APAKAH CYBERLOAFING MEMPENGARUHI KINERJA DOSEN DI INDONESIA?

(*DOES CYBERLOAFING AFFECT THE PERFORMANCE OF LECTURERS IN INDONESIA?*)

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Info Artikel	Abstrak
	Teknologi internet saat ini sudah dirasakan oleh berbagai pihak, seperti maraknya media sosial, youtube dan instant messenger. Hal tersebut berdampak pada perilaku kerja dosen yang inovatif. Kementerian Riset, Teknologi, dan Pendidikan Tinggi di Indonesia melalui penerapan Indeks Sains dan Teknologi (SINTA) mencatat hanya 1.551 dari 4.200 guru besar dan 2.517 dari 17.133 Guru Besar Madya yang lulus persyaratan publikasi. Oleh karena itu penelitian ini sangat penting dilakukan untuk mengetahui pengaruh cyberloafing terhadap perilaku *innovative works behaviour* (IWB) dan bagaimana pengaruh terhadap kinerjanya. Jenis penelitian ini menggunakan pendekatan kuantitatif melalui metode survei, dengan jumlah sampel 230 responden dosen dan analisis menggunakan algoritma SEM-PLS. Hasil penelitian ini menjelaskan bahwa cyberloafing secara positif memoderasi IWB terhadap kinerja penelitian dosen, sehingga dapat disimpulkan bahwa penggunaan internet yang salah berdampak pada rendahnya penelitian dosen.
	Abstract *Nowadays, various parties have felt internet technology, such as the rise of social media, youtube, and instant messenger. It has an impact on the work behavior of innovative lecturers. The Ministry of Research, Technology and Higher Education in Indonesia, through the Science and Technology Index (SINTA) application, recorded only 1,551 of 4,200 professors and 2,517 of the 17,133 Associate professors who passed the publication requirements. Therefore this research is fundamental to find out the influence of cyberloafing on the*

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behavior of innovative works behavior (IWB) and how it affects their performance. This type of research uses a quantitative approach through survey methods. The study population is accounting lecturers with a total sample of 230 respondents and analysis using the SEM-PLS algorithm. This study explains that cyberloafing positively moderates innovative works behaviour towards lecturers 'research performance, so it can be concluded that incorrect internet use impacts the lecturers' low research.

INTRODUCTION

Innovations for organizational effectiveness and performance are widely recognized by some scholars (Rapp et al., 2015). Many studies have identified employees as essential sources of innovation and essential elements that reduce innovative work behavior (Patterson, Fiona., Kerrin, Maire, Gatto-Roissard, 2009; Prieto & Pérez-Santana, 2014). Innovative Work Behavior (IWB) refers to an intentional generation, the introduction, and application of new ideas at work, in groups, or individuals in an organization to improve performance (Yogun, 2015). The IWB starts with each employee recognizing the problem, followed by seeking support and galvanizing efforts from coworkers for the proposed idea, which will produce a prototype or model of mass-produced propagable innovation for organizational improvement (House & Robert J., 1976). De Spiegelaere, Van Gyes, De Witte, Niesen, & Van Hootegem (2014) argues that IWB is different from employee creativity because creativity focuses exclusively on idea generation, while IWB combines all employee behaviors associated with various phases of the innovation process. Sutanto (2017) argues that innovative behavior is important in the relationship of lecturers with a rapidly changing society and consists of new technologies that appear in the latest discoveries about teaching and research. The internet serves as an important gateway for creating and sharing information in Indonesia's vast geographical area, a country estimated to have 250 million inhabitants (NPC,2018). From this population, 93 million are internet users (Internet World Stats., 2017). Lim (2002) averaged that over the past decade, perhaps the internet was the only technology that dramatically impacted human life and offered a platform to improve employee performance. Almost all lecturers at universities have personal computers or smartphones that they use inside and outside working hours. The act of using a computer to explore the internet for individual needs while on duty is called cyberloafing (Cox, Brammer, & Millington, 2004; Mastrangelo, Everton, & Jolton, 2006; Vivien K. G. Lim, 2002). Although, spontaneously acknowledging that too much cyberloafing will harm employee

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productivity by spending time should be used for organizational assignments (Lynn et al., 2015). In this study, many researchers argue that moderate cyberloafing can moderate the relationship between innovative work behavior and lecturer work performance; because excessive internet usage in a reasonable time can make a big profit (Lynn et al., 2015). From the existing literature, some affordable cyberloafing activities tend to increase employees' innovative behavior

For example, four capacities differ from cyberloafing that employees can do according to Li & Chung (2006), which consists of social capability that supports internet use. Information capacity is directly related to employees 'innovative work practices because they may play an important role in securing' new talents and adopting new ways or strategies (Yogun, 2015). According to the Indonesian Lecturers Association Report, most lecturers in Indonesia have not carried out their main tasks properly.

