions within oneself. Self-awareness, according to Maharani & Mustika (2016), is an important thing to know, clarity and understanding related to one's behavior, with self-awareness, also, other people can observe themselves or distinguish themselves from others. A person can regulate their emotions and behavior and can understand others well. In other words, self-awareness is the ability to recognize, articulate, and reflect on one's emotional state, where every emotion can be influenced by reflecting on the events that triggered it. Someone who commits cyberloafing behavior likely has a low level of awareness, in accordance with research conducted by Smrithi, Vivien K.G., and Don J.Q. (2010), which states that individuals with a high level of awareness tend to reduce cyberloafing behavior. With self-awareness, students are expected to understand their status and responsibilities as students.

Based on the results of observations and interviews conducted by the author with class 21A Guidance and Counseling students at Bengkulu University regarding cyberloafing behavior, many students use cellphones during learning activities in the classroom, do not understand the material provided, delay their work, and engage in activities outside the assigned tasks. In addition, when students are bored with the lecturer's explanation, they will open their gadgets and play social media rather than maintaining their concentration on the lecture material. As a result of this behavior, student concentration decreases, disrupting the learning process.

METHOD

This research is a quantitative study employing a correlational method, which involves data collection actions to determine whether a relationship exists and the extent of that relationship between two or more variables. This correlation research was conducted to determine the relationship between the independent variables, namely self-control and self-awareness, with the dependent variable, namely cyberloafing, in students. The population in this study was students of the guidance and counseling class 2022 and 2023, with a total of 146 students. The data collection technique in this study used a



questionnaire. Based on calculations using the Issac and Michael formula, a research sample of 106 students was obtained.

The data collection technique was carried out using a cyberloafing questionnaire (Lim & Teo, 2005), self-control (Ghufron& Risnawati, 2010) and self-awareness questionnaire (Bouatzis, 1999) measured using a Likert scale with five answer options, namely, Always (SL), Often (SR), Sometimes (KD), Never (P), Never (TP). Then, before testing the hypothesis to find the direction and strength of the relationship, the data analysis prerequisite test must first be carried out. Prerequisite testing for data analysis aims to determine whether the research data obtained meets the requirements for analysis using the product-moment correlation technique. The normality of the data for each variable is evident from the criteria; if $\text{sig} > 0.05$, then the data are typically distributed. If $\text{sig} < 0.05$, then the data is not normally distributed. The results show that the data is normally distributed.

According to Azwar (2005), the criteria for selecting items based on item correlation use a rxy limit of 0.30. Based on the results of the test of the differential power of the self-control questionnaire distributed to 32 respondents, consisting of 50 statement items, 44 statement items were declared good, and 6 statement items were declared invalid. The results of the test on the differential power of the self-awareness questionnaire, comprising 32 statement items, yielded 29 statement items deemed good and 8 statement items considered invalid. Meanwhile, the results of the test on the differential power of the cyberloafing questionnaire, which consisted of 36 statement items, yielded 33 statement items that were deemed good, and 3 statement items were deemed canceled.

Data has good reliability if it meets the requirements for a Cronbach's Alpha value of 0.70 or higher. The Cronbach's Alpha value of self-control is 0.967 (>0.7), the Cronbach's Alpha value of self-awareness is 0.955 (>0.7), and cyberloafing is 0.939 (>0.7), so that the data has good reliability. Data analysis in this study utilized SPSS version 26 software for assistance.

RESULT AND DISCUSSION

This study involves one dependent variable and two independent variables. The dependent variable is cyberloafing (Y), and the two independent variables are self-control (X1) and self-awareness (X2). Descriptions of cyberloafing, self-control, and self-awareness were obtained from the results of distributing questionnaires to a sample of respondents in this study. The findings of the analysis of the results of this study are as follows:

Table 1.
 Correlation Test of Self-Control with Cyberloafing Behavior

		Correlations	
		self-control	cyberloafing behavior
self-control	Pearson Correlation	1	.556**
	Sig. (2-tailed)		.000
	N	106	106
cyberloafing behavior	Pearson Correlation	.556**	1
	Sig. (2-tailed)	.000	
	N	106	106

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



Based on the results of the correlation calculation between self-control and cyberloafing behavior, the correlation coefficient is 0.556 with a significance level of $P < 0.05$, thus it can be interpreted that self-control and cyberloafing behavior have a strong relationship, so it can be concluded that there is a negative and significant relationship between self-control and cyberloafing behavior. The higher the self-control, the lower the cyberloafing behavior in students, and vice versa; the lower the self-control, the higher the cyberloafing behavior in Guidance and Counseling Students of Bengkulu University.

Table 2.

