

Research Article

Analysis of the Impact of Internet and Library Use on Junior High School Students Learning Achievement

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Abstract

This study investigates the influence of internet usage and library utilization on the academic achievement of Junior High School students in Social Studies. Employing a qualitative research approach, the study employs various data collection methods, including observation, interviews, and documentation. Data analysis is guided by the interactive model developed by Miles and Huberman, encompassing stages such as data collection, data reduction, data presentation, and conclusion drawing. The study's findings underscore the positive impact of internet usage on the academic performance of Junior High School students in Social Studies. Analysis reveals a notable improvement in students' academic outcomes, particularly evident in the examination results of the second semester of the academic year 2022/2023 compared to the preceding semester. This improvement suggests a correlation between students' engagement with online resources and their proficiency in Social Studies. The study highlights the beneficial effects of library utilization on students' academic achievement. Students who effectively utilize library resources demonstrate various positive attributes, including heightened confidence, an expanded knowledge base, increased reading interest, and greater autonomy in learning. The study underscores the multifaceted benefits of both internet usage and library utilization in enhancing the academic performance of Junior High School students in Social Studies. These findings underscore the importance of leveraging digital and traditional resources to foster academic success and empower students in their learning journey.

Keywords: academic performance; academic achievement; Internet usage; library utilization.

1. INTRODUCTION

Education serves as a cornerstone in the development of individuals and societies (Chabbott & Ramirez, 2000; Fägerlind & Saha, 2016). In this digital era, information and communication technology, particularly the internet, has become an integral part of daily life. The internet has provided unrestricted access to information, knowledge, and educational resources (Derksen et al., 2022). On the other hand, traditional libraries remain relevant as crucial sources of knowledge for learning. Like many other countries in Indonesia, junior high school education is crucial in laying the foundation for students' knowledge and skills. The subject of Social Studies in Junior High School holds significant importance in introducing students to various fundamental concepts in social, political, economic, and historical domains.



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The significance of Social Studies in the Junior High School curriculum underscores the importance of research on the impact of internet usage and library utilization on students' learning achievement in this subject. A comprehensive understanding of how information technology and traditional resources like libraries affect Social Studies learning can provide valuable insights for educational development at the Junior High School level (Okunlaya et al., 2022; Rice-Lively & Racine, 1997). Internet usage in the context of learning in Junior High School offers various benefits. It allows students to access relevant information, such as news, scholarly articles, and research databases, facilitating independent learning and task completion. However, internet usage also poses challenges, including the reliability and authenticity of online information, which may influence students' understanding and perspectives on the subject matter.

On the other hand, traditional libraries continue to serve as essential knowledge sources in Social Studies learning at Junior High School. Libraries provide access to diverse collections of books, journals, and other printed resources that have undergone rigorous selection and validation processes. Thus, libraries are considered more reliable and quality-assured sources of information than online sources. Additionally, libraries offer a quiet and structured learning environment that aids students in focus and concentration. However, traditional libraries face limited access to required resources, particularly in rural areas or schools with limited budgets. Furthermore, libraries must adapt to technological advancements by providing access to digital resources and offering information literacy training to students.

In Social Studies learning at Junior High School, integrating internet usage with traditional library resources may be the most effective approach. This integration allows for the leveraging of the strengths of both mediums. For example, students can use the internet to access a broader range of information and gain an initial understanding of topics. At the same time, libraries can serve as sources for in-depth and verified information. Thus, in-depth research on the impact of internet usage and library utilization on students' learning achievement in Studies learning at Junior High School can provide valuable insights for educational development in Indonesia. Such research can aid in designing more effective and relevant learning strategies for students in this digital era and help improve access to quality education for all students, regardless of their backgrounds.

Previous research has adopted various approaches to explore the relationship between internet usage, library utilization, and student academic achievement at the Junior High School level. Some studies have highlighted the benefits of the internet as a rich and fast source of information. In contrast, others have emphasized the added value of libraries in providing access to more reliable and curated resources. (Smith, 2005) study on Internet Usage in Learning found that widespread internet usage among Junior High School students can enhance their access to information, facilitate self-directed learning, and aid in task completion. However, the study also noted that uncontrolled internet usage can lead to learning distractions and decreased work quality. (Lonsdale, 2003) focused on the role of school libraries in improving student academic achievement. The results indicated that students who actively utilize library facilities tend to have better academic outcomes, as they can access curated resources and receive direct guidance from librarians.

