Cyberloafing and Job Burnout Among Educators : How Does Organizational Commitment Play A Role as A Moderating Variable?

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Abstract: This study aims to analyze the effects of job burnout and cyberloafing on educator performance and the role of job burnout on cyberloafing, moderated by organizational commitment. This research employs a quantitative approach to validate hypotheses involving educators from the State University with Legal Entity Status in West Java, using a sample of 377 respondents and a questionnaire instrument adapted from various previous studies. Data was collected through questionnaires and analyzed using the Partial Least Square Equation Modeling (PLS-SEM) technique with SmartPLS software. The results indicate that job burnout has a significant positive effect on cyberloafing, suggesting that higher levels of job burnout correspond to an increased tendency for cyberloafing. Meanwhile, organizational commitment is an effective moderator in reducing the negative impact of job burnout on cyberloafing, which in turn helps improve employee performance. Thus, the study demonstrates that job burnout increases cyberloafing behaviour and decreases employee performance, yet organizational commitment can act as an effective moderator to mitigate these negative impacts. The implications of this research suggest that educational organizations can reduce the negative impact of burnout and cyberloafing on educator performance by promoting organizational commitment. This can contribute to creating a healthier and more productive work environment.

Introduction

Information and communication technology development, especially through Internet, has significantly impacted the modern workplace environment. According to 2023 data from the Indonesian Internet Service Providers Association (APJII), the majority of workers in Indonesia, including 71% of civil servants and 84% of private employees, rely on the internet as an essential part of their work activities (Asosiasi Penyelenggara Jasa Internet Indonesia, 2023). This broader access facilitates more efficient collaboration not only among employees but also between companies globally. This phenomenon is transforming the traditional work paradigm, where many tasks that previously required physical meetings can now be completed virtually. However, despite the apparent benefits, the presence of Internet in the workplace also presents new challenges, particularly in time management and productivity (Adisa et al., 2022; Davidescu et al., 2020). The phenomenon of "cyberloafing," where employees spend work time on non-work activities such as browsing social media or online shopping, has become more common and is known to impact productivity and employee performance negatively (Farivar & Richardson, 2021; Koay & Soh, 2019; Wu et al., 2020).

Research by Lim et al. (2021) indicates that this activity can lead to job dissatisfaction and reduce efficiency.

Nevertheless, other studies, like those conducted by Sao et al. (2020), offer a different perspective by suggesting that cyberloafing can have positive effects, such as reducing stress and enhancing creativity. Cyberloafing has the potential to help employees recharge and enhance their skills, which ultimately can improve their ability to generate creative ideas and improve work performance. Careful balance in using the internet at work is key to maximizing benefits and minimizing risks associated with cyberloafing.Furthermore, another study indicates that job burnout, a state of stress resulting from an imbalance between job demands and the resources an individual has, is often closely related to cyberloafing. When an individual's resources like energy and motivation decrease due to job burnout, they may engage in cyberloafing to replenish or divert attention from work pressure. Research findings by Lara & Sharifiatashgah, (2021) found that depersonalization and emotional exhaustion in job burnout positively correlate with cyberloafing. The link between job burnout, cyberloafing, and employee performance suggests a need to understand more deeply how organizations can reduce both phenomena to enhance employee performance. Interestingly, research by Khan et al., (2021) shows that organizational commitment can mediate the relationship between job burnout and cyberloafing. Employees with high commitment to their organizations tend to engage less in cyberloafing behaviours, whereas those with low commitment may engage more often in such behaviours as a way to cope with negative emotions and job dissatisfaction.

Several studies related to this research, such as those by Lim et al. (2021)**,** also focus on cyberloafing in the workplace and consider the role of emotions and organizational commitment in influencing this behaviour. Both studies identify organizational commitment as a significant variable moderating the relationship between work stress and cyberloafing behaviour. Research by Elrehail et al. (2021) focused on cyberloafing in an academic environment. Both this research and the study by Elrehail et al. examine the role of work stress and engagement as mediators, considering the moderating role of motivational factors (organizational commitment and employee motivation in the study by Elrehail et al.). Research by Wang et al. (2020) uses the JD-R model as a theoretical framework and observes the relationship between work stress, job satisfaction, and organizational commitment. Both studies consider job burnout an important mediator between work stress and organizational commitment.

