

## Application of Innovative Learning Media Utilizing the Internet in History Education Merdeka Curriculum (MBKM) Campus Teaching Program at SMKN 7 Palu

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### ABSTRACT

This study explores the impact of the internet on learning at SMK Negeri 7 Palu, focusing on students' learning outcomes. Data was collected through Merdeka Curriculum (MBKM) Campus Teaching Program activities, interviews, and documentation. The research demonstrates that the internet enhances student learning results in history subjects at SMK Negeri 7 Palu. Internet media can influence students' classroom learning activities by elucidating specific learning objectives and facilitating accurate assessment. The internet offers diverse educational resources and a dynamic learning experience through visuals and audio, enhancing student engagement in history education. The impact of internet media on enhancing student learning outcomes has significantly contributed to their academic success. The study highlights the importance of the internet in enhancing the learning process and promoting a more inclusive and effective learning environment.

**Keywords:** *Innovative, Internet, Media, History Education*

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### INTRODUCTION

Education as one aspect of human life that has been influenced by the era of globalization. This is marked by the use of the internet as an additional means of learning. The internet is a computer network that is able to connect almost all computers in the world so that they can communicate and exchange information. The development of internet network technology has changed the paradigm in obtaining information and communicating, which is no longer limited by the dimensions of space and time. One of the areas touched by technological developments is education. As a source of almost unlimited information, the internet network fulfills the capacity to be used as one of the sources of learning in the world of education (Lee, Cheung, & Chen, 2005).

Learning resources nowadays are increasingly diverse, so that they are not only in the form of printed books, but learning resources can be obtained through electronic media, such as the internet. The internet can be used as a learning resource, in addition to being able to expand knowledge and as a source of learning information at school or

outside school, both information related to current lessons and information on past lessons that connect real life with learning materials (Papanis, Giavrimis, & Papani, 2010).

The Internet is starting to become popular among teenagers, especially among Vocational High School (SMK) students and is also popular among Senior High School (SMA) and Junior High School (SMP) students. Students are actively looking for new things, including more enjoyable ways to learn by utilizing the internet. Students can easily connect to academic sites (online libraries, literature, access to research results and access to learning materials), government sites and educational participant sites so that it is considered superior to other media such as radio, newspapers, television and others, because the information presented on the internet is presented in a very varied and more specific way than other media (Liang & Tsai, 2008).

Seeing the rapid development of internet usage everywhere, the world of education will be very left behind if it cannot utilize internet technology. In this case, at least one teacher student is able and recommends the use of information available on the internet as a source of learning or teaching materials. The development of internet technology makes it easier and provides freedom in exploring knowledge. By using the internet, students can not only get articles related to learning materials, students can also get pictures, videos, and even animations of phenomena that occur on earth (Gao, 2021).

The presence of the internet has supported the effectiveness and efficiency of learning activities, especially its role as a learning resource, means of communication, publication and suggestion for obtaining various information or learning materials as needed (Bambang Warsita 2008: 133).

Related to the large use of the internet in the world of education, there needs to be motivation in efforts to use the internet as a learning resource that can provide a positive impact on the learning process. The use of the internet as a learning resource because it is easy to apply, especially the supporting tools in using the internet, because of the current developments that are most popular as a learning resource besides books, namely the internet (Cook et al., 2008).

The internet, if used as a source of learning, certainly has many shortcomings, such as the authenticity of the writing is not guaranteed to be true when compared to books. The use of the internet can only think about the ease of finding information according to their needs but not think about whether the writing on the internet is indeed worthy of being used as learning resources. One of the advantages of the internet in the world of education is that it can help to access various information and knowledge and share research with those who live far away (Cook et al., 2008).

