

DAFTAR PUSTAKA

- Abrami, P. C., Bernard, R. M., Bures, E. M., Borokhovski, E., & Tamim, R. M. (2012). Interaction in distance education and online learning: Using evidence and theory to improve practice. *The next generation of distance education*, 49-69.
- Akbulut, Y., Dursun, Ö. Ö., Dönmez, O., & Şahin, Y. L. (2016). In search of a measure to investigate cyberloafing in educational settings. *Computers in Human Behavior*, 55, 616-625.
- Anam, K., & Prastomo, G. A. (2020). Fenomena cyberslacking pada mahasiswa. *Intuisi: Jurnal Psikologi Ilmiah*, 11(3), 202-210.
- APJII. (2016). Survey Penetrasi & Perilaku Pengguna Internet Indonesia.
- _____. (2017). Survey Penetrasi & Perilaku Pengguna Internet Indonesia.
- Argaheni, N. B., (2020). Sistematik review: dampak perkuliahan daring saat pandemic covid-19 terhadap mahasiswa indonesia. *Jurnal Ilmiah Kesehatan dan Aplikasinya*, 8(2), 99-108.
- Azwar, S. (2016a). *Metode Penelitian*. Pustaka Belajar.
- _____. (2016b). *Reliabilitas dan Validitas (Edisi 2)*. Pustaka Belajar.
- _____. (2017). *Penyusunan Skala Psikologi (Edisi 4)*. Pustaka Belajar.
- Basori, B. (2017). Efektifitas komunikasi pembelajaran online dengan menggunakan media e-learning pada perkuliahan body otomotif. *Jurnal Ilmiah Pendidikan Teknik dan Kejuruan*, 7(2), 39-45.
- Baturay, M. H., & Toker, S. (2015). An investigation of the impact of demographics on cyberloafing from an educational setting angle. *Computers in Human Behavior*, 50, 358–366.

Bragazzi, N.L., & Puente, G. D. (2014). A proposal for including nomophobia in the new DSM-V. *Psychology Research and Behavior Management*, 7, 155-160.

Dari, S. W., Muhlis, Kusmiyati. (2021). Analisis penggunaan media internet pada mahasiswa pendidikan biologi universitas mataram dalam pembelajaran daring ditengah pandemic covid-19. *Jurnal Pijar MIPA*, 16(3), 381-386.

Djayadin, C., & Mubarakah, W. W. (2021). Analisis hasil asesmen diagnostik pada konsentrasi mahasiswa dalam proses pembelajaran daring di Perguruan Tinggi Keagamaan Islam Negeri (PTKIN). *Perspektif Ilmu Pendidikan*, 35(1), 1-8.

Durak, H. Y. (2019). Cyberloafing in learning environments where online social networking sites are used as learning tools: antecedents and consequences. *Journal of Educational Computing Research*, 0(0), 1-31

Fajri, Verawati, F., Ruhaena, L. (2017). *Hubungan antara penggunaan telepon genggam smartphone dengan nomophobia pada mahasiswa*. Skripsi. Universitas Muhammadiyah Surakarta.

Gökçearslan, Ş., Mumcu, F. K., Haşlaman, T., & Çevik, Y. D. (2016). Modelling smartphone addiction: The role of smartphone usage, self-regulation, general self-efficacy and cyberloafing in university students. *Computers in Human Behavior*, 63, 639-649.

Gökçearslan, Ş., Uluyol, Ç., & Şahin, S. (2018). Smartphone addiction, cyberloafing, stress and social support among university students: A path analysis. *Children and Youth Services Review*, 91, 47-54.

Hadi, S. (2016). *Metode Riset*. Pustaka Belajar.

Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2014). *Multivariate Data Analysis*. Edinburgh: Pearson.

Hartati, Sri & Nurdin, Ismail. (2019). Metodologi penelitian sosial. Surabaya : Media sahabat cendekia.

Jelita, J. (2013). Penggunaan Fasilitas WiFi dan Pengaruhnya terhadap Indeks Prestasi Mahasiswa Prodi Pendidikan Matematika (Studi pada Mahasiswa Prodi Pendidikan Matematika STAIN Zawiyah Cot Kala Langsa). *Logaritma: Jurnal Ilmu-ilmu Pendidikan dan Sains*, 1(01), 110-120.