Contribution of Self-Control and Cyberloafing Behavior

Model Summary			
Model R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.556 ^a	.309	.834

a. Predictors: (Constant), self-control

Based on Table 2, the contribution obtained from the *R*-square value is 0.309, indicating that the effect of self-control on cyberloafing behavior accounts for 30.9% of the variance, with a significance value of $P < 0.05$. The remaining 69.1% of the variance is attributed to other variables.

Table 3.

Correlation Test of Social Media Addiction with Academic Procrastination

Correlations			
		self-awareness	cyberloafing behavior
self-awareness	Pearson Correlation 1		.540**
	Sig. (2-tailed)		.000
	N	106	106
cyberloafing behavior	Pearson Correlation	.540**	1
	Sig. (2-tailed)	.000	
	N	106	106

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

Based on the results of the correlation calculation between self-awareness and cyberloafing behavior, the correlation coefficient is 0.540 with a significance level of $P < 0.05$, thus it can be interpreted that self-awareness and cyberloafing behavior have a strong relationship, so it can be concluded that there is a negative and significant relationship between self-awareness and cyberloafing behavior. The higher the self-awareness, the lower the cyberloafing behavior in students, and vice versa. The lower the self-awareness, the higher the cyberloafing behavior in Guidance and Counseling Students of Bengkulu University.

Table 4.

Contribution of Self-Awareness and Cyberloafing Behavior

Model Summary			
Model R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.540 ^a	.292	.818

a. Predictors: (Constant), self-awareness



Based on Table 4, the contribution of self-awareness and cyberloafing behavior obtained from the *R Square* value is 0.292, meaning that the effect of self-awareness on cyberloafing behavior is 29.2% with a significance value of $P < 0.05$, while other variables influence the rest.

Table 5.
 Correlation Test of Loneliness with Social Media Addiction

Correlations			
		self-control	self-awareness
self-control	Pearson Correlation	1	.549**
	Sig. (2-tailed)		.000
	N	106	106
self-awareness	Pearson Correlation	.549**	1
	Sig. (2-tailed)	.000	
	N	106	106

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

Based on the results of the correlation calculation between self-control and self-awareness with cyberloafing behavior, the correlation coefficient is 0.549 with a significance level of $P < 0.05$, thus it can be interpreted that self-control and self-awareness with cyberloafing behavior have a strong relationship, so it can be concluded that there is a negative and significant relationship between self-control and self-awareness with cyberloafing behavior. The higher the self-control and self-awareness, the lower the cyberloafing behavior in students, and vice versa. The lower the self-control and self-awareness, the higher the cyberloafing behavior in Guidance and Counseling Students of Bengkulu University.

Table 6.
 Contribution of Self-Control, Self-Awareness and Cyberloafing Behavior

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.549 ^a	.301	.287	22.216

a. Predictors: (Constant), self-control, self-awareness

Based on Table 6, the contribution of self-control and self-awareness to cyberloafing behavior, as indicated by the *R Square* value, is 0.301, meaning that these variables account for 30.1% of the effect on cyberloafing behavior, with a significance value of $P < 0.05$. In contrast, the other variables influence the remaining portion.

The results above indicate a relationship between self-control and self-awareness of cyberloafing behavior among Bengkulu University Guidance and Counseling students. Students with positive self-control and self-awareness, namely those who can effectively control themselves and are aware of their strengths and weaknesses, can avoid cyberloafing behavior. Students with negative self-control and self-awareness are more likely to engage in cyberloafing behavior, such as opening social media during lecture hours.

Purbasari (2022) argues that when students attend lectures, many of them take deviant actions, namely accessing the internet, which is certainly not related to lecture material and is carried out during lecture hours. When students have weak self-control,



they struggle to regulate their behavior, leading to inappropriate actions. In addition, students are also less able to assess their behavior, so they tend to behave impulsively and do not think about the consequences, for example, cyberloafing.

Ozler & Polat (2012) argue that cyberloafing is influenced by several factors, one of which is self-control. When someone has good self-control, they can control themselves to avoid negative behaviors, such as cyberloafing. This finding aligns with the results of Sari and Ratnaningsih's research (2018), which indicate a significant negative relationship between self-control and the intensity of cyberloafing behavior. This is also supported by Afifah (2020), which shows a significant negative relationship between self-awareness and the intensity of cyberloafing behavior.

Based on the results of the two studies above, it is evident that the variables of self-control and self-awareness are related to cyberloafing behavior, and it is concluded that they have a reciprocal relationship in predicting each other. Unattended student learning concentration will weaken due to student boredom with the lecture material. When students' learning concentration is low, they tend to divert their thoughts to things that they find enjoyable.

