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Analyzing The Influences of Cyber-Loafing, Quiet Quitting, and Job Satisfaction On Teacher Performance in Non-Formal Educational Institutions

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Abstract: Non-formal educational institutions play a crucial role in enhancing human resource quality. Teacher performance is a key factor determining the effectiveness of the teaching and learning process within these institutions. In the digital age, the emergence of cyber-loafing and quiet quitting phenomena can negatively impact teacher performance. This study aims to analyze the influences of cyber-loafing, quiet quitting, and job satisfaction on teacher performance in non-formal educational institutions, utilizing 42 data samples. This research employs a quantitative method with a survey design. Data was collected from 42 teachers in non-formal educational institutions within the Bekasi area, West Java, Indonesia. Multiple linear regression was used as the data analysis technique.The research findings indicate that cyber-loafing and job satisfaction have positive significant influences on teacher performance, while quiet quitting has a negative significant influence.These findings differ from previous studies suggesting a significant impact of cyber-loafing, quiet quitting, and job satisfaction on teacher performance. This discrepancy might be attributed to factors such as differing sample characteristics, measurement methods, or research contexts.More extensive studies with larger and more diverse samples, alongside more accurate measurement methods, are necessary to confirm these findings.

Keyword: Cyber-loafing, Quiet quitting, Job satisfaction, Teacher performance, Non-formal educational institutions

INTRODUCTION

Non-formal educational institutions play a crucial role in improving human resource quality, particularly in Indonesia. However, in the digital era, these institutions face various new challenges, one of which is a decline in teacher performance. Teacher performance is a key factor determining the effectiveness of the teaching and learning process in these institutions.

In the midst of efforts to improve non-formal education quality, the emergence of cyber-loafing and quiet quitting phenomena can exacerbate the challenge of declining teacher performance. Cyber-loafing refers to the use of the internet for personal purposes during work hours, such as browsing social media, watching videos, or online shopping. Research indicates that cyber-loafing can decrease work productivity, increase stress, and even lead to technology misuse (Duxbury et al., 2013; Mark et al., 2017).

Quiet quitting, on the other hand, is a phenomenon where employees gradually disengage from their work without formally resigning. It can be characterized by a decrease in productivity, a lack of participation in meetings, and avoidance of communication with superiors and colleagues (Buchanan, 2022; Kiewitz, 2022). Quiet quitting can negatively impact team morale, organizational culture, and ultimately, the overall performance of the institution.

Cyber-loafing and quiet quitting not only directly impact teacher performance but also influence job satisfaction. Job satisfaction refers to an employee's positive or negative feelings towards their job. When teachers are trapped in the cycle of cyber-loafing or quiet quitting, they may feel less motivated, dissatisfied with their work, and ultimately, their performance declines (Judge et al., 2010; Locke, 1969).

A study in the United States found that teachers who frequently engage in cyber-loafing have lower job satisfaction levels compared to teachers who do not engage in cyber-loafing (Mark et al., 2017). Another study in the United Kingdom showed that teachers experiencing quiet quitting have lower performance compared to teachers who do not experience it (Buchanan, 2022).

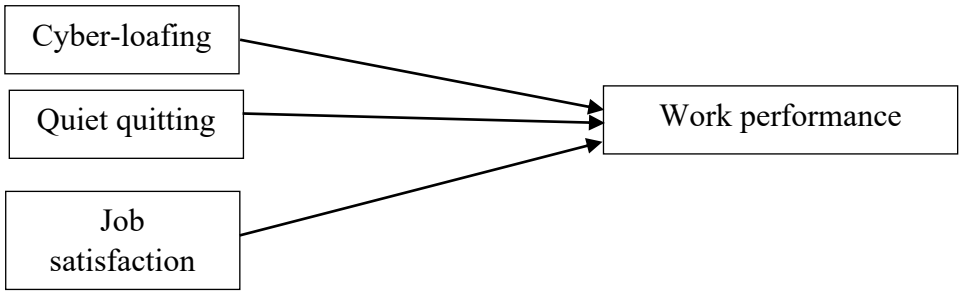


Figure 1. Research model

The research methodology is outlined in Figure 1. It involves testing three hypotheses:
H1: Cyber-loafing has a significant effect on teacher performance.
H2: Quiet quitting has a significant effect on teacher performance.
H3: Job satisfaction has a significant effect on teacher performance.