Junco, R., & Cotten, S. R. (2011). Perceived academic effects of instant messaging use. *Computers & Education*, 56(2), 370-378.

Karwati, E. (2014). Pengaruh pembelajaran elektronik (e-learning) terhadap mutu belajar mahasiswa. *Jurnal Penelitian Komunikasi*, 17(1), 41-54.

King, A. L. S., Valenca, A. M., & Nardi, A. E. (2010). Nomophobia: The mobile phone in panic disorder with agoraphobia. *Cognitive and Behavioral Neurology*, 23(1), 52-54.

King, A. L. S., Valenca, A. M., Silva, A. C. O., Sancassiani, F., Machado, S., & Nardi, A. E. (2014). "Nomophobia": Impact of cell phone use interfering with symptoms and emotions of individuals with panic disorder compared with a control group. *Clinical practice and epidemiology in mental health: CP & EMH*, 31(2), 308-318.

Lau, W. W. (2017). Effects of social media usage and social media multitasking on the academic performance of university students. *Computers in human behavior*, 68, 286-291.

Lavoie, J. A., & Pychyl, T. A. (2001). Cyberslacking and the procrastination superhighway: A web-based survey of online procrastination, attitudes, and emotion. *Social Science Computer Review*, 19(4), 431-444.

Lee, S. W. Y., & Tsai, C. C. (2011). Students perceptions of collaboration, self-regulated learning, and information seeking in the context of Internet-based learning and traditional learning. *Computers in human behavior*, 27(2), 905-914.

LaRose, R. (2010). The problem of media habits. *Communication theory*, 20(2), 194-222.

Liberman, B., Seidman, G., McKenna, K. Y. A., & Buffardi, L. E. (2011). Employee job attitudes and organizational characteristics as predictors of cyberloafing. *Computers in Human Behavior*, 27(6), 2192–2199.

Lim, V. K. (2002). The IT way of loafing on the job: Cyberloafing, neutralizing and organizational justice. *Journal of organizational behavior: the international journal of industrial, occupational and Organizational Psychology and Behavior*, 23(5), 675-694.

Lim, V. K. G., & Chen, D. J. Q. (2012). Cyberloafing at the workplace: gain or drain on work? *Behaviour & Information Technology*, 31(4), 343–353.

Masadeh, T. S. Y. (2021). Prevalence of nomophobia and cyberloafing behaviors among undergraduate students. *European Journal of Education Studies*, 8(2), 342-361.

Ozler, D. E., & Polat, G. (2012). Cyberloafing phenomenon in organizations: Determinants and impacts. *International Journal of eBusiness and eGovernment Studies*, 4(2), 1-15.

Park, N., & Lee, H. (2014). Nature of youth smartphone addiction in Korea. *Journal of Communication Research*, 51(1).

Putri, N. F. (2021). Hubungan antara stress akademik dengan cyberslacking pada mahasiswa yang mengikuti kuliah daring di masa pandemi. *Skripsi*. Universitas Mercu Buana Yogyakarta

Rahadi, D. R., & Zanial, Z. (2015). Perilaku pengguna smartphone di Palembang. *Annual Research Seminar (ARS)*, 1(1), 161-166.

Ramaita, R., Armaita, A., & Vandelis, P. (2019). Hubungan ketergantungan smartphone dengan kecemasan (nomophobia). *Jurnal Kesehatan*, 10(2), 89-93.

Robbins, S. P. & Judge, T. A. (2015). *Organizational Behavior* (16 ed). Upper Saddle River. New Jersey; Pearson Education, Inc.

Roseliyani, T. D. (2019). Hubungan intensitas penggunaan smartphone dan kesepian dengan kecenderungan nomophobia pada mahasiswa. *Skripsi*. Universitas Islam Negeri Raden Intan Lampung.

Safitri, Ranni Merli. (2019). *Modul Mata Kuliah Praktikum Analisis Data*.

Salim, I. (2015). Persepsi siswa tentang variasi gaya mengajar guru sosiolog di SMA Islamiyah Pontianak. *Jurnal Pendidikan dan Pembelajaran*, 4 (11), 1-9.

Saritepeci, M. (2019). Predictors of Cyberloafing among high school students: unauthorized access to school network, metacognitive awareness and smartphone addiction. *Educ Inf Technol*, 25, 2201–2219.

