

## **Internet Usage For Learning Interest In UNISRI Surakarta In 2018**

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**Abstract:** The development of computer technology and telecommunications so fast that pervasive in everyday human life. In the 21st century, computers become a very conventional media in the world, especially with other technologies that have been embedded in it is the internet network. The Internet network is a computer network capable of connecting computers around the world, so information in different types and in various forms can be communicated between the world in an instant and globally. Information technology has opened the eyes of the world to a new world, new interactions, a new market place, and an unlimited world business network. To that end, the purpose of this study is to determine the use of the Internet as a source of learning from students Slamet Riyadi University Surakarta. This research is designed with qualitative discriptip research approach. Internet provided by Unisri with bandwidth 40 MBPS with rental value Rp. 15,000,000 per month. In fact, ideally Unisri with students about 4000 an and to support the performance of lecturers and employees, the Unisri requires Bandwidth 100 to 200 MBPS. The limited bandwidth conditions in use are distributed to the Faculty of Law with 2 MBPS and a maximum of 4 MBPS. Faculty of Economics with 3 MBPS and maximum 5 MBPS. Fisipol with 2 MBPS and maximum 4 MBPS. FKIP with 3 MBPS and maximum 5 MBPS. Faculty of Agriculture with 2 MBPS and maximum 4 MBPS. Fatipa with 3 and maximum 5 MBPS. Post with 2 MBPS with maximum 4 MBPS. Library with 8 MBPS and maximum 10 MBPS. University Office with 5 MBPS and maximum 8 MBPS. Seeing the distribution of internet network Unisri for Faculty of Economics, Faculty of Law, Fisipol, Fatipa, faculty of agriculture, internet usage to support the learning process, students can be used relatively, though students still often use HP Androidnya because Unisri internet network perceived student very slow. Special students FKIP is still difficult to access the internet Unisri in class when the learning process takes place. Unlimited Bandwidth Limitations FKIP proposes to raise Banwith internet Unisri, but no follow-up. As a result, FKIP Unisri installed its own internet with a capacity of 100 MBPS for the benefit of lecturers and administrative support of education, but not accessible to students, with the amount of rent Rp. 1.6 million rupiah each month. The fact that the use of the Internet for the benefit of learning despite already implemented, but not maximal due to lecturer factors that do not maximally use the internet in learning and in the assignment, because of the slow internet and less familiar lecturer to the internet. On the student side become more use internet more as entertainment media.

**Keywords:** internet, learning resources, Unisri

## **1. INTRODUCTION**

The development of information and communication technology supported by computer devices, android-based hanphon, and internet, has become a part of modern society in general, including not behind the civitas academica Slamet Riyadi University surakarta, which can not be dammed again. The advancement of science and internet technology has become a human need of Indonesia. The use of television, telephone, fax, cellular phone (mobile phone), and now the computer is not a new thing, either in rural communities, every city, especially in big cities. Starting from parents to children. From masons, baskets of vegetables, small traders, let alone big business. From the commoners to the people of the elite class, not behind to keep up with the times in using information and communication technology.

In the 21st century, computers are still the most conventional tool in the world. However, once the computer is supported by other technologies embedded in it is the internet network, then the following computer internet network has been supporting the acceleration of communication and information is extraordinary. Why is that? Because the Internet network is a computer network capable of connecting computers around the world, so that information in various types and in various forms can be communicated between the world in an instant and global. Information and communication technology has opened the eyes of the world about a new world, new

interactions, a new market place, and an unlimited world business network.

The development of information and communication technology called internet, has changed the culture of communication and community interaction, namely; business, economic, social, and cultural interactions. Mail technology, telegram, money order, printed book, face-to-face learning etc. have been replaced with SMS, MMS, Youtube, Face book, e book, e-learning, Instagram and so on. The Internet changed many of the thoughts, attitudes and behavior of people and society. The Internet has made a huge contribution to society, companies, industries and governments. The presence of the internet has supported the effectiveness and operational efficiency of government and private institutions, education, companies, especially in its role as a means of communication, publication, and the means to obtain various information needed by an institution or business entity and or other institutions.

