

SIMULTANEOUS EFFECTS OF WORK STRESS AND CYBERLOAFING ON EDUCATIONAL STAFF PERFORMANCE IN A INDONESIAN PUBLIC UNIVERSITY: A QUANTITATIVE EX POST FACTO ANALYSIS

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Abstract

Job stress is a major psychological challenge for educational staff in higher education institutions (HEIs), often triggered by high administrative workloads and time pressure. This study analyzes the association between job stress, cyberloafing, and the performance of 223 educational staff at Universitas Negeri Yogyakarta (UNY). Using a quantitative approach with an ex-post facto design, data were collected through structured questionnaires (Aiken's V: 0.67–1.00; Cronbach's Alpha > 0.87) and analyzed using multiple linear regression. The findings reveal that job stress is positively associated with performance ($t = 7.479$; $p < 0.05$), and cyberloafing also shows a significant positive correlation ($t = 3.630$; $p < 0.05$). Simultaneously, both variables explain 43.5% of the variation in performance ($F = 84.771$; $R^2 = 0.435$). These results suggest that within the specific context of Indonesian HEIs, moderate stress and brief digital recovery are linked to higher productivity. Practically, this study recommends that university administrators implement adaptive HR policies, such as workload management and educational digital literacy programs, rather than strictly restrictive internet policies, to support sustainable staff performance.

Keywords: *Job Stress, Cyberloafing, Educational Staff Performance, Higher Education Institutions, Human Resource Management*

INTRODUCTION

Work stress is a psychological condition that arises when job demands are not balanced with an individuals abilities, resources, or time to fulfill them (Chigeda et al., 2022; Demerouti & Bakker, 2022). This condition is often characterized by emotional exhaustion, tension, and decreased engagement in work (Calvin et al., 2024; Chen et al., 2025; Skomorovska et al., 2023). In the context of modern organizations, work stress not only affects individual well-being but also influences daily work behavior (Sonntag et al., 2023). One of the responses that often arises as a result of work stress is the search for coping mechanisms that are quick and easily accessible. Therefore, work stress becomes the starting point for various behavioral responses in the work

environment (Schwarzer & REUTER, 2023).

One form of response to work stress is cyberloafing, which is the behavior of using the internet or digital devices for personal purposes during working hours (Lim & Teo, 2024; Tandon et al., 2022). Cyberloafing is often perceived as a minor deviation because it is done secretly and is not always considered directly harmful (Chavan et al., 2022; Zhang et al., 2025). However, at a certain intensity, this behavior can disrupt focus, reduce productivity, and prolong task completion. Cyberloafing is often used as a temporary coping strategy to divert attention from work pressure (Jyoti & Ahmad, 2025). Thus, cyberloafing can be understood as a consequence of poorly managed work stress (Jamaluddin et al., 2023).

The relationship between work stress and cyberloafing forms a mutually reinforcing cycle (Agrawal & Krishna, 2025; Lu et al., 2024). When stress increases, individuals tend to engage in cyberloafing more often as an attempt to relieve tension (Yang et al., 2022). However, using work time for non-work activities can actually worsen stress due to delayed work and unmet targets (Wu & Li, 2025). This condition triggers higher levels of ongoing stress and encourages more intense cyberloafing. Therefore, the interaction between work stress and cyberloafing has the potential to create a cycle of harmful behavior (Bhattacharjee & Sarkar, 2023).

In educational organizations, in particular, the high intensity of digital interaction makes cyberloafing increasingly difficult to separate from work activities (Beri & Gulati, 2022). When work pressure increases and organizational support is limited, the digital workspace can become an unproductive means of escape (Lubis, 2025). Under certain conditions, uncontrolled cyberloafing can open the door to other problematic digital behaviors, such as online conflicts and unethical behavior. This shows that work stress and cyberloafing do not exist in isolation, but are continuously interrelated (Yan et al., 2025). Therefore, a comprehensive understanding of the relationship between the two is very important.

Work stress is one of the main challenges faced by educational staff in higher education institutions, including at Universitas Negeri Yogyakarta (UNY), which mainly stems from high administrative workloads, demands to complete tasks within limited time frames, and the need to handle multiple tasks simultaneously. Based on preliminary interviews with educational staff members SS and AW, it was revealed that an increase in administrative volume, rapid policy changes, and unclear division of tasks trigger ongoing stress. The work stress experienced is not only quantitative in the

form of excessive workload, but also qualitative, such as pressure from superiors, role ambiguity, and limited time for psychological recovery. These conditions give rise to various symptoms of stress, including mental and emotional fatigue, decreased concentration, and reduced motivation to complete tasks. If not handled properly, work stress has the potential to reduce work engagement, weaken individual work performance, and increase the risk of interpersonal conflict in the work environment.

Various studies show that work stress has a consistent and significant impact on performance decline in the government, and service industries (Astuti et al., 2024; Bonache & Smith, 2023; Farid et al., 2024; Haque, 2024; Kaur, 2024; Khan et al., 2023; Kularathne & Senevirathne, 2021; Kwala & Agoyi, 2025; Ngowella et al., 2022; Rizky et al., 2024; Rohmah et al., 2023; Yildiz & Yildiz, 2025). On the other hand, cyberloafing shows a more complex relationship, as some studies have found it to have a negative impact on performance, while in certain contexts it can serve as an adaptive psychological recovery mechanism. A number of studies also confirm that work stress can encourage an increase in cyberloafing behavior, which ultimately weakens work effectiveness if not managed properly. These findings show that the relationship between work stress, cyberloafing, and performance is influenced by various contextual factors, such as organizational support, self-control, and job characteristics. However, there has been no research specifically discussing the simultaneous effects of work stress and cyberloafing on the performance of educational personnel in higher education, as per the title of this study.

