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**"THE IMPACT OF INTERNET USE FOR STUDY AND STUDENT
SATISFACTION TO STUDENT PERFORMANCE"
CASE: ANDALAS UNIVERSITY**

THESIS



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PREFACE

Bismillaahirrahmaanirrahiim.....

Alhamdulillahirrabbi'l'aalamiin, all praises to Allah SWT for giving researcher chance, guideline, knowledge, abilities, and eagerness to finish this thesis with the title "The impact of internet use for study and students satisfaction to student performane" (Case on Andalas University)".

This thesis was conducted in order to fulfill one of requirement for an Undergraduate Degree in Management Department - Economics Faculty of Andalas University for getting a Bachelor degree. This thesis has been prepared as well as the capability of researcher.

The researcher realizes that this thesis cannot be finished without supported and helped from such parties who cannot be mentioned all. On this occurrence, I would like to express the gratitude to those who have supported, facilitated and encouraged me in life, especially in academics.

Researcher understands that this thesis still needs improvement due to few limitations. Therefore, it would gladly welcome suggestions and critics to improve its quality. Researcher hopes that this thesis will make valuable contribution to academicians, students and readers in general. Amin.

Padang, December 2012

Researcher

YUDI SANDY

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CHAPTER I

INTRODUCTION

1.1. Background of the Research

In recent years, information technology was develop faster. This development change the form and information provider media. Nowadays, the information is not just provided in printed but also provided in electronic media and could be access by internet. Internet is such kind of technology product that can help us to improve the life by education. Eventhough there is so many challenges faced, but people can use the internet as good as possible. Someone can have the access for many references in many sectors, just sit by the computer that connected to the internet and use it and then the information could be access around the world (Nasution, 2006). It is means, the current development could be accessed by people in the world. It is also happen for the educational sector. The student can have the access for their material and help for their study activities.

Internet is such kind of network that make correlation between the computers in the world. Internet is kind of media that used for share the information by every people and anywhere. The user of internet also unrestricted by age, work, or educational level. The internet can give unlimited access to the user in order to get the information. That's why the internet is have the important role for now. According to LaQuery (1997) internet is the networking of a thousands computer that reach a millions people in the world and internet could be a computer system that connected

and make the computer desktop can share the data, messages, and files to the other millions computers that connect with internet (Allen, 1997).

Internet is really important because can help the user to find the information faster and make the efficiency effectiveness in several sector. The internet would be always improve and become the information center and communication sytem. By internet we can share the result of thesis and share all information (Mirabito, 2004;2005). According to Severin and Tankard (1988:5) the internet has quickly moved into the position of being an important communication tool for many individual, educational institutions and business.

Internet is information provider that have many function and give the advatanges for everything. Nasution 2006 (Siahaan, 2010) said that there are several advantages in using internet in people acitivities, there are: Interactive communication, Access to the expert, Access to library, Supporting in research, thesis and developing the science, Data exchange and share, and Collaboration, And this is supported by Pawirosumarto (2008;220) that mention several advantages in using internet, there are : The source of information is more variety, The time and distance is no longer as a problem, Rise the on line purchase and On line shopping and Exchange and the fast culture changing assimilation. Based on statement by Paworisumarto and Nasution, we can conclude that the internet was simplify the information access, simplify the collaboration or data exchange. By using internet, the source of information is more variety and can support the thesis and research in developing science.

According to Moreale (2007 ; 2004), internet such kind of computer mediated communication, generally referred to as CMC (Computer Mediated Communication). Mediated, meaning “middle”. It has come to mean anything that comes between one person’s message and an audience. Computer in one way or another the channel or intermediaries through which CMC message travel from one person to another person. Internet use is spreading rapidly into daily life, and directly affecting people’s ideas and behavior. Internet has an impact in many areas including the higher education system. Internet heralded the development and implementation of new and innovative learning and teaching in higher education institutions. For most college students the internet is a functional tools, one that has greatly changed the way they interact with others and with information as they go about their studies (Sakina, Khalid, & Farzana ; 2009).

Usun (2003) mentioned that internet is appealing to higher education for a number of reason ; it reduces the time lag between the production and utilization of knowledge ; it promotes international; co-operation and exchange of opinions ; it furthers are sharing of information and it promotes multidisciplinary research. Use of the internet to support learning and teaching is growing exponentially as more and more educational organizations are recognizing the potential that it offers (Norzaidi et al ; 2007). From the internet, student would simply gather variety of latest information that is useful for their assignment. Although the internet can provide new ways of teaching and learning, it does not guarantee that learning objective will be meet (Kirkwood and Price, 2005). Issues such as the abuse of internet in

learning, internet satisfaction and usage have raised the question of whether universities have been on the right track in terms of students internet usage and it's effectiveness, particularly after making huge investment on the internet system.

According to Sidharta (1996), although physically internet is interconnection among computer link, in generally should be seen as the information resources. Because the point of the internet is information, it could be imagine as the database or big multimedia library and complete. Internet even considered as the other world because almost all the living aspect in the world also in the internet such as business, entertainment sport, politic, and etc.

More universities have started initiatives on using information management to deliver education to the student like internet. Andalas University is one of the best universities in Indonesia. This University was located in Padang city, West Sumatera, Indonesia. Andalas University is the oldest University outside of java were established on September 23, 1955 by Mohammad Hatta. Andalas University consist of 12 faculties. In order to improve the quality, Andalas University always try to fill the students needed there are provide the facilities that can support the studies activities such as library, building for study including for internet services. Andalas University was considered about the importance of internet for student activity that was really useful because of there are searching tools for the scientific information that found in science aticles or electronic journals that really easy and faster than printed journals. In academic environment, internet is usefull for the

scientist, lecturer, researcher, and students in order to find the lecturer materials that can support studies activities in campus. Before, printed information is the materials that most usefull by students and lecturers, now there are new format in digital by web.

The internet services that provided by Andalas University is quite good enough. Beside of the centre library, the internet services also provided in each department and faculties including in PKM (Pusat Kegiatan Mahasiswa). Students of Andalas University also as the user of internet, internet use for students is not as the big deal anymore. The students of Andalas University could be categorized as the students that have high demand for science information, especially for electronic journals and study materials. Andalas University develop an information technology system that can enable all academic society have the chance to use internet and information in order to improve the satisfaction and performace of students.

This research is conducted to measure how the internet for study can influence the satisfaction and performance for students of Andalas University with the ease of use the internet and some other factors. Based on the description of the backgroud research that have been outlined above, researcher interested in conducting research with the heading **"THE IMPACT OF INTERNET USE FOR STUDY AND STUDENTS SATISFACTION TO STUDENT PERFORMANCE (Case in Andalas University)"**

1.2.Problem of the Research

There are many studies on the relationship between internet use and student satisfaction, student satisfaction and student performance, and there is a possibility that student satisfaction as mediation between internet use and student performance, yet some research have different outcome on the study. Personal understanding and perception about student satisfaction affect student's feels about whether they are satisfied with their studies or not. Therefore, the research questions were designed as follows:

1. How does internet use for study affect the satisfaction of students in Andalas Universities?
2. How does student satisfaction affect the students performance of Andalas University?
3. How does internet use for study affect the performance of students of Andalas University?

1.3.Objective of the Research

With references to the problem, this study seeks to achieve the following objectives:

1. To know the effect of internet use for study on students satisfaction of students in Andalas University?
2. To know the effect of student satisfaction on students performance in Andalas University
3. To know the effect of internet use for study on performance of Andalas University students?

1.4. Significance of the Research

The research can give information and contribution for the Andalas University about internet use and its impact toward student's performance. It can be also measures whether performance affect their satisfaction on study of Andalas Universities students or not.

1. This research could be as the comparison for the Andalas University to prepare and develop the internet services in order to increase the simplicity of student in using internet for study.
2. This research could be as information and knowledge and understanding about internet use for student and its impact on student satisfaction and their performance
3. This research will add references that can be used by other researcher who interesting to investigate the same topic in the future

1.5. Scope of Study

This research is about the analysis the impact of internet use for study on satisfaction and performance on student of Andalas University. This research has a limited scope of analysis in terms of number of variables and object of the research. The variables will tested in this research are limited into : internet use for study, student satisfaction, and student performance. The researcher limits the research context by focusing in Student's of Andalas University.

1.6. Organization of The Chapters

In order to make it easier and make moderate the forwarding of content, this research is divided into five chapters, they are:

CHAPTER I: Introduction

Elaborating on the background of the problem, formulation of the problem, limiting the problem, research objectives, the benefits of research, and systematic thesis.

CHAPTER II: Literature Review

This chapter contains descriptions of theoretical variables that include the theories that support and underlie the variables used in the research and framework.

CHAPTER III: Research Methods

In this chapter put forward about the research design, population and sample data and data sources, techniques data collection, operational definitions of variables, and data analysis techniques.

CHAPTER IV: Research Findings and Discussion

This chapter present the results of research, statistical analysis, hypotesis testing, and the discussion.

CHAPTER V: Conclusion

In this chapter contains the conclusions, limitation and recommendation and research implication.

