Effect of Internet on Student's Academic Performance and Social Life

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Abstract. The use of the internet has a huge impact on student achievement. This study was conducted to determine the effect of internet use on academic achievement, social life, and student activities in Bandung. This research will be very helpful for students, researchers, and curriculum developers to know the relationship of internet usage and academic achievement. This research was made by collecting the respondents from 2 Universities in Bandung, University Computer Indonesia and Institute Harapan Bangsa Technology. Respondents were randomly selected by 50 respondents. The results of this study can prove that the students' social life is influenced by the internet. Graphical representation of internet usage and its impact on students' social life shows that the use of the internet is very high, will minimize student social activity. This study shows that the use of the Internet for study purposes and academic achievement is directly proportional to each other while inversely proportional to student social life.

1. Introduction

The Internet is one result of the sophistication and advancement of science and man-made technology. Internet stands for Interconnected Networking which, when translated in Indonesian, means a series of connected computers within multiple networks. In the daily existence of the Internet is a very many things to provide benefits for everyone, especially the students. In addition, the Internet as a relatively new channel for scientific resources, and contains a large amount of information varies a lot about its contents, objectives, target groups, reliability and others. Therefore, it is important that end users are aware of the wide variety of information available on the Internet, and are educated in the criteria by which information content should be assessed. The tremendous growth in the field of telecommunications has brought online services, specialized electronic networks, Webpages, E-mail, software and global information sources to our homes and education.

The Internet provides an environment where millions of people participate and engage in the creation and exchange of information. High Internet use by Zambian University staff where 35 out of 37 staff use the Internet. Their main motivations for such use were convenience (82.91%); usability (80.05%); free access to information and software (71.4%); and ease of use (68.6%). Bao found that only 10% of respondents in Seton Hall University did not use the Internet, 40.2% of students and researchers used it every day, 38.3% every week and 10.7% every month. According to Novy Technological development is directly proportional to the development and level of human needs for its survival. One form of

technology that the last few decades have rapid development is information technology. This is inseparable from the human need for communication because the nature of human behavior is to communicate [1]. Another explanation came from Katie et al. Over the last few years, there has been increased interest in the addictive potential of the Internet. The current study was an attempt to replicate common findings in the literature and provide more evidence for the existence of Internet addiction among students—a population considered to be especially vulnerable. A total of 371 British students responded to the questionnaire, which included the Pathological Internet Use (PIU) scale, the General Health Questionnaire (GHQ-12), a self-esteem scale, and two measures of disinhibition. Results showed that 18.3% of the sample were considered to be pathological Internet users, whose excessive use of the Internet was causing academic, social, and interpersonal problems. Other results showed that pathological Internet users had lower self-esteem and were more socially disinhibited. However, there was no significant difference in GHQ scores. These results are discussed in relation to the methodological shortcomings of research in the area as a whole [2]. Kimberly reported that Anecdotal reports indicated that some on-line users were becoming addicted to the Internet in much the same way that others became addicted to drugs or alcohol, which resulted in academic, social, and occupational impairment [3].

Nor et al. elaborated that the widespread use of the Internet and the convenient mechanism it provides, such as easy access, easy downloads, and easy copy and paste functions have made many types of unethical behaviors easier, particularly those involving students in academic settings. Among the issues in ethics within the academic environment that can be triggered by the Internet are fraudulence, plagiarism, falsification, delinquency, unauthorized help, and facility misuse [4]. Research on the benefits of the internet on academic performance presented by Joo et al, Connectedness is a qualitative conceptualization of an individual's relationship with the internet, taking into consideration the breadth, depth, and the importance of individuals' internet experience. This study seeks to situate adolescents' internet connectedness in three spheres of social environment: (1) the general social support measured by how easy it is to get help when adolescents encounter problems in using the internet; (2) the parents, where we examine parents' socioeconomic status and their internet use; and (3) the peer group, where we look into the proportion of friends who connect to the internet. The results from a survey of 1303 adolescents in Seoul, Singapore and Taipei support our major hypothesis that among the internet-using adolescents, their internet connectedness patterns differ by the nature of their social environments [5]. Jonathan further explains the use of the Internet on college campuses has increased dramatically in recent years, leading to pathological use, or Internet addiction, for some students.