The urgency of simultaneously examining work stress and cyberloafing in the context of higher education is based on the close relationship between psychological pressure and digital staff behavior in the modern era. Work stress arising from high administrative burdens

and demands for fast-paced academic services can trigger mental burnout among educational staff. In such situations, abundant internet access within the university environment is often used by staff as a channel for stress relief through cyberloafing activities. This phenomenon indicates that cyberloafing cannot be viewed separately from employees' psychological conditions, but is often a direct reaction to work pressures experienced. Therefore, combining these two variables into a single research model is crucial to provide a comprehensive picture of how the interaction between work stress and technology use behavior jointly determines the effectiveness and performance achievements of staff in higher education institutions.

Considering the introduction, problems in the field, and previous research studies, the researcher proposes a study that focuses on strengthening the analysis of the relationship between work stress and cyberloafing on the performance of educational personnel in a college environment. This study aims to analyze the simultaneous and partial effects of work stress and cyberloafing on performance, placing the context of higher education organizations as a setting with distinctive administrative and academic work characteristics. The novelty of this study lies in the application of multiple linear regression analysis that emphasizes the relationship between two main psychosocial variables in the context of educational personnel, which has been limited and mostly studied in the non-education sector. Furthermore, this study enriches the literature by presenting empirical evidence from state higher education institutions in Indonesia. Thus, the results of this study are expected to form the basis for more appropriate managerial policy-making in managing work stress and internet use to improve the performance of educational personnel in a sustainable manner. Thus, the hypothesis in this study is divided into several parts.

H₁ = Work stress (X₁) negatively affects employee performance (Y).

H₂ = Cyberloafing (X₂) has a negative effect on employee performance (Y)

H₃ = Work stress (X₁) and cyberloafing (X₂) simultaneously have a negative impact on employee performance (Y).

METHOD

This study employed an ex post facto or causal-comparative design, meaning the researchers observed phenomena that had already occurred without directly manipulating the variables of work stress and cyberloafing. Therefore, although the results of the regression analysis indicated a significant effect, this relationship should be interpreted as a strong statistical association and not a pure claim of causality as in a laboratory experimental design. To strengthen the validity of the findings, this study considered respondents' demographic characteristics, such as work unit and tenure, as variables that could potentially influence stress perceptions and performance. However, the researchers recognize the limitations of strictly controlling all external variables. Therefore, it is recommended that future research integrate additional control variables, such as organizational support or digital literacy, to provide a more comprehensive picture of the factors influencing the performance of educational staff in higher education settings.

This research was conducted at Universitas Negeri Yogyakarta (UNY) from October 2025 until completion. The research population included all educational staff working at Universitas Negeri Yogyakarta. The determination of this population was based on the suitability of the educational staffs' characteristics to the variables studied. Therefore, all 466 educational staff at UNY served as the population and served as the basis for sampling in this study. Determination of the

number of samples was carried out using the Slovin formula with an error rate of 5% of the total population of 466 people.

$$n = \frac{N}{1 + Ne^2}$$

$$n = \frac{466}{1 + 466(0,05)^2}$$

$$n = 215,24$$

The calculation results indicated a minimum sample size of 215.24 respondents, which was then rounded up to 215. However, to increase the representativeness of each work unit, which had significant variation in characteristics,

the sample size was increased from this minimum limit. Therefore, the total sample size used in this study was set at 223 respondents to ensure more accurate and stable analysis results. Regarding the handling of missing data, this study applies the listwise deletion method by conducting a thorough data cleaning of the questionnaires received via IBM SPSS Statistics 25, so that it is ensured that there are no empty values in all variables that can disrupt the stability of the results of the regression analysis or classical assumption tests. Details regarding the 223 respondents can be seen in Table 1.

Table 1 Demographics of Research Respondents

Demographics	Category	n (%)
Gender	Male	150(67.3%)
	Female	73(32.7%)
Education	SMA/SMK	32(14.3%)
	D3	6(2.7%)
	D4/S1	85(38.1%)
	S1	21(9.0%)
	S2	75(34.0%)
	S3	4(1.8%)
Employment Status	Non-PNS/Contract	116(52.0%)
	PNS	62(27.8%)
	THL/PPPK	45(20.0%)
Age	20–30 years	28(12.6%)
	30–40 years	66(30.0%)
	> 41 years	129(57.8%)
Years of Service	1–5 years	32(14.3%)
	6–10 years	20(9.0%)
	> 10 years	171(76.7%)

This research instrument was developed to measure three main constructs using a 4-point Likert scale that has been tested for validity and reliability. The variable of work stress is defined as an imbalance between job demands and individual abilities, which is measured through 5 indicators (emotional exhaustion, physical symptoms, lack of job satisfaction, decreased performance, and psychological distress) (Irawanto et al., 2021). The variable of cyberloafing is defined as the use of the organizations internet for

personal purposes during work hours, which is measured by 5 indicators (browsing non-work websites, use of personal email, social media, online games, and instant messaging) (Blanchard & Henle, 2008). Meanwhile, the variable of employee performance is measured as the achievement of the quality and quantity of staff work according to their organizational responsibilities (Walumbwa & Hartnell, 2011).

The data collection technique used in this study was a questionnaire. In this study,

primary data were obtained using a questionnaire containing information about each variable, both the dependent variable (teaching staff performance) and the independent variables (job stress and

cyberloafing). The instrument has been validated using Aiken by two experienced panelists and its reliability using Cronbachs Alpha, as shown in Table 2.