CHAPTER II

Review of Literature

2.1. Internet

2.1.1. Definition of internet

Internet is such kind of the interesting area where we can find all information in the all aspect. Books, ensiclopedia, article, or magazine and all the references. The internet also have a role in access to all the opinions by the experter about the topic and can do the communication with the peoples who offer the comment about the all aspect. According to Syahriani (2003) internet is not a kind of place that have the buildings and employees, internet is kind of cooporation by the peoples and computers that connected each other in the world. In basic terms, internet is the computer system that connected that make the your computer dekstop could exchange the data, message, and files with the millions other computer that connect to the internet (Allen, 1998). According to Purwadi (1996) internet is information media, and communication in unlimited time, span and connected almost all the things in the world. Internet is kind of connection among all kinds of computer and link in the world that have different operations system and application where that's connections using the improvement communication media (satelit phone) that use standard protocol in communication, is the TCP / IP (Transmission Control Protocol / Internet Protocol).

Internet is the information resource that span the world, the resource involved are very large big and largee. Internet also kind of new technology that influence human life. Internet could be as the first global forum and mutimedia library, where each user can participate anytime (Zainuddin, 2006). The pattern of internet use in this research is span about the process, the way and using the all facilities that was prepared in internet and how the student use the internet in study activities.

2.1.2. Internet Facility

There are so many facilities in internet. That facilities could be used by all various groups. According to Pawirosumarto (2008) said that internet facilities are

1. WWW (World Wide Web)

WWW also known as Web is kind of informations space where the resource that used was identficated by global identity also known as *Uniform Resources Identifier (URI)*. WWW always considered as internet whereas Web is a part of internet. Web is a information system in teks form, picture, voice, etc that saved in a internet web server that presented in hypertext. Web can be accessed by software like browser. Browser that always used by people are, mozilla firefox, internet explorer, and opera.

2. Electronic mail / e-mail

This tools is make the user could be make the message sending as mutual by using the electronic address in internet

3. File Transfer Protocol (FTP)

FTP is tools that make the user can send (upload) or Download an information to their computers from other computer that connected by a link of internet.

4. Internet Relay Chat (IRC)

IRC also known as chat, IRC is kind of facilities for direct communications and using the keyboard. IRC always used as the tools for teleconference

5. Mailing list

Also know as Milis is a facility that created as interactive discussion tools.

2.1.3. Internet use on University

In educational sector, the internet use was higher than before, where this media always used as educational media that make the process of study more effective. Educational system based on internet is a kind of model from idealism of education, where every people can get the education faster and cheaper. By using the internet, a students would not so depend on the lecturer. They can develop the knowledge by themselves maximally by using the information resources in internet

According to the Zainuddin (2006) internet have the several typical characteristic that can make this media as the supporter media in study activities. The characteristic are :

- As interpersonal media and also as the mass media that can make the communication among peoples and among groups.

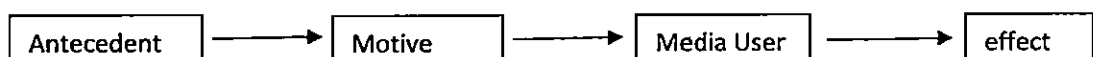
- There are interactive
- Could make the information become synchronous and asynchronous.

According to the surveys in University of the Punjab by Bashir and Sakina (2007), they found there are 10 reason for internet use there are : to prepare class assignment, for research project, to update knowledge, for communication, for entertainment, to prepare for examinations to read news, to download software, for other reasons and to purchase items.

2.2. Use and Gratification

The research about the uses and gratifications is always assumed as the reseach about the influences. The background of this theory is stated by Harold Laswell that attempt to ask why people pay attention to media, especially focused on 3 function mass communication, there are environmental monitoring, event correlation and the dissemination of cultural heritage, and in 1960, Wright added 1 more function is entertainment, Arnold (2008). There is so many the research that published in printed media in Indonesia. Moris and Ogan (1996) state that the perspective of uses and gratification can give the mind frame usefull for communication research. Because of the internet user that active and the research is consist on internet use, satisfaction and performance, the researcher use user and gratification theory

As general, Rahmat (1997) describe the model of user and gratification as follows



According to the founders, uses and gratification investigate about the original of psychological needs and social, that build the specific hope by mass media or other resources that lead to different patterns of media exposure (or the involved for other activities) and lead to fill the need and other impact, or may be that we never want (Katz, Blumer and Gurevitch, 1974). They also formulate the basic assumptions of this theory :

1. The audience are considered active; it is means, the importance of uses the mass media, assumed have the goal.
2. In the process of mass communications, there are so many initiative to relate the need satisfaction with the chosen of media is situated by audience
3. Media should be compete with the other resources to satisfy the demand. The demand that fill by media is just a part of demand range by peoples. How this demand fill by media consumptions is really depend on the customer behavior
4. There are so many goals of mass media chooser is concluded from the data that given by audience. It is means, people will considered understand to report the interest and motive in certain situation.
5. Rating of cultural means of media massa should be deferred before investigated by audience orientations.

According to Blummer (Rakhmat, 1997), "this model is not interest for what mass media do for people, but this interest for people do to media. The audience is considered active use the media in order to fill their need.

2.2.1. Antecedent

In generally, the researcher use the uses and gratification model that proposed by Rakhmat (1997). In this model, the antecedent variable consist of individual variable and environment variable. The individual environment consist of the demography data such as age, gender, and Pshycology factors and the environment variable consist of organization. Because of the population that used in this ressearch is a students of Andalas University, there is some similarity in the population. In this research, the researcher use the faculties as th environmental variable. On individual variable, the differences of age on population is not so far, the demographic data that can be used is only gender and age.

2.2.2. Motive

Internet offer the many kind of services that have the information inside. That lead the people use the internet for many reasons or motives. McQuail, Blumler, and Brown (Katz, Blumler, Gurevitch; 1974) mention that 4 function (that give satisfaction) from mass media, there are : (1) Diversion – the changing or demand for something that different (including the refreshinf from routinity and problems). (2) Personal relationship – (including the needed of media role as friends and also as converse. (3) Personal identity, as the tools for explore the reality and as the tools for streight the values or believe of individuals and (4) Surveillance, the observations or to get information.

By using uses and gratifications models, could be assumed that the peoples actively use the media to fill the demand or need. On this assumptions, there are understanding that media consumptions was control by motive (Rakhmat, 1997).

The ability to interact with the internet make the motive use the media a little bit different with the motive in using other media (Djohari, 1999). King (1997) make a set of motives list on his research. Thats motives as a reason why people access the internet. By the motives that proposed by King (1997) the researchers concludes that motives become the surveillance or motives to find the information for study. Because the researchers want to know how far the sudents of Andalas University access the internet for study.

2.2.3. Media use

Rosengren (Rahmat, 1997; Djohari, 1999) propose that “ the use of media it self consist of the long time that used in every kind of media that consumed and any relationship between costumer individual with the point of media that consumed with the whole. In order to see the use of electronic media by public, ideally is asking about how long someone use the media in certain time and what the channel that they listen/watch at that time. In order to see the design, that questions should be asking every day since a certain time (Djohari, 1999).

But, that’s way couldn’t implemented for the research about the internet use by Andalas Unviersity students. The information in internet is so much and doesn’t have the certain time. The researcher can’t see the use of media specifically. That’s why the researcher only asking about the frecueny in using the media, duration and internet activity for study.

2.2.4. Effect

The media effect could be operate as the evaluation of media ability to give the satisfaction for example how far the information that receive by internet

could be help the student on study (Djohari, 1999). About the source of satisfaction by Katz, Blumer and Gurevitch (!974) said that each media have the unie combination for (1) the characteristic of content (2) the shape of delivery (3) situation and condition of receivment. In this research, the satisfaction and performance that getted by students by internet use could be seen by information that they get, the accuration of information, shape of information and effectivity and efficiency and for the student performance could be seen by, the using the internet for assignment, finished the assignment faster, improve the study quality and performance of students,

There are so many advantages that will get by someone when have the access to the internet. According to Hidayatulloh (2010) the advantages of internet use are :

- *Information for personal life :*
Healthy, recreation, hobby, personal development, religion, social
- *Information for proffesional / worker*
Technology science, business, stock, commodity, business news, profession association, business asosiasi, and kind of communication forum

Internet is a supported tools in make the all success in all aspect like academic, business, politic etc. According Zainuddin (2006), there is several advantages that will be get by user in using internet, there are :

➤ **Interactive communications.**

Internet can make the faster communications for one user to other user without think about the place and time, beside of that, internet also can save the communication cost. The application in internet that can be used as the communication tools are, *email, video conferencing, internet relay chat, and internet phone.*

➤ **Access to the expert**

The user or students could be easy for study with the experter in certain / specific subject. So many experter want to answer the questions that was sended by audience.

➤ **Access to the library**

The library collections is no longer limited by books collection and printed journals, but also was become the center of deployment of information and center of data research and university activities.

➤ **As the supported tools for research and development of science.** By internet link, the researcher who involved in reseach world can make the association among them in order to make communication each others.

➤ **Collaboration**

The means of collaboration in here is finished the work together. The member can be standing by several sector of science that spread in the world. Internet is kind of media that really help a collaboration where usually obstructed by space and time.

2.3. Students Satisfaction

There are so many research that showed about the internet and the impact on satisfaction of user. And there also many reason of people in using the internet. Most of reason is because easy to get the information and faster. The faster development of internet because of an application like "browser" that make the people easier to find the information in internet. Beside of that, the trigger of revolution of internet is the low of telecommunication cost with the *Internet Service Provider (ISP)*, so that's make the people want to access the internet doesn't need to pay for the internaional pulse, the people just pay with the local pulse (Winarno, 1997).

Because the internet have so many faciliy that can be used for all the things. Like facilities for sending the electronic message, spread the information, until for the discussions that joined from everywhere. The student used the internet for study activities like for assignment, information for exam and etc. This make the student pushed for more active in learning proccess.