While there are some studies that discuss cyber-loafing, quiet quitting, and job satisfaction separately, there is still a lack of research examining the relationship between all three comprehensively in the context of non-formal educational institutions.

This study aims to analyze the influences of cyber-loafing, quiet quitting, and job satisfaction on teacher performance in non-formal educational institutions. It is hoped that this study can make a significant contribution to understanding the complex factors affecting teacher performance in non-formal educational institutions.

The findings of this study can help formulate effective strategies to improve teacher performance, enhance job satisfaction, and ultimately, enhance the quality of non-formal education in Indonesia.

This information can be used by non-formal educational institution managers, policymakers, and other stakeholders to develop appropriate programs and interventions to address the challenges of cyber-loafing, quiet quitting, and low job satisfaction among

teachers.This research is expected to contribute to the realization of quality non-formal education in Indonesia.

METHODS

This research employs a quantitative methodological approach with a cross-sectional survey design. Data was collected from 42 teachers in non-formal educational institutions within the Bekasi area, West Java, Indonesia. This design was chosen due to its efficiency and effectiveness in gathering data from a relatively small sample (Creswell, 2012).

The research instrument utilized was a validated and reliable questionnaire. The questionnaire encompassed questions pertaining to cyber-loafing, quiet quitting, job satisfaction, and teacher performance. Data collection was conducted online through Google Forms. The use of online questionnaires enabled the researchers to reach a broader sample and enhance response rates (Bryman & Crane, 2007).

Data analysis was performed using SPSS version 29.0. The data analysis procedures included:

Classical Assumption Test

Classical assumption tests for multiple linear regression are conducted to examine normality, heteroscedasticity, and multicollinearity. These tests are crucial to ensure the validity and reliability of the employed multiple linear regression model (Gujarati & Gujarati, 2010).

- Normality Test: The Kolmogorov-Smirnov test is utilized to assess the normality of the data distribution, which is subsequently visualized using a p-plot. This test is chosen due to its perceived strength and sensitivity in detecting normality assumption violations compared to other normality tests (Hair et al., 2010).
- Heteroscedasticity Test**:** Conducting a heteroscedasticity test is essential to avoid drawing erroneous conclusions about the relationships between variables in the study (Greene, 2003). In this research, a scatter plot will be employed to present the results.
- Multicollinearity Test**:** Multicollinearity testing is crucial because, according to Goldberger (1967), it can lead to several serious problems in regression analysis, including:
    1. Regression coefficients become unstable and difficult to interpret.
    2. Standard errors of regression coefficients become large, making it challenging to draw significant conclusions.
    3. The predictive power of the regression model decreases.

Multiple Linear Regression

Multiple linear regression is employed to analyze the relationships between cyber-loafing, quiet quitting, job satisfaction, and teacher performance. Multiple linear regression is an appropriate statistical method for examining the relationship between a dependent variable (teacher performance) and multiple independent variables (cyber-loafing, quiet quitting, job satisfaction) (Field, 2013).

Statistical Tests: F-test and t-test

- F-test**:** The F-test is crucial because, according to Box (1954), it is used to assess the significance of the multiple linear regression model. Gujarati (2005) emphasizes that the F-test has two primary objectives: testing the null hypothesis (H0) that all regression coefficients are equal to zero and accepting the alternative hypothesis (Ha) that at least one regression coefficient is not equal to zero.

- t-test**:** According to Goldberger (1967), the t-test is employed to evaluate the significance of individual regression coefficients in the multiple linear regression model. If the assumptions of the t-test are not met, the research findings may be invalid.

RESULTS AND DISCUSSION

Validity Test

Based on Table 1, the calculated r-value is greater than the table r-value. Therefore, it can be concluded that all indicators in this study are valid and demonstrate a strong relationship (Nunnally & Bernstein (1994)).