In an effort to improve the quality of the education process in the country and to welcome the development of communication and information technology in this millennium century, science and technology got very high appreciation. In the transfer of knowledge many facilities that can be used. One of them is with internet. Through internet media, science is very easy to obtain, very easy to disseminate quickly, cheap and reliable. Distance is no longer a constraint and time difference due to geography does not

become an obstacle for someone who wants to access science and technology.

Aware of the importance of the role of the internet in supporting the acceleration of the development of science and technology, Slamet Riyadi University Surakarta, the procurement of internet facilities and infrastructure to support the process of education in Slamet Riyadi University Surakarta, since 2006 the internet has been used as a supporter of education University of Slamet Riyadi (Unisri). Students and other civitas academica can access the internet in Hot spot area provided by campus, can use internet laboratory facility for those who do not have personal computer either using lap top or gutget. Based on this background, the researcher wanted to do more in-depth research about internet usage of Slamet Riyadi University Surakarta for the sake of supporting the lecture, whether the internet is really used as a learning resource or more used as entertainment media. Goals to be achieved in this study are to: Know the use of the Internet as a source of learning for students of Slamet Riyadi University. In this research use several assumptions such as:

- a. Unisri students have been able to operate computers and use the internet
- b. Most Unisri students have used the internet to support learning activities in doing lecture tasks.
- c. Lecturer in lecturing is already internet based.

## 2. LITERATURE REVIEW

### a. Understanding the Internet

International Network (Internet) is a very large computer network consisting of interconnected small networks that reach the whole world (**Oetomo, 2002: 52**). According to **Pratama (2006)**, "The Internet is a network system of thousands and even millions of computers exist in this world".

According to **Sulianta (2007: 8)** the internet is a very large computer network consisting of millions of computer devices connected through a particular protocol for the exchange of information between computers. All computers connected to the Internet exchange information via the same protocol, that is by way of TCP / IP (Transmission Control Protocol / Internet Protocol).

The use of internet by students, especially in universities, generally driven to find the best information for the purposes of learning tasks so that the existence of the Internet to be very helpful. **Onno W. Purbo (2007)** segmented the use of the internet, among others, as: a) Effective and Efficient Education Media b) Media Independent Learning c) Entertainment Media.

On the other hand the success of student learning can be

measured by a certain measuring instrument that produces a measure of learning achievement. This term is used to indicate the level of success a person desires. This network is not an organization or an institution, because neither party controls and owns it. These results can be reward values or behavioral changes, in accordance with the kinds of activities performed either directly or indirectly.

b. Internet as a source of science and technology

Its presence has had an enormous impact on the lives of human beings in various aspects and dimensions. The Internet is one of the instruments in the era of globalization that has made this world transparent and connected very easily and quickly without knowing the boundaries of territorial or nationality. Through the internet everyone can access to the global world to gain information in various fields and in turn will have an effect on his overall thoughts, attitudes and behaviors. Internet-based learning for students should already be used in this information age. For that lecturers should already know in advance about the internet world before applying the learning to the students. Preparation is not less important is the computer facilities. Of course in this case can only be applied in college

universities that have adequate computer facilities, in addition to the students independently have a lap top facility or gadgets. For Universities that do not have adequate computer facilities, readiness of students who have lap top, gadgets, or cafe as a partner in the learning.

After all the tools for learning are ready, lecturers begin to learn by using internet learning resources. Students can access lightweight to heavy material presented in national and international e-journals related to lectures. This is where the expertise of a lecturer is shown in assisting, guiding and processing of learning methods to achieve the expected learning objectives.

c. Methods and learning media based on computer and Internet

Some methods that can be done by teachers, including: discussion, demonstration, problem solving, inquiry, and discovery. Lecturers provide a specific topic on the students, then students look for things related to it by searching (down load) from the internet. Lecturers can also provide light duties that require students to access from the internet, for example in learning law students can search law and discussion on the internet. Students can also learn from the internet about up to date things related to knowledge. The lecturer assigns the students to

search for a current event from the internet then discuss it in the classroom, then the student compiles the report from the discussion.