The using of internet of course can give impact for the user satisfaction. Where, the user want to know about the information that they get in internet for their goals. According to LittleJohn (2005), the satisfaction could be define as your beliefs what a medium can give you and your evaluations of this materials. So, if we want an entertaining

programs in internet so we believe that the entertainment will be satisfied us. We will search for that programs.

Wilbur Schramm and Arnold (2008) try to describe between the need and satisfaction of human in one of systematic that he said as "*fraction of Selection*" :

Fraction of Selection = Expectation of Reward / Effort Required

This systematic describe that there are any average, where the divided between reward and effort is a satisfaction if the reward is higher than effort. On student satisfaction there are so many research that found internet is useful for study activities. The satisfaction of student on internet in studies activities is really important where the internet for study is really useful for now. Including for lecturer, nowadays, the lecturer tend to be teach and ask the student for active to find the information in internet.

2.4 Student Performance

In the world competition as globally, the students required to have the high performance. There are some definition about the performance that explained by other researcher. According to Bernardin and Russel (1998), performance is defined as the record or outcomes produced or specified job function or activity during time period. And performance is what the person or system does (Illgen and schneider et al ; William, 2002). This statement also strengthen by Morhman et al (William, 2002) that said a performance consist of performer engaging on behavior in a

situation to achieve result, so based on this theory, the performance could be seen by how process is done. The more comprehensive opinion was explained by (Brumbrach ; Armstrong, 1998) performance means behavior and result. Behaviors emanate from the performer and transform performance from abstraction to action. Based on these opinion, the performance could be seems the result perspective, process or behavior, that tend to the goals achievement. In this case, the perspective of students seems by internet use on their performance. How their performance after using the internet for study.

Performance is not just happen, in other wods, there are several factors that can influence the performance. According to Armstrong (1998) the factors that an influence the performance are :

- Personal factors related with the expertise, motivation, commitment and etc. In this factors related with the expertise of student in using internet and it's impact for their performance
- Leadership factors related with the quality of support that given by leader, manager or a chairman of the group
- Team factors related with the quality of support that given by partner or friends in the team
- System factors related system method and facility that provided. In this factors related with the facility that given by internet
- Situational factors related with the pressure and change of internet environment or external environment

On this research, the performance of student is how the information that they got in internet could help their study activities in the University.

2.3. Review of previous studies and Hypothesis.

Several studies has been conducted by some researchers who examined the relationship between internet use, internet satisfaction and students performance.

2.3.1. The effect of internet use for study on student satisfaction

Andarwati and Bambang (2005) was found that there are the real relationship among the internet use with the satisfaction for knowledge, usefulness, and for fun. The internet use have the significant relationship with the satisfaction for information, knowledge, usefulness and fun. There are positive relationship, it is mean, the higher internet use will be increase the satisfaction for knowledge, fun and usefulness for personal need more filled.

H1 : there is positive relationship between internet use for study and student satisfaction

2.3.2. The effect of student satisfaction on students performance

Goyal (2011) was doing the research and found the internet satisfaction has the positive relationship with the student performance, in which result are consistency with Norzaidi et al (2008) studies. This study also proved that internet use is a predictor of technology satisfaction and student performance is affected by internet use and their resistance toward. Most of the students were satisfied by information they found on the internet.

Hence, it can be said that internet usage is found to be useful in improving the student performance.

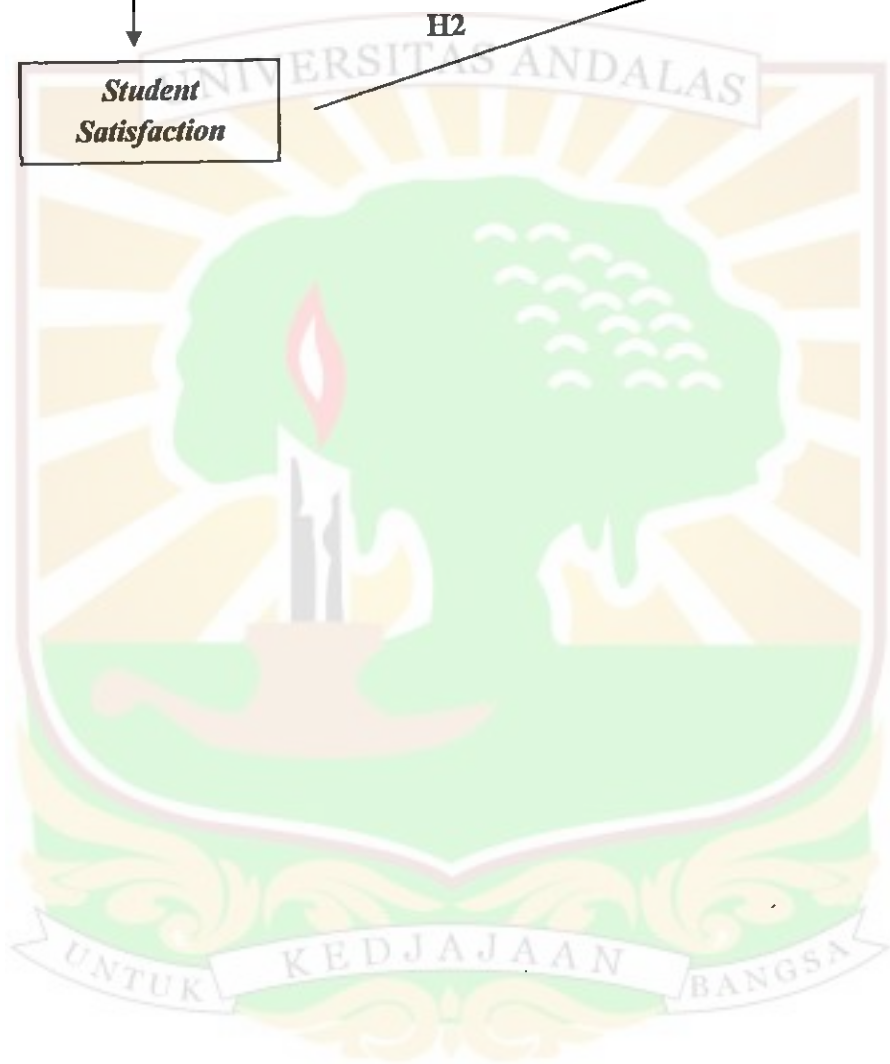
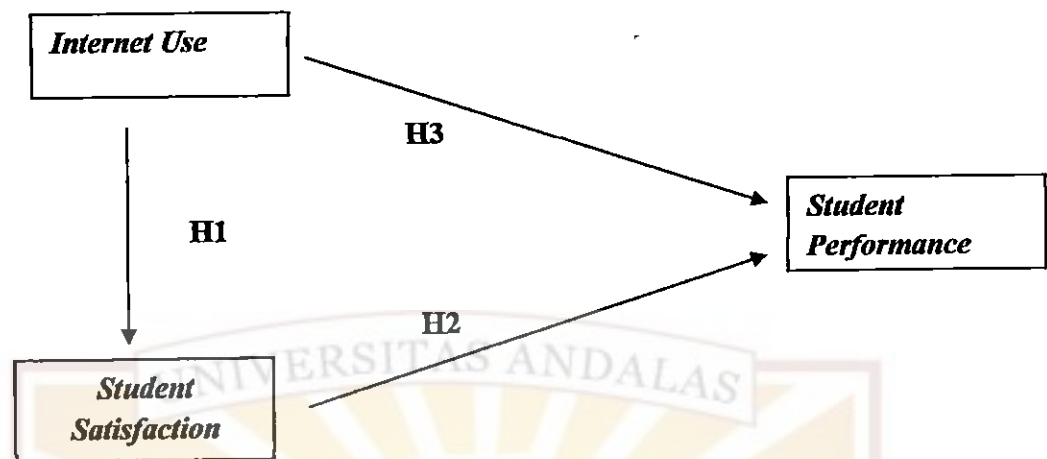
H2 : there is positive relationship between student satisfaction and students performance

2.3.3. The effect of internet use for study on students performance

Zainuddin (2006) doing the research and found that there positive impact of internet use for study on student performance in Nort Sumatera University. Where she conclude that internet use for study can influence the success of study by students and internet have a role to fill the information needed. This statement also was strengthened by Tambunan (2005) where he mention that internet use is needed to help the students to understand the lecture material. This happen because almost of information available in internet, so the students can search the information by what they got in studies in university in order to understand more about the lecture material.

H3 : there is positive relationship between internet use and students performance

2.4. Theoretical Model of The Research



method, for more specific it is used the purposive sampling which is confined to specific type of people who can provide the desired information (Sekaran.2003).

Sampling technique in this research is convenience sampling with non probability method. A convenience sampling design of the research is used to obtain information from specific target groups and conveniently available to provide it. According to Sugiyono (2007), Hair et al (2006), and Sekaran (2006) the most acceptable size is 1 : 10 ratio between the number of observation and the number of variable to be analysed. This research observed 3 variable, they are internet use (IU), students satisfaction (SS), and students performance (SP). Refers to these theory the appropriate sample should be 30. The present research distributed the questioner 250 to achieve the appropriate sample related to explanation about the samples. The sample size also to prevent the unreturned questioners and in order to get the data more accurate

3.3 Data Collection Method

The research was conducted at economic faculty of Andalas University. In collecting data, the researcher used:

3.3.1. Field Survey

This field survey is conducted in order to obtain primary data that is obtained directly from the object to check out, that is through:

3.3.3.1.1. Questionnaires

On this research, researcher distributed questionnaire to respondent. This questionnaire consists of 3 variables and 11 questions. Where question about internet use are 3 questions, this questions were adapted from the original

instrument developed by Malhotra and Galletta (1999). Question about students satisfaction are 4 questions, this questions were adapted from the original instrument developed by Goyal and Purohit (2011). Question about students performance are 4 questions, this questions were adapted from the original instrument developed by Goyal and Purohit (2011).