Internet addiction is defined as a psychological dependence on the Internet and is characterized by (a) an increasing investment of resources on Internet-related activities, (b) unpleasant feelings (e.g., anxiety, depression, emptiness) when offline, (c) an increasing tolerance to the effects of being online, and (d) denial of the problematic behaviors. Individuals exhibiting such symptoms often are dealing with underlying psychological issues. College students are particularly vulnerable to pathological Internet use due to several factors. These factors include (a) the psychological and developmental characteristics of late adolescence/young adulthood, (b) ready access to the Internet, and (c) an expectation of computer/Internet use. The nature of the computer medium and the sense of control experienced when engaged in computer activities can also contribute to the potential for problematic computer/Internet use [6]. Elisabeth and Lennart explained that the present study investigated the extent to which inter-personal skills, personality, and emotional intelligence (EI) were related to the extent of usage of the Internet, as measured with the Internet Addiction Scale, on a sample of undergraduates. EI was assessed by performance measures derived from the identification and labeling of emotions as shown in pictures of facial expressions, and as interpreted from descriptions of social episodes. Use of the Internet was related to loneliness and adherence to idiosyncratic values (strong effects), and also to poorer balance between work and leisure and emotional intelligence (weaker effects). Big Five personality dimensions were also included in the study. No link was found between personality and usage of the Internet. Results suggest that frequent users tend to be lonely, to have deviant values, and to some extent to lack the emotional and social skills characteristic of high EI [7]. In general, Wade and

Renata explained about the influence of electronic media use on the academic and social lives of university students. Using time-diary and survey data, we explore the use of various types of electronic media among first-year students. Time-diary results suggest that the majority of students use electronic media to multitask. Robust regression results indicate a negative relationship between the use of various types of electronic media and first-semester grades. In addition, we find a positive association between social-networking-site use, cellular-phone communication, and face-to-face social interaction [8].

Ying and Samuel, Heavy Internet users and no heavy Internet users differed significantly on a number of dimensions. No heavy users had better relationships with administrative staff, academic grades, and learning satisfaction than heavy Internet users. Heavy users were more likely than non-heavy Internet users to be depressed, physically ill, lonely, and introverted [9]. I Putu, Davis' Technology Acceptance Model (TAM), perceived usefulness, and perceived ease of use instruments are widely accepted in information technology research community as tools for evaluating information system application and predicting usage. This study attempts to investigate whether perceived usefulness and perceived ease of use influence behavioural intention in using Internet. Perceived usefulness is the degree to which a person believes that using a particular system would enhance his or her job performance. Perceived ease of use is the degree to which a person believes that using a particular system would be free of effort [10]. From some of the above references, there are still shortcomings, therefore research on the Effect of the Internet on Academic Performance and Student Social Life in Bandung, Indonesia is important for university teachers to analyse the use of the internet on student academic achievement. This research will support for the utilization of internet and social life. Drawn with the help of graphical representation showing the impact of internet use on academic achievement and student social life. Research conducted on students, selected from two universities in Bandung.

2. Methods
This research was conducted by collecting the respondents from 2 Universities in Bandung, University Computer Indonesia and Harapan Bangsa Institute of Technology. Respondents were randomly selected by 50 respondents. Each respondent will be given a questionnaire that they will fill with their own answers, from the data that has been collected will be in though and also in the analysis using SPSS version software. 2.0. The correct data will be processed further while the wrong data will be thrown away and do a re-questionnaire with random responders until all data declared valid.

3. Results and Discussion
The collection of data that has been available, converted into graphs for analysis. Two different Universities represent the graph.

3.1. Graphic influence of academic performance of Harapan Bangsa Institute of Technology
The Old Internet Usage Graph clearly shows that more than 50% of respondents use the internet for more than 2 hours a day or even 15% of them use the internet for 4 hours or more a day (See Figure 1).
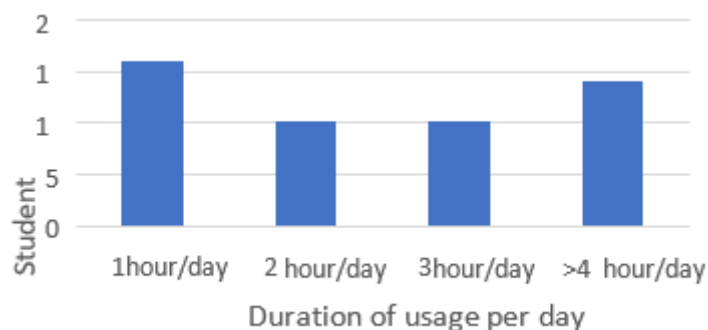

Figure 1. The number of students who use the internet in a day.