These methods can be done by teachers with varied learning models so that students are more pleased, interested to learn it so that the learning process becomes meaningful learning. With internet-based learning students are expected to be accustomed to critical thinking and encourage students to become self-taught learners. Students will also be accustomed to searching various information from various sources to learn. This lesson also educates students to work with other students in small groups as well as teams. One more thing that is not less important is the internet-based learning knowledge and students' insight developed, able to improve student learning outcomes, thus the quality of education will also increase.

The word media is the plural of the word medium. Medium can be defined as an intermediary or introduction of communication from the sender to the receiver. Media is one component of communication, namely as a messenger from communicators to communicant (Criticos, 1996). This means it can be said that the learning process is a communication process. The learning process contains five

communication components, lecturers (communicators), learning materials, learning media, students (communicant), and learning objectives. Thus learning media is anything that can be used to channel the message (learning materials), so it can stimulate the attention, interest, thoughts, and feelings of students in learning activities to achieve learning objectives. As released by pustekom with <https://www.e-dukasi.net/> follows:

The development of instructional media is attempted to utilize the advantages possessed by the media and to avoid the obstacles that may arise in the learning process. In detail, the media functions in the learning process are as follows:

- 1) Watching objects that exist or events that occurred in the past. By means of images, portraits, slides, films, videos, or other media, students can get a real picture of historical events / events.
- 2) Observing objects / events that are difficult to visit, either because the distance is far, dangerous, or forbidden. For example, a video about the life of a tiger in a forest, a state and a busyness in a nuclear reactor center, and so on.
- 3) Obtain a clear picture of objects / things that are hard to observe directly because

of their unlikely size, either because they are too big or too small. For example, through a package of students can get a clear picture of dams and power plant complexes, with student slides and films getting a picture of bacteria, amoeba, and the like.

- 4) Hearing a voice that is difficult to catch with the ear directly. For example, voice recording heart rate and so on.
- 5) Carefully observe animals that are hard to observe directly because they are difficult to catch. With the help of pictures, portraits, slides, films or videos the students can observe a variety of insects, owls, bats, and so on.
- 6) Observe rare or dangerous events to be approached. With slides, films or videos students can observe rainbows, volcanoes, battles, and so on.

Learning media devices that include media devices are: materials, equipment, hardware, and software. The term material is closely related to the term equipment and hardware terms associated with the term software. Material (media material) is something that can be used to store messages to be delivered to an audience by using certain equipment or its own

form of the object, such as transparency for overhead devices, films, filmstrip, and slide films, images, graphics, and printed materials. Whereas equipment is something that is used to move or deliver something that material holds to audiences, such as slide film projectors, video tape recorders, stickers, flannel boards, and so on.

Increasing the ability and awareness of lecturers to know and dominate information technology, including the use of computers, of course, a positive thing as well as boast and say 'quality improvement' by making computer-based learning media so that more interesting, communicative, adaptive and the most principles can connect learners, students and students on a real and meaningful understanding.

The development of communications and information technology has opened up wide possibilities for use in education. This is due to the rapid technology of communications and information that has become part of the culture of Indonesian society.

One of the policies issued and can be used as the basis for the utilization of ICT for education is the Action Plan for the Development and Implementation of Information

and Communication Technologies (ICT) in Indonesia.

The action plan contains a plan to implement telematics in the field of education for 5 years (2001 -2005) emphasis on:

- 1) Developing and implementing the curriculum
- 2) Utilization of ICT as part of the curriculum and as a medium of learning in school or college and training.
- 3) Achieve long-distance education programs including participating and cooperating with distance education providers in the world.
- 4) Facilitating internet utilization to improve the efficiency of the learning process.

A concrete example in the utilization of ICT is a classroom learning process that uses the Internet as a medium of learning. As the media are expected to be part of a learning process in schools, the internet is expected to provide support for the implementation interactive communication process between teacher and student. Conditions that need to be supported by the internet associated with learning strategies that will be developed, namely as a communication activities conducted to invite students to do tasks and help students in obtaining the knowledge needed in order to do these tasks. (Boettcher, 1999).