The researcher distributed the questioners directly to student at Andalas University. The students filled the questioner and give it back after one or two days later. The collecting data was held, it was conducted at Andalas University.

3.4 Variables and Measurement

3.4.1 Variables

The structured of questionnaires was used in this study to collect data from students of Andalas University. The researcher utilized to measure the variables. In the questionnaire, there were three variables; internet use, students satisfaction and students performance so it is the operational variable

- a. **Dependent Variable** is result variable that contain at least one causal (Sekaran.2003). This research dependent variable is students performance.
- b. **Mediating variable** is variable that surfaces between the time the independent variable start to influence the dependent variable.
- c. **Independent Variable** is variable that only as predicted at causal for construction or variable in this research (Sekaran.2003). This research, **independent variable is internet use and internet satisfaction**

3.4.2 Measurement

Measurement of internet use (IU), students satisfaction (SS) and students performance (SP) of Andalas Universities students were adopted and developed on the basis of established existing variable from previous studies. Internet use (IU) will be measured by using the 3 items adopted from Maholtra and Galleta (1999), a students satisfaction (SS) questionnaires will be measured by using the 4 items adopted from Goyal and Purohit (2011), and students performance (SP) will be measured by 4 items adopted from Goyal and Purohit (2011)

Measurement of the variables in the theoretical framework is an integral part of research and important aspect of research design (Sekaran, 2003). Rating scales of this research are questionnaire's questions based on Likert's Scales where they are designed to examine how strong the subjects agree or disagree with the statements on a 5-point scale (Sekaran, 2003). The anchors are:

Table 3.1 Likert's Scale

No	Scale	Score
1.	Strongly Agree (SA)	5
2.	Agree (A)	4
3.	Neutral (N)	3
4.	Disagree (D)	2
5.	Strongly Disagree (SD)	1

Source: Sekaran, 2003

3.5 Operational Definition of Variable

Operational definition is a process for identification of an object by distinguishing it from its background of empirical experience. In this research the operational definition refer on the variables measurement and items of each

variable. Operation definition describes the definition of each variable in this research.

Table 3.2 Operational Definition of Variable

No	Variable	Definition	Indicator	Source
1	Internet Use	The use of internet consist of the longtime that used and relationship between user and internet as the whole (Rahmat,1997; Djohari 1999)	<ol style="list-style-type: none"> 1. Often use the internet 2. Use the internet > 1 hour 3. Use the internet every day 	Maholtra and Galleta, 1999
2	Student Satisfaction	Your believe what a medium can give your evaluation of materials (Little John,2005)	<ol style="list-style-type: none"> 1. Content of information 2. Accuracy of information 3. Format of information 4. Effective and efficient 	Goyal and Purohit, 2011
3	Student Performance	Record of outcomes produced by students or activities during the time period (Benardin and Russel, 1998)	<ol style="list-style-type: none"> 1. Accomplish the task quickly 2. Improve the quality of study 3. Do assignment 4. Improve the performance 	Goyal and Purohit, 2011

3.6 Data Analysis Method

This study is intended to test a model that explained the effect of internet use on students satisfaction and students performance to answer the hypothesis. the data will be analyzed using statistical package for the social sciences (SPSS) 15.0 program for windows. SPSS is needed to analyze the respondent characteristic in represent the frequency and percentage of respondent data. Beside that this tools also used to determine the validity, reliability. The data will

be analyzed using structural equation model (SEM) by AMOS 18 as software application. This software provides information about goodness-of-fit model and relationship among the variable.

3.6.1 Validity Testing

According to (Ghozali, 2001) validity test is a tool which is used to measure validation of questioner. Questioner is valid if the range is more than 0.30 question of questioner can describe something that will be measured by questioner. Validity test used SPSS 15.0 application program. The item of each variable tested by factor analysis with factor loading. Based on Hair et al. (1998), factor loading greater than ± 0.3 are considered to meet the minimal level; loading value of ± 0.40 are considered more important; and if the loading are ± 0.50 or greater, they considered practically significant.

3.6.2 Reliability Testing

Internal reliability testing is purposed to see how well the items measuring a concept hang together as a set. *Cronbach's Alpha* is a reliability coefficients indicates how well the item in a set are positively correlated to one another. The answer consistency showed by the degree of *Cronbach's Alphas*. The closer the reliability coefficient gets to 1, 0 the better (Sekaran, 2003). According to Ghozali (2005) the variable reliable if the alpha value 0.5 or bigger than.

In determination of reliability level of one instrument that can be accepted f value of alpha, exist in range 0.50 – 1.00. We categories good/ reliable if in range $> 0.50 - 0,8$. We categorize very good/ very reliable if in range 0.80 –

1,00. To determine the reliability of each statement, it is used computer program SPSS 15 for windows with a *Cronbach alpha* formula.

3.6.3 Normality test

Normality test aims to test whether the regression model, independent variables and the dependent variable, both are normally distributed or not. Normality test can be done through two approaches, namely through the approach chart (histogram and P-P Plot) and Kolmogorov-Smirnov test (Ghozali, 2001). In this research, for Normality test can be used the Kolmogorov Smirnov test, whereby if the sign value > 0.05 , then it can be concluded that the data variables were tested with the normally distributed. Normality test used SPSS 15.0 program.

3.6.4 Structural Equation Model (SEM)

To test the hypothesis used Equation Structural Modeling (SEM), operated by using AMOS 18 program. Structural Equation Model (SEM) is a form of extension or a combination of several multivariate techniques or a set of statistical techniques that allow testing of a series of relationships that are relatively complex simultaneously (Hair et al., 1998). SEM AMOS 18 provides information about goodness-of-fit model and relationship among the hypothesis. Moreover SEM was commonly used measures of fit include:

- **Chi-Square** a fundamental measure of fit used in the calculation of many other fit measures. Conceptually it is a function of the sample size and the difference between the observed covariance matrix and the model covariance matrix.

- **Goodness of fit index (GFI)** represents the degree to which the actual or observed covariance matrix is predicted by the estimated model. GFI deals with explained covariance, relative to total covariance. GFI values can range from 0.0 (poor fit) to 1.0 (perfect fit). In practice, a GFI value greater than 0.9 represents a strong fit. AGFI is an extension of GFI, which is adjusted by the ratio of degrees of freedom for the proposed model to the degrees of freedom for the null model. It is suggested that an AGFI equal to or greater than 0.9 indicates a good fit, while an AGFI that is greater than 0.8 is a sign of a marginal fit.
- **Comparative fit index (CFI)** has the advantage that cannot be influenced by sample size because it is very good for measuring the level of acceptance of a model. CFI values are recommended to be accepted is >0.95 .
- **Root Mean Square Error of Approximation (RMSEA)** is an index that can be used to compensate for the chi-square statistic in large samples. RMSEA values indicate goodness-of-fit who can expect when the model is estimated in the population. RMSEA value of less than or equal to 0.08 is an index to a model that shows the acceptable of a close fit.

CHAPTER IV

ANALYSIS AND RESULTS

4.1 Description of Respondent Characteristics

The numbers of questioner have been distributed to Andalas Universities students. Questioner was distributed directly. The response in this study was satisfactory. A total about 250 questionnaires were distributed, and this is the table 4.1 that shows about the number of questioner more detailed.

Table 4.1 Survey Results

Survey	Number of Questionnaire
Distributed	250
Returned	222
Returned blank or missing	15
Not Returned	28
Analyzed	207

Source: Processed from questionnaire by using SPSS

These response in this study was satisfactory. A total about 250 questionare were distributed, and 222 were received and yielding a response rate is 89%, 207 usable and were returned blank or uncomplete.

Among the respondent, there were 62 (30%) males and 145 (70%) females. The respondents are grouped based on age, the range of age start from <20 years old are 102 (49%), in range from 20-25 are 105 (50.5%), and in last range >25 years old is 1 (0.5%) from total of respondents. This shows that majority of the respondent (50.5%) belong to the age group of 20-25. All the student (100%) with bachelor's degree. A majority of the respondent 128 (61.8%) who were regular program, 45 (21.7%) who were Non-regular program, and 34 (16.4%) who were international program. The result of survey shows that respondent can be grouped based on Faculty. The respondents from Faculty of

Economics 24.6%, Faculty of Pharmacy 6.3%, Faculty of Law 2.4%, Faculty of Social Sciences and Politics 13%, Faculty of Medicine 6.3%, Faculty of Mathematics and Natural Science 18.8%, Faculty of Agriculture 3.4%, Faculty of Animal Husbandry 0.5%, Faculty of Public Health 4.8%, Faculty of Agricultural Technology 19.3%, Faculty of Culture Science 0.5% from the respondents. More detailed information is represented at tables 4.2 as followed:

Table 4.2 Description of Respondent Characteristics

Demographic		Frequency	Percent (%)
Gender	Male	62	30
	Female	145	70
	Total	208	100.0
Age	<20	102	49.0
	20-25	105	50.5
	>25	1	0.5
	Total	208	100.0
Faculty	Faculty of Economics	51	24.6
	Faculty of Agriculture	7	3.4
	Faculty of Pharmacy	13	6.3
	Faculty of Animal Husbandry	1	0.5
	Faculty of Medicine	13	6.3
	Faculty of Law	5	2.4
	Faculty of Culture Science	1	0.5
	Faculty of Social Sciences and Politics	27	13.0
	Faculty of Public Health	10	4.8
	Faculty of Mathematics and Natural Sciences	39	18.8
	Faculty of Agricultural Technology	40	19.3
	Faculty of Engineering	0	0
	Total	207	100.0
Strata	S1	207	100.0
Program	Regular	128	61.8
	Non Regular	45	21.7
	International	34	16.4
	Total	207	100.0

Source: Processed from questionnaire by using Spss

4.2 Data Analysis

4.2.1 Test of Validity

There are three variables in this research are measure by multiple items: Internet Use (IU) (3 items), Student Satisfaction (SS) (4 items), and Students Performance (SP) (4 items).