Research on the Integration of Technology and Libraries by (Lance et al., 2000) explored integrating information technology with library resources in learning. They found that combining these elements can enhance student engagement, broaden access to information, and optimize learning outcomes. While these studies provide valuable insights, there is still room for further research, particularly in Social Studies subjects at the Junior High School level. Therefore, this study aims to complement existing knowledge by investigating the impact of internet usage and library utilization on student academic achievement in Social Studies subjects at the Junior High School level.

However, as society progresses into the digital age, concerns emerge regarding the potential impact of information technology usage and library utilization on student academic achievement, particularly within Junior High School education and Social Studies. While the internet presents an expansive array of information, there are apprehensions regarding its effects on students' ability to concentrate, solve problems, and comprehend complex subject matter. In contrast, traditional libraries serve as bastions of knowledge, offering a depth of understanding derived from print materials and personalized guidance from librarians.

To comprehensively explore this inquiry, a thorough and nuanced analysis is indispensable. While prior research has examined specific facets of this issue, there exists a notable gap necessitating a deeper investigation into the interplay between information technology usage, library utilization, and student academic achievement in the context of Social Studies education at the Junior High School level. Researchers can elucidate the nuanced dynamics by delving into this relationship and offering insights that may inform educational practices and policies.

Understanding the multifaceted impact of internet usage and library utilization on student learning outcomes is paramount for educators, policymakers, and stakeholders (Fitria et al., 2021; O'Dell & Sulastri, 2019; Padalia & Natsir, 2022). Such insights can illuminate effective strategies to harness information technology's benefits while leveraging traditional library resources' strengths to enhance Junior High School students' academic achievement in Social Studies. Moreover, this exploration underscores the ongoing evolution of educational paradigms in response to technological advancements, highlighting the need for adaptive approaches that prioritize holistic student development.

2. RESEARCH METHOD

2.1. Research Approach

The chosen research methodology for this study is qualitative. Qualitative research is a methodological approach to exploring and understanding social phenomena or human experiences through collecting and analyzing non-numerical data such as words, images, or observations. It emphasizes the subjective interpretation of the participants' experiences within their natural context (Anderson & Gerbing, 1988; Hammond & Wellington, 2020; Johnson & Christensen, 2019). This method is particularly suitable for exploring complex issues, attitudes, behaviors, and social interactions that cannot be adequately captured through quantitative measures alone.

Furthermore, as employed in this study, descriptive research provides a detailed portrayal and interpretation of the researched subject matter in its natural setting. Unlike experimental or correlational research, which aims to establish cause-and-effect relationships or patterns of association, descriptive research focuses on painting a comprehensive picture of the phenomena under investigation. It describes individuals, groups, and events' characteristics, properties, and behaviors without altering or manipulating them.

By employing qualitative and descriptive research methodologies, this study explores the subject matter's nuances, meanings, and intricacies, thereby enriching the understanding of the underlying phenomena. Through rigorous data collection and analysis techniques such as interviews, observations, and thematic analysis, the researchers aim to capture the phenomenon's essence and provide insights that contribute to advancing knowledge in the field (Creswell & Creswell, 2017; Glaser & Strauss, 2017; Tracy, 2019).

2.2. Location of Study

This research will be conducted at a Junior High School in Gowa Regency. The study is scheduled to take place from May 2023 to July 2023. The rationale behind selecting this particular school is the accessibility of the issues under investigation, facilitating ease of execution for the researchers. This specific school setting offers several advantages for the research endeavor. Firstly, it provides a manageable and readily accessible context for the study, enabling efficient data collection and analysis. Additionally, conducting research within the confines of a school environment allows for a focused exploration of the issues at hand, offering insights directly applicable to educational settings.

Furthermore, selecting a school in Gowa Regency situates the research within a specific geographic and sociocultural context, which may have implications for the findings and their broader relevance. By focusing on a local educational institution, the research aims to address pertinent issues within the community while contributing to the body of knowledge in the field of education. The selection of this particular school as the research site is informed by accessibility

considerations, relevance to the research objectives, and the potential for generating meaningful insights that can inform both theory and practice in education.

2.3. Research Subject

In qualitative research, the subjects are called "informants." In this study, the informants are seventh and eighth-grade students at a junior high school, serving as the primary sources of information. The selection of these informants utilizes purposive sampling, a technique where data samples are chosen based on specific considerations. This means that individuals are selected because they are deemed to possess the most relevant knowledge or experiences related to the research topic, thereby facilitating the exploration of the object/situation under study (Hair et al., 2019; Johnson & Christensen, 2019; Largan & Morris, 2019).