The novelty of this research lies in its focus on examining how job burnout and cyberloafing simultaneously affect work performance with organizational commitment as a moderating variable in the context of higher education in Indonesia. This adds new insights into the existing literature by linking job burnout, cyberloafing behaviour, and performance in one analytical model that also considers the significant role of organizational commitment. This study fills a research gap by exploring the simultaneous effects of these factors on work performance. This area has yet to be extensively explored, especially in Indonesia's higher education context. In light of the foregoing, this research aims to analyze the influence of job burnout and cyberloafing on employee performance and the role of job burnout on cyberloafing, moderated by organizational commitment. This research provides insights into how higher education institutions can develop effective internet usage policies to support increased productivity and educator well-being in academic settings.

Research Method

This research is quantitative research designed to validate hypothesized relationships. The study's population consists of lecturers and educational staff at State University with Legal Entity Status (PTN-BH) in West Java, conducted from August 2023 to February 2024. A sample of 377 respondents was selected using purposive random sampling based on criteria such as educational staff, lecturers, faculties, and departments. The questionnaire instrument was adapted from various sources. Job Burnout (JB) was measured using three items (emotional exhaustion, depersonalization, and reduced personal accomplishment) adopted by Widhianingtanti & van Luijtelaar, (2022). Organizational Commitment (OC) was measured using three items (affective, continuance, and normative) adopted by Allen & Meyer, (1990). Cyberloafing (CB) was measured using the cyberloafing behaviour adopted by Blanchard & Henle, (2008). Lastly, Employee Performance (EP) was measured with five items (quality, quantity, timeliness, effectiveness, and independence) adopted from research by Robbins et al., (2017).

Data collection for this study was carried out by distributing questionnaires to the respondents. The questionnaire format consists of five sections. The first section includes respondent characteristics and instructions on appropriately responding to the instrument. The second, third, and fourth sections contain questions or items addressing the research objectives. The fifth section allows respondents to provide feedback to the State University with Legal Entity Status in West Java. The questionnaire highlights the purpose and guidelines of the research, confidentiality, and the anonymity of participants. It also includes additional instructions on how to fill out the questionnaire to minimize the risk of errors. A Likert scale from 1 to 5 was used in this study. The data were then analyzed using Partial Least Square Equation Modeling (PLS-SEM) techniques with SmartPLS to test the hypotheses proposed in analyzing the model. The selection of the SEM model was deemed suitable for testing complex models with multiple items (Hair et al., 2017).
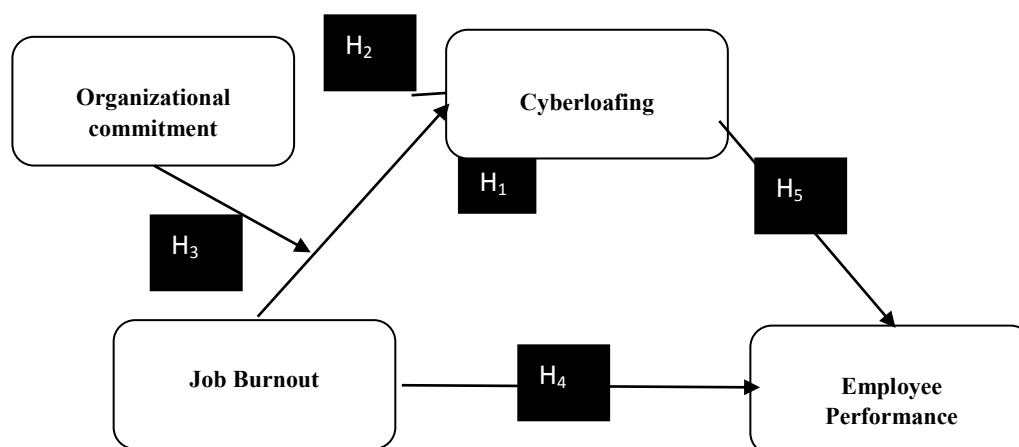
Figure 1. Research rationale framework

Information:
 H1: Job burnout has a positive effect on cyberloafing behavior.
 H2: Organizational commitment has a negative effect on cyberloafing behavior.
 H3: Organizational commitment moderates the relationship between job burnout and cyberloafing behavior.
 H4: Job burnout has a negative effect on employee performance.
     H5: Cyberloafing behavior has a negative effect on employee performance.