The lack of learning books certainly makes students take the second alternative, namely using the internet even though they already know the shortcomings of the internet based on the background above, I am interested in conducting research on the benefits of the internet by raising the title of the final assignment research on the use of the internet as a source of learning history in class XI SMK Negeri 7 Palu. So that it makes the learning process of the subject more effective. Because sometimes there are facilities that are very adequate/complete but not used. And if used, it is not necessarily at the

maximum level. Therefore, it is very important to study this problem, so that later the existence of the internet in the world of education, especially in schools, really has a positive impact. considering that the population is only 37 students (less than 100) then all of them must be taken so that the number of samples used to be respondents as a data source is all class students totaling 37 students. Furthermore, so that the data obtained is truly objective, the author applies a random data population collection technique or random sampling. So that all students have the same opportunity to be selected as a population.

## **METHOD**

The entire series of this research was carried out based on quantitative research methods with the approach used, namely the descriptive approach, namely an approach that attempts to describe and interpret objects according to what they are or according to the actual conditions in the field (Otani, 2017). Based on the scope and depth of the research to gain an understanding of "Utilization of the Internet as a Learning Resource in History Subjects for Class XI of the NKN Department of SMK Negeri 7 Palu".

The place where this research will be conducted is related to the problem in the title, namely at SMK Negeri 7 Palu. The research time began with the initial observation conducted on November 11, 2023. Observations were conducted to determine any problems. After the desired data has been collected, the researcher will continue the research directly to students and teachers during school hours, so that after the data has been collected, starting from observation, or after the research, the results of this research can be formulated.

Population is the entire subject of the study. Thus, the population in this study is the students of class XI of SMK Negeri 7 Palu. The population referred to in the study is the entire number of students of class XI and class XI of SMK Negeri 7 Palu. The total number of class XI students and class XI students who were made the population amounted to 37 students (Sugiyono, 2018). The instruments used in this study were questionnaires and interview guidelines. The questionnaire was used to determine how the internet is used as a source of learning history, the supporting and inhibiting factors, and the impacts caused by the use of the internet as a source of learning in class XI of SMK Negeri 7 Palu. While the interview was used to obtain complementary data or information.

## **RESULTS**

### **Results Interview**

The data that has been obtained is data obtained from the results Interviews. Interviews are conducted based on interview guidelines. The subject who became the resource person was a History Teacher at SMK Negeri 7 Palu. In order for The interview explanation is more focused, so the interview results are presented in detail as following:

A. Interview with History Teacher of State Vocational School 7 Palu, Mrs. Megawati S.Pd: (Interview results) single)

1. What do you think about using the internet as a... source study history?  
 Answer: "Every material in a subject is certainly not completely obtained only from books, giving assignments to students sometimes must get addition the material pass internet media. For example, in one week the class schedule is one meeting so that giving task to participants educate class XI One time in a week".
2. Whether Ladies and gentlemen Also utilise media Internet as source material additionally to book?  
 Answer: "Yes, in era Which all-round advanced This Already appropriately We participateutilise various media Which There is as Wrong One source search materials for learning".
3. Often Ladies and gentlemen give task to participant educate For look for material addition on the internet?  
 Answer "Every giving task to participant educate, they alwaysdo it, No only get source answer from bookbutAlso from the internet".
4. Whether Laboratory computer has facilitate participant educate Foraccess material/information on the internet?  
 Answer "Yes, Laboratory Computer Enough facilitating participants educate".
5. Whether with installation *hot spot* in school can maximizeuse of the internet in history learning for students? Answer "Of course just, with procurement hot spot Can make it easier participant educate access material on the internet with easy"

### Results Questionnaire

Research data obtained from research results on participants students class XI Major NKN Vocational School Country 7 Hammer, intended For know Benefits of the Internet for the motivation to learn history of class XI students of the Department of History NKN State Vocational School 7 Hammers.