Table 2 Ground Theory of the Instrument, Proof of Validity and Reliability

Variable	Grounded Theory	Indicator	Item No.	Aikens V	Reliability
Employee Performance	(Walumbwa & Hartnell, 2011)	1. Innovation	1	0.83	0.871
			2	0.83	
		2. Self-Direction	3	0.83	
			4	0.83	
			5	0.83	
			6	1	
			7	0.83	
			8	0.83	
		3. Personal Initiative	9	1	
			10	0.83	
			11	1	
			12	0.83	
Job Stress	(Irawanto et al., 2021)	1. Emotional Exhaustion	13	1	0.914
			14	0.83	
			15	1	
			16	1	
			17	1	
			18	0.83	
		2. Physical Symptoms	19	0.83	
			20	0.83	
		3. Lack of Job Satisfaction	21	1	
			22	1	
			23	0.67	
			24	1	
		4. Performance Decline	25	0.83	
			26	1	
			27	0.83	
		5. Psychological Pressure	28	1	
			29	0.67	
			30	0.67	
			31	0.83	
			32	0.83	
			33	0.83	
Cyberloafing	(Blanchard & Henle, 2008)	1. Browsing Non-Work-Related Websites	34	0.83	0.899
			35	0.83	
			36	0.83	
			37	0.83	

	38	0.83
	39	0.83
	40	0.83
	41	0.83
	42	0.83
	43	0.83
	44	0.83
	45	0.83
2. Personal Email Use	46	0.83
	47	0.83
	48	0.83
	49	0.83
3. Online Gaming	50	0.83
	51	0.83
	52	0.83
	53	0.67
	54	0.83
	55	0.83
4. Instant Messaging	56	0.83
	57	0.83
	58	0.83
	59	1
5. Participation in Social Media Activities	60	0.83
	61	0.67
	62	0.83

Table 2 shows that the research instrument used has met the criteria for good content validity based on the Aikens V value. All statement items in the variables of educational staff performance, work stress, and cyberloafing have Aikens V values ranging from 0.67 to 1.00, indicating a moderate to high level of validity. The majority of items obtained an Aikens V value ≥ 0.83 which is categorized as high validity, so the instrument items are considered relevant and representative in measuring the constructs studied. Only a small number of items are in the moderate validity category (Aikens V = 0.67), but this value is still above the minimum limit of instrument feasibility. Thus, all items in the questionnaire are declared suitable for use in research data collection.

In addition to validity, Table 2 also shows that the research instrument has an

excellent level of reliability. The reliability coefficient values for the variables of educational staff performance were 0.871, work stress 0.914, and cyberloafing 0.899, all of which are above the minimum threshold of 0.70. This indicates that the instrument has high internal consistency in measuring each variable. High reliability values indicate that respondents answers tend to be stable and consistent across items within a single construct. Therefore, this research instrument is considered reliable and capable of providing accurate and reliable measurement results for further analysis.

This research was conducted in accordance with ethical research principles, with all participants provided with an informed consent form explaining the purpose of the study and their right to withdraw at any time without consequence.

To maintain data privacy and confidentiality, respondents identities were anonymized, and all collected information was used solely for academic purposes and aggregated. Access to raw data was restricted to the research team to prevent the leakage of personal information and to ensure that data collection procedures were in line with university privacy standards.

The data analysis technique used is multiple linear regression analysis, and uses a computer software tool in the form of IBM SPSS Statistics 25. This analysis consists of descriptive analysis, classical assumption testing, and hypothesis testing. Descriptive analysis in this study was used to describe the data characteristics of each variable based on the mean and standard deviation values without generalizing. Data categorization was carried out by dividing respondents' scores into five categories: very low, low, medium, high, and very high, based on intervals determined from the mean (M) and standard deviation (SD) values. This approach allows researchers to obtain a more systematic overview of the level of tendency of each variable studied. Furthermore, descriptive analysis also includes determining the number of classes and frequency distribution to observe data distribution patterns. Thus, the results of descriptive analysis provide a strong initial basis before conducting further statistical testing.

Before testing the hypothesis, this study first conducted a classical assumption

test which included normality, linearity, multicollinearity, and heteroscedasticity tests. The normality test was conducted using the Kolmogorov–Smirnov test with a significance level of 5%, where the data was declared normally distributed if the significance value was ≥ 0.05 (Ghozali, 2018). The linearity test aims to ensure the relationship between variables is linear, as indicated by a significance value < 0.05 . Furthermore, a multicollinearity test was conducted to ensure there was no correlation between independent variables, with the criteria of a tolerance value > 0.10 and a VIF < 10 . Hypothesis testing used multiple linear regression analysis to examine the effect of work stress and cyberloafing on the performance of educational staff, which was supplemented with a coefficient of determination (Adjusted R^2) to determine the models ability to explain variations in the dependent variable.

RESULTS

This research was conducted by distributing an online questionnaire via WhatsApp in combination with a Google Form to 223 respondents. This descriptive analysis does not aim to produce general or disseminated conclusions. The researchers conducted descriptive analysis of each variable to provide an initial overview of data trends and the distribution of values for each research variable.

Table 3 Descriptive Analysis Results of Each Variable

Description	Work Stress	Cyberloafing	Educational Staff Performance
Mean	65.41	85.13	38.62
Median	64	84	38
Std. Deviation	7.883	9.586	4.457
Minimum	47	50	28
Maximum	84	113	48

Table 3 shows that levels of work stress and cyberloafing among educational staff tend to be medium to high, with average values relatively close to the

maximum values of each variable, while educational staff performance is at a more moderate level. The considerable variation in the cyberloafing variable, as indicated by

the highest standard deviation value, indicates a significant contrast in internet usage behavior among respondents. In contrast, educational staff performance has a more homogeneous distribution of data, indicating consistent work performance despite differences in stress and cyberloafing levels.

The number of class intervals was determined using Sturges formula to support the descriptive data analysis. The formula applied was $k = 1 + 3.3 \log(n)$,

where n represents the total number of respondents, namely 223. The calculation resulted in $\log 223 \approx 2.348$, yielding $k = 1 + 3.3(2.348) = 8.748$. This value was rounded to 9, indicating that the data were classified into nine class intervals for further analysis.

By using the data on the work stress variables in Table 3 and using the Struges formula, 9 classes were obtained which can be seen in Figure 1 and the score trends in Table 4.