Table 4.3 Internet Use (IU)

Variable	Item	Factor Loading	Remarks
Internet Use (IU)	IU2	0.843	No deleted item
	IU3	0.835	
	IU1	0.807	

Source: Processed from questionnaire by using SPSS

From the table 4.3, the validity test of Internet Use (IU) variable has showed that all of three items have factor loading greater than 0.5. It's mean that the all items of variable internet use (IU) are valid.

Table 4.4 Students Satisfaction (SS)

Variable	Item	Factor Loading	Remarks
Students Satisfaction (SS)	SS3	0.873	No deleted item
	SS2	0.852	
	SS1	0.847	
	SS4	0.806	

Source: Processed from questionnaire by using SPSS

From the table 4.4 the validity test of variable Internet Satisfaction (IS), has showed that all of four items have factor loading greater than 0.5. It's mean that the all items of variable Internet Satisfaction (IS) are valid.

Table 4.5 Students Performance (SP)

Variable	Item	Factor Loading	Remarks
Students Performance (SP)	SP2	0.892	No deleted item
	SP3	0.871	
	SP1	0.851	
	SP4	0.767	

Source: Processed from questionnaire by using SPSS

From the table 4.5 the validity test of variable Students Performance (SP), has showed that all of four items have factor loading greater than 0.5. It's mean that the all items of variable Students Performance (SP) are valid.

4.2.2 Testing of Reliability

For determining the reliability, the reliability of each statement is processed by using computer program SPSS 15 for windows with Cronbach alpha formula. According to Ghozali (2005) the variable were reliable when alpha value was 0.5 or greater than.

Table 4.6 Reliability Testing

Variables	Cronbach's Alpha	Item	Remark
Internet Use (IU)	0.766	3	Very Reliable
Student Satisfaction (SS)	0.864	4	Very Reliable
Students Performance (SP)	0.868	4	Very Reliable

The result of reliability testing in table 4.6 shows the cronbach's alpha for each variable of internet use (IU), Internet Satisfaction (IS), and Students Performance (SP) which reliability test are 0.5 and greater than. It means that all of the research instruments are reliable and can be used for futher analysis.

4.2.3 Testing of Normality

Normality test aims to test whether the regression model, independent variables and the dependent variable, both are normally distributed or not. Normality test can be used the Kolmogorov Smirnov test, whereby if the significant value > 0.05 , then it can be concluded that the data variables were tested with the normally distributed (Ghozali, 2001).

Table 4.7. One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		207
Normal Parameters(a,b)	Mean	0.0000000
	Std. Deviation	0.66808644
Most Extreme Differences	Absolute	0.039
	Positive	0.033
	Negative	-0.039
Kolmogorov-Smirnov Z		0.563
Asymp. Sig. (2-tailed)		0.910

Source: Processed from questionnaire by using SPSS

Based on Kolmogorov-Smirnov test results show that the value Asymp. Sig. (2-tailed) 0.910, this value is more than 0.05 therefore all of the data are show normally distributed.

4.3 Descriptive of Items Respond for Each Variable

Description of each item obtained from field survey is demonstrated in the following sections. The score each item reflect the level of distributive justice overall respondent for each item. The items are measured using 5 point likert's scale. The higher score means the more positive respond of the respondent.

Table 4.8 Internet Use (IU)

No.	Items	Mean
1.	Often use the internet for study	3,81
2.	Use the internet more than 1 hour for study	3,34
3.	Using the internet every day for study	3,02

Source: Processed from questionnaire by using SPSS

The result on Table 4.8 shows that the highest respond of respondents answer on the item 1 and item 2 mean that most respondents viewed often use the internet for study and the respondent using the internet more than an hour for study. Meanwhile, the lowest score can be seen on the item 3 which reflect the respondents using the internet for study every day. The respondents use the internet for study everyday but not as much the item 1 and 2. This perception was influenced by internet access and intention of students for study because users sometimes lazy for study and tend to use the internet for social network or other things and some of student still doesn't have the laptop or modem that access for internet. For example, for the student who not have the internet access at boarding house, they should go to campus for wifi facility and it waste the time. And another things is because the study intention of students is fluctuations. Sometimes they want to study and sometimes they lazy.

Table 4.9 Students Satisfaction (SS)

No.	Items	Mean
1.	Information that getted by internet	3.46
2.	Accuration of information that getted by internet	3.16
3.	The format of information that getted by internet	3.32
4.	More effective and efficients	3.60

Source: Processed from questionnaire by using SPSS

The result on Table 4.9 shows that the highest respond of respondents answer on the item 4 and 1 mean most students viewed that the internet can

satisfy the students need where internet can give the effective and efficiency for their study and most of students satisfy with the internet that they get by internet . Meanwhile, the lowest score can be seen on the item 2 which but still above the average. The accuration of information of internet need to considered. Means, some students feel the information by internet still lack of accuration.

Table 4.10 Students Performance (SP)

No.	Items	Mean
1.	Helps to complete the assignment quickly	3.74
2.	Helps to improve the quality of study	3.42
3.	Helps to complete the assignment	3.67
4.	Improve the performance on study	3.17

Source: Processed from questionnaire by using SPSS

Table 4.10 represent on how the internet affect the students performance. The result shows, the highest respond of respondents answer on the item 1. These mean that most respondents feels the internet helps the students complete their assignment quickly. Meanwhile, the lowest score can be seen on the item 4 but still above the average which reflects respondents believe the internet can improve their performance.

4.4 Measurement of Fit Model

The previous section presented detail of data checking process used analysis which included checking for outliers, testing validity of data, testing reliability, and checking for normality of data. This section will be continued with description of statistical tool utilized to assess the developed hypotheses. In this research, analysis procedure was undertaken by using SPSS 15.0 for windows and SEM AMOS 18.

Table 4.11 Measure of Goodness-Fit-Model

No.	Measure of Goodness-Fit-Model	Recommended Level of acceptable Fit	Results of the research	Description
1.	Normed chi-square (χ^2/df)	Lower limit 1.0 Upper limit 2.0, 3.0, or 5.0	2.29	Acceptable
2.	Goodness of fit index (GFI)	0.0 (poor fit) 1.0 (perfect fit)	0.92	Strongly fit
3.	Root mean square error of approximation (RMSEA)	Under .08	0.79	Acceptable
4.	Adjusted goodness if fit index (AGFI)	0.0 (poor fit) 1.0 (perfect fit)	0.88	Strongly fit
5.	Comparative Fit Index (CFI)	0.0 (poor fit) 1.0 (perfect fit)	0.95	Model fit

Source: Processed from questionnaires by using SEM AMOS

Based on the table 4.11 above, the ratio of chi-square to degree of freedom of the result is 2.29 it means the ratio of chi-square to degree of freedom is acceptable because the value smaller than 0.5. Moreover, RMSEA value less than or equal to 0.08 is an index to a model that shows the receipt of a close fit that model based on the degree of freedom. Based on the calculation results obtained RMSEA value is 0.79, it means the model is acceptable.

Another measure of the absolute fit index that is deemed appropriate to confirm a model is GFI. It represents the overall GFI represents the degree to which the actual or observed covariance matrix is predicted by the estimated model. GFI deals with explained covariance, relative to total covariance. GFI values can range from 0.0 (poor fit) to 1.0 (perfect fit). Based on calculations from the results obtained through the program AMOS18, GFI is 0.92 it means the model is at moderate level of fitness or good enough fit model (Ghozali, 2002). AGFI is an extension of GFI, which is adjusted by the ratio of degrees of freedom for the proposed model to the degrees of freedom for the null model. AGFI value obtained is equal to 0.88 indicates that a good enough fit model (Ghozali, 2002).

Index value of CFI (Comparative Fit Index) is recommended in order to achieve model fit is greater than 0.90. The current result obtained CFI 0.95; it means a model is fit.