On moment utilization Internet sometimes participant educate more dominant using internet facilities as a means of communication, therefore on Table 4.4 the author presents how many students use internet in the history learning process in class XI NKN major of State Vocational High School7 Hammer in the form of a table below:

**Table 1 Student Statements Regarding the Use of the Internet in Learning History**

No	Choice	Frequency	Percentage (%)
1.	Often	17 Participant educate	<b>45.94</b>
2.	Sometimes	9 Participant educate	<b>24.32</b>
3.	Once	6 Participant educate	<b>15.21</b>
4.	No Once	5 Participant educate	<b>16.21</b>
<b>Amount</b>		<b>37 Participant educate</b>	<b>100</b>

Source: Study Questionnaire No.1

Table 1 shows student statements about the use of internet in learning history, it was seen that 17 students (45.94%) stated often and 9 students (24.32%) stated that they sometimes use it Internet. Amount participant educate Which state No Once 5 participant educate (13.51%), And Which state Once 6 participant educate (16.21%). From data the can explained that most participant educate often use Internet in the lesson History.

Next, to find out whether the internet facilities provided olch school can help add outlook in Lesson history, writerserve in the form of Table below This:

**Table 2 Student Statements About the Benefits of Internet Facilities Provided By School**

No	Choice	Frequency	Percentage (%)
1.	Often	19 Participant educate	51.35
2.	Sometimes	15 Participant educate	45.54
3.	Once	3 Participant educate	8.10
4.	No Once	No There is	0
<b>Amount</b>		<b>37 Participant educate</b>	<b>100</b>

Source: Study Questionnaire No.2

In Table 2 it is known that 19 students (51.35%) stated that often, and 15 participant educate (40.54%) sometimes, ever 3 learners (8.10%). From these data it can be concluded that the majority of students think that the internet facilities provided by the school cannot be help participant educate in enrich insight into Study History.

Next, to find out whether students often open the site media social like *Facebook* , *Google* , *Instagram* etc, writer serve in formTable in this area.

**Table 3 Student Statements Regarding the Use of Social Media for History Learning**

No	Choice	Frequency	Percentage (%)
1.	Often	19 Participant educate	51.35
2.	Sometimes	15 Participant educate	40.54
3.	Once	3 Participant educate	8.10
4.	No Once	No There is	0
<b>Amount</b>		<b>37 Participant educate</b>	<b>100</b>

Source: Study Questionnaire No.3

From table 3 above it can be seen that of the 37 respondents who often... open site media social as much as 19 participant educate (51.35%) And Which sometimes-sometimes open site media social as much as 15 participant educate (40.54 %) whereaswho never opened a social media site were 0 students. While Which just Once 3 participant educate (8,10). From data response Respondent shows that social media can provide attraction and make things easier participant educate in learning history.

Next, to find out how often history teachers give The author presents the task to students to search for material on the internet inform table below:

**Table 4 Student Statements Regarding Assignments Given by History Teachers To Find Material History on the Internet**

No	Choice	Frequency	Percentage (%)
1.	Often	19 Participant educate	51.35
2.	Sometimes	15 Participant educate	40.54
3.	Once	3 Participant educate	8.10
4.	No Once	No There is	0
<b>Amount</b>		<b>37 Participant educate</b>	<b>100</b>

Source: Processing Questionnaire No.4

From table 4 in on can known that in process Study- teach In class XI of the NKN Department of State Vocational School 7 Palu, teachers often give assignments to students to find additional materials on the internet, this can explained that internet play a role important as means addition Which provide more information complete related lessons history.

Furthermore For know How benefit Internet in help students to complete assignments (PR) in the subject History, writer serve in the form of table below This:

**Table 5 Student Statements Regarding Internet Use For Finish Task (PR) In The Eyes History Lessons**

No	Choice	Frequency	Percentage (%)
1.	Often	19 Participant educate	51.35
2.	Sometimes	15 Participant educate	40.54
3.	Once	3 Participant educate	8.10
4.	No Once	No There is	0
<b>Amount</b>		<b>37 Participant educate</b>	<b>100</b>

Source: Processing Questionnaire No. 5

In table 5 above, out of 37 respondents, it shows who... often use Internet For finish task (PR) in eye History lessons for 19 students (51.35%) and students who sometimes use Internet in finish task is 15 participant educate (40.54%). And that Once as many as 3 learners (8,10 %) . From the data above, it can be seen that the benefits of the internet can help participant educate in finish task (PR) in the eyes History Lessons.