The second graph is depicted based on the use of the internet. The graph clearly shows that very few students use the Internet for Tasks even most of them use the Internet for Social Media purposes. The other graph shows students tend to use the internet for downloading software as well as songs compared to tasks (See Figure 2).
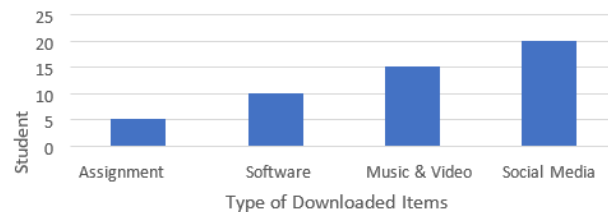

Figure 2. Use of Internet by the students.

Graph 3 surveys are based on the learning priorities and teaching materials. Students tend to use the Internet to learn rather than using a book as their learning reference. This clearly shows the internet covering all aspects that most students need (See Figure 3).

Figure 3. Student's habit to learn.

Graph 4 shows the effect when students finish using the internet 30 students feel themselves happy, 15 others feel the usual, and 5 others feel bored (See Figure 4).

Figure 4. Feeling after using Internet.

The next survey is based on the opinions of each respondent about the impact of the internet that is negative, positive, or both. Most students choose positive and negative impact (See Figure 5).
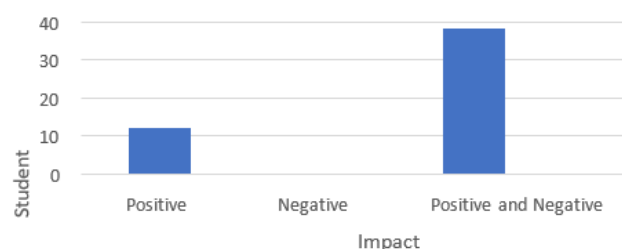

Figure 5. Impact of feeling after using the internet.

Subsequent research on the usefulness of the internet shows almost all students think that the internet is very useful (See Figure 6).
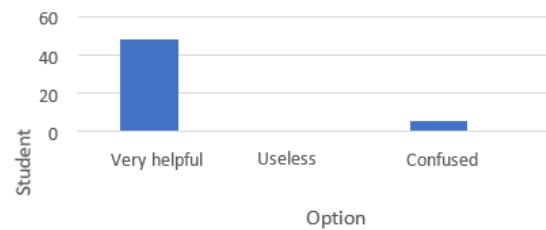
Figure 6. The advantage of Internet.

Graph 7 shows students' social behaviour, clearly indicating that most students give less time to their social life. This is one of the internet shortcomings (See Figure 7).
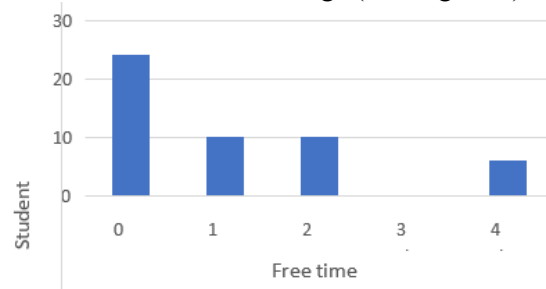

Figure 7. Time for social life.

The next graph also shows that the students' social life is influenced by the internet and the existence of outdoor activities is very little so that it can cause physical health of students to be bad (See Figure 8).
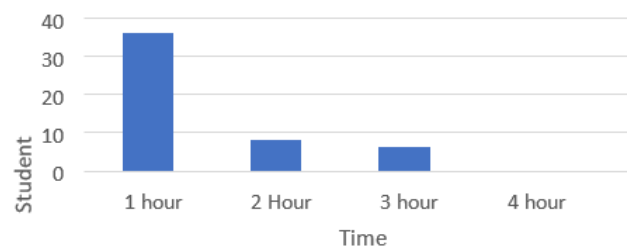

Figure 8. Time to Play.

3.2. Graph of Internet influence on academic performance of University Computer Indonesia
Subsequent research at the University Computer Indonesia, no significant changes. Internet usage remains high every day (See Figure 9).
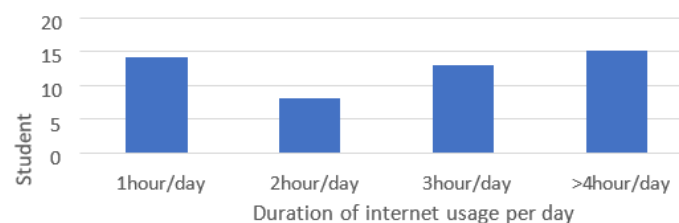

Figure 9. Duration of internet usage per day

Graph 10 is illustrated by the use of the internet. There are differences in results from previous universities, where the use of the Internet for more tasks but fewer software. The same is still the high usage for social media (See Figure 10).
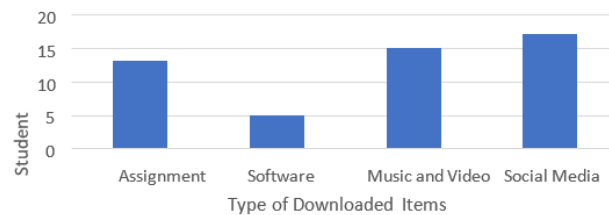
Figure 10. Internet use to students.