Based on the above exposure, it appears to us that information technology, especially the Internet has a very important role in every dimension of education. The Internet contributes enormously in helping each dimension to always get up to date information. Internet network is one type of network that is popularly used, because the Internet is an information technology capable of connecting computers around the world, thus allowing information from various types and forms of information can be used together. Similarly in the world of education, thanks to the Internet network, it can help every educational service providers to always get the latest information and in accordance with the needs.

Utilization of the internet at this time is still at the level of college, and even then not evenly. While at the elementary school level up to High School / Vocational High School, the utilization of the internet is still very minimal and limited to urban areas that already have a network or internet connection. On the other hand in the world of education, faced with the constraints that the conventional learning method that is applied today does not meet the needs of the existing educational world.

**Asep Saepudin (2003)**, states that at the other levels of

education, where the learning process is still relatively conventional (face-to-face), which is no longer able to meet the educational needs for an increasingly complex society, requires innovation and a media capable of winning it. The authors assume that, with the introduction of distance education programs such as Package A and Package B Learning Courses, Open Secondary Schools established in 1979, the Open University since 1984, as well as teacher education written in 1955, and distance education and training programs in various departments (AP Hardhono, 1997), including the effort to complete the nine-year program using the distance education system, is the fact that conventional education can no longer meet the educational needs of the community in almost all types and levels. This limitation is due to several constraints, including:

*First*, the constraints of the government is the limited funds to increase the land, salaries of teachers, and limited human resources who will be a lecturer at the institution to be built.

*Second*, the constraints of the participants of the study (community) itself is that, apart from the distance of the residence with the school center, also most of them have worked.

Based on the above facts, it appears to us that the current method is no longer guaranteed to produce the quality of human resources in education. This leads to the development of existing education which tends to lag behind other countries.

Ironically, teachers or lecturers are still very little to use this internet media as a medium of learning, possibly due to lack of understanding of teachers to operate the computer, so arise sense of keminderan in a teacher or lecturer to invite students to learn by using the internet media, but inevitably we may not be spared of communication and information technology. Many things can be done by a teacher to be able to adjust themselves in an increasingly sophisticated learning era, especially using the internet media. The competence of teachers or lecturers should be further enhanced, eg by participating in computer-based training, courses and schools to be more responsive to send lecturers and teachers to attend training courses, and provide the same opportunities to lecturers and teachers to be able to more active in the computer-based training, as well as holding computer training internally within their respective schools. If that we can do hopefully can slightly reduce the number of teachers and lecturers who are very allergic to computers, and

can make the process of learning in the classroom by using internet media.

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slightly reduce the number of teachers and lecturers who are very allergic to computers, and can make the process of learning in the classroom by using internet media.

With its facilities, the internet according to **Onno W. Purbo (1998)** at least there are three things positive impact of internet use in education are:

- 1) Learners can easily take courses anywhere in the world without borders of institutions or national borders.
- 2) Learners can easily learn by experts in the field of interest.
- 3) Lectures / learning can be easily taken in different parts of the world without relying on the university / school where the student is studying. In addition there is now a more dynamic internet library and can be used throughout the universe.

This opinion is almost similar to **Budi Rahardjo (2002)**. According to him, the benefits of internet for education is to be access to information sources, access to resource persons, and as a medium of cooperation. Access to information sources is as an on-line library, literature sources, access to research results, and access to course materials. Access to resource persons can be communicated without having

to meet physically. While as a medium of internet cooperation can be a medium to conduct joint research or create a kind of paper together.

The Internet as an educational medium has many advantages. But of course it has weaknesses; such as the Internet infrastructure is still limited and expensive, limited funds, and our reading culture is still weak (**Budi Rahardjo, 2002**). This is where the challenge of developing a model of learning through the internet. That way teachers will say "Who is afraid" when faced with the Internet that stores all information and as a source of learning for students and teachers in the classroom.