Furthermore, to complement the research data, the researcher gathers additional information by conducting interviews with social studies teachers and the librarian at the junior high school, who serve as supporting informants. These individuals are chosen based on their roles and expertise, as they can provide valuable insights and perspectives that enrich the understanding of the research topic. By employing purposive sampling and engaging both student informants and supporting informants, the research aims to capture a comprehensive view of the phenomena under investigation, drawing on the perspectives of various stakeholders within the school environment.

2.4. Data Collection Techniques

- **Observation**
Observation is a systematic and conscious method of data collection that involves observing and recording phenomena by immersing oneself in the observed/researched setting. This observation method is utilized to directly understand the impact of Internet usage and library utilization on students' academic achievement in Social Studies subjects at Junior High School in Gowa Regency. The steps involved in observation include determining the object of observation, collecting facts, preparing observation reports, recording observation results, and editing observation reports.
- **Interview**
Interviewing entails communication or discussion between the interviewer and the interviewee. The purpose of the interview is to gather information about the interviewee. In this study, the researcher employs structured interviews to obtain information related to analyzing the impact of Internet usage and school library utilization on Social Studies subjects at Junior High School in Gowa Regency. A structured interview involves preparing research instruments in the form of written questions with predefined answer options.
- **Documentation**
Documentation is conducted to obtain information directly from the research site. Documentary records consist of oral information in written form, photographs, and other materials. In this case, the researcher collects information or materials from written records at Junior High School in Gowa Regency and documents research activities through photography.

2.5. Data Validity Testing

Data validity is achieved through the process of data collection using triangulation techniques. Triangulation is a data collection technique combining multiple data collection methods and existing sources.

- **Source Triangulation:** Source triangulation is employed to test the credibility of the data by cross-checking information obtained from multiple sources. This involves verifying the data collected to ensure accuracy and reliability.
- **Technique Triangulation:** Technique triangulation is utilized to assess the credibility of the data by cross-referencing information gathered from the same source using different techniques. By

employing diverse data collection methods, researchers can corroborate findings and enhance the robustness of the data.

- **Time Triangulation:** Data collected through interviews conducted in the morning when the respondents are still fresh and free from distractions are believed to yield more valid and credible data. This technique involves collecting data at different times to capture variations in responses and ensure the consistency and reliability of the findings.

2.6. Data Analysis

The research employs an interactive data analysis model developed by Miles and Huberman, which entails a systematic approach encompassing data collection, reduction, display, and conclusion drawing (Huberman & Miles, 2002; Miles et al., 2013). This method allows for a comprehensive exploration of the research topic and facilitates the generation of insightful conclusions.

- **Data Collection:** The initial phase involves gathering data through observation, interviews, and documentary studies. Through these methods, the researcher immerses themselves in the research context to collect rich and diverse data.
- **Data Reduction:** Subsequently, the collected data undergoes reduction, wherein the researcher selects and sifts through the information to identify critical patterns, themes, and insights. This process involves condensing the data while preserving its essential meaning, mainly focusing on aspects relevant to policy development concerning collection expansion.
- **Data Display:** Once the data is condensed, it is organized and presented coherently. This stage involves presenting the research findings through various means, such as charts, graphs, and narratives. By integrating discoveries with existing findings, the researcher communicates compelling issues that require further exploration using predetermined methodologies.
- **Conclusion Drawing:** Drawing upon the analyzed data, the researcher formulates conclusions that encapsulate the essence of the research findings. These conclusions are derived from a thorough interpretation of the data and are supported by evidence gathered throughout the study. Additionally, the researcher provides recommendations for future actions based on the conclusions drawn.

The iterative nature of this data analysis model allows for continuous refinement and interpretation of findings, ensuring a robust understanding of the research topic. By employing this comprehensive approach, the research aims to generate meaningful insights that contribute to advancing knowledge in the field.