Graph 11 of the survey is based on the learning priorities and the teaching materials. Stay the same as before. Students prefer Internet media to learn compared to books. (See Figure 11).
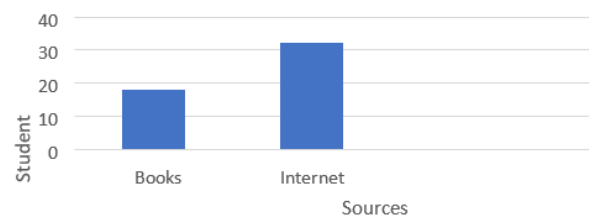

Figure 11. Student habits to learn based on the source.

Graph 12 shows the effect when the students finish using the internet 28 students feel themselves happy, 16 others feel the usual, and 6 others feel bored (See Figure 12).
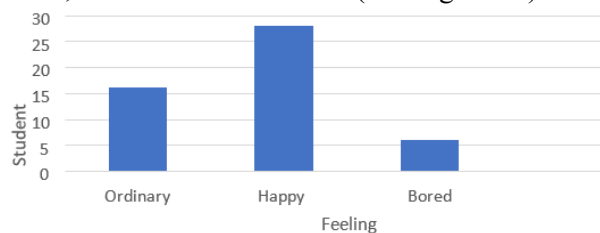

Figure 12. Feeling after using Internet.

There was no significant change in this survey, the students still chose the internet as positive and negative (See Figure 13).
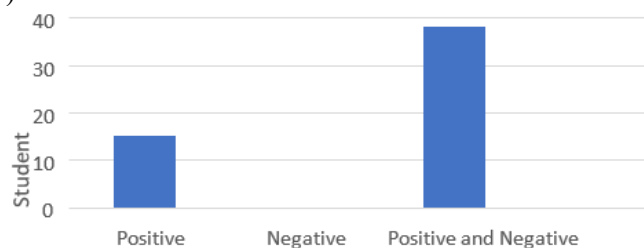

Figure 13. Impact of internet usage.

In graph 14 all respondents of internet students are very useful (See Figure 14).

Figure 14. The advantage of Internet.

Graph 15 shows students' social behaviour, still with a lack of time for social life. Make this a lack of internet (See Figure 15).
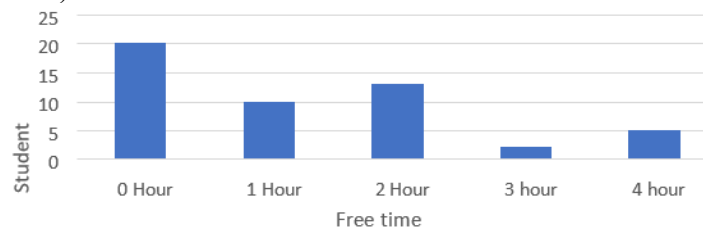

Figure 15. Time for Social Life.

The next graph also does not show much change, that the students' social life is influenced by the internet and the existence of outdoor activities is very little so it can cause physical health of students to be bad (See Figure 16).
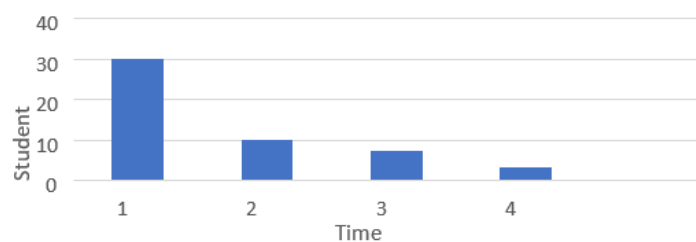

Figure 16. Time to play.

4. Conclusions

The conclusion drawn from this research is that internet usage is one of the factors that influence academic performance and student social life. The number of hours spent on the internet will affect the students' social life unless the internet is used for learning / academic purposes. Graphic representation of internet usage and its impact on students' social life shows that internet use is very high, will minimize student social activity. This study shows that the use of the Internet for study purposes and academic achievement is directly proportional to each other.

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