To bridge the above disparities and weaknesses, the presence of information technology, especially the internet is very important and absolute in meeting the needs in the world of education. Therefore, some of the benefits of the presence of information technology especially internet: First, it is almost certain that every office has owned and used the computer. Similarly, in every family, especially in the city of computers has become a regular facility and can be operated by almost all family members. The number of families with computers shows improvement as a result of the progress of economic development. This

means that the number of people who have access to computers increases over time. Therefore, computer-based education programs can be developed for this group (community). Second, the process of teaching material that will be transformed to the learners can be more effective and efficient, because in Indonesia has been made many educational software by computer experts, although classified in phase "early stage" and sporadic and not yet well coordinated. Currently there are many high-quality educational software, but usually the software is made in foreign countries so that new problems arise that is the problem of English (**Asep Saepudin, 2005**).

Learning strategies that include teaching, discussion, reading, assignment, presentation and evaluation, generally its reliability depends on one or more of the three basic models of dialogue or communication as follows (**Boettcher 1999**)

- 1) communication between teacher and student,
- 2) communication between students with learning resources, and
- 3) student communication with students.

If the three aspects can be held with a matching composition, it is expected to occur optimal learning process. Educational experts claim that

the success of achieving the goals of learning is largely determined by the balance between these three aspects (**Pelikan, 1992**).

The educational institutions that will run Internet-based learning usually use the WebEnhanced Course, which is the use of the Internet as a support to improve the quality of teaching and learning activities in the classroom. This form is also known as Web life course, because the main learning activities are face-to-face classes between teachers and students. The problem is can schools provide facilities that can create internets as a medium of learning? who is responsible for the realization of the school or the Internet-based University?

University is a system that can not be separated between the subsystems with other sub-systems that include the school, local government and the central government, school committee, and community roles. Universities who want to use the Internet as a medium of learning should be given greater autonomy and flexibility in managing educational resources at the university.

Thus the University will be able to create internet-based learning by involving all parties, and the openness and able to create a good program by cooperating to all parties and each teacher is able to improve

competence in the mastery of computers, so it is expected to utilize the Internet media as a medium of learning in University classes.

Because however we can not avoid the globalization which one of them is to improve the learning of communications technology and information. Thus, it appears that other media that has been used as a medium of education widely, the Internet also has an opportunity that is not less magnitude, and perhaps even because of its uniqueness that can access all information from around the world. The Internet can be the most prominent learning medium and widely used in various universities.

Based on the above understanding, it appears to us that the presence of the Internet in the education dimension is an absolute thing, and is a necessity. As a necessity, the internet presence basically helps the world of education to develop a more conducive and interactive learning situation. Where the learners are no longer faced with a more conventional situation, but they will be greatly helped by the existence of learning methods that emphasize the aspects of the use of the environment as a means of learning. Internet basically provides benefits include:

- 1) Availability of e-moderating facilities in which teachers

and students can communicate easily through internet facilities on a regular basis or whenever communication activities are undertaken unrestricted by distance, place and time.

- 2) Teachers and students may use instructional materials or structured and scheduled learning instructions through the internet, so that they can assess each other how far the learning material is learned;
- 3) Students can learn or review materials at any time and anywhere if necessary given the material stored in the computer.
- 4) If the student requires additional information relating to the material he / she studies, he or she can access the internet more easily.
- 5) Both teachers and students can conduct discussions via the internet that can be followed by a large number of participants, thereby adding knowledge and broader insights.
- 6) The changing role of the student from the normally passive becomes active;
- 7) Relatively more efficient. For example, for those who live far away from a conventional college or school, for those who are busy working, for those on duty aboard, abroad, etc.

**(Elangoan, 1999, Soekartawi, 2002; Mulvihil, 1997; Utarini, 1997, in Soekartawi (2003).**

The benefits of the internet is basically inseparable from the shortcomings that exist. This is very dependent on educational institutions, especially if this method is used it will have implications on:

- 1) the availability of supporting facilities to support;
- 2) availability of an adequate internet network;
- 3) and should also be supported by an adequate rate of speed.

On the other hand, there are weaknesses of internet usage:

- 1) Lack of interaction between teachers and students or even among students themselves. This lack of interaction can slow the formation of values in the learning and teaching process;
- 2) The tendency to ignore the academic or social aspects and vice versa encourage the growth of business / commercial aspects;
- 3) The learning and teaching process tends toward training rather than education;
- 4) The changing role of teachers from the original master of conventional learning techniques, now also required to know the learning techniques that use ICT;

- 5) Students who do not have high learning motivation tend to fail;
- 6) Not all internet facilities are available (this may be related to the availability of electricity, telephone or computer);
- 7) Lack of knowledgeable and skilled Internet-related skills. (Bullen, (2001), Beam, (1997), in Soekartawi, 2003).