Results and Discussion

General Description of Respondents

The respondents of this study are lecturers and educational staff at State University with Legal Entity located in West Java. The characteristics of the respondents include gender, employment status, age, education, and years of service. The respondents' characteristics are summarized in Table 1.

Table 1. Characteristics of Research Respondents

Respondent Characteristics	Education Personnel		Lecturer	
	Total	Percentage	Total	Percentage
Gender				
a. Man	134	54%	60	46%
b. Woman	113	46%	70	54%
Employment status				
a. Civil Servants	107	43%	99	76%
b. Permanent Non Civil Servant Employees	15	6%	23	18%
a. Non-Permanent/Contract Employees	125	51%	8	6%
Age				
a. 20 to. < 30 years	44	18%	3	2%
b. 30 to < 40 years	79	32%	44	34%
c. 40 to < 50 years	86	35%	36	28%
d. 50 to < 60 years	38	15%	28	22%
e. $\geq$ 60 years old	-	-	19	15%
Education				
a. Diploma: D1/D2/D3/D4	31	13%	1	1%
b. S1	99	40%	46	35%
c. S2	40	16%	83	64%
d. S3	1	0%	-	-
e. High school or equivalent	76	31%	-	-
Length of work				
a. < 5 years	40	16%	21	16%
b. $\geq$ 25 years old	22	9%	37	28%
c. 10 to. < 15 years	65	26%	15	12%
d. 15 s.d. < 20 years	35	14%	20	15%
e. 20 to. < 25 years	46	19%	12	9%
f. 5 to < 10 years	39	16%	25	19%
Number of Respondents	247		130	

The survey results show 377 respondents, consisting of 130 faculty members and 247 administrative staff. This aligns with the actual data from the PTN-BH annual report, which states that the employee composition is predominantly administrative staff compared to faculty members. The gender characteristics indicate that there are 194 male and 183 female respondents. The gender distribution among faculty members is 60 males and 70 females, while for administrative staff, 134 males and 113 females. Employees at PTN-BH are predominantly non-permanent/contract staff in the administrative category, and civil servants are among the faculty. This is likely because the university recruits more administrative staff than faculty members. The age of PTN-BH employees is dominated by the 30-40 year age

range among faculty with a percentage of 34%, and 40-50 years among administrative staff with a percentage of 35%. In terms of education, faculty members predominantly have a doctoral degree background (PhD), whereas administrative staff commonly have a bachelor's degree, with percentages of 64% and 40%, respectively. This is due to the lower academic requirements needed for administrative roles. Faculty members require a higher level of academic expertise as they serve as educators to students. Hence, a higher educational background correlates with better performance. The data on length of service shows that administrative staff are dominant in the 10-15 year range and faculty members are more than 25 years old, with percentages of 16% and 28%, respectively.

Evaluation Model
Convergent Validity

The decision regarding the Cronbach's Alpha test is made by examining the Cronbach's Alpha value itself. If this value exceeds 0.7, then the variable is considered to meet the reliability requirements of the test. Thus, it can be used in the ongoing research (Garson, 2016). The Cronbach's Alpha values for each variable in this study are shown in Table 2, where all listed variables have values above 0.7. Composite Reliability refers to the extent to which indicators measuring a variable are significantly and closely related (Garson, 2016). Decisions regarding composite reliability are made by checking whether a variable has a composite reliability value of less than 0.7. If so, this indicates that the variable has a low correlation among its indicators and requires improvement. In some cases, reconsidering the variable's use in the research model may be necessary (Hair et al., 2017). The composite reliability values for each variable in this study are displayed in Table 2, where all variable values exceed 0.700, indicating that each variable used meets the standards. Therefore, all indicators can be included in the research and do not need to be excluded from the research process.

Table 2. Composite reliability and Cronbach's alpha values for research variables

Variabel	Composite Reliability	Cronbach's alpha
Cyberloafing	0.96	0.94
Job Burnout	0.95	0.94
Employee Performance	0.95	0.95
Organizational Commitment	0.95	0.96