3. RESULT AND DISCUSSION

3.1. Impact of Internet Use on Student Learning Achievement

This study explores the impact of internet usage as an information source on students' academic performance at a Junior High School in Gowa Regency. Data collection methods include observation, documentation, and in-depth interviews with students, social studies teachers, and internet service providers at the school. Data gathered is then narratively summarized to illustrate the effects of internet usage in terms of usage intensity, utility, and effectiveness as an information source. Observations are conducted to observe students' internet usage patterns within and outside school hours. Documentation is crucial for recording internet-inclusive learning activities and historical data on students' academic achievements. Structured in-depth interviews are conducted with various informants to gain insights into their experiences and perceptions regarding internet usage in education. Data analysis narratively details observation, documentation, and interview findings to elucidate internet usage patterns, benefits, and impacts on students' academic performance. The study aims to identify both positive and negative internet usage patterns and their implications, providing valuable insights for enhancing the educational role of the Internet and informing school stakeholders' decision-making processes.

3.1.1. Intensity of Internet Use as a Source of Information

On May 24, 2023, observation was conducted at the Junior High School, resulting in data regarding the availability of internet services in the form of Wi-Fi at the school. The data showed that teachers and students could access this service indoors and outdoors. The observation noted that almost all students at Junior High School expressed satisfaction with using internet media, with intensive usage in learning and as an information source. The researcher interviewed students, social studies teachers, and internet service providers for a more comprehensive understanding.

Interviews with eighth-grade students on May 27, 2023, revealed that they often use the internet to obtain social studies materials being studied and to complete assignments given by teachers. However, a common challenge they face is making errors when typing keywords, resulting in search results that do not meet expectations. There are differences in internet usage patterns among students. Some students access the internet solely for entertainment, such as viewing photos and social media content like TikTok, while others use the internet productively for learning. Interviews with seventh-grade students on May 31, 2023, indicated that internet use in social studies learning is common. However, they also face challenges regarding network quality and keyword usage errors.

On the other hand, some students admit to using the internet solely for entertainment, with a tendency to copy assignments from their peers. However, social studies teachers and internet service providers stated that the internet as an information source in learning has become common in school, although some students also use the internet for entertainment. In interviews with school personnel, social studies teachers stated that the internet has become an essential source of information in learning. However, they also acknowledge that some students use the internet for unrelated activities. Internet service providers confirmed that challenges in finding information often originate from the students themselves. From the analysis of interview data, it can be concluded that using the internet to learn social studies at the junior high school in Gowa Regency is quite intensive. However, there are variations in its usage patterns among students. Challenges such as network quality and keyword usage errors remain obstacles to utilizing the internet as an information source in learning.

3.1.2. Utilization of the Internet as a Source of Information

The data from observations and interviews conducted at Junior High School in Gowa Regency on May 24, 2023, revealed that the internet has become a significant medium for accessing learning materials, expanding knowledge, and facilitating student communication. Interviews with eighth-grade students on May 27, 2023, such as those conducted with Amirah Zaki Kurniawan, Abdhe Negara, Aulia Resqi, Afifah Khaerunnisa, Hesti Adelia Jafar, and Septa Dirgantara, demonstrated an understanding that the internet serves various functions, including information retrieval, entertainment, commerce, among others. This viewpoint was further corroborated by seventh-grade students on May 31, 2023, such as Nur Anggia Putri, Novsilyng Life Layuk, Hamsah Haris, Ahmad Faiz Alhafidz, and Andi Aisyah Indriani, who mentioned that the internet is utilized for learning, online shopping, online selling, and downloading learning materials.

Furthermore, the role of the internet in facilitating interaction and communication between students and teachers was highlighted in the interviews. Eighth-grade students on May 27, 2023, such as Afifah Khaerunnisa, Hesti Adelia Jafar, Septa Dirgantara, Andi Auriza, and Andi Tiara, acknowledged that the internet facilitates communication with teachers through various platforms such as e-mail, Facebook, chatting, Twitter, and Instagram. Similar statements were also made by seventh-grade students on May 31, 2023, including Novsilyng Life Layuk, Hamsah Haris, Ahmad Faiz, Bambang Hendarso, and Fadillah Ramadani, who mentioned that the internet, mainly through applications like WhatsApp, e-mail, and Instagram, simplifies communication with teachers.

However, there were also opinions from some students, such as Ayu Ananda and Abdul Fatir, emphasizing that the internet is also used for entertainment, such as playing games. Nevertheless, the overall viewpoints of the students were supported by statements from social studies teachers of seventh and eighth grades, Mrs. Andi Nikmawati, S.Pd., M.Pd., and Mr. Drs. Mursalim, on June 5, 2023. They affirmed that the appropriate utilization of the internet could assist students in social studies learning, facilitate communication between teachers and students, and prepare students for computer-based national exams by utilizing WhatsApp groups and other communication applications. Similar sentiments were expressed by Mr Hasbullah Husain, the operator at the

school, who emphasized that the internet serves not only as an information and communication source but also as a means for computer learning to support the smooth implementation of computer-based national exams.