 (2014) argue that several studies empirically examine the relationship between IWB and lecturer performance. Empirical studies in this field are critical because IWB can affect their individual performance and overall performance (Leong & Rasli, 2014). There is also a lack of adequate studies in management literature about the positive effects of cyberloafing (Yogun, 2015). Most studies have focused mainly on the private sector, although more and more information and communication technology has been incorporated into the teaching profession. In addition, the phenomenon of cyberloafing is an unexplored research area in Indonesia. The proper understanding of cyberloafing and IWB, because it is related to the performance of lecturers in educational institutions located in East Java, will significantly help these institutions. Finally, Thurlings, Evers, & Vermeulen (2015) argue that future researchers can expand existing knowledge about IWB activities and teachers by including intervention variables to explore more relationships between direct effects.

LITERATURE REVIEW

Lecturer's Job Performance

Innovations at tertiary institutions throughout the world bring more comprehensive access and equal education opportunities. Therefore, anything that

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will improve the performance of lecturers in these institutions needs to be handled properly. General practice across the tertiary education sector is the conceptualization of the work of lecturers to cover three main segments, namely research, teaching, and service (Adeosun et al., 2009; Gaus & Hall, 2016). Effective academic staff work performance can lead to the actualization of three performance parameters (Abdulsalam & Abubakar Mawoli, 2012). In teaching, lecturers are expected to innovate in teaching material to several students every semester continuously.

Sampson, Driscoll, Foulk, & Carroll (2010) agree that superior performance in teaching will lead to growth, facilitating mastery of skill acquisition by students and entrepreneurship development. Lecturers always learn new knowledge to keep up with the latest events in the knowledge base so that they are up-to-date and innovative (Tamunosiki-amadi & Dede, 2015). In addition, research is another benchmark used to measure the performance of lecturers in universities. Extraordinary research output from lecturers broadens the boundaries of social, economic, scientific, and technological knowledge and advances that impact poverty reduction, precisely in developing countries such as Indonesia (Abdulsalam & Abubakar Mawoli, 2012). (2014) argue that lecturers with active innovation in research have stronger loyalty and loyalty in their field of study, leading to improved organizational performance.

Guiding and fostering student activities is a manifestation of service (Elfindri et al., 2015). Lecturers are expected to overcome various needs of students using new strategies with innovation in teaching (Balkar, 2015). Lecturers also struggle with the content of lessons that can stimulate students to be innovative (Su & Wood, 2012). Ebele (2014) said that being creative in teaching is needed in teaching and learning demanding innovative pedagogy. In Indonesia, according to RISTEKDIKTI, lecturer performance can be measured through the main elements consisting of education, research and community service, and supporting elements (Dikti, 2014).

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Innovative Work Behavior (IWB)

Innovative Work Behavior (IWB) refers to an intentional generation, the introduction, and application of new ideas at work, in groups, or within organizations to improve performance (Fairness et al., 2015). The behavior of innovation in the workplace is the central pillar for high-performance organizations (Prieto & Pérez-Santana, 2014).

Some experts have emphasized the importance of innovative work behavior in promoting performance improvement for sustainable organizations (Mura et al., 2012). The introduction of new and valuable ideas does not have a linear relationship (Leong & Rasli, 2014). And thus, IWB is considered a multi-stage process consisting of idea generation, coalition development, and implementation (MacKenzie et al., 2005). Professional lecturers must innovate, contribute beyond their job requirements and facilitate continuous innovation collaboration (Parker et al., 2006).