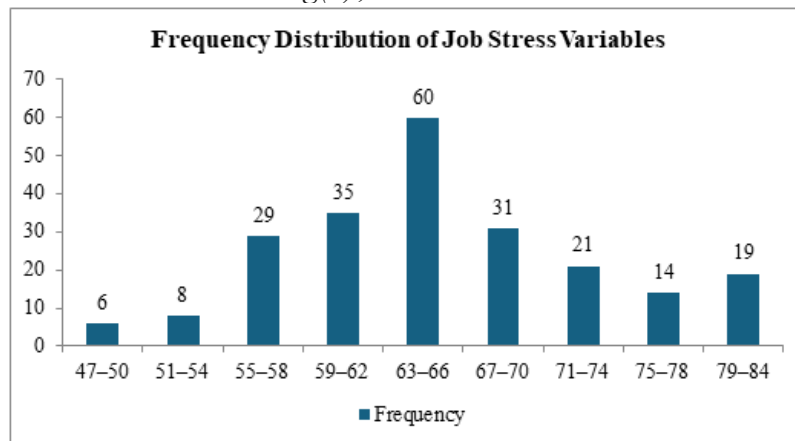


Figure 1 Frequency Distribution Graph of Job Stress Variables

Table 4 Score Trends on Work Stress Variables

No	Interval	Frequency	Percentage	Category
1	$X \geq 77$	22	9.87%	Very High
2	$69 < X \leq 77$	43	19.28%	High
3	$61 < X \leq 69$	97	43.50%	Moderate
4	$54 < X \leq 61$	47	21.08%	Low
5	$X \leq 54$	14	6.28%	Very Low

The frequency distribution of the work stress variable in Figure 1 shows that the largest number of respondents were in the 63–66 interval, namely 60 respondents or 26.91%. The 59–62 and 67–70 intervals also had quite large frequencies, respectively 35 respondents (15.70%) and 31 respondents (13.90%). Meanwhile, the frequency in the lowest intervals 47–50 and 51–54 was relatively small, namely 6 respondents (2.69%) and 8 respondents (3.59%), and the highest interval 79–84 recorded 19 respondents or 8.52%. This

indicates that most respondents were concentrated in the middle value of the distribution, with the number of respondents at the extreme values being smaller.

Based on the frequency distribution in Table 4, the majority of respondents fell into the moderate category, amounting to 97 people (43.50%), indicating a tendency toward moderate levels of work stress. This indicates that the work stress experienced by respondents remains within relatively manageable limits and has not yet reached

extreme levels. However, the proportion of respondents in the high and very high categories, reaching 29.15%, indicates a group that requires further attention.

Meanwhile, respondents in the low and very low categories accounted for 27.36%, indicating that not all educational staff experience significant work stress.

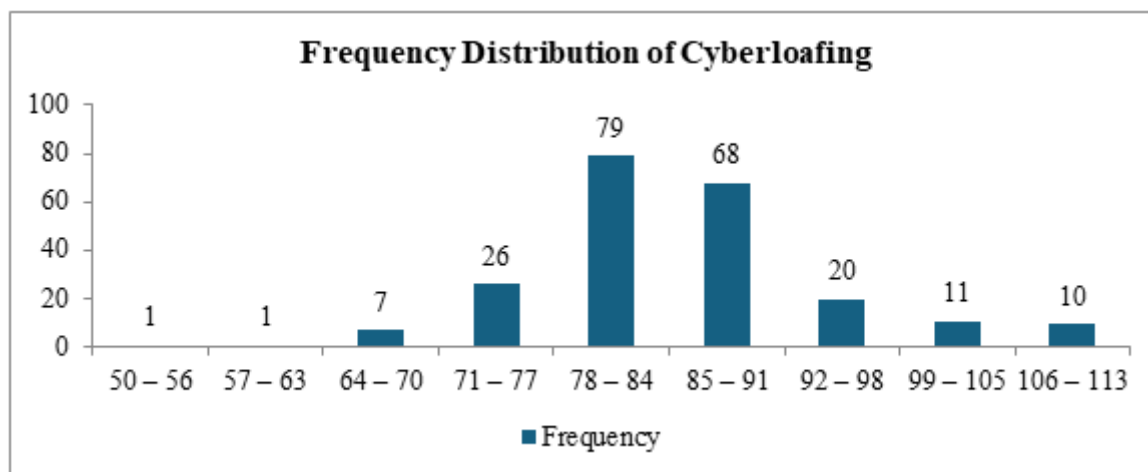


Figure 2 Frequency Distribution Graph of Cyberloafing

Table 5 Score Trends on Cyberloafing Variables

No	Interval	Frequency	Percentage	Category
1	$X \geq 99$	17	7.62%	Very High
2	$90 < X \leq 99$	31	13.90%	High
3	$80 < X \leq 90$	110	49.33%	Moderate
4	$71 < X \leq 80$	54	24.22%	Low
5	$X \leq 71$	11	4.93%	Very Low

Based on Figure 2, the data is dominated by respondents in the 78–84 interval (79 respondents, representing 35.43%), followed by 68 respondents in the 85–91 interval (30.49%). This indicates that most scores are concentrated in the mid-to-high range. Meanwhile, the frequency of scores in the low range (50–63) and the very high range (106–113) is relatively small, indicating that only a few respondents are in extreme conditions. Overall, the data distribution shows a concentration of scores in two main classes, so the data characteristics tend to be dominated by the 78–91 interval.

Based on the frequency distribution in Table 5, the majority of respondents were in the 80–90 score interval, with a total of

110 respondents or 49.33%, indicating data concentration in the midpoint range. Furthermore, the 71–80 interval also had a relatively high frequency, with 54 respondents or 24.22%, thus reinforcing the tendency for data concentration in these two main intervals. Conversely, the number of respondents in the intervals above 90 and below 71 was relatively small, cumulatively less than 30%. This indicates that only a small proportion of respondents had extreme scores, either in the high or low categories. Thus, the data distribution can be said to be relatively stable and dominated by scores in the midpoint range, with proportions still within reasonable limits.

