

Abstrak

Internet memiliki banyak manfaat dalam mendukung pembelajaran, namun di sisi lain juga dapat memunculkan masalah seperti *cyberloafing*. Penelitian ini bertujuan untuk mengetahui pengaruh *self regulation* dan motivasi belajar terhadap perilaku *cyberloafing* pada mahasiswa. Data dikumpulkan melalui kuesioner terhadap 385 mahasiswa UIN Sunan Gunung Djati Bandung yang dipilih dengan teknik *non-probability sampling* jenis *incidental sampling*. Instrumen yang digunakan meliputi Skala *Cyberloafing*, *Short version of Self regulation Questionnaire* (SSRQ), dan *The Motivated Strategies for Learning Questionnaire* (MSLQ). Analisis regresi menunjukkan bahwa *self regulation* berpengaruh negatif signifikan terhadap *cyberloafing* ($p = 0,000$) dengan kontribusi sebesar 80,7%. Sebaliknya, motivasi belajar berpengaruh positif signifikan terhadap *cyberloafing* ($p = 0,000$) dengan kontribusi 2,5%. Secara simultan, keduanya berpengaruh signifikan terhadap *cyberloafing* dengan nilai R^2 sebesar 0,832. Hasil ini menunjukkan bahwa 83,2% variasi perilaku *cyberloafing* dapat dijelaskan oleh regulasi diri dan motivasi belajar.

Kata Kunci: *cyberloafing, self regulation, motivasi belajar.*



Abstract

The internet offers many benefits in supporting learning, yet it can also lead to issues such as cyberloafing. This study aims to examine the effect of self-regulation and learning motivation on cyberloafing behavior among university students. Data were collected through questionnaires administered to 385 students of UIN Sunan Gunung Djati Bandung, selected using a non-probability incidental sampling technique. The instruments employed were the Cyberloafing Scale, the Short Version of the Self-Regulation Questionnaire (SSRQ), and the Motivated Strategies for Learning Questionnaire (MSLQ). Regression analysis revealed that self-regulation had a significant negative effect on cyberloafing ($p = 0.000$) with a contribution of 80.7%. Conversely, learning motivation showed a significant positive effect on cyberloafing ($p = 0.000$) with a contribution of 2.5%. Simultaneously, both variables significantly influenced cyberloafing, with an R^2 value of 0.832. These findings indicate that 83.2% of the variance in cyberloafing behavior can be explained by self-regulation and learning motivation.

Keywords: cyberloafing, self-regulation, learning motivation