Several studies show that IWB has a positive effect on employee performance from different dimensions. X. Li & Zheng (2014) stated that innovative behavior consisting of organizational commitment and psychological capital included improving the performance of lecturers. Leong & Rasli (2014) conducted research that employees in cross-functional and responsibility capacities showed a higher tendency towards performance compared to departments that were only related to R & D. Renkema, & Janssen (2017) found that three IWB attributes influenced the positive performance results expected by the organization. Hope outcomes, such as moderate psychological processes, are shaped by environmental and individual differences, which consist of perceived organizational support for innovation. Thus, we can safely hypothesize that:

H_1: Innovative Work Behavior affects the teaching performance of lecturers

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H₂: Innovative Work Behavior affects the research performance of lecturers

H₃: Innovative Work Behavior affects the lecturer community performance

H₄: Innovative Work Behavior affects the supporting elements of lecturers

Cyberloafing as a Moderating Variable

In this era of continuous connectivity to the web, employees can use the internet for personal needs in the workplace to be counterproductive and damage their performance (Hartijasti, 2015). (2015) asserts that employees involved in cyberloafing tend to waste time and reduce the time spent doing their main tasks and reduce their effectiveness.

For example, Griffin (2008) argues that 59% of internet use by employees in the workplace is not related to work problems. However, all anecdotal evidence portrays the internet as a double-edged sword that organizations should deploy to employees with few restrictions (Vivien K. G. Lim, 2002). It is consistent with many motivational theories that support predictions that internet use when work positively affects their performance (Lynn et al., 2015). Anandarajan & Simmers (2005) agree that, aside from the internet as an efficient tool, the internet also provides addictive entertainment and games. However, some internet users feel that activities such as searching for football scores on the internet, viewing youtube, playing social media, or sending e-mail/messages to friends only take a few seconds and should not cause problems in the larger scheme (Vivien K. G. Lim, 2002). In addition, cyberloafing can serve as a palliative strategy to deal with unpleasant workplace experiences such as stress (Anandarajan & Simmers, 2005; Oravec, 2002). At present, this activity is considered necessary because for hours at work, and tend to experience unpleasant work experiences such as stress and fatigue (Hartijasti, 2015).

Cyberloafing should be positively related to IWB because of search and self-development related to cyberloafing activities (Palladan, 2018) and on many IWB scales scientifically valid (Fairness et al., 2015). Yogun (2015) also found from his

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research that similar IWB steps were both located on the scale of cyberloafing, such as wandering, self-improvement, and seeking to acquire new skills. IWB that happens every day at work, is very important for the survival and performance of the organization (Oldham & Cummings, 2007). Therefore, we can hypothesize that:

H₅: Cyberloafing moderates the effect of Innovative Work Behavior on teaching performance

H₆: Cyberloafing moderates the effect of Innovative Work Behavior on research performance

H₇: Cyberloafing moderates the effect of Innovative Work Behavior on community performance.

H₈: Cyberloafing moderates the influence of Innovative Work Behavior on supporting elements.

Based on the literature review, the following is the conceptual framework presented in Figure 1:
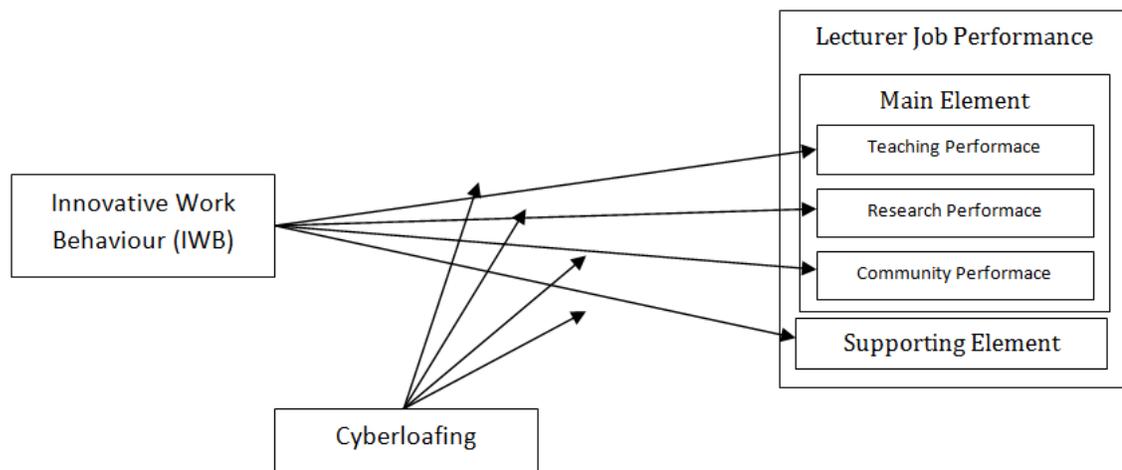

Figure 1. Theoretical Framework IWB, Cyberloafing and Lecturer Job Performance

METHODOLOGY

Research Design

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The design of this study is testing hypotheses with survey methods through a questionnaire by giving questions to respondents, namely lecturers majoring in accounting who use smartphones and have social media accounts and online store accounts in Indonesia. The primary data obtained will then be processed to test the hypothesis.