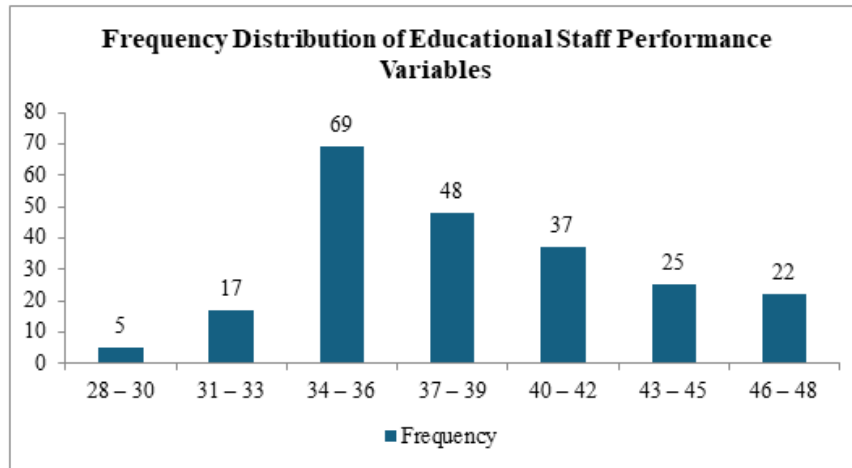


Figure 3 Frequency Distribution Graph of Educational Staff Performance
Table 6 Score Trends on Educational Staff Performance Variables

No	Interval	Frequency	Percentage	Category
1	$X \geq 45$	22	9.87%	Very High
2	$41 < X \leq 45$	37	16.59%	High
3	$36 < X \leq 41$	73	32.74%	Moderate
4	$32 < X \leq 36$	79	35.43%	Low
5	$X \leq 32$	12	5.38%	Very Low

Based on the Figure 3, the data is dominated by respondents in the 34–36 interval, with a total of 69 respondents or 30.94 percent. The next intervals with quite high frequencies are 37–39 and 40–42, indicating a centralization of the data in the middle range. Meanwhile, the lowest value interval of 28–30 and the highest interval of 46–48 have relatively smaller frequencies compared to the other intervals. Overall, the data distribution shows a tendency for scores to be centralized in the middle interval, so that the data characteristics are not spread extremely at low or high values.

Based on the frequency distribution in Table 6, the majority of respondents were in the 32–36 score interval, with 79 respondents (35.43%), followed by 73 respondents (32.74%) in the 36–41 score interval. This finding indicates that the data is concentrated in two main intervals within the midpoint range. This condition indicates a concentration of respondents scores in relatively close intervals. Meanwhile, the frequency of intervals above 41 and below 32 is relatively smaller than the midpoint. Thus, the data

distribution shows a dominance of mid to low scores with a limited proportion of extreme scores.

The predominance of respondents in the low category, despite normatively expected high performance for educational staff in higher education, can be explained by several factors. High administrative workloads, multitasking demands, and the pressure to complete work within a limited timeframe have the potential to reduce actual performance. Furthermore, moderate levels of work stress can reduce concentration, motivation, and work effectiveness, thus directly impacting performance assessments. Another factor is the use of technology that is not fully supported by a clear work system and division of tasks, resulting in inefficiency. Therefore, the reality of stressful work conditions and administrative demands causes the majority of respondents to be in the low performance category.

Before testing the hypothesis, this study first conducted a classical assumption test which included normality, linearity,

multi-collinearity, and heteroscedasticity tests.

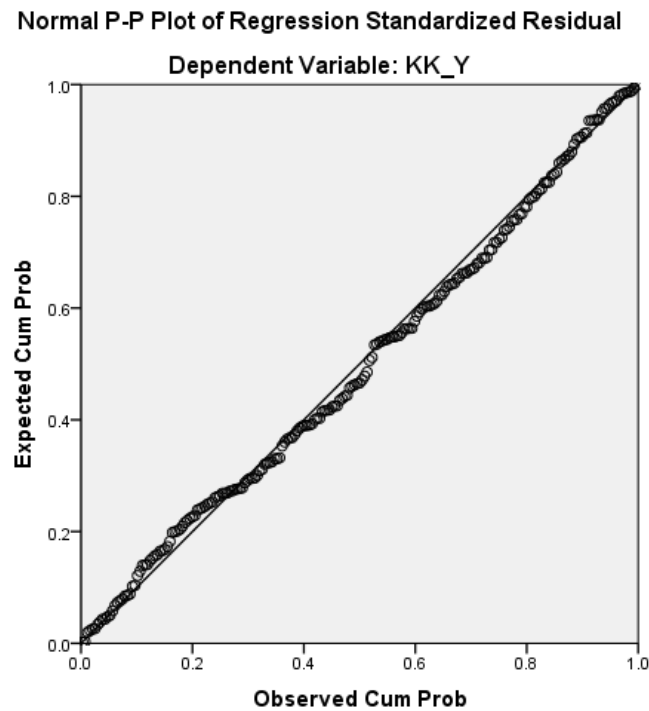


Figure 4 Results of the Normality Test in the Classical Assumption Test

Figure 4 shows that the standardized residual points are spread very closely around the diagonal line, indicating that the residual distribution follows a normal distribution pattern. There are almost no significant deviations at the beginning, middle, or end of the curve, so visually the normality assumption can be considered well met. The regularity of this pattern

indicates that the regression model has normally distributed residuals. Thus, this graph provides strong evidence that the residual normality assumption in the regression analysis has been met and the analysis can proceed without any normality-related issues. To confirm this, a Kolmogorov-Smirnov test was performed, as shown in Figure 5.

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		223
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	3.92456822
Most Extreme Differences	Absolute	.040
	Positive	.040
	Negative	-.036
Test Statistic		.040
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Figure 5 Results of Normality Test with Kolmogorov-Smirnov on Classical Assumption Test

Figure 5 shows the results of the normality test using the One-Sample Kolmogorov-Smirnov Test, where the Asymp. Sig. (2-tailed) significance value is

0.200, which is greater than 0.05. This value indicates that there is no significant difference between the residual distribution and the normal distribution. Thus, the

residuals in the regression model can be stated to be normally distributed. This result

strengthens the finding from Figure 4 that the normality assumption has been met.