From the analysis of interview data, it can be concluded that students at Junior High School in Gowa Regency have extensively utilized the internet in social studies learning. The internet is used not only as an information source but also as a means of communication and computer learning. However, some students still use the internet for entertainment, mainly through online gaming.

3.1.3. Effectiveness of using the internet as a source of information

The internet has become integral to students' daily lives at Junior High School. In the educational context, some students utilize the internet seriously to support their learning and improve their academic performance. In contrast, others use it solely for entertainment, which can ultimately disrupt the learning process and lead to a decline in performance. To evaluate the effectiveness of internet use in enhancing students' academic achievement, researchers conducted interviews with eighth-grade students on May 27, 2023, and social studies teachers from the seventh and eighth grades on June 5, 2023.

Students who earnestly utilize the internet for learning need to express that it facilitates information retrieval assignment completion and accelerates and enhances the quality of their work. They recognize that the internet is a faster, cheaper, more convenient, and effective source of information to support learning. However, some students use the internet for recreational activities such as gaming, watching YouTube videos, or socializing on social media. They acknowledge that spending too much time on these activities can disrupt their focus on learning, cause boredom, and ultimately lead to a decline in academic performance.

When researchers evaluated students' academic performance in the Mid-Semester Exam for the 2022/2023 academic year, students who actively used the internet for learning purposes experienced an improvement in academic performance compared to the previous semester. However, students who preferred the internet for entertainment experienced stagnation or a decline in academic performance, indicating the negative impact of unguided internet use. The interview results were further corroborated by the opinions of social studies teachers from the seventh and eighth grades, who observed an improvement in the academic performance of students who used the internet productively for learning. However, they also noted that there were still students whose academic performance did not improve or declined due to uncontrolled internet use. From this analysis, it can be concluded that internet use's intensity, usefulness, and effectiveness significantly influence students' academic performance at Junior High School. Proper and guided internet use can enhance students' academic achievements, while uncontrolled use can hinder their academic success. Therefore, students and educational stakeholders must understand the role of the internet in learning and guide its use wisely to support students' academic success.

Research findings indicate that internet usage at Junior High School positively impacts students' academic performance. This impact is evident in the intensity, utility, and effectiveness of internet usage by students in their learning endeavors. Observational facts and interview data gathered by the researcher reveal that nearly all students at Junior High School enjoy using internet media. Both teachers and students frequently utilize the internet in education as an information source. Almost every day, students and teachers access the school's internet network (Wi-Fi) to search for information related to Social Studies assignments. However, some only use it to find movies, TikTok videos, and YouTube content. In social studies lessons, students sometimes encounter challenges such as network issues or incorrect keywords, which lead to irrelevant search results and disrupt their information retrieval process.

(Kim et al., 2017) research highlights a significant correlation between intensive internet usage for educational purposes, heightened interest levels, and improved academic performance among students. This finding underscores the pivotal role of the Internet in modern education, going beyond traditional classroom methods to provide a wealth of resources and opportunities for interactive learning. The internet serves as a dynamic platform that expands students' access to educational materials beyond what is available in textbooks. Through online resources, multimedia content, and interactive tools, students can delve into diverse subjects, explore different

perspectives, and engage with real-world applications of their learning. This enhances their understanding of academic concepts and fosters critical thinking, problem-solving, and creativity.

Moreover, the Internet facilitates seamless communication and collaboration among students, educators, and experts from around the globe. Virtual classrooms, discussion forums, and online study groups enable students to exchange ideas, seek clarifications, and participate in collaborative projects, enriching their learning experiences and broadening their perspectives. Integrating internet-based technologies, such as computer-assisted learning and online assessments, has revolutionized the educational landscape. Students at Junior High School, as observed through interviews and observations, are adept at leveraging these tools for self-paced learning, practice exercises, and assessments that simulate real-world challenges. This prepares them for future academic endeavors and cultivates essential digital literacy and technological competence.