Population and Sample

The population comprises objects/subjects with certain quantities and characteristics determined by the researcher to be studied and then conclude (Azwar, 2005). Based on the rules according to Roscoe (1975), the minimum number of samples in this study are:

Minimum number of samples

= number of instruments x 10

= 23 x 10 = 230

This study expects questionnaires to return as many as 230 questionnaires to continue in the data processing stage. Based on that consideration, the researchers took a sample of 300 samples to anticipate the delay in response from social media users who filled out the questionnaire. The analysis technique used in this study is to use Partial Least Square (PLS). Partial Least Square is an indeterminacy factor that is a powerful analytical method because it can be applied to all data scales, does not require many assumptions, and sample size does not have to be significant. Besides being used to confirm the theory, PLS can also be used to build relationships that do not have a terrorist foundation or to test propositions. The PLS approach is distribution-free (does not assume certain distributed data, nominal, category, ordinal interval, and ratio). PLS can confirm the theory and explain whether or not there is a relationship between latent variables. The algorithm in PLS uses series ordinary least square.

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RESULTS AND DISCUSSION

The analysis in this study used the SEM-PLS method. The SEM-PLS method is divided into two, namely, the outer model and the inner model. The outer model in SEM-PLS is divided into two, namely, Explanatory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA). EFA used for indicators used to measure latent variables is formative, and CFA is used if the indicators used to measure latent variables are reflective.

Outer Model

Outer Model Analysis is to find out the relationship between latent variables and their indicators. The outer model defines how each indicator relates to its latent variables. Three measurement criteria were used in the data analysis technique using SmartPLS to assess the model. The three measurements are Convergent validity, reliability test (Composite reliability and Chronbach Alpha), and Discriminant validity.
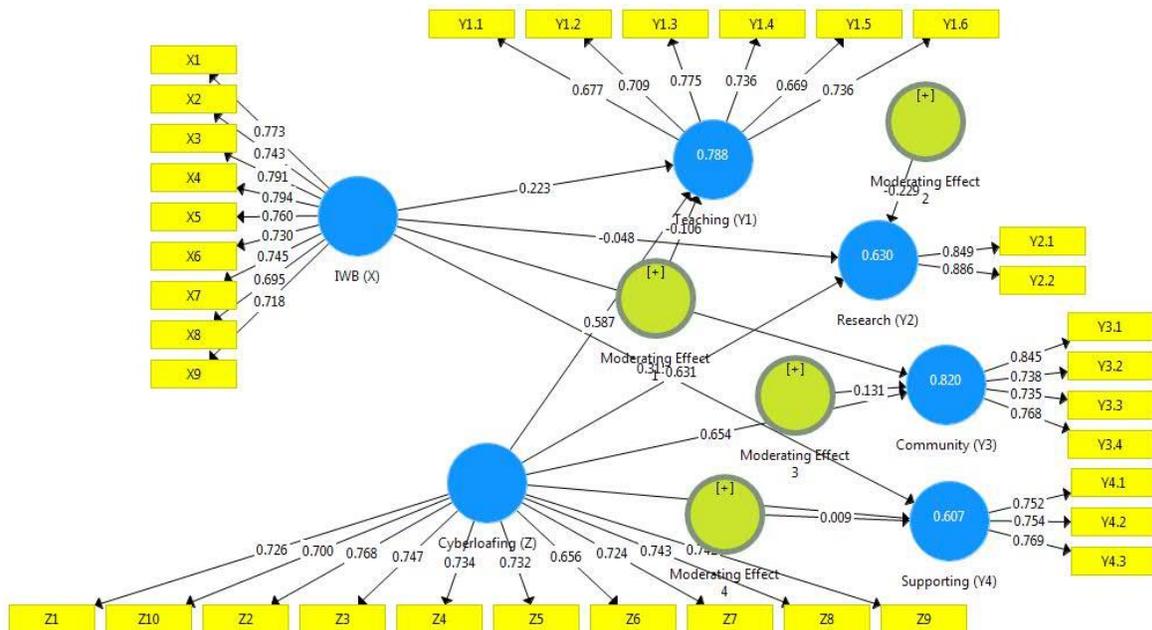