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
KK_Y * SK_X1	Between Groups	(Combined)	3151.254	35	90.036	5.800	.000
		Linearity	2430.306	1	2430.306	156.545	.000
		Deviation from Linearity	720.949	34	21.204	1.366	.100
	Within Groups		2903.105	187	15.525		
Total			6054.359	222			

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
KK_Y * CY_X2	Between Groups	(Combined)	2893.283	47	61.559	3.408	.000
		Linearity	1765.637	1	1765.637	97.747	.000
		Deviation from Linearity	1127.646	46	24.514	1.357	.083
	Within Groups		3161.076	175	18.063		
Total			6054.359	222			

Figure 6 Linearity Test Results on Employee Performance Variables with Work Stress and Employee Performance with Cyberloafing

The results of the linearity test in the ANOVA table on Figure 6 indicate that the relationship between employee performance and job stress is linear. This is indicated by the significance value in the Linearity section of 0.000, which indicates a highly significant linear relationship. Furthermore, the Deviation from Linearity value of 0.100, which is greater than 0.05, indicates no significant deviation from the linear model. Thus, the pattern of the relationship between job stress and employee performance can be explained linearly. These results confirm that the assumption of linearity in the relationship between the two variables has been met.

The results of the linearity test also indicate that the relationship between employee performance and cyberloafing is linear. The significance value for the Linearity component is 0.000, indicating a significant linear relationship between the two variables. Meanwhile, the Deviation from Linearity value of 0.083, which is greater than 0.05, indicates no significant deviation from the linear model. Based on these two tests, both the relationships between employee performance and work stress and cyberloafing meet the linearity assumption. Therefore, both independent variables are suitable for use in linear regression analysis.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	12.625	2.188		5.771	.000		
	SK_X1	.269	.036	.486	7.479	.000	.608	1.644
	CY_X2	.103	.028	.236	3.630	.000	.608	1.644

a. Dependent Variable: KK_Y

Figure 7 Multicollinearity Test Results on Classical Assumption Test

The multicollinearity test results in the figure above show that both independent variables have a tolerance value of 0.608 and a VIF value of 1.644. These values are well above the minimum tolerance limit of 0.10 and well below the maximum VIF limit of 10, confirming that there is no multicollinearity in the

regression model. This condition indicates that the two variables are not highly correlated with each other and can be used simultaneously in the analysis. Thus, the multicollinearity assumption has been met, and the regression model is deemed suitable for further analysis.

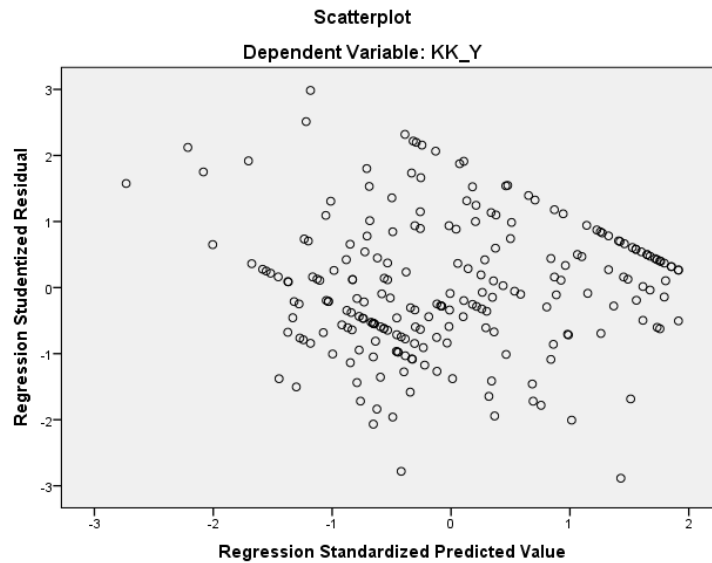


Figure 8 Results of Heteroscedasticity Test on Classical Assumption Test

Based on the scatterplot between the regression standardized predicted value and the regression studentized residual in Figure 11, it appears that the residual points are randomly distributed without forming a specific pattern. The distribution that does not form a line, curve, or tapering/expanding pattern indicates that the residual variance is relatively constant across the range of predicted values. This condition indicates that the homoscedasticity assumption is met in the regression model used. Thus, there is no strong evidence of heteroscedasticity in the data.

Based on the results of the classical assumption test, including normality, linearity, multicollinearity, and heteroscedasticity tests in Figures 4 - 8, it can be concluded that the regression model used has met all required assumptions. The normality test shows that the residuals are normally distributed, both visually through

the P-P Plot graph and statistically through the Kolmogorov-Smirnov test with a significance value greater than 0.05. The linearity test shows a significant linear relationship between employee performance and work stress and between employee performance and cyberloafing, without any deviation from the linear model. In addition, the multicollinearity test shows no high correlation between the independent variables because the tolerance and VIF values are within the permissible limits, and the heteroscedasticity test shows a constant residual variance. Thus, the regression model is declared feasible and can be used for further analysis.

Hypothesis Testing

This research uses multiple linear regression analysis to quantitatively measure the influence of work stress and cyberloafing variables on employee performance.

Coefficients ^a								
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	12.625	2.188		5.771	.000		
	SK_X1	.269	.036	.486	7.479	.000	.608	1.644
	CY_X2	.103	.028	.236	3.630	.000	.608	1.644

a. Dependent Variable: KK_Y

Figure 9. Results of Multiple Linear Analysis on Hypothesis Testing

Based on Figure 9, the multiple linear regression equation can be obtained as:

$$Y = 12,625 + 0,269(X_1) + 0,103(X_2)$$

The constant value of 12.625 indicates that if the work stress and cyberloafing variables are at a value of 0,

then the baseline value of the employee performance variable is estimated to be 12.625. The regression coefficient of 0.269 on X_1 indicates that every one-unit increase in the work stress variable will increase the value of the employee performance variable by 0.269, assuming the other variables remain constant. Meanwhile, the coefficient of 0.103 on X_2 indicates that every one-unit increase in cyberloafing will increase employee performance by 0.103, with the condition that the other variables are constant. Overall, this model shows that both predictor variables have a positive contribution in increasing employee performance values. This hypothesis test is divided into several parts, namely the t test, f test, and coefficient of determination test.