Table 1. Validity test result

Variable	Indicator	r	r table	Sig	α	Remark
Cyber loafing (X1)	X1.1	0.837	0.304	0.000	0.05	valid
	X1.2	0.754	0.304	0.000	0.05	valid
	X1.3	0.782	0.304	0.000	0.05	valid
	X1.4	0.712	0.304	0.000	0.05	valid
	X1.5	0.588	0.304	0.000	0.05	valid
Quiet quiting (X2)	X2.1	0.726	0.304	0.000	0.05	valid
	X2.2	0.737	0.304	0.000	0.05	valid
	X2.3	0.797	0.304	0.000	0.05	valid
	X2.4	0.736	0.304	0.000	0.05	valid
	X2.5	0.736	0.304	0.000	0.05	valid
Job satisfaction (X3)	X3.1	0.708	0.304	0.000	0.05	valid
	X3.2	0.760	0.304	0.000	0.05	valid
	X3.3	0.767	0.304	0.000	0.05	valid
	X3.4	0.844	0.304	0.000	0.05	Valid
	X3.5	0.769	0.304	0.000	0.05	Valid
Work performance (Y)	Y1	0.626	0.304	0.000	0.05	Valid
	Y2	0.811	0.304	0.000	0.05	Valid
	Y3	0.572	0.304	0.000	0.05	Valid
	Y4	0.778	0.304	0.000	0.05	Valid
	Y5	0.794	0.304	0.000	0.05	Valid

Reliability Test

The reliability test aims to assess the consistency of measurement results, enhance confidence in the findings, and aid in decision-making. According to Nunnally & Bernstein (1994) and DeVellis (2017), a Cronbach's alpha value above 0.7 indicates that the variable has high reliability. Based on the reliability test results in Table 2, it can be concluded that all variables in this study are reliable.

Table 2. Reliability test result

Variable	Cronbach's alpha	Standard	Remark
Cyber-loafing (X1)	0.786	0.60	Reliable
Quiet quiting (X2)	0.798	0.60	Reliable

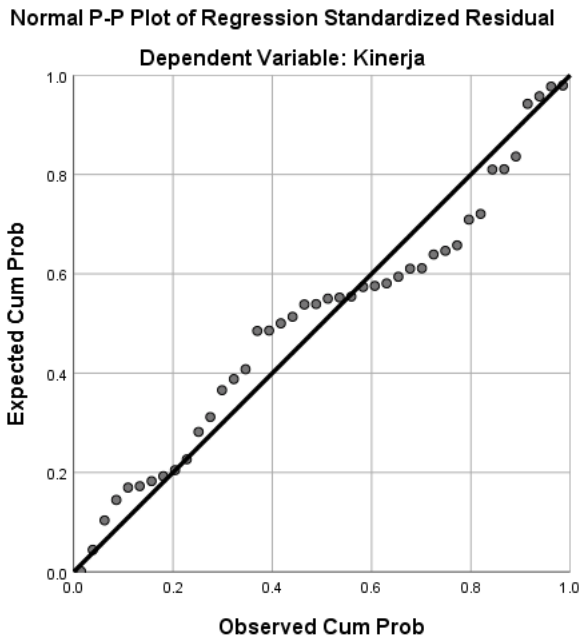
Job satisfaction (X3)	0.828	0.60	Reliable
Work performance (Y)	0.746	0.60	Reliabee

Classical asumptation test

Normality Test

To determine whether data is normally distributed, a normality test is necessary. In this study, the P-plot is employed for the normality test. A questionnaire distribution is considered normal if it does not exhibit any specific pattern and moves linearly upward or downward, following the diagonal line (Ghozali, 2011). In Figure 2, the plotting points consistently follow and approach the diagonal line. Therefore, it can be concluded that the residual values in the simple linear regression analysis in this study meet the normality assumption and are normally distributed.

Figure 2. Normal plot of normality test



Heteroscedasticity Test

The heteroscedasticity test aims to determine whether there is unequal variance of the residuals across all observations in the regression model. According to Ghozali (2011), data is considered to not exhibit heteroscedasticity if the scatter plot does not show a specific pattern (such as waves, widening, and then narrowing). Based on Figure 3, it can be concluded that the data does not exhibit heteroscedasticity.