Furthermore For know whether participant educate often open important events or sites in History Lessons on the internet, author serve in table form in below:

**Table 6 Student Statements About Frequent Visits to Events or Site Important In History in Internet**

No	Choice	Frequency	Percentage (%)
1.	Often	15 Participant educate	40.54
2.	Sometimes	13 Participant educate	35.13
3.	Once	9 Participant educate	24.32
4.	No Once	No There is	0
<b>Amount</b>		<b>37 Participant educate</b>	<b>100</b>

Source: Processing Questionnaire No. 6

From table 6 above it is indicated that of the 37 respondents, 15 participant educate (40.54%) "often" open events important in history in Internet, And part big Still "sometimes" open incident- incident important in history on the internet namely 13 participants educate (35.13%).

From data the can explained that events important in Most of the history on the internet is still rarely opened by students, However, there are also students who often open important events in history of the internet.

On table furthermore We can see whether Respondent often download/downloading materials lesson history in Internet. Writer serve in the table 5 below:

**Table 6 Student Statements About How Often They Downloader or Download Materials Related to Lessons History**

No	Choice	Frequency	Percentage (%)
1.	Often	15 Participant educate	<b>40.54</b>
2.	Sometimes	12 Participant educate	<b>32.43</b>
3.	Once	7 Participant educate	<b>18.91</b>
4.	No Once	3 Participant educate	<b>8.10</b>
<b>Amount</b>		<b>37 Participant educate</b>	<b>100</b>

Source: Processing Questionnaire No.7

From table 6 above it can be seen that of the 37 respondents who "often" download 15 history lesson materials on the internet participant educate (40.54 %), part big Still "sometimes" download/downloading materials lesson history in Internet that is 12 participant educate (32.43 %), And Which "No Once download/downloading material-history lesson material on the internet as many as 3 students (8.10%) and those who 7 students (18.91) have ever been there. From these data it can be explained that most of them participant educate Still seldom download/downloading materials lesson history on the internet.

No only download/downloading materials lesson history which can be used on the internet, but the completeness of the information available on Internet Also need be noticed Which will served in form next table.

**Table 7 Student Statements About the Internet Can Provide Information Which Complete In Study History**

No	Choice	Frequency	Percentage (%)
1.	Often	15 Participant educate	<b>40.54</b>
2.	Sometimes	12 Participant educate	<b>32.43</b>
3.	Once	6 Participant educate	<b>17.91</b>
4.	No Once	4 Participant educate	<b>9.12</b>
<b>Amount</b>		<b>37 Participant educate</b>	<b>100</b>

Source: Processing Questionnaire No. 8

From the data results above, it can be seen that the internet can provide complete information in learning history. This can be seen from the large number of all respondents' statements stated that 15 students (40.54%) which sometimes number 12 students (32.43%), once 7 students (17.91 %) and those who don't ever existed 4 participants educate (9.12) %).

Next, to find out who taught the students how to access And take data from Internet can we see on table 8 under This.

**Table 8 Statements of Students About How They Received Instruction Access From Taking Data From the Internet**

No	Choice	Frequency	Percentage (%)
1.	Often	18 Participant educate	<b>48.64</b>
2.	Sometimes	12 Participant educate	<b>32.43</b>
3.	Once	7 Participant educate	<b>18.93</b>
4.	No Once	No There is	<b>0</b>
<b>Amount</b>		<b>37 Participant educate</b>	<b>100</b>

Source: Processing Questionnaire No. 9

See table 8 in page previously, can in Analysis that part Most students are taught how to access and retrieve data from the internet. ital This can seen in statement participant educate Which answer often as much as 18 students (48.64%), sometimes 12 students (32.43%), and ever as much as 7 participant educate (18.93%).