Figure 2. Outer model

Table 1. Convergent validity

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	Convergent Validity	Croncbachs Alpha	rho_A	Composite Reliability	AVE
IWB (X)	-	0.903	0.904	0.921	0.563
X1	0.773	-	-	-	-
X2	0.743	-	-	-	-
X3	0.791	-	-	-	-
X4	0.794	-	-	-	-
X5	0.760	-	-	-	-
X6	0.730	-	-	-	-
X7	0.745	-	-	-	-
X8	0.695	-	-	-	-
X9	0.718	-	-	-	-
Teaching (Y1)	-	0.812	0.816	0.864	0.516
Y1.1	0.677	-	-	-	-
Y1.2	0.709	-	-	-	-
Y1.3	0.775	-	-	-	-
Y1.4	0.736	-	-	-	-
Y1.5	0.669	-	-	-	-
Y1.6	0.736	-	-	-	-
Research (Y2)	-	0.674	0.682	0.859	0.753
Y2.1	0.849	-	-	-	-
Y2.2	0.886	-	-	-	-
Community (Y3)	-	0.774	0.780	0.855	0.597
Y3.1	0.845	-	-	-	-
Y3.2	0.738	-	-	-	-
Y3.3	0.735	-	-	-	-
Y3.4	0.768	-	-	-	-
Supporting (Y4)	-	0.633	0.633	0.802	0.575
Y4.1	0.752	-	-	-	-
Y4.2	0.754	-	-	-	-
Y4.3	0.769	-	-	-	-
Cyberloafing (Z)	-	0.901	0.903	0.918	0.530
Z1	0.726	-	-	-	-
Z2	0.768	-	-	-	-
Z3	0.747	-	-	-	-
Z4	0.734	-	-	-	-
Z5	0.732	-	-	-	-
Z6	0.656	-	-	-	-

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Z7	0.724	-	-	-	-
Z8	0.743	-	-	-	-
Z9	0.742	-	-	-	-
Z10	0.700	-	-	-	-
Moderating Effect 1	-	1.000	1.000	1.000	1.000
Moderating Effect 2	-	1.000	1.000	1.000	1.000
Moderating Effect 3	-	1.000	1.000	1.000	1.000
Moderating Effect 4	-	1.000	1.000	1.000	1.000

Source: own calculation

Table 1 shows the estimated results of outer loading test calculations using SmartPLS. From the output, it can be seen that all loading factor values are above 0.5. With this, the items are valid. A reliability test is a tool to measure a questionnaire which is an indicator of variables or constants. A measuring instrument or instrument in the form of a questionnaire is said to provide stable or constant measurement results if the measuring device is reliable or reliable. The reliability of the research instruments in this study was tested using composite reliability and Cronbach's coefficient alpha. A construct is reliable if the composite reliability value and Cronbach alpha are above 0.70 (Nunnaly, 1996 in Ghozali, 2011: 43). Whereas according to Widarjono (2015: 278), the instrument is reliable if the value of Composite reliability is 6 0.6 for exploration studies and Cronbach alpha $\geq$ 0.6 for exploration research. The following are the data analysis results from the composite reliability test and Cronbach alpha (Table 1). The test results based on table 1 indicate that composite reliability and Cronbach alpha show good values, namely the value of each variable above the minimum value of 0.60. This shows the consistency and stability of the instruments used high. In other words, all the constructs or variables of this research have become fit measuring instruments, and all questions used to measure each construct have good reliability.

The value of AVE (Average Variance Extracted) is used to determine the value of the validity of a construct. The AVE criteria for a valid variable must be above 0.50 (Haryono, 2017). The output of SmartPLS can be seen in the result above (see in the Average Variance Extracted (AVE) column. From the output, all variables have AVE values more than 0.5, so that the variable has good validity. Discriminant Validity shows that latent constructs predict whether the value of the construct is better than the value of other constructs by looking at the construct correlation value on cross loadings. Look at the value of Cross loading - Discriminant validity can be measured by looking at the value of Cross loading. Suppose all indicators have a greater

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correlation coefficient with each construct compared to the indicative correlation coefficient on the construct block in the other column. In that case, it is concluded that each indicator in the block is a constructor in that column. (Haryono, 2017).