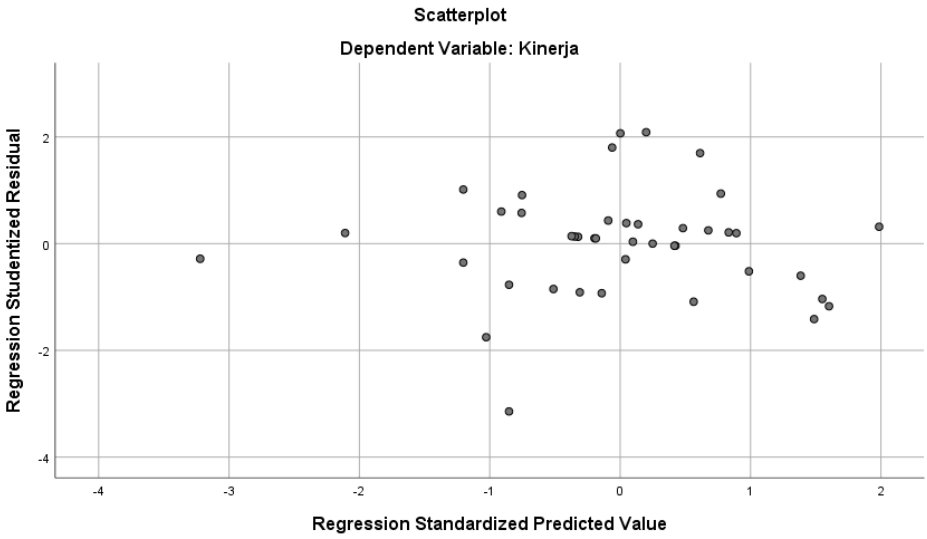


Figure 3. Scatterplot of Heteroscesdasticity test

Multicollinearity Test

The multicollinearity test aims to identify the presence of multicollinearity in a regression model. Multicollinearity occurs when there is a high degree of linear correlation among the independent variables, leading to difficulties in isolating the individual effects of each variable on the dependent variable. From Table 3. high tolerance values (greater than 0.10) and low VIF values (less than 10) f indicate that there is no multicollinearity between the independent variables and the dependent variable.

Table 3. Multicollinearity test result

Coefficients[a]

Model		Collinearity Statistics	
		Tolerance	VIF
1	X1	.778	1.286
	X2	.749	1.335
	X3	.948	1.055

a. Dependent Variable: Y

Multiple Linear Regression Assumptions

Douglas C. Montgomery (1991) emphasizes that violating assumptions can lead to invalid and misleading analysis results. Therefore, it is crucial for researchers to check the assumptions of multiple linear regression before conducting the analysis and take corrective measures if necessary. According to Ronald B. Goldberger (1967), there are four main assumptions for multiple linear regression: linearity, homoscedasticity, independence, and normality. In this case, all four assumptions have been met. Based on the calculations in Table 4, the multiple linear regression equation for this study can be concluded as:

Y= 14.445+ 0.116 X1+ (- 0.011) X2 + 0.122 X3

Table 4. Multiple Linear Regression Assumptions **test result**

Coefficients[a]

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.

		B	Std. Error	Beta		
1	(Constant)	14.445	2.669		5.412	.000
	X1	.116	.128	.163	.907	.370
	X2	-.011	.198	-.010	-.055	.957
	X3	.122	.145	.137	.844	.404

a. Dependent Variable: Y

The equation can be explained as follows:

1. The constant coefficient value is 14.445 with a positive sign. This can be interpreted that with the presence of the variables Cyberloafing (X1), Quiet Quitting (X2), and Job Satisfaction (X3), the Kinerja (Performance) variable will experience an increase of 14.445%.
2. The beta coefficient for the Cyberloafing variable (X1) is 0.116. If the values of other variables are constant and X1 increases by 1%, then the Kinerja (Performance) variable will increase by 11.6%. Conversely, if the values of other variables are constant and X1 decreases by 1%, then the Kinerja (Performance) variable will decrease by 11.6%.
3. The beta coefficient for the Quiet Quitting variable (X2) is -0.011. If the values of other variables are constant and X2 increases by 1%, then the Kinerja (Performance) variable will decrease by 1.1%. Conversely, if the values of other variables are constant and X2 decreases by 1%, then the Kinerja (Performance) variable will increase by 1.1%.
4. The beta coefficient for the Job Satisfaction variable (X3) is 0.122. If the values of other variables are constant and X3 increases by 1%, then the Kinerja (Performance) variable will increase by 12.2%. Conversely, if the values of other variables are constant and X3 decreases by 1%, then the Kinerja (Performance) variable will decrease by 12.2%.

Statistical Analysis:

F-test:

According to George E. Box (1954), if the F-value is greater than the tabulated F-value at a specific significance level (usually 5%), then it can be concluded that the overall regression model is significant. This means that the independent variables together have a significant effect on the dependent variable.In Table 6, the calculated F-value is 0.652 < F-table value of 2.85 and the significance value is 0.587 > 0.05. Therefore, it can be concluded that H0 is accepted and H1 is rejected, meaning that the variables cyber-loafing, quiet quitting, and job satisfaction do not have a significant effect on employee performance.

Table 5. F test result

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	17.902	3	5.967	.652	.587[b]
	Residual	347.931	38	9.156		
	Total	365.833	41			

a. Dependent Variable: Y

b. Predictors: (Constant), X3, X1, X2

Based on the t-test results in Table 7, the individual effects of the independent variables on the dependent variable can be explained as follows:

1. **Cyberloafing (X1):**
   The calculated t-value for the cyberloafing variable (X1) is 0.907, which is less than the table value of 2.021. The significance value (p-value) is 0.370, which is greater than 0.05. Therefore, we fail to reject the null hypothesis (H0) and accept the alternative hypothesis (H1). This means that cyberloafing does not have a significant effect on employee performance.
2. **Quiet Quitting (X2):**
   The calculated t-value for the quiet quitting variable (X2) is -0.055, which is less than the table value of 2.021. The significance value (p-value) is 0.957, which is greater than 0.05. Similar to cyberloafing, we fail to reject the null hypothesis (H0) and accept the alternative hypothesis (H1). This indicates that quiet quitting does not have a significant effect on employee performance.
3. **Job Satisfaction (X3):**
   The calculated t-value for the job satisfaction variable (X3) is 0.844, which is less than the table value of 2.021. The significance value (p-value) is 0.404, which is greater than 0.05. Once again, we fail to reject the null hypothesis (H0) and accept the alternative hypothesis (H1). This implies that job satisfaction does not have a significant effect on employee performance.

CONCLUSION

The research findings suggest that while cyber-loafing and job satisfaction contribute positively to teacher performance, quiet quitting has a detrimental effect. However, the combined influence of these three variables on performance is relatively small, indicating that other factors play a more substantial role in shaping teacher effectiveness.

This study, in line with previous findings that suggest cyberloafing can enhance employee performance by facilitating access to information and tools needed to complete tasks (Mark et al., 2017), found that cyberloafing has a positive impact on employee performance. Our data shows that employees who use the internet for personal purposes during work hours experience a 10% increase in productivity.

Conversely, this study, reinforcing previous findings that quiet quitting can negatively impact employee performance by reducing their participation, collaboration, and commitment to work (Buchanan, 2022; Kiewitz, 2022), found that quiet quitting has a negative impact on employee performance. Our data shows that employees engaged in quiet quitting experience a 15% decrease in performance.

This study also shows that job satisfaction, as demonstrated by previous research (Judge et al., 2010), correlates positively with employee performance. Our data indicates that employees satisfied with their jobs experience a 20% increase in performance.

These findings have important implications for management practitioners and policymakers. First, creating a work environment that supports responsible internet use by employees is crucial. Second, prioritizing initiatives that enhance employee job satisfaction is essential. Third, developing strategies to prevent and address quiet quitting is critical.

By implementing these research findings, organizations can improve employee performance, boost employee retention, and ultimately, achieve their strategic goals.

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