However, amidst the benefits, there are challenges associated with internet usage in education. Some students may struggle to maintain focus and discipline when using the internet, leading to distractions, procrastination, and incomplete assignments. Educators and parents must provide guidance and establish a balanced approach to internet use, emphasizing its value as a tool for learning and productivity while encouraging responsible and mindful usage habits. Effective internet usage in education transforms students' academic journey, fostering curiosity, engagement, and academic achievement. By harnessing the power of the internet responsibly and integrating it strategically into educational practices, we can unlock a world of opportunities for students to thrive in their learning endeavors.

3.2. Impact of Using School Libraries on Student Learning Achievement

In the previous chapter, it was elucidated that the data collection process in this research employed interviews with informants to gain insights into the utilization of the school library and its impact on students' academic performance. Regarding utilizing the school library at Junior High School in Gowa Regency, the researcher interviewed the head librarian, social studies teachers, and seventh and eighth-grade students at Junior High School. Using the school library at Junior High School is an integral part of school activities as a learning resource centre for improving students' academic performance. Utilizing the school library will positively impact improving academic performance if it is utilized by visiting the library to read books, borrow books, and complete teacher assignments.

3.2.1. Library To Read Social Studies Books

Reading is one of the positive activities that every student can engage in during break time or leisure time. Reading social studies books in the library aims to acquire additional knowledge beyond what is learned in class. Furthermore, reading can enhance memory and critical thinking skills and broaden general knowledge, especially in social studies. The researcher interviewed eighth-grade students at Junior High School on May 27, 2023, to understand students' visits to the school library for reading purposes. Informants included Aulia Rizqi, Abdhe Negara, Amirah Zaki Kurniawan, Afifah Khaerunnisa, Hesti Adelia Jafar, and Septa Dirgantara, who stated that teachers often instruct them during break time or free periods to search for and read books as a source of learning for social studies.

Similarly, Andi Tiara and Ayu Ananda mentioned that sometimes, before social studies classes, they are asked to enter the library during break time to search for and read books as a learning resource. Seventh-grade students echoed the same sentiment on May 31, 2023, namely Nur Anggia Putri, Novsilyng Life Layuk, Hamsah Haris, Ahmad Faiz Alhafidz, and Andi Aisyah Indriani, who stated that they are often instructed to visit the school library to read social studies books, especially during free periods or break time, to expand their knowledge and understanding of the social studies materials being studied.

Furthermore, the researcher interviewed Mrs. Ratna Tirtasari, the head librarian, on June 7, 2023, who stated that the interest in reading and student visits to the library are increasing, especially during break times and free periods. The percentage of visitors is increasing, with some reading knowledge books like social studies, while others read books on topics such as science, the Indonesian language, and novels. This statement is supported by Mrs. Hj. Andi Nikmawati, S.Pd.,

M.Pd., a seventh-grade social studies teacher, on June 5, 2023, who stated that during break time before social studies class, she often assigns students to visit the school library first to read and search for social studies learning resources, even though they already have textbooks. She still encourages them to seek additional information.

Similarly, Mr. Drs. Mursalim, an eighth-grade social studies teacher, on June 5, 2023, mentioned that he often assigns students to visit the library to read books, especially social studies books, because the collection of social studies books available in the school library is sufficient to meet their learning needs. Based on the above explanation, it can be concluded that students at Junior High School often visit the school library during break time and free periods to read books, especially social studies books, either because they are instructed by their teachers or out of their awareness.

3.2.2. Library To Borrow Social Studies Books

Borrowing books from the library plays a significant role in enhancing students' academic achievement. Through borrowing books, students can access a wide range of reading materials, including social studies books, which serve as valuable learning resources. Junior High School's library is accessible to students from grades VII to IX, with a structured schedule for borrowing and returning books. This scheduling ensures equitable access to library resources and efficient management of book circulation among students.

During interviews conducted with eighth-grade students on May 27, 2023, and seventh-grade students on May 31, 2023, it was evident that borrowing social studies books is standard among students at Junior High School. Students regularly engaged with the library, mentioning specific days allocated for borrowing and returning books. Despite the scheduling constraints, students appreciate the opportunity to borrow books to support their learning needs, such as completing homework assignments or expanding their understanding of social studies topics. Both teachers and library staff emphasize the commitment to utilizing the school library effectively. Teachers, such as Mrs. Hj. Andi Nikmawati, S.Pd., M.Pd., and Mr. Drs. Mursalim, encourage students to make the most of the library's resources, including borrowing books for academic purposes. Similarly, the head librarian, Mrs. Ratna Tirtasari, underscores the importance of borrowing books to enrich students' learning experiences. Overall, the structured approach to book borrowing at Junior High School reflects a collaborative effort among students, teachers, and library staff to promote academic excellence through access to diverse reading materials.

