

## Academic Stress, Self-Regulated Learning, and Cyberslacking among Students during Online Learning

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### ABSTRACT

Online learning is applied as an alternative to keep carry out the teaching and learning activities during the Covid-19 pandemic. While the online learning, students are indirectly able to organize and direct themselves in the learning process. However, it is not uncommon to find students who are not actively involved in learning but carry out activities such as accessing the internet for games, social media, etc. This study aimed to identify the effects of academic stress and self-regulated learning on cyberslacking among students during online learning. this research involved 324 students who experienced online learning due to the Covid-19 pandemic. The data were collected online using three scales, namely the Educational Stress Scale for Adolescents, Self-Regulated Learning Scale, and Cyberslacking Scale. The data analysis technique used the multiple regression. The results showed that the obtained F value was 5.875 with p 0.003. This indicates that academic stress and self-regulated and learning can simultaneously have a significant affected to cyberslacking by students during online learning. The results of this study provide a model to understand the relationship between academic stress, self-regulation in learning, and cyberslacking among students during online learning.

**Keywords:** cyberslacking, academic stress, self-regulated learning, students