4.5 Hypothesis Testing

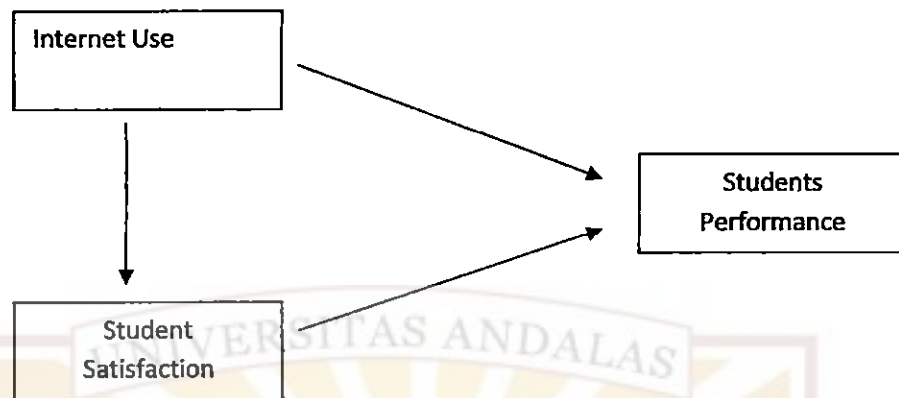
The hypotheses were tested by using Structural Equation Model (SEM). As a direct or indirect effect of the exogenous variables can be specified by identifying paths among variables, a path analysis was conducted to test the overall causal model. As discussed in the earlier section, the model has been tested to assess the overall fit of the model. Also, individual tests of the hypothesized relationship were conducted. The critical t value (CR) used to assess the significance of the relationship between two path is 1.96 ($p < .05$). A CR value above 1.96 means the relationship of the causal model is significant. The results of the hypotheses testing are shown in table 4.12

Table 4.12 Regression Weight

H	Path	Estimate	S.E.	CR	P	Judgement
H1	Students Satisfaction (SS) ← Internet Use (IU)	0.726	0.110	6.606	0.000	Significant
H2	Students Performance (SP) ← Student Satisfaction (SS)	0.570	0.101	5.618	0.000	Significant
H3	Students Performance (SP) ← Internet Use (IU)	0.254	0.108	2.362	0.018	Significant

Source: Processed from questionnaires by using SEM AMOS

Figure 4.1 Path Diagram for the Initial Theoretical Model



*Note: *significant at $p < .01$, **significant at $p < .05$.*

H1: There will be a positive relationship between internet use and student satisfactions.

Hypothesis 1 investigated the positive impact of internet use and satisfactions on Andalas University students. The standard path coefficient of 0.726. and the critical ratio value of, 0.000 ($p < 0.01$), this result show the significant relationship among the variable, but the coefficient value was positive that show positive relationship, noted that hypothesis 1 was supported. There are positive relationship between internet use and satisfaction of Andalas Universities students. To be more clearly, look at the table 4.13.

Table 4.13 Regression Weight H1

H	Path	Estimate	S.E.	C.R.	P	Judgment
H1	Student Satisfaction (SS) ← Internet Use (IU)	0.726	0.110	6.606	0.000	Significant

Source: Processed from questionnaires by using SEM AMOS

H2: There will be a positive relationship between student satisfaction and students performance.

Hypothesis 2 investigated the positive relationship of student satisfaction and students performance on Andalas University students. The standard path coefficient of 0.570 and the critical ratio value of, 0.000($p < 0.01$), result show both variable have strong positive relationship. Increasing the students satisfaction will improve the performance of Andalas Universities students. noted that hypothesis 2 was supported. To be more clearly, look at the table 4.14.

Table 4.14 Regression Weight H2

H	Path	Estimate	S.E.	C.R.	P	Judgment
H2	Students Performance (SP) ← Students Satisfaction (SS)	0.570	0.101	5.618	0.000	Significant

Source: Processed from questionnaires by using SEM AMOS

H3: There will be a positive relationship between Internet Use and Students Performance.

Hypothesis 3 investigated the positive relationship of internet use and students performance on Andalas University students. The standard path coefficient of 0.254 and the critical ratio value of, 0.018 ($p < 0.05$), result show variable of internet use has positive relationship. Noted that hypothesis 3 was supported. To be more clearly, look at the table 4.15.

Table 4.15 Regression Weight H3

H	Path	Estimate	S.E.	C.R.	P	Judgment
H3	Students Performance (SP) ← Internet Use (IU)	0.254	0.108	2.362	0.018	Significant

Source: Processed from questionnaires by using SEM AMOS

Based on hypothesis test above, we can investigate the result of each hypothesis. The summary of result hypothesis can be seen in Table.

Table 4.16 Summary of Hypothesis

H	Hypotheses	Results
H1	There will be a positive relationship between internet use and student satisfaction.	Supported
H2	There will be a positive relationship between student satisfaction and students performance.	Supported
H3	There will be a positive relationship between internet use and student performance	Supported

4.6 Direct and Indirect Effect of Hypothesis

Table 4.17 Standardized Direct Effects

	Internet Use (IU)	Student Satisfaction (SS)	Student Performance (SP)
Student Satisfaction (SS)	0.661	0.000	0.000
Student Performance (SP)	0.231	0.569	0.000

Source: Processed from questionnaires by using SEM AMOS

Table 4.18 Standardized Indirect Effects

	Internet Use (IU)	Student Satisfaction (SS)	Student Performance (SP)
Student Satisfaction (SS)	0.000	0.000	0.000
Student Performance (SP)	0.377	0.000	0.000

Source: Processed from questionnaires by using SEM AMOS

H4a: Internet use (IU) directly influence student performance (SP) through student satisfaction.

H4b: Internet use (IU) indirectly influence student performance (SP) through student satisfaction.

From the Table 4.17 and 4.18 show that the direct effects and indirect effect of Internet use (IU) to student satisfaction (SP). From the table 4.28 the direct role of internet use (IU) to student performance (SP) is $\beta = 0.231$, while the

indirect role of internet use (IU) to student performance (SP) in the table 4.29 is $\beta = 0.377$.

From the statistical results, indicated that the direct role is still less than their indirect role. This is showed that internet use (IU) indirectly influence of student performance (SP) through student satisfaction of Andalas Universities students. In other word, student satisfaction has a role as a mediating variable of the relationship internet use for study to student performance (SP). Therefore, the hypothesis 4b was supported and hypothesis 4a was not supported.

4.7 Discussion of the Research Findings

This section addresses the discussion of the research findings on the basis of the model. The final model of this is presented in figure 4.1 and the relationships among the hypotheses which illustrate the key findings of the research. A brief overview of the contribution is presented first and is then followed with discussions of the result.

4.7.1 The relationship between internet use and student satisfaction.

The results of the hypotheses testing showed that internet use have significant positive relationship with the student satisfaction. The standard path coefficient of, 0.726 and the critical ratio value of, 0.000 ($p < 0.01$). The result reflects that students of Andalas University have positive relationship between internet use and students satisfaction. That mean the research supported the previous study about the relationship between internet use and student satisfaction.

As previously concluded by Andarwati and Bambang (2005), the result of the present study show that there are real relationship between internet use with the satisfaction of internet. The internet have the significant relationship with the satisfaction for information, knowledge, usefulness and fun. There are positive relationship, it is means, the higher internet use will be increase the satisfaction for information and knowledge, fun and usefulness for personal filled. This research was supported by studies conducted by Norzaidi et al (2008 a, b), that study found significant relationship between internet use and technology satisfaction. In other words, the students usage of the internet system does lead to satisfaction toward the system. That study proved that the internet use is a predictor of technology satisfaction, as well technology satisfaction is a predictor of the internet use.

The intention of students in using the internet for study can increase the satisfaction of students where, the information that they got can develop the knowledge about the subject materials. So, the students know and present the study materials in the class activity. By the accuracy of information that they get, make the students have the basic and assumption for materials when they should be explain the study materials. including from the shape of information and the using of internet that more effective and efficient. The students is should not buy the book to understand about the study materials. By using the internet the student just searching and get the information in generalize,

In this research there are several factors that can influence the satisfaction of students there are : the information that got by students, the accuracy of information, the format of information and the effective and efficient in using

internet. This previous study support the result of research, internet use have positive relationship with the internet satisfaction.

4.7.2 The relationship between student satisfaction and students performance.

The test of hypotheses 2 found that internet satisfaction has positive influences on students performance which the standard path coefficient of 0.570 and the critical ratio value of, 0.000($p < 0.01$). As explained in previous section, the model of this study showed that student satisfaction is significantly related to students performance. This finding support previous literature which stated that many researchers who have studied the relationship between student satisfaction and students performance.

Goyal (2011) found that there is positive relationship between the technology satisfaction with the students performance in Management Institutes in Mumbai which the result are in consistency with the Norzaidi et al (2008a, b) studies. Where the mean score also reflect same. As result has show in this research, found respondent use the internet for study especially for assignment.

The satisfaction of student by the information that they get on internet, the student could increase their performance in the class activities. Where they can explain the materials in the class and they also can complete the assignment better and faster because the efficiency and effectiveness internet use. The students also have so many references about the study materials, where the students have the source and make the assumption by themselves. By the information that they get, the learning process would be better because the students will be more active to

find the information and increase their knowledge and the quality of study that they have.

Based on the result and supported by previous study above, it was strengthen in hypothesis 2, that state student satisfaction has the positive relationship with the students performance. Where the internet satisfaction can give better understanding and the intent of students for learning.