Next to find out the statement students about whether Internet can increase motivation Study history can seen on table 9 below

**Table 10 Student Statements About the Internet Can Increase Motivation Study History**

No	Choice	Frequency	Percentage (%)
1.	Often	29 Participant educate	<b>78.73</b>
2.	Sometimes	6 Participant educate	<b>16.21</b>
3.	Once	1 Participant educate	<b>2.70</b>
4.	No Once	1 Participant educate	<b>2.70</b>
<b>Amount</b>		<b>37 Participant educate</b>	<b>100</b>

Source: Processing Questionnaire No.10

From these data it can be seen that all students agree with statement Internet can increase motivation Study history. Matter the can seen from the percentage of student answers, a total of 29 students (78.37%) Say Often. Furthermore How Internet can increase motivation Study History, Then open the YouTube site to watch historical films.

**Table 11 Student Statements About Opening the YouTube Site to Watch Movies History**

No	Choice	Frequency	Percentage (%)
1.	Often	1 Participant educate	3.33
2.	Sometimes	13 Participant educate	43.33
3.	Once	7 Participant educate	18.91
4.	No Once	16 Participant educate	53.33
<b>Amount</b>		<b>37 Participant educate</b>	<b>100</b>

Source: Processing Questionnaire No. 11

Looking at the table above, we can see that most of the participants Didik never opens the YouTube site to watch historical films, However Still there is a number of participant educate Which other Which open site youtube For watch movies history. Matter This can seen from amount participant educate Which answer "No Once" as much as 16 participant educate (53.33 %), "sometimes- "sometimes" as many as 13 students (43.33%) and those who stated "often" 1 participant educate (3.33%), "ever" 7 participants educate (18.91%).

Next, to find out what students' statements are about use Internet as means of communication with friend can we see on the following table below:

**Table 11 Students' Comments on Using the Internet as a Means of Communication With friend**

No	Choice	Frequency	Percentage (%)
1.	Often	21 Participant educate	56.75
2.	Sometimes	8 Participant educate	26.67
3.	Once	7 Participant educate	18.91
4.	No Once	1 Participant educate	3.33
<b>Amount</b>		<b>37 Participant educate</b>	<b>100</b>

Source Processing Questionnaire No. 12

From the data results above, it can be seen that most students answered ering" namely 21 students (56.75%), then students who answered "never" 1 student (3.33%). So, it can be concluded that Most students also use the internet as a means of communication with Friend. As for use Internet by learners in a week can seen on the following table below this:

**Table 12 Statements Participant educate About Use Internet In A week**

No	Choice	Frequency	Percentage (%)
1.	Often	29 Participant educate	78.37
2.	Sometimes	6 Participant educate	16.21
3.	Once	1 Participant educate	2.70
4.	No Once	1 Participant educate	2.70
<b>Amount</b>		<b>37 Participant educate</b>	<b>100</b>

Source: Processing Questionnaire No.13

Based on the results of this data, we can draw the conclusion that more many students use the internet in one week compared to who rarely use the internet, this can be seen from the results of the questionnaire, namely Lots participant educate Which answer "often" as much as 29 participant educate or in percentage (78.37 %) and 6 participant educate (16.21%) who answered "sometimes- sometimes" Once 1 participant educate (2.70 %) and no Once (2.70 %)

Then response participant educate to whether Internet can make it easier participant educate in settlement tasks history Which complicated/difficult.

**Table 13 Student Statements About the Internet Can Make Things Easier Completion of Assignments History of the Difficult or Complicated**

No	Choice	Frequency	Percentage (%)
1.	Often	30 Participant educate	<b>80.37</b>
2.	Sometimes	5 Participant educate	<b>14.21</b>
3.	Once	1 Participant educate	<b>2.70</b>
4.	No Once	1 Participant educate	<b>2.70</b>
<b>Amount</b>		<b>37 Participant educate</b>	<b>100</b>

Source: Processing Questionnaire No. 14

Looking at the above, it can be analyzed that based on the table on seen from 30 Respondent the whole thing state "often" that Internet can make it easier to complete difficult/complicated history assignments so that The internet is very suitable to be used as motivation for learning history which is identical with various Controversy events, this can be seen on table following This:

**Table 14 Student Statements About the Internet Are Very Important to Make Source Study History**

No	Choice	Frequency	Percentage (%)
1.	Often	33 Participant educate	<b>85.37</b>
2.	Not enough Agree	2 Participant educate	<b>9.21</b>
3.	No Agree	1 Participant educate	<b>2.70</b>
4.	Same Very No Agree	1 Participant educate	<b>2.70</b>
<b>Amount</b>		<b>37 Participant educate</b>	<b>100</b>

Source: Processing Questionnaire No. 15

From data the in on can analyzed that part big participant educate state "very agree" that Internet very proper in make it as the students' learning motivation was 33 students (85.37%) and for Which to declare "not enough agree" as much as 3 participant educate (9.21%).

Matter This can describe that use Internet need develop in learning history so as to foster student motivation in learn history.

## DISCUSSION

An effective teaching and learning process is influenced by, among other things, there is motivation for students to learn so that what happens is not just teaching but a complete process, namely learning and teaching. means that participant educate Which motivated in accept material in in class can be seen from his attitude of trying as hard as possible to actively participate in activity Study teach the. However if lesson Which in give unable to build students' interest in study it then deck will There is meaning for participant the students.

For That media Which appropriate For build motivation Study participant educate very determine on sustainability a process learn how to teach Which effective. In this case, the internet media demands us to continue to accompany its development (Alshahrani, Ahmed, & Ward, 2017). Based on the description above, the discussion of the problems in this research is as follows: based on the table data presented in the research results. The tables This reveals the various benefits of the internet for students in field of education and the presentation of historical teaching materials in it the relationship in increasing learning motivation participant educate

Table 1 shows student statements about using the internet in Study history. From 37 participant educate Which is sample, part big namely 17 participant educate (45.94%) state "often" And 9 participant educate (24.32

%) stated "sometimes", never 5 students (13.51%), ever as many as 6 students (16.21%). From the results of the data it can be explained that the internet has been utilized by most students in learning history, so that utilization Internet in matter This can stated has play a role in the history learning process.

Table 2: Student statements about the internet facilities provided by school can help enrich outlook in Study history. From results data show that 19 participant educate participant educate (51.35%) stated "often" and 15 students (40.54%) stated "sometimes" so it can be concluded that most students think that the internet facilities provided by the school cannot be help enrich outlook participant educate in learning History.

Table 3 statements About open Site Media Social like Facebook, Google, Twitter And etc from data the can seen that from 37 respondents who "often open social media sites" are 19 students (51.35%), who "sometimes open social media sites as many as 15 participants students (40.54%) while only 0 students "never" opened it (0%), Once as much as 3 participant educate (8.10%). From response Respondent shows that social media sites such as Facebook, Google, Twitter and others other can give Power pull to participant educate in use Internet, so that according to researcher need created method new Which can to hook between media site social with lessons history.

Table 4 statement about giving task by Teacher history For look for material addition in Internet. From 37 participant educate Which is sample stated that students who gave statements that history teachers "often" give task For look for additional material as

much as 19 participant educate (51.35%) And Which give statement "sometimes" as much as 15 students (40.54%). From the results of the data, it can be explained that the teacher history Also support utilization Internet in Study history, Because data in above explains that most students stated that history teachers often give assignments to search for additional materials from the internet.

Table 5 statement participant educate about use Internet For completing assignments or homework (PR) for history subjects. Data results on table This give description baliwa Which "often" use Internet to complete the task or work home (PR) subject history that is as much as 19 participant educate (51.35 %), sometimes 15 participant educate (40.54%), date the describe that benefit Internet can help participant educate in finish task or work House (PR) eye lesson history given by the teacher because most students often use internet to complete assignments or homework (PR) for subjects history.