The t test is used to determine whether or not there is an influence of the independent variable on the dependent variable, with the testing criteria that the hypothesis is accepted if the significance value is < 0.05 or the calculated t value is greater than the t table. The t table value is determined based on the degrees of freedom (df) calculated by the formula $df = n - k - 1$, where n is the number of respondents as many as 223 and k is the number of independent variables as many as 2. Thus, $df = 223 - 2 - 1 = 220$ is obtained. Based on the df and a significance level of 5%, the t table value used in this study is 1.65.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	12.625	2.188		5.771	.000
SK_X1	.269	.036	.486	7.479	.000
CY_X2	.103	.028	.236	3.630	.000

a. Dependent Variable: KK_Y

Figure 10 Results of T Test

The results of the t-test show that the work stress variable has a significant influence on the performance of educational staff, indicated by the calculated t value ($7.479 > t$ table (1.65) and a significance value of $0.000 < 0.05$, so it can be concluded that work stress really provides a positive contribution in improving employee performance. While the results of the t-test show that the cyberloafing variable has a significant effect on employee performance, indicated

by the calculated t value ($3.630 > t$ table (1.65) and a significance value of $0.000 < 0.05$, so it can be concluded that cyberloafing provides a real contribution in improving the performance of educational staff.

The f-test aims to measure the magnitude of the influence of independent variables simultaneously on the dependent variable. If the sig. value is < 0.05 or the calculated f value $>$ the table f value, then the hypothesis is accepted.

$$f \text{ table} = f(k; n - k) = f(0,05; 223 - 2) = f(0,05; 221) = 3,04$$

Figure 11. F Critical Value on F-Test

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2635.062	2	1317.531	84.771	.000 ^b
	Residual	3419.296	220	15.542		
	Total	6054.359	222			

a. Dependent Variable: KK_Y

b. Predictors: (Constant), CY_X2, SK_X1

Figure 12. Results of F-Test

Based on Figure 11 and Figure 12, the calculated F value was 84.771 with a

significance of $p = 0.000$, indicating that the overall regression model was significant.

This calculated F value was much greater than the F table at $\alpha = 0.05$ (F table ≈ 3.04), so statistically it can be concluded that the variables of work stress and cyberloafing simultaneously have a significant effect on employee performance.

After the f test, the coefficient of determination test measures how far the model's ability to explain dependent variables.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.660 ^a	.435	.430	3.942

a. Predictors: (Constant), CY_X2, SK_X1

b. Dependent Variable: KK_Y

Figure 13. Results of the Determination Coefficient Test

Based on the Model Summary results, an R value of 0.660 and an R Square of 0.435 were obtained, indicating that approximately 43.5% of employee performance variables can be explained jointly by work stress and cyberloafing variables, while the remaining 56.5% is influenced by other factors outside the model. The Adjusted R Square value of 0.430 shows that after adjusting for the number of predictor variables, the model's explanatory contribution remains quite significant. The standard error of the estimate of 3.942 indicates the average deviation of the model's predictions on the value of employee performance variables. Thus, this regression model is considered adequate to explain the influence of work stress and cyberloafing variables on employee performance, although there are still other factors that have not been included in the model.

DISCUSSION

Work stress is a significant factor influencing behavior and performance, particularly when workload and time demands are not balanced with adequate organizational support (Irfan et al., 2023; Rashid et al., 2022). This situation encourages educational staff to use cyberloafing as a temporary coping mechanism to relieve the pressure they feel. However, excessive cyberloafing has the potential to reduce focus, engagement, and work productivity, thus reinforcing the negative cycle of stress and decreased performance. This finding is relevant to the

context of Universitas Negeri Yogyakarta, which has a diverse distribution of work units and task dynamics, resulting in varying levels of stress and cyberloafing tendencies. Developments in the world of education have increased administrative demands, the use of digital technology, and the speed of academic services (Cathrin et al., 2023; Dewanti et al., 2021; Sari et al., 2023; Yuliana et al., 2022). These conditions require a high level of adaptability so that educational staff can continue to carry out their duties optimally without experiencing excessive stress.

The regression model used has fulfilled all the classical assumption tests required in multiple linear regression analysis. The residual normality test shows a distribution close to normal both through graphical inspection of the P-P Plot and the Kolmogorov-Smirnov test with a significance value > 0.05 , which means the residuals are normally distributed according to parametric statistical criteria so that the regression coefficient estimate is unbiased and the hypothesis test is valid. The linearity test also confirms the existence of a significant linear relationship between employee performance with work stress and cyberloafing, without deviation from the linear relationship pattern.

The multicollinearity test provides evidence that there is no high correlation between the independent variables because the tolerance and VIF values are within the permissible limits, so that the independent variables do not influence each other

excessively in the model (Tay, 2017). In addition, the heteroscedasticity test shows that the residual variance is constant at all variable levels, indicating the absence of heteroscedasticity, meaning the regression model meets the homoscedasticity assumption which is important for obtaining efficient estimates. Conceptually, fulfilling this classical assumption test is consistent with good multiple linear regression practices as described in the methodological literature on linear regression to ensure the validity of statistical results which are often applied in quantitative research (Roustaei, 2024).

The analysis results in a regression equation of $Y = 12,625 + 0,269(X_1) + 0,103(X_2)$. This equation indicates a functional relationship between work stress and cyberloafing on employee performance. The use of multiple linear regression helps researchers assess the contribution of each independent variable simultaneously (Dorta-González, 2023). Thus, the constructed model provides a comprehensive overview of the relationship patterns between the variables studied.