Inner model

The inner model relates to the relationship between constructs in the research model. The inner model helps test hypotheses about relationships between latent variables and analyse the extent to which these relationships are significant.
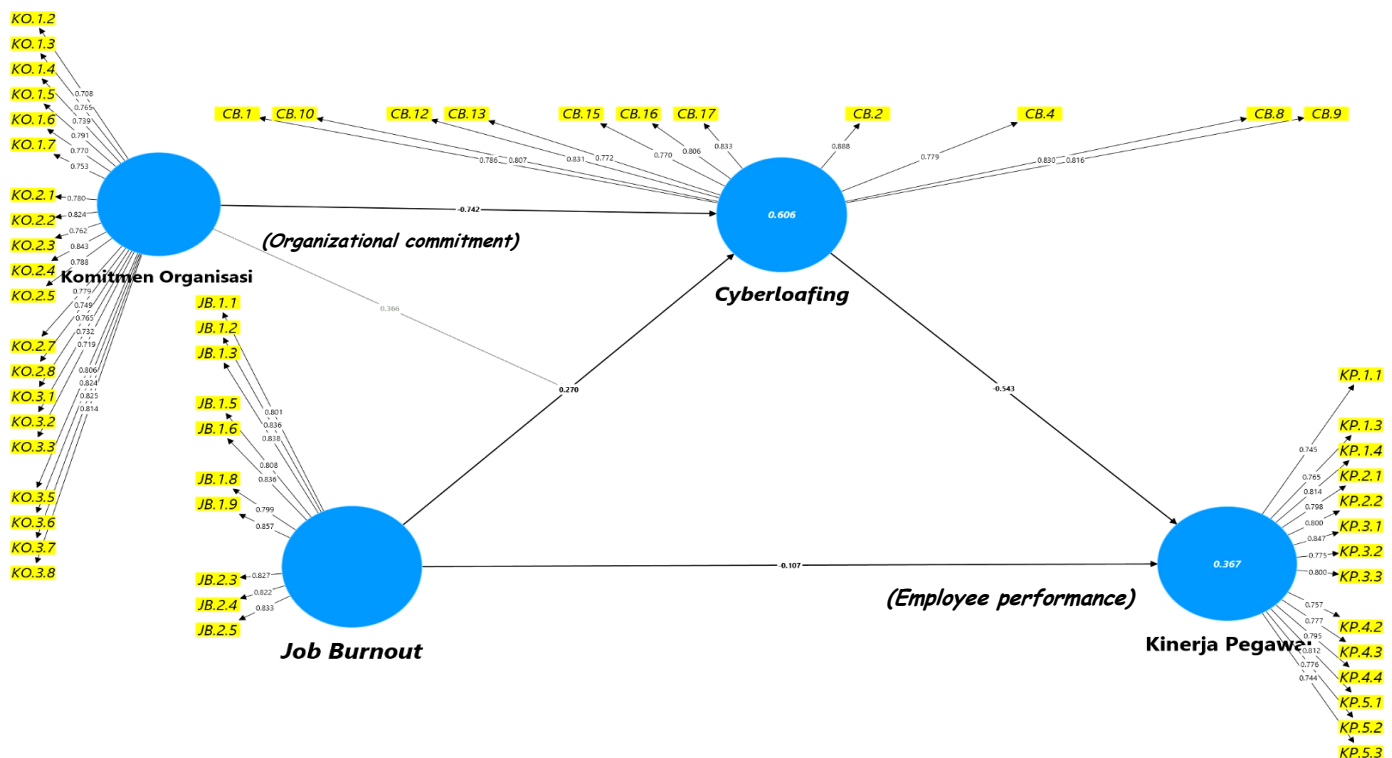
Figure 2. Inner model test model

R-square dan Q-square

Table 3 shows that the independent variables' R-square result for the employee performance variable is influenced by 0.367 or 36.7%. Meanwhile, the remaining 63.3% is influenced by other factors not included in the scope of this research. Additionally, variables such as cyberloafing are influenced by the independent variables by 0.606 or 60.6%. Meanwhile, the remaining 39.4% is influenced by other factors not included in this research. The Q-square test is used in the context of Structural Equation Modeling (SEM) or Partial Least Squares (PLS) to measure the significance of the difference between the measurement and structural models. The table above shows that the Q-square value for the employee performance variable is 0.264, which means the value is > 0, thereby concluding that the independent variables can adequately explain the employee performance variable. Furthermore, the cyberloafing variable has a Q-square value of 0.533 > 0. Thus, the independent variables adequately explain the cyberloafing variable.