Table 6 statements about opening events and sites important in the history of the internet seen from the frequency of 15 students (40.54%) "often" opens important events or sites in history in internet, and most still "occasionally" open events important or sites in history, namely 13 students (35.13%), 9 participants have educate (24.32%). From these data it can be explained that the events or sites important in history Which There is in Internet part big Still seldom opened by students, because many of them still open social media sites such as Facebook, Twitter, and others. However, on the other hand, students also often utilise Internet in Study history, For That Teacher expected can more direct students to sites of important events in history so that Students can learn more about the benefits of the internet in the field of education. especially in the field of history.

Table 7 statement about download/downloading materials history lessons on the internet. Based on frequency the "often" download history materials on the internet as many as 15 students (40.54%), some of them Still "Sometimes" download/downloading materials history in Internet that is 12 learners (32.43%), and Which "Never download material-material lesson history in Internet as much as 3 participant educate (8.10%), ever 7 students (18.91%) From these data it can be explained that the majority of students participant educate Still seldom download or download material- material lesson history on the internet.

Table 8 statements about the internet can provide information that Complete in learning history. The data results in this table provide an overview that the internet can provide complete information in learning history. This can be seen from the large frequency of all respondents' statements. stated "often" namely 15 students (40.54%), "sometimes" 12 students educate (32.43%), as many as 7 times participant education (18.91%).

Table 9 statement about participant educate Which taught method access And take data from Internet. See from table the, can analyzed that Most students are taught how to access and retrieve data from Internet from Teacher. Matter This can seen from participant statement educate Which answer as many as 18 students (48.64%). And those who stated "sometimes" were 12 students (32.43%) and those who stated "ever" were 7

students (18.91%).

Table 10 student statements about the internet can improve motivation to learn history. From the data it can be seen that all participants educate agree with statement Internet can increase motivation Study history. This can be seen from the percentage of student answers that all in all 29 participant educate (78.37%) state "often" Internet can increase motivation to learn History

Table 11 student statements about opening the YouTube site for n movies history. Data the can describe that part watchMost students never open the YouTube site to watch movies history, but there are still some students who open the YouTube site to watch films in the same direction. This can be seen from the number of students. who answered "never" as many as 16 students (53.33%) statement students who "sometimes as many as 13 students (43.33%) and those state often as much as 1 participant educate (3.33%), Once 7 participant educate(18.91%).

Table 12 student statements about the use of the internet as a means of communication with friends as seen in table 4.15 Most students answered "often", namely 21 students (56.75%) then the students who answered "sometimes" were 8 students (26.67%), and the student who answered "never" was 1 student (3.33%), 7 students (18.91%) have. So, it can be concluded that part big participant educate Also use Internet as means communicationwith Friend.

Table 13 student statements regarding internet use in a week. The data shows that more students are use the internet in a week compared to those who rarely do. This can seen from the number of students who answered "often" which was 29 students (78.37%) and 6 students (16.21%) who answered "sometimes" sometimes", "No Once 1 participant educate (2.70%), Once 1 participant educate (2.70%).

Table 14 student statements regarding the internet can make things easier settlement tasks history Which difficult/complicated. From amount 37 Respondent part the magnitude state "often" as much as 29 participant educate (78.37%) thatInternet can facilitate the solution difficult/complicated history assignments

Table 15 statement participant educate about Internet very proper made intoas a source of historical learning. From the results of the questionnaire data, namely 29 people (78.37%) students stated that they "strongly agree" that the internet is very suitable to be used as aas a source of historical learning, and 6 said they "disagree". participant educate (33.33%), so that can analyzedthat part big participant educatevery agree Internet made into as source Study history. Matter This illustrates that internet use needs to be developed in learning history so that grow learning motivation of participants educate.

### **Impact Utilization Internet to Student**

The impact of the internet on students at SMKN 7 Palu is reviewed from two dimensions namely the positive impact dimension and the negative impact dimension (Halpern, Piña, & Ortega-Gunckel, 2020). Each dimensionthe shared become a number of the indicator that explained as follows :

#### **Impact Positive**

1. The Internet is useful as an information medium for students who get it. benefit

Internet as media information that is get benefits with level currently as much as 37 Participant Educate, benefit tall as much as 35 Students (95.09%) and low as many as 2 students (4.91%). Findings This indicates that for Participant Educate get quite a lot of benefits from the internet as information media.