A constant value of 12.625 indicates that employee performance remains at baseline even when work stress and cyberloafing are at minimal levels. The work stress regression coefficient of 0.269 indicates that increases in work stress levels, within certain limits, tend to be followed by increased employee performance, assuming other variables remain constant. This finding indicates that moderate levels of work stress can act as a triggering factor driving performance improvement. Meanwhile, the cyberloafing coefficient of 0.103 indicates that cyberloafing also contributes positively to employee performance. Therefore, the constructed regression model can serve as a reliable analytical basis for explaining variations in work performance and as a basis for developing policies and strategies to improve work effectiveness based on the theoretical approach used.

The results showed a significant

positive regression coefficient for cyberloafing on performance ($B = 0.265$; $p < 0.05$), indicating that increased personal internet activity over a reasonable duration is directly proportional to increased performance among educational staff. This seemingly counterintuitive phenomenon is explained through a psychological recovery perspective, where cyberloafing serves as micro-breaks to restore mental resources depleted by high administrative workloads, allowing staff to refocus more effectively. In addition to being a coping mechanism, this positive relationship is also triggered by an indirect increase in digital literacy through personal information navigation, which in turn improves staffs technical skills in operating university information systems. However, there are also indications of Social Desirability Bias in the measurement, where respondents tended to only report minor cyberloafing activities that are adaptive and portray ideal performance. Because the research instrument did not specifically distinguish between short breaks and severe digital deviations, the recorded scores statistically more represent the use of technology that supports mental readiness and technical skills in supporting organizational productivity.

The coefficient of determination test aims to assess the regression models ability to explain variations in employee performance as the dependent variable. The analysis results indicate a fairly strong relationship between work stress and cyberloafing and employee performance. Simultaneously, these two independent variables are able to explain some of the variation in employee performance, while the remainder is influenced by factors outside the research model. In addition, the level of model prediction error is still within acceptable limits, so the regression model is considered quite adequate, although there is still an opportunity for development by adding other variables in further research.

The results of this study were further refined by reviewing the educational

qualification characteristics of educational staff, which showed that the majority of respondents had a Diploma 4/Bachelors degree or Masters degree, accounting for more than half of the total number of respondents. This condition indicates that a relatively high level of education has the potential to influence how individuals respond to work pressure and manage their technology use behavior during work hours. Educational staff with higher educational qualifications tend to have better cognitive capacity, experience, and job understanding, enabling them to manage stress more adaptively and utilize technology more effectively (Kyrönlahti et al., 2022). Therefore, variations in educational background are an important factor to consider in interpreting the research results, as well as providing a basis for formulating more contextual and hierarchical human resource development policies in higher education environments.

Recent empirical studies also support the findings that the assumptions of job stress and cyberloafing are interrelated and influence employee performance. For example, research by Puspita & Sudiro (2023) found that job stress and cyberloafing behavior significantly impact employee performance through linear regression analysis, demonstrating the importance of considering both variables in employee performance studies. Overall, the fulfillment of the classical assumptions in the model provides a strong basis for interpreting the regression results, while empirical findings from contemporary studies strengthen the relevance of the relationship between job stress, cyberloafing, and employee performance in today's organizational context.

The findings of this study have important theoretical implications for the development of work behavior studies in higher education. Empirical evidence indicates that psychological conditions and technology use behavior during work hours are significant contributing factors in explaining variations in educational staff

performance. Significant relationships, both partially and simultaneously, reinforce the understanding that modern work dynamics are inextricably linked to work pressure and individual interactions with digital technology. With a coefficient of determination of 43.5%, this study also confirms that the analytical model used has sufficient explanatory power, while also opening up space for further research to explore other factors that potentially influence performance in the education sector.

This study has several limitations that need to be considered when interpreting the results. First, the use of a cross-sectional design resulted in data being collected at a single point in time, making it impossible to determine the causal relationships between variables dynamically over the long term. Second, there is potential for self-report bias because the questionnaire was completed by respondents themselves, which could lead to a tendency to provide normative or ideal answers regarding cyberloafing performance and behavior. Third, the limited sample size within a single higher education institution (Universitas Negeri Yogyakarta) limits the generalizability of this study's results to other organizational or industrial contexts with different work cultures and technological infrastructures. These limitations imply that although the resulting model has strong internal validity for the population studied, its application on a broader scale should be approached with caution.

Based on the research findings, these results provide an important basis for university leaders and administrators in formulating more comprehensive human resource management policies. Managing work stress requires serious attention through workload management, increased organizational support, and the creation of a conducive work environment. Furthermore, internet usage behavior in the workplace needs to be managed wisely through policies that are not merely

restrictive, but also educational and preventative through digital literacy programs. With proper management, institutions are expected to optimize the role of technology as a means of short-term mental recovery (micro-breaks) while minimizing its negative impacts, in order to achieve the goal of continuously improving the effectiveness and quality of educational services. For further scientific development, it is recommended to use a longitudinal research design and expand the sample coverage across various institutions (multi-institutional samples) to capture the broader dynamics of behavioral change. The use of third-party performance assessment methods is also recommended to minimize self-report bias, thus obtaining a more objective picture of the interaction between psychological stress and digital productivity.

CONCLUSION

Based on the research results, it can be concluded that there is a significant positive association between work stress and cyberloafing on the performance of educational staff at Universitas Negeri Yogyakarta, both partially and simultaneously, where this model is able to explain 43.5% of the performance variation ($R^2 = 0.435$). This finding indicates that in the Indonesian higher education ecosystem, moderate stress levels and personal internet use for short mental recovery (micro-breaks) are associated with increased staff productivity, but these results are contextual so that external generalizations must be made by considering the organizational culture of each institution. As a practical implication, university management is advised to implement human resource policies that focus on workload management and educational digital literacy programs rather than policies that are merely restrictive on internet use. For further scientific development, it is recommended to use a longitudinal research design and expand samples across various institutions (multi-institution samples), as well as the use of

third-party performance assessment methods to minimize self-report bias and validate the dynamics of the relationship between variables more objectively in the long term.

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