SecurEnvoy. (2012). 66% of the population suffer from Nomophobia the fear of being without their phone.

Setyanti, E. P. (2015). Google Indonesia: penetrasi smartphone di dalam negeri mencapai 43%.

Simanjuntak, E., Nawangsari, N. A. F., & Ardi, R. (2018). Cyberslacking among university students: The role of internet habit strength, media multitasking efficacy and self regulated learning. *Proceedings of the International Conference on Psychology in Health, Educational, Social and Organizational Settings, Surabaya, Indonesia*, 8-9.

Simanjuntak, E., Fajrianti, Purwono, U., & Ardi, R. (2019). Skala cyberslacking pada mahasiswa. *Jurnal Psikologi Universitas Diponegoro*, 18(1), 41-54.

Simbolon, L. L. (2020). Pengaruh kontrol diri terhadap kecenderungan perilaku cyberslacking mahasiswa universitas HKBP Nommensen Medan. *Skripsi*. Universitas HKBP Nommensen Medan.

Siswoyo. (2017). Ilmu Pendidikan. Yogyakarta: UNY Press.

Soh. P. C. & Yeik, K. K., & Lim, V. K. (2018). Understanding Cyberloafing by Students through the Lens of an Extended Theory of Planned Behavior. *First Monday*, 23(6).

Sucipto, A., & Purnamasari, S. E. (2020). Hubungan Antara Persepsi Mahasiswa Terhadap Gaya Mengajar Dosen Dengan Cyberloafing Pada Mahasiswa Fakultas Psikologi Universitas Mercu Buana Yogyakarta. *PROSIDING SEMINAR NASIONAL MILLENEIAL 5.0 FAKULTAS PSIKOLOGI UMBY*, 231-240.

Sugiyono. (2015). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. PT. Alfabeta.

Taneja, A., Fiore, V., & Fischer, B. (2015). Cyber-slacking in the classroom: Potential for digital distraction in the new age. *Computers & Education*, 82, 141-151.

Vitak, J., Crouse, J., & LaRose, R. (2011). Personal Internet use at work: Understanding cyberslacking. *Computers in Human Behavior*, 27(5), 1751–1759.

Wasian, G. (2019). Dampak internet tanpa batas: Cyberloafing.

Warisyah, Y. (2015). Prosiding Seminar Nasional Pendidikan Pentingnya “Pendampingan Dialogis” Orang Tua Dalam Penggunaan Gadget Pada Anak Usia Dini. *Proseding Seminar Nasional Pendidikan*, 2016, 130–138.

Wiederhold, B.K., Wiederhold, M.D., Jang, D.P., Richards, B. (2000). Use of cellular telephone therapy for fear of driving. *CyberPsychology & Behavior* (3), 1031-1039.

Wu, J., Mei, W., & Ugrin, J.C. (2018). The investigation of relation between cyberloafing activites and cyberloafing behaviors in higher education. *Procedia Social and Behavior Sciences*. 83, 600-604.

Wu, J., Mei, W., & Ugrin, J. C. (2018). Student cyberloafing in and out of the classroom in China and the relationship with student performance. *Cyberpsychology, Behavior, and Social Networking*, 21(3), 199–204.

Yaşar, S., & Yurdugül, H. (2013). The investigation of relation between cyberloafing activities and cyberloafing behaviors in higher education. *Procedia-Social and Behavioral Sciences*, 83, 600-604.

Yıldırım, C., Correia, A. P. (2015). Exploring the dimensions of nomophobia: Development and validation of a self-reported questionnaire. *Computers in Human Behavior*, 49, 130–137.

Yılmaz, F. G. K., Yılmaz, R., Öztürk, H. T., Sezer, B., & Karademir, T. (2015). Cyberloafing as a barrier to the successful integration of information and communication technologies into teaching and learning environments. *Computers in Human Behavior*, 45, 290-298.

Young, K. S., & Rogers, R. C. (1998). The relationship between depression and Internet addiction. *Cyberpsychology & behavior*, 1(1), 25-28.

Yunitasari, R., & Hanifah, U. (2020). Pengaruh pembelajaran daring terhadap minat belajar siswa pada masa covid 19. *Edukatif: Jurnal Ilmu Pendidikan*, 2(3), 232-243.