2. The Internet is useful as a communication medium for students. get benefit Internet as media communication that is get benefit with level currently as much as 37 Participant Educate(100%), And low as much as 0 Participant Educate (0%). Findings This indicates that for student get benefit No too Lots from the internet as media communication.
3. Internet beneficial as Media Study The Participant Educate Which get the benefits of the internet as a learning medium, namely getting benefit with level tall 34 Participant Educate (91.87%) And low as much as 3 Students (8.13%). This finding indicates that students get benefit a huge amount from Internet as media Study.
4. Internet beneficial as Media Entertainment The Participant Educate Which get the benefits of the internet as an entertainment medium, namely getting benefit with level tall as much as 30 person (83.98%) And low as much as 7 person (16.02%). Findings This indicates that for Students get a lot of benefits from the internet as media entertainment.
5. The Internet is useful as a learning medium for history for students who get the benefits of the internet as a media for learning history, namely get benefit with level tall as much as 30 Participant Educate (83.98%), low as much as 7 Participant Educate (16.02%). Findings This indicates that students get quite a lot of benefits from the internet as a medium for learning history as in the example in watch documentary videos on *Youtube application* and historical photos on Instagram application.

#### **Impact Negative**

1. Internet cause characteristic social on student reduce. The Participant Educate those who experience negative impacts from the internet, namely those who experience negative impacts from the internet with level tall as much as 30 Participant Educate (83.98%), and low as many as 7 students (16.02%). This finding indicates that Students get only a small impact on the reduction attitude social on for its users.
2. Internet cause pattern interaction student changed The student Which get the negative impact of the internet, namely getting impacts with The high level was 30 students (83.98%), and the low level was 26 Learners (16.02%). This finding indicates that the intensity of utilization Internet give impact Which reasonable big on decrease in student interaction patterns. High intensity in the use of Internet make somebody only interact in a way virtual through internet. High intensity of internet use causes someone No Again need intensity Which tall with people in the environment in this world real.
3. The Internet causes students to become aware of criminal acts. Participant Educate Which get impact negative Internet that is get impact with level tall as much as 29 Participant Educate (80.63%), and low as many as 8 students (19.37%). This finding indicates that intensity utilization Internet give impact relatively very small to trend student recognize world crime. As students, somebody will tend more prioritize

his/her needs in learning compared to other activities other.

High intensity of internet use does not have much influence student, Lots student No too influence with impact utilization Internet so that No become addicted matter negative. According (Batubara, 2021), impact negative Internet Wrong the only one that is can make somebody addiction, especially involving pornography and can be life-consuming Money Because only For serve addicted the. According to observation Which done, addiction to negative things on the internet is not only about pornography, but also addicted to subscribing to game coupons. In this study, The availability of nude images is not the main thing in using the internet done by the students because more students disagree compared to students who agree with this (Singh, Bhatnagar, Gupta, & Kumar, 2020). Likewise wasteful spending activities which is done after using The internet is not liked by students, it is proven that the number of those who disagree and less agree is the dominant number in the case of wasting Money for the matter that not enough.

## CONCLUSION

Based on the results and discussion in this study, it has been clarified that most of the class XI students of the NKN Department of State Vocational School 7 Palu often utilizing the internet in studying history, things this is proven because some big student often use Internet For finish task or Work Homework (PR) history subject, but most students think that the internet facilities provided by the school have no influence on help enrich

On utilization Internet student class XI Major NKN Vocational School Country 7 Hammerpart big use Internet as means communication with Friend, matter This proven that part big student often open site Media Social like Facebook, *Instagram*, *WhatsApp* etc.

So most students rarely open event sites. important in history, but all students stated that the internet can provide complete information in learning history so that all students also stated that the internet can increase motivation to learn history and Most students also stated that the internet is very suitable to be used as motivation Study history.

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