### 3. RESEARCH METHODS

This research is designed with qualitative descriptive research approach. Qualitative Research Procedure through Exploration Stage. The form of the research is descriptive qualitative, while the strategy uses a single stratified strategy, because it involves Slamet Riyadi University only. Source of data from Informant: Lecturer, Student, Computer Unit, and Head of Faculty and University of Event: internet usage in learning and learning activities in Unisri. Documents: documents related to: internet usage in Slamet Riyadi University , Questionnaire to know internet usage by student. Data collection techniques that researchers use in the form of, questionnaires, interviews, observation / observation, document analysis associated with internet usage in Slamet Riyadi University . Data validity uses data / source and method triangulation. Triangulation of data to test the freedom of data from different sources, while tringgulasi method to test data with

different methods. Data analysis techniques using qualitative descriptive and done with interactive techniques (Miles and Huberman, 1984). Interactive analysis includes data collection, data reduction, data presentation, and perification / drawing conclusions.interests of administrative offices, both academic administration and financial administration and academic interests of lecturers, the Slamet Riyadi University requires Bandwidth 100 to 200 MBPS.

### 4. RESEARCH RESULTS

The head of Computer Technical Implementation Unit first in Slamet Riyadi University, **IR, Saiful Bachri, M, Com.**, Said when before 2006, Internet Slamet Riyadi University had started there. The Internet is used for the sake of supporting SIKKA or the academic and SIKU administration system, namely the financial administration system. The Internet is not at the level to support the learning process in Slamet Riyadi University, although the internet world has become a common phenomenon in advanced societies.

After the year 2006 when the Vice Rector of Student Affairs I hold, it is proposed to increase brandwid internet in Slamet Riyadi University so it can be used for learning purposes. Installation of hodspot at some point of Slamet Riyadi University campus done, and student start hanging out with internet. When Slamet Riyadi University as the Independent Monitoring Team Coordinator of National Examination for SMP / MTS and SMA / SMK / MAN,

when coordination meeting between monitor, Head of School in U Slamet Riyadi University, Students in group we show to play internet, though not yet. Principles in the outside world that the principals see, if Unisri students are familiar with the internet world.

When the proposed bandwidth change emerged, I emphasize that bandwidth will be improved if the needs of the interest of lecturers and students are really urgent, with the reason that the internet that we have rent is expensive is really used and needed for the interest of learning.

The current condition of internet is also explained by the Head of Technical Implementation Unit Ir, Saiful Bachri M.Com and brother Dwi, staff of Computer Technical Implementation Unit at Slamet Riyadi University Computer Technical Implementation Unit. When talking about the internet with the lecturers, no complaints are related to the interests of the internet for learning. Why? Because the lecturers do not feel urgent for the carrying capacity of the internet for the benefit of learning.

Internet provided by Slamet Riyadi University at this time, according to brother Brother Dwi, staff Slamet Riyadi University Computer Technical Implementation Unit supported with bandwidth 40 MBPS with rent value Rp. 15,000,000 per month. In fact, ideally Slamet Riyadi University with students around 400-an and to support the performance of lecturers and employees, for the interests of administrative offices, both academic administration and financial administration and academic interests of lecturers, the Slamet Riyadi

University requires Bandwidth 100 to 200 MBPS.

The limited bandwidth conditions, confirmed by Dwi, are distributed to the Faculty of Law with 2 MBPS and a maximum of 4 MBPS. Faculty of Economics with 3 MBPS and maximum 5 MBPS. Faculty of Social Science and Political Science with 2 MBPS and maximum 4 MBPS. Faculty of Teacher Training and Education with 3 MBPS and maximum 5 MBPS. Faculty of Agriculture with 2 MBPS and maximum 4 MBPS. Faculty of Food Technology with 3 and maximum 5 MBPS. Post with 2 MBPS with maximum 4 MBPS. Library with 8 MBPS and maximum 10 MBPS. University Office with 5 MBPS and maximum 8 MBPS. Seeing the distribution of internet network Slamet Riyadi University for Faculty of Economics, Faculty of Law, Faculty of Social and Political Sciences, Faculty of Food Technology, faculty of agriculture, internet usage to support learning process, students can be used relative, though student still often use HP Android because internet network Slamet Riyadi University students feel very slow.