Table 3. R-Square and Q-Square Values

Variable	R Square	R Square Adjusted	Q Square
Cyberloafing	0.61	0.60	0.533
Employee Performance	0.37	0.36	0.264

Hypothesis testing

The hypothesis testing in this research was conducted through two tests. The first utilized SmartPLS with path coefficients, which were used to determine the magnitude and direction of the impact of independent variables on dependent variables. The results of the SmartPLS path coefficient test can be seen in Table 4.

Table 4. Hypothesis Test Values from Research Results

Construct	Original sample (O)	T statistics (|O/STDEV|)	P values	Hypothesis	Information
Job Burnout -Cyberloafing	0.270	3.922	0.000	H1	Accepted

Construct	Original sample (O)	T statistics (|O/STDEV|)	P values	Hypothesis	Information
Organizational Commitment -Cyberloafing	-0.742	18.366	0.000	H2	Accepted
Organizational Commitment moderates Job Burnout - Cyberloafing	0.366	6.344	0.000	H3	Accepted
Job Burnout - Employee Performance	-0.107	2.756	0.006	H4	Accepted
Cyberloafing - Employee Performance	-0.543	15.919	0.000	H5	Accepted

Based on the table above, the following conclusions can be drawn:

1) The influence of job burnout on cyberloafing has a significant positive effect, with an original sample value of 0.270, a T-statistic of 3.921, and a P-value of 0.000. Since the T-statistic is greater than 1.96 and the P-value is less than 0.05, it can be concluded that job burnout significantly influences cyberloafing; hence, H1 is accepted.

2) The influence of organizational commitment on cyberloafing has an original sample value of -0.741, a T-statistic of 18.365, and a P-value of 0.000. Since the T-statistic is greater than 1.96 and the P-value is less than 0.05, it can be concluded that organizational commitment significantly negatively influences cyberloafing; hence H2 is accepted.

3) Organizational commitment moderates the relationship between job burnout and cyberloafing, where the original sample value is 0.366, a T-statistic of 6.343, and a P-value of 0.000. Since the T-statistic is greater than 1.96 and the P-value is less than 0.05, it can be concluded that organizational commitment moderates the effect of job burnout on cyberloafing. Hence, H3 is accepted.

4) The influence of job burnout on employee performance has an original sample value of -0.107, a T-statistic of 2.755, and a P-value of 0.00. Since the T-statistic is greater than 1.96 and the P-value is less than 0.05, it can be concluded that job burnout negatively influences employee performance. Hence, H4 is accepted.

5) The influence of cyberloafing on employee performance has an original sample value of -0.543, a T-statistic of 15.919, and a P-value of 0.000. Since the T-statistic is greater than 1.96 and the P-value is less than 0.05, it can be concluded that cyberloafing negatively influences employee performance; hence H5 is accepted.

Job burnout and cyberloafing impact on employee performance and the role of job burnout on cyberloafing moderated by organizational commitment.

This research explores the characteristics of employees at PTN-BH, where non-academic staff is dominant over faculty members. This phenomenon reflects the general distribution of administrative staff surpassing the number of academics in many higher education institutions to support university operations and administration. This is consistent with the findings of Pineda & Morales, (2023), which stated that non-academic staff tend to have shorter employment contracts and lower formal education levels compared to faculty members. At PTN-BH, most non-academic staff are temporary employees with a bachelor's degree, while most faculty members are civil servants with doctoral degrees. These findings add evidence to the literature that age and length of service significantly influence the composition of academic and administrative staff, with faculty members tending to be older and having longer tenure. This supports the theory that an academic career requires more development than a career in administrative or operational fields.

Further focusing on the objectives of this research shows that job burnout has a significant impact on increasing cyberloafing, which is consistent with the first hypothesis (H1). Job burnout, especially in emotional exhaustion and depersonalization, increases the tendency for cyberloafing (Durak et al., 2020; Hensel & Kacprzak, 2020; Kamila & Muafi, 2023). This phenomenon indicates that employees who experience high emotional exhaustion tend to shift their focus from work to unrelated online activities to reduce stress. Furthermore, organizational commitment plays a crucial role in reducing cyberloafing, as evidenced by the research of (Labban & Bizzi, 2022; Zagenczyk et al., 2020) and aligns with the second hypothesis (H2). Employees who are highly committed to their organization tend to show lower levels of cyberloafing because they feel more attached and responsible towards organizational goals. This emphasizes the importance of building strong employee commitment to reduce cyberloafing practices. Organizational commitment also successfully moderates the relationship between job burnout and cyberloafing (H3). This suggests that while job burnout can increase cyberloafing, strong organizational commitment can reduce its negative effects. Employees who feel bonded to their organization may perceive cyberloafing as a betrayal of organizational values, thus reducing the tendency to engage in such behaviour despite experiencing burnout (Cui, 2023; Stouten & Liden, 2019).