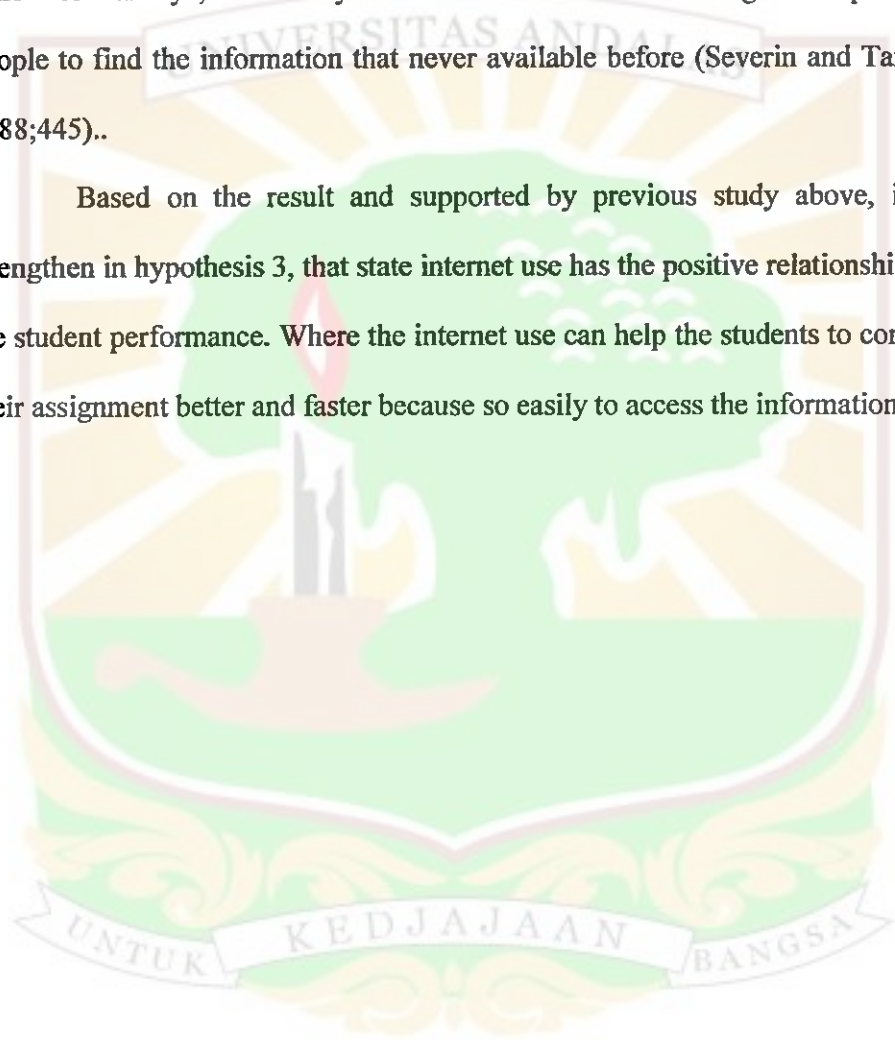
4.7.3 The relationship between internet use and Student performance

Test of hypothesis 3 show the internet use to students performance has positive relationship which the standard path coefficient of 0.254 and the critical ratio value of, 0.018 ($p < 0.05$). The result reflects that students of Andalas University have positive relationship between internet use and students satisfaction. That mean the research supported the previous study about the relationship between internet use and student performance.

Zainuddin (2006) doing the research and found that there positive impact of internet use for study on student performance in North Sumatera University. Where she conclude that internet use for study can influence the success of study by students and internet have a role to fill the information needed. This statement also was strengthened by Andri (2005) where he mention that internet use is needed to help the students to understand the lecture material. This happen because almost of information available in internet, so the students can search the information by what they got in studies in university in order to understand more about the lecture material.

The available of information by internet can give the contribution for the students performance by the function of internet such as searching, the information will be easier to get and faster than printed media. In the academical environment, the student, lecturer, or researcher really depend on internet in order to get the materials to support the study activities. The internet offer the model “one – to – many”, and “many – to – one” where the internet give the power for people to find the information that never available before (Severin and Tankard, 1988;445)..

Based on the result and supported by previous study above, it was strengthen in hypothesis 3, that state internet use has the positive relationship with the student performance. Where the internet use can help the students to complete their assignment better and faster because so easily to access the information.



CHAPTER V

CONCLUSION, LIMITATION, RECOMMENDATION AND IMPLICATION

5.1. Conclusion of the research

The primary research of this study was to develop and test the model of the variables which contribute to internet use for study on internet satisfaction and student performance in Andalas University Padang. The variables are : internet use, internet satisfaction and student performance. Based on the review of the literature, research developed a number of hypotheses which were represented in the research model.

A theoretical model was generated which was then tested using Structural Equation Modeling (SEM). The research process are reported in the research methodology and includes the research paradigm, design, justification of the research approach and the measurement variables. An examination of theoretical model of the research using AMOS software indicated that the model needed to be motified. Concequently, a minor modification was conducted to improve the good of fit criteria of the model.

The results of structural equation model analysis conclude as follows:

1. Internet Use (IU) has significant influence to the Internet Satisfaction (IS) show the positive relationship to the Internet Satisfaction (IS) at Andalas University, Padang. Where the result could be seen in table 4.13 that shows critical ratio value ($P < 001$) where this results has the significant

impact and the standard path coefficient of 0.726. where this value was positive that shows positive relationship.

2. Internet Satisfaction (IS) has significant affect to Students Performance (SP). There are positive relationship between Internet Satisfaction and Students Performance of Andalas Universites students. Where the result could be seen in table 4.14 that shows critical ratio value ($P < 001$) where this results has the significant impact and the standard path coefficient of 0.570. where this value was positive that shows positive relationship.
3. Internet Use (IU) has significant affect to Students Performance (SP). There are positive relationship between internet use for study and students performance of Andalas Universities students. Where the result could be seen in table 4.15 that shows critical ratio value ($P < 0.05$) where this results has the significant impact and the standard path coefficient of 0.254. where this value was positive that shows positive relationship.

5.2. Implication, Limitation, and Recommendation

5.2.1. Implication of the research

The utility of this study is the strong determination of support previous research. The research provides several implications for improvement of understanding of the relationship among internet use for study, students satisfaction and students performance at Andalas University. The research results show that student's performance and student's satisfaction was significantly influenced by internet use for study.

A part of Andalas Universities students was access the internet every day. This statement could be seen by the mean of internet use on table 4.8 that show

the students often use the internet, use the internet for study more than one hour for study and use the internet every day more than 3 as the average. By the result of this research, a part of Andalas Universities students use the information from internet and use the internet as the supporter on study optimally.

Some programs may be implemented by university to support the internet use for study.

5.2.1.1. Study activities.

Andalas University should give such kind of understanding and clear information for students about how internet use for study can improve their satisfaction and performance. By using the internet, the students tend to be learning centre because the students more active use the internet to get information and related with the subject and could be as material point for study activities. The internet use also can increase the effectiveness and efficiency of study activities. Where when there are information needed in study activities, the student just find it in internet and get the materials and learning quickly that can make the class situation more a life.

The research resulth shows that the internet use for study affect the student satisfaction on study activities. The internet use for study through the information, accuration of information, the shape of information and the effeciency and effectiveness of internet were significantly influence the satisfaction of students and improve their performance in the class activity.

5.2.1.2. Internet accessible.

Andalas University has been provide internet connection but not in all areas of university. Because the internet use is very important for study, there is need more internet services in several area such as the A buildings, B building and other that used for study activities, not just on department of each faculties, and several place. And also give the ease of access for internet because some area the internet services asking for password that a liltle bit disturb the internet access.

5.2.2. Limitation of the research

There are some limitations on this research there are :

1. Researcher was difficulties to find more respondents sample because limitation of relation in several faculties. Future research should build good relation in order to make easier in distribution of questionnaire.
2. The variable is only 3 variable consist of 2 independent variable (internet use and internet satisfaction) and students performance.
3. The research held only in Andalas University, so the result is not generalize for all students of university.

5.2.3. Recommendation of the research

Based on result, there are several recommendation on this research:

1. In the next research, hope using more sample. The respondent could be complete by each faculties in Andalas University
2. There are many factors determine students intention for study and students performance by using internet, however the current research limited in

three variables: internet use, internet satisfaction, and student performance.

Therefore the future research is expected to consider another variable such as the differences of students for natural science and social science in using internet or others.

3. For the next research, hopefully the researcher can using more university as the case in order to get accurate result, and could be generalized.



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APPENDIX 1

QUESTIONNAIRE

SURVEY QUESTIONNAIRE

“THE IMPACT OF INTERNET USE FOR STUDY AND STUDENT SATISFACTION TO STUDENTS PERFORMANCE”

Dear participant,

Thank you for agreeing to participate in a study which examines the use of the Internet in the workplace. We ask you cooperation in completing this questionnaire, which gathers information about your Internet use of the Internet while at work. The questionnaire should take approximately 15-20 minutes to complete.

All data gathered will be held in complete confidence. Since your personal information is not associated with survey, your responses will be totally anonymous. No reference to specific individuals or companies will be made any report.

Padang, September 2012

Researcher

Supervisor

Yudi Sandy

Dr. Yuliharsi, SE, MBA

In this part, please tick (✓) the box.

Researcher Self Development

1.1 Gender

Male

Female

1.2 Age

< 20

20 – 25

> 25

1.3 Faculty

.....

1.4 Strata

D3

S1

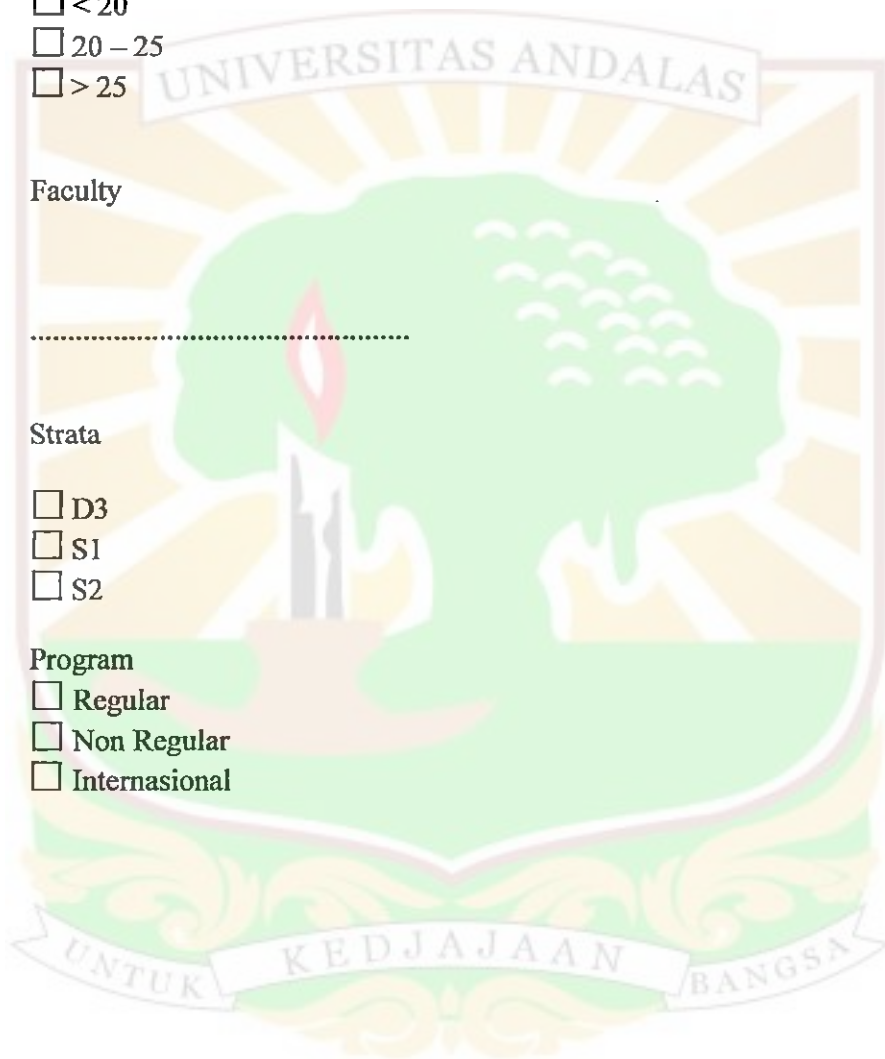
S2

1.5 Program

Regular

Non Regular

Internasional



The following questions ask you to indicate whether you feel the advantage of internet use. Using the following scale, please answer each of the following questions:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neutral
- 4 = Agree
- 5 = Strongly Agree

No	<i>Internet Use (IU)</i>	1	2	3	4	5
2.1	I really often use the internet for study					
2.2	I use the internet > 1 hour a day for study materials					
2.3	I use the internet every day for study materials					

Source by :Malhotra, Yogesh. and Galletta, Dnnis F. (1998). Extending technology acceptance model to account for social influence: *theoretical Bases and emperical validation. BRINT Research Institute. From www.proquest.web.com*

No	<i>Student Satisfaction (SS)</i>	1	2	3	4	5
1	I am satisfied by the content of the information found on the internet					
2	I am satisfied by the accuracy of the information found on the internet					
3	I am satisfied by the format in which information is found on the internet					
4	I am satisfied using the internet because more effective and efficient					

Source by: Goyal, Ela and Seema Purohit. (2011). Study of Satisfaction and Usability of the Internet on Student's Performance. *International Journal o Education and Development using Information and Cmmunication Technology (IJEDICT)*, Vol 7. Issue 1, pp 110 – 119.

No	<i>Students Performance (SP)</i>	1	2	3	4	5
1	I believe internet helps me to accomplish my task quickly					
2	I believe internet helps me to improve the quality of study					
3	I believe internet helps me to complete my assignment					
4	I believe internet helps me to improve my performance					

Source by: Goyal, Ela and Seema Purohit. (2011). Study of Satisfaction and Usability of the Internet on Student's Performance. *International Journal o Education and Development using Information and Cmmunication Technology (IJEDICT)*, Vol 7. Issue 1, pp 110 – 119.

APPENDIX 2

QUESTIONNAIRE TRANSLATE

“THE IMPACT OF INTERNET USE FOR STUDY ON STUDENT SATISFACTION AND STUDENTS PERFORMANCE”

Responden yang terhormat,

Terima kasih banyak atas pertisipasinya dalam penelitian ini. Kami memohon kerja sama anda untuk menyelesaikan kuisisioner ini, yang mengumpulkan informasi tentang pengaruh penggunaan internet untuk belajar dan kepuasan internet terhadap peforma mahasiswa dalam kegiatan belajar. Pengisian kuisisioner akan memakan waktu sekitar 15 – 20 menit.

Semua data yang dikumpulkan akan dijaga karena informasi pribadi anda tidak terkait dengan survey. Tanggapan anda akan benar – benar anonim. Tidak akan ada laporan spesifik terhadap individu

Padang, September 2012

Researcher

Supervisor

Yudi Sandy

Dr. Yuliharsi, SE, MBA

In this part, please tick (✓) the box.

Dikembangkan oleh Peneliti

1.1 Jenis Kelamin

Laki – laki

Perempuan

1.2 Usia

< 20 tahun

20 – 25 tahun

> 25 tahun

1.3 Fakultas

.....

1.4 Strata

D3

S1

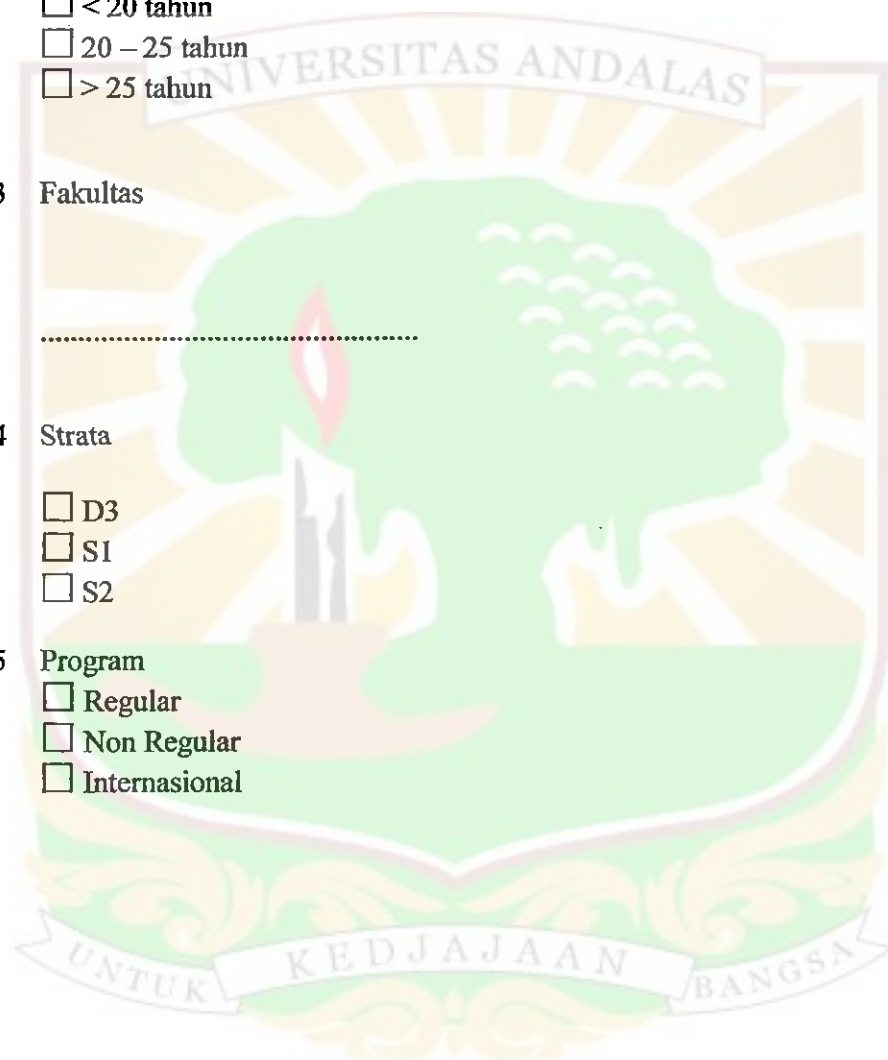
S2

1.5 Program

Regular

Non Regular

Internasional



Pernyataan – pernyataan berikut meminta anda untuk menunjukkan apakah anda merasakan manfaat yang berguna dalam menggunakan internet. Gunakan skala berikut ini, dan jawab setiap pernyataan berikut.

- 1 = Sangat tidak setuju
- 2 = Tidak setuju
- 3 = Netral
- 4 = Setuju
- 5 = Sangat setuju

No	<i>Penggunaan Internet (Internet Use)</i>	1	2	3	4	5
2.1	Saya sangat sering menggunakan internet untuk materi pembelajaran					
2.2	Saya menggunakan internet > 1 jam sehari untuk belajar					
2.3	Saya menggunakan internet setiap hari untuk materi pembelajaran					

No	<i>Kepuasan Mahasiswa (Student Satisfaction)</i>	1	2	3	4	5
1	Saya puas dengan informasi yang didapatkan dari internet					
2	Saya puas dengan akurasi informasi yang didapatkan dari internet					
3	Saya puas dengan bentuk informasi yang didapatkan dari internet					
4	Saya puas menggunakan internet karena