Special students FKIP still difficult to access the internet Slamet Riyadi University in the classroom when the learning process takes place. Unlimited Bandwidth Limitations FKIP proposes to raise Bandwidth internet Slamet Riyadi University, but no follow-up. As a result, FKIP Slamet Riyadi University installed its own internet with a capacity of 100 MBPS for the benefit of lecturers and administrative support of education, but can not be accessed by students, with the

amount of rent Rp. 1.6 million rupiah each month.

The internet condition of Slamet Riyadi University that has not been encouraging, when it is stolen to be deconstructed to the students, it will be mapped out Unisri student's views on internet facilitation of Slamet Riyadi University, as follows:

**First**, From the table above, it can be seen that the lecturers in the management of learning process in the class that states sometimes use the internet is as much as 45 respondents, that is  $45 = 45 / 60 \times 100\% = 75\%$ . The rest of 15 respondents, ie  $15 / 60 \times 100\% = 25\%$  said sometimes use the internet. Meanwhile, none of the respondents said that the professor did not use the internet.

**Second**, Lecturers in the expenditure of respondents who stated that the lecturers use the internet there are a number of 47 respondents. Meaning =  $47 / 60 \times 100\% = 78.33\%$ . While the lecturer states never use the internet in learning as much as 13 respondents. It means only  $13 / 60 \times 100\% = 21.67\%$ .

**Third**, Student in using internet in Slamet Riyadi University, sometimes use Hotspot facility as much 38. Or equal to  $38 / 60 \times 100\% = 63.33\%$ . While 22 respondents or  $22 / 60 \times 100\% = 36.67\%$  never use Hotspot Slamet Riyadi University facility.

**Fourth**, students use the internet to Download the material there are 36 subjects or  $36 / 60 \times 100\% = 60\%$ . While as many as 24 respondents or  $24 / 60 \times 100\% = 40\%$  use the internet to find entertainment.

Fifth, Respondents who think that the Internet in Slamet Riyadi University to seek knowledge as much as 55 respondents or  $55 / 60 \times 100\% = 91.67\%$ . While respondents who viewed that the internet just to find base in only 5 respondents or  $5/60 \times 100\% = 8.33\%$ .

**Sixth**, Generally student internet play as much as 37 respondents or  $37 / 60 \times 100\% = 61.67\%$  adlah to seek knowledge. While as many as 23 respondents or  $23 / 60 \times 100\% = 38.33\%$  opinion seeking entertainment.

**Seventh**, the Internet provided Slamet Riyadi University, according to 35 respondents  $35 / 60 \times 100\% = 58.33\%$  of respondents consider quite adequate. While as many as 25 respondents or  $25 / 60 \times 100\% = 41.67$  assume the internet provided U Slamet Riyadi University Less adequate.

**Eighth**, Hotspot point in Slamet Riyadi University by 45 respondents or  $45 / 60 \times 100\% = 75\%$  of respondents considered enough to support the learning process. Meanwhile, according to 15 other respondents or  $15 / 60 \times 100\% = 25\%$  of respondents said hotspot point does not reach the learning class.

**Ninth**, Slamet Riyadi University Internet can be accessed smoothly according to 30 respondents or  $30 / 60 \times 100\% = 50\%$  of respondents between hours 08.00-12.00. While 50% of respondents stated that Slamet Riyadi University internet can be accessed smoothly between the hours of 12:00 to 21:00.

The fact that the use of the Internet for the benefit of learning despite already implemented, but not maximal due to lecturer factors that do not

maximally use the internet in learning and in the assignment, because of the slow internet and less familiar lecturer to the internet. As a result, students use the internet more for the sake of entertainment.

## 5. DAFTAR PUSTAKA

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