The impact of job burnout also extends to employee performance, which is negatively affected, as evidenced in the fourth hypothesis (H4). Research by Lemonaki et al. (2021) and Corbeanu et al. (2023) shows that burnout affects the cognitive functions of employees, including decreased working memory and failure to enhance cognitive functions, leading to decreased performance. Lastly, cyberloafing negatively impacts employee performance, consistent with the fifth hypothesis (H5). Emotional exhaustion often triggers employees to engage in cyberloafing to cope with stress, yet ironically, this behaviour reduces work productivity and morale (Baskaran et al., 2019; Usman et al., 2021). This demonstrates that managing job burnout and cyberloafing is critical to enhancing employee performance and efficiency overall.

The research results show that job burnout has a significant positive influence on cyberloafing, showing that the higher the job burnout, the higher the tendency for cyberloafing. Meanwhile, solid organizational commitment can be an effective moderator to reduce the impact of cyberloafing triggered by job burnout. With firm commitment, the tendency for cyberloafing can be reduced, which in turn helps mitigate the negative effects of job burnout on employee performance. Thus, increased job burnout, which typically has a negative impact on employee performance due to reduced cognitive function and increased cyberloafing, can be addressed by strengthening organizational commitment. The results of this research are highly relevant to the dynamics and existence of current higher education. Many higher education institutions experience high-stress levels due to heavy workloads (Mohammed et al., 2020), particularly because of the demands of online learning and changes in the educational system (Ngirande, 2021). Therefore, solid organizational commitment can help maintain productivity and morale in higher education. This step can ensure that the negative impact of job burnout does not compromise educational quality and teaching staff performance. Thus, higher education institutions must implement strategies that encourage commitment and loyalty to maintain stability and productivity amid constant challenges and changes.

This research offers a more in-depth and comprehensive perspective on the phenomenon of cyberloafing compared to previous studies (Elrehail et al., 2021; Lim et al., 2021; Wang et al., 2020), by exploring the influence of job burnout and organizational commitment on cyberloafing behaviour. Unlike previous studies that focused on the influence

of abusive supervision and the boundary conditions of organizational commitment on cyberloafing, this study identifies explicitly how internal factors such as emotional exhaustion and depersonalization influence the tendency toward cyberloafing. Furthermore, this study highlights the role of organizational commitment as a moderating variable that can affect various negative oversight conditions. This approach offers insight into how educators' internal dynamics, such as burnout and organizational commitment, can impact work behavior. Through this approach, universities have the opportunity to create management systems that not only reduce cyberloafing but also promote the well-being and motivation of educators. Based on the institution's vision, mission, and goals, university leadership policies emphasize the importance of research-based and innovative education to achieve national self-sufficiency while developing graduates with noble character, professional competence, and a global perspective. In the era of Industry 4.0, focusing on strengthening modern management systems is crucial to prevent cyberloafing and encourage productivity and innovation. This approach can also help address work-related burnout and ensure that educators remain focused on broader educational goals while promoting proactive services and excellent research to contribute to a sustainable quality of life.

Conclusion

This study shows that job fatigue has a significant impact on increasing cyberloafing behaviour and decreasing employee performance. Furthermore, job fatigue, particularly in the form of emotional exhaustion, directly negatively impacts educator performance through reduced cognitive function. However, this research also reveals that organizational commitment effectively moderates the negative impact of job fatigue on cyberloafing, thus helping to minimize the decline in employee performance.

Recommendation

Recommendations for policies or leaders in higher education could include a holistic approach to addressing work fatigue and cyberloafing while also enhancing educator performance. Higher education institutions can adopt proactive educator wellness programs, support a healthy work-life balance, and offer stress management training. Leaders can foster a culture of openness and effective communication where educators feel valued and supported in their roles. Additionally, leaders should develop strategies that promote organizational commitment, such as providing professional development opportunities, involving employees in decision-making, and expressing appreciation for their contributions, which can help prevent the negative impacts of work fatigue.

Acknowledgment

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