Table 2. Cross Loadings Value

	Teaching (Y1)	Community (Y3)	Cyberloafing (Z)	IWB (X)	Mod Eff 1	Mod Eff 2	Mod Eff 3	Mod Eff 4	Research (Y2)	Supporting (Y4)
IWB (X) * Cyberloafing (Z)	-0,793	-0,75	-0,849	-0,841	1000	1000	1000	1000	-0,728	-0,673
IWB (X) * Cyberloafing (Z)	-0,793	-0,75	-0,849	-0,841	1000	1000	1000	1000	-0,728	-0,673
IWB (X) * Cyberloafing (Z)	-0,793	-0,75	-0,849	-0,841	1000	1000	1000	1000	-0,728	-0,673
X1	0,655	0,666	0,714	0,773	-0,651	-0,651	-0,651	-0,651	0,558	0,621
X2	0,571	0,649	0,658	0,743	-0,586	-0,586	-0,586	-0,586	0,561	0,57
X3	0,696	0,737	0,719	0,791	-0,69	-0,69	-0,69	-0,69	0,631	0,545
X4	0,632	0,672	0,718	0,794	-0,632	-0,632	-0,632	-0,632	0,504	0,59
X5	0,657	0,609	0,648	0,76	-0,589	-0,589	-0,589	-0,589	0,463	0,594
X6	0,644	0,636	0,689	0,73	-0,666	-0,666	-0,666	-0,666	0,516	0,589
X7	0,563	0,642	0,665	0,745	-0,636	-0,636	-0,636	-0,636	0,501	0,549
X8	0,682	0,618	0,643	0,695	-0,625	-0,625	-0,625	-0,625	0,606	0,549
X9	0,563	0,607	0,618	0,718	-0,594	-0,594	-0,594	-0,594	0,472	0,444
Y1.1	0,677	0,519	0,576	0,622	-0,584	-0,584	-0,584	-0,584	0,445	0,462
Y1.2	0,709	0,625	0,633	0,583	-0,599	-0,599	-0,599	-0,599	0,511	0,348
Y1.3	0,775	0,678	0,724	0,66	-0,581	-0,581	-0,581	-0,581	0,585	0,663
Y1.4	0,736	0,509	0,579	0,584	-0,574	-0,574	-0,574	-0,574	0,531	0,484
Y1.5	0,669	0,585	0,574	0,533	-0,515	-0,515	-0,515	-0,515	0,561	0,494
Y1.6	0,736	0,585	0,68	0,634	-0,564	-0,564	-0,564	-0,564	0,518	0,525
Y2.1	0,585	0,609	0,634	0,596	-0,602	-0,602	-0,602	-0,602	0,849	0,488
Y2.2	0,681	0,701	0,725	0,644	-0,659	-0,659	-0,659	-0,659	0,886	0,698
Y3.1	0,722	0,845	0,753	0,762	-0,637	-0,637	-0,637	-0,637	0,665	0,684
Y3.2	0,582	0,738	0,658	0,655	-0,598	-0,598	-0,598	-0,598	0,558	0,531
Y3.3	0,617	0,735	0,672	0,59	-0,51	-0,51	-0,51	-0,51	0,514	0,574
Y3.4	0,591	0,768	0,668	0,66	-0,567	-0,567	-0,567	-0,567	0,594	0,463
Y4.1	0,582	0,593	0,638	0,627	-0,577	-0,577	-0,577	-0,577	0,546	0,752
Y4.2	0,505	0,473	0,522	0,534	-0,438	-0,438	-0,438	-0,438	0,496	0,754
Y4.3	0,488	0,59	0,573	0,534	-0,503	-0,503	-0,503	-0,503	0,524	0,769
Z1	0,661	0,696	0,726	0,686	-0,702	-0,702	-0,702	-0,702	0,665	0,668
Z10	0,618	0,656	0,7	0,628	-0,616	-0,616	-0,616	-0,616	0,641	0,518
Z2	0,718	0,643	0,768	0,721	-0,66	-0,66	-0,66	-0,66	0,588	0,621

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Z3	0,643	0,692	0,747	0,689	-0,609	-0,609	-0,609	-0,609	0,565	0,555
Z4	0,622	0,65	0,734	0,656	-0,626	-0,626	-0,626	-0,626	0,606	0,558
Z5	0,605	0,602	0,732	0,639	-0,591	-0,591	-0,591	-0,591	0,471	0,524
Z6	0,544	0,59	0,656	0,565	-0,57	-0,57	-0,57	-0,57	0,502	0,51
Z7	0,645	0,643	0,724	0,613	-0,537	-0,537	-0,537	-0,537	0,485	0,489
Z8	0,703	0,683	0,743	0,677	-0,657	-0,657	-0,657	-0,657	0,622	0,581
Z9	0,614	0,625	0,742	0,662	-0,59	-0,59	-0,59	-0,59	0,533	0,532

Source: own calculation

Table 2 shows that all indicators have a greater correlation coefficient with each construct than the indicator correlation coefficient in the construct blocks in the other columns, so it is concluded that each indicator in the block is a constructor in that column.