Students engage in cyberloafing by playing social media or online games during lecture hours. This cyberloafing action makes students experience risks such as loss of interest and motivation to learn, which makes students academic achievement decrease (Islani Tanjung, 2022). To avoid this, effective control is necessary, allowing students to direct their behavior to avoid negative actions, one of which is cyberloafing.

A relationship exists between self-control and cyberloafing behavior. The act of cyberloafing has an impact, specifically a decrease in students' concentration levels, which will likely result in a decline in academic achievement. To avoid this negative impact, students are expected to have good self-control, enabling them to direct their actions towards a more positive outcome.

This finding aligns with the research of Sari and Ratnaningsih (2018), which demonstrates a significant negative relationship between self-control and cyberloafing intensity. The higher the self-control, the lower the cyberloafing behavior. Conversely, the lower a person's self-control, the higher the cyberloafing behavior that person exhibits. The results of several studies corroborate a relationship between self-control and cyberloafing behavior.

A relationship exists between self-awareness and cyberloafing behavior. This is reinforced by Baloch et al (2016) research on the effect of emotional intelligence on counterproductive work behavior among students. Self-awareness is a key aspect of emotional intelligence. Self-awareness influences counterproductive work behavior in students, as measured in the study, which is cyberloafing behavior. In addition, the results of this study are also in accordance with the opinion expressed by Prasad et al. (2010), who state that individuals with a high level of awareness tend to reduce cyberloafing behavior. Then, research conducted by Maza & Aprianty (2022) in their research entitled "The Relationship Between Self-Control With Fear Of Missing Out (FOMO) In Adolescent Social Media Users". The results showed a negative and significant relationship between self-control and fear of missing out (FOMO), with a coefficient (r) of -0.729 and a significance value (Sig.) of 0.000.

According to Goleman (2015), being aware of weak points and one's abilities is also part of self-awareness, so that in carrying out cyberloafing behavior during lecture hours, students must know their weak points and abilities, such as during lectures with subjects that students think are quite difficult, students should be self-aware of their weak



points and abilities and can stop cyberloafing behavior. This finding aligns with Afifah's research (2020), which demonstrates a significant negative relationship between self-awareness and the intensity of cyberloafing behavior. The higher the self-awareness, the lower the cyberloafing behavior. Conversely, the lower a person's self-awareness, the higher the cyberloafing behavior that person exhibits.

Based on the explanation above, it can be concluded that first there is a relationship between self-control and cyberloafing behavior in Guidance and Counseling Students of Bengkulu University, second there is a relationship between self-awareness and cyberloafing behavior in Guidance and Counseling Students of Bengkulu University and third there is a relationship between self-control and self-awareness to cyberloafing behavior in Guidance and Counseling Students of Bengkulu University. It is concluded that the three hypotheses in this study are accepted.

The findings obtained from this study indicate that students' cyberloafing behavior is still classified in the high category; therefore, it is necessary to provide information services, group guidance services, and group counseling services to reduce cyberloafing behavior.

CONCLUSION

Based on the results of the research analysis carried out, it is concluded that there is a negative and significant relationship between self-control and cyberloafing behavior among Bengkulu University Guidance and Counseling students, with a correlation coefficient (r_{xy}) of -0.556 ($P < 0.05$). The higher the self-control, the lower the cyberloafing behavior in students, and vice versa; the lower the self-control, the higher the cyberloafing behavior in Guidance and Counseling students at Bengkulu University with a strong level of relationship.

A significant negative relationship exists between self-awareness and cyberloafing behavior, with a correlation coefficient (r_{xy}) of -0.556 ($p < 0.05$). The higher the self-awareness, the lower the cyberloafing behavior in students, and vice versa; the lower the self-awareness, the higher the cyberloafing behavior in Bengkulu University Guidance and Counseling students with a strong level of relationship.

Suggestions submitted by researchers for research subjects are that students can maintain the conditions of the research results which show low self-control and self-awareness and high cyberloafing behavior and are advised to understand well the right time to use the internet, have good control, understand what are the consequences and negative impacts of using the internet for personal purposes because it affects lecture productivity.

The results of this study contribute to the planning of providing guidance and counseling services in schools or campuses concerning types of guidance and counseling services, such as information services, group guidance services, and group counseling services, so that the level of cyberloafing in students can affect the level of self-control and self-awareness of these students. In connection with this research, information services need to be provided to equip individuals with various knowledge and offer guidance, enabling students to make informed decisions about good actions and behavior. Information service materials can be provided to help students understand the importance of self-control, allowing them to manage their cellphone use effectively.

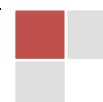


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