3.2.3. Library To Do Social Studies Assignments

Library visits prove the library is a treasure trove of knowledge crucial for students. The library is a comfortable space for students to complete assignments teachers give, especially in Social Studies subjects. Through interviews with eighth and seventh-grade students at Junior High School, it was revealed that students often collaborate to find references and complete Social Studies assignments in the library. They perceive the library as a safe and comfortable environment for learning.

Not only students but also Social Studies teachers like Mrs. Hj. Andi Nikmawati, S.Pd, M.Pd, and Mr. Mursalim, the social studies teachers for seventh and eighth-grade, support the utilization of the library as a place to complete social studies tasks. They believe that the library offers a variety of books that can serve as learning references. Thanks to teachers' guidance, Junior High School students increasingly utilize the library to enhance their academic performance.

The positive impact of frequent library visits is evident from interviews with seventh- and eighth-grade students. They express that visiting the library to read and work on assignments collaboratively has boosted their confidence, knowledge, reading interest, and self-directed learning. This is further reinforced by improving students' academic performance in the mid-term exams of the academic year 2022/2023, demonstrating the tangible benefits of library utilization in the Social Studies learning process.

The findings from observation and interviews underscore the significant role of the school library in shaping the academic journey of Junior High School students. Students frequently utilize their break times and leisure periods to visit the school library, particularly to delve into social

studies books. This interest in reading is not only driven by teacher directives but also by their intrinsic motivation. The conducive environment of the library, characterized by its organized and inviting ambiance, further fosters this reading culture among students.

Moreover, the availability of a diverse collection of books, including social studies materials, coupled with comfortable reading amenities like tables and chairs, contributes significantly to students' engagement with the library. Teachers, particularly those in the social studies department, actively encourage students to integrate library visits into their academic tasks. This pedagogical approach aligns with (Collins, 2010), emphasizing the library's pivotal role in cultivating reading interests, habits, and learning culture. The structured borrowing system, coordinated by library managers, teachers, and students under the school's guidance, ensures equitable resource access. Students can borrow books up to three days a week, facilitating their learning process and enriching their knowledge base. These library visits are routine tasks and essential learning experiences that enhance students' critical thinking, independence, and academic performance.

Furthermore, the collaborative nature of library activities, such as group assignments and discussions, underscores the library's role as a hub for academic collaboration. Students working together in this environment benefit from access to relevant resources and develop essential skills like teamwork, communication, and problem-solving. The school library emerges as a dynamic learning space beyond a book repository. It catalyzes intellectual growth, fostering a culture of inquiry, exploration, and academic excellence among Junior High School students. By continually developing and enhancing these library-based initiatives, educators can further amplify the positive impact of the library on students' overall learning journey.

4. CONCLUSION

In analyzing the academic performance dynamics at Junior High School, this study delved into two crucial factors: the utilization of the Internet and the utilization of the school library. The investigation revealed a statistically significant correlation between internet usage and academic achievement in the IPS subjects. Through robust statistical analysis, it was evident that students who conscientiously employed the Internet for educational purposes exhibited a discernible enhancement in their academic scores. This augmentation was particularly conspicuous during the mid-term examinations of the even semester for the 2022/2023 academic year, portraying a substantial advancement compared to previous semesters.

The study elucidated the pivotal role of the school library in shaping students' academic prowess. Those who effectively utilized the myriad resources available in the library manifested a spectrum of academic benefits, including bolstered self-assurance, enriched knowledge acquisition, heightened proclivity towards reading, and augmented self-directed learning capabilities. Furthermore, a meticulous engagement with library resources, encompassing perusal of academic literature and diligent completion of social studies assignments, was discernibly correlated with elevated academic performance. This correlation was empirically validated by the superior performance of students in the mid-term examinations of the even semester for the 2022/2023 academic year, juxtaposed against their performance in preceding semesters.

The findings of this study underscore the dual salience of internet usage and library utilization in precipitating positive academic outcomes among students at Junior High School. These empirical insights corroborate the extant literature on the multifaceted influences of digital and traditional educational resources in augmenting learning experiences and engendering academic success among adolescent learners.

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