The Discriminant Validity is then measured by comparing the AVE root value of each construct with the correlation between the construct and the other constructs in the model. If each construct's AVE square root value is greater than the correlation value between constructs and other constructs in the model, it has good discriminant validity.

Table 3. Discriminant Validity

	Teaching (Y1)	Community (Y3)	Cyberloafing (Z)	IWB (X)	Mod Eff 1	Mod Eff 2	Mod Eff 3	Mod Eff 4	Research (Y2)	Supporting (Y4)
Teaching (Y1)	0,718									
Community (Y3)	0,816	0,773								
Cyberloafing (Z)	0,878	0,891	0,728							
IWB (X)	0,841	0,866	0,901	0,751						
Moderating eff 1	-0,793	-0,75	-0,849	-0,841	1000					
Moderating eff 2	-0,793	-0,75	-0,849	-0,841	1000	1000				
Moderating eff 3	-0,793	-0,75	-0,849	-0,841	1000	1000	1000			
Moderating eff 4	-0,793	-0,75	-0,849	-0,841	1000	1000	1000	1000		
Research (Y2)	0,732	0,757	0,785	0,715	-0,728	-0,728	-0,728	-0,728	0,868	
Supporting (Y4)	0,696	0,732	0,767	0,75	-0,673	-0,673	-0,673	-0,673	0,691	0,758

Source: own calculation

AVE root values can be seen in the For-nell Larcker Criterion column .:

X: 0.751 | Z: 0,728 | Y1: 0.718 | Y2: 0.868 | Y3: 0.773 | Y4: 0.758

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Based on the above results, it can be seen that the AVE root value of each construct is higher, and there is a lower correlation value between the construct and other constructs in the model. The AVE root construct of variable X is 0.751, there is a higher one, and there is a lower one than the correlation between construct X and other constructs (0.841, 0.866, 0.901, 0.715, and 0.750). Likewise, with different variables there are also higher AVE root values and lower ones. With this, it can be said that according to the test with the root AVE, the model does not have good discriminant validity

Because based on the test Discriminant validity using the value of Cross loading has shown good results, and the effects of validity tests have obtained decent items, the AVE test has also been fulfilled, and the reliability test has shown satisfactory results, then SEM PLS analysis is still feasible to continue.

Inner Model

After the Confirmatory Factor Analysis is carried out and the indicators can measure the latent variables well, then the inner model is analyzed. Inner model analysis determines the relationship between latent variables and concludes the research hypothesis is accepted or rejected. Hypothesis testing criteria are, if the value of t-statistics> 1.96 assuming alpha (fault tolerance 5%), it can be concluded that the relationship of the two latent variables is significant (hypothesis accepted) and vice versa. The results of the inner model analysis for between latent variables are presented in the Table 4:

Table 4. RSquare

	R Square	R Square Adjusted
Teaching (Y1)	0,788	0,781
Community (Y3)	0,82	0,814
Research (Y2)	0,63	0,618
supporting (y4)	0,607	0,594

Source: own calculation

R-square variable Y1 is 0.788. It means that the construct variability Y1 can be explained by the variability of constructs of variables X and Z of 78.8%. In contrast, the remainder is explained by other variables outside the model studied.

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R-square variable Y3 is 0.820; this means that the construct variability of Y3 can be explained by the variability of constructs of variables X and Z by 82%, while the remainder is explained by other variables outside the model studied. The variable Y-R-square is 0.630; this means that the construct Y2 variability can be explained by the variability of constructs of variables X and Z by 63%, while the remainder is explained by other variables outside the model studied. R-square variable Y4 is 0.607; this means that the construct variability of Y4 can be explained by the variability of constructs of variables X and Z of 60.7%, while the rest is explained by other variables outside the model studied. The greater the R-square number shows, the greater the independent variable can define the dependent variable so that the better the structural equation.

Hypothesis Testing

In the stage of testing this hypothesis, it will be analyzed whether there is a significant influence between the independent variables on the dependent variable Testing the proposed hypothesis is done by looking at the path coefficients that show the parameter coefficients and the statistical significance value t. The significance of the estimated parameters can provide information about the relationships between the research variables. The limit for rejecting and accepting the hypothesis proposed is to use a probability of 0.05. Table 5 presents the estimated output for Testing structural models:

Table 5. Path Coefficient

	original sample	sample mean	standard deviasi	T statistics	P value	Decision
IWB (X) --> Teaching (Y1)	0,223	0,221	0,116	1,915	0,056	Accepted
IWB (X) --> Community (Y3)	0,388	0,39	0,122	3,194	0,001	Accepted
IWB (X) --> Research (Y2)	0,448	-0,059	0,138	2,349	0,028	Accepted
IWB (X) --> Supporting (Y4)	0,315	0,316	0,149	2,116	0,035	Accepted
Moderating Effect 1 --> Teaching (Y1)	-0,106	-0,121	0,109	0,968	0,333	Rejected
Moderating Effect 2 --> Research (Y2)	-0,229	-0,246	0,138	2,656	0,038	Accepted
Moderating Effect 3 --> Community (Y3)	0,131	0,134	0,083	1,566	0,118	Rejected
Moderating Effect 4 --> Supporting (Y4)	0,009	-0,003	0,14	0,061	0,951	Rejected

Source: own calculation

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The Effect of Innovative Work Behavior on Job Lecturer's Performance

Hypothesis 1 is accepted. The result of this research is consistent with (Palladan, 2018), which states that transferring knowledge to each individual is different, so the instructor is required to innovate in teaching. The study by Zhu, Wang, Cai, & Engels (2013) states that there are six innovative teachings, first, innovative thoughts in education; second, innovative use of teaching content; third, innovative teaching methods and teaching strategies; fourth, innovative of teaching resources, five, innovative evaluation and the last is supporting teaching environment.

Hypothesis 2 is accepted. Based on Table 5, the result of this research is consistent with Onwubiko (2012), Varao-Sousa & Kingstone (2015) and Rezaei, (2013), which state that the use of technology systems has an impact on the quality of accounting information, current technology systems have opened insights and improved knowledge for lecturers, wise use can improve the scientific and quality of research in accounting lecturers.

Hypothesis 3 is accepted. The result of this research is in line with Palladan (2018), which states this is not surprising because the IWB of lectures is closely related to community service performance. Keerberg, Kiisla, & MMeltsemees, (2013) argued that lecturers in tertiary institutions are expected to support socio-cultural and technological developments in their community, thus contributing to the social cohesion and sustainable development for their institutions hosting community.

Hypothesis 4 is accepted. General Chair of the Association of Indonesian Private Universities (APTISI) Edy Suandi Hamid, lecturers are the most important element for universities in shaping quality human resources (HR). Therefore, in evaluating credit numbers for increasing lecturer positions, supporting elements are included; this is to implement innovations from lecturers in organizing (Dikti, 2014).

Hypothesis 5 is rejected. This research is in line with Sampson, Driscoll, Foulk, & Carroll, (2010), which argue that with the development of technology, innovation is needed in teaching accounting science to be more easily understood. Roebuck, Siha, & Bell (2013) use social media to increase

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innovation in teaching, teaching using mobile devices is like discussing in e-learning forums.

Hypothesis 6 is accepted. Rahayuningsih (2017), in his research, stated that the lecturer is an expert in his field, has a high commitment and calling. Cyberloafing behavior can affect commitment in work, thereby reducing the productivity of accounting lecturers in conducting research (Rahayuningsih, 2017).

Hypothesis 7 and 8 are rejected. Based on the results of this study, in tune with the research from Page (2015) and Ozler & Polat (2012), which states that cyberloafing does not moderate the behavior of lecturers, especially community service and supporting activities; this is possible because community service activities are activities that require direct interaction with the community.

CONCLUSION AND SUGGESTION

This study describes the impact of cyberloafing activities on the performance of tri dharma accounting lecturers in East Java. Data from the Ministry of Research, Technology and Higher Education in Indonesia through the Science and Technology Index (SINTA) application recorded only 1,551 of 4,200 professors and 2,517 of the 17,133 Associate professors who passed the publication requirements. Based on the findings, the study concluded that cyberloafing significantly moderates innovative work behavior towards the performance of lecturers in the field of research. Therefore, the importance of university leaders and the environment to motivate extrinsically and be able to use the internet more wisely and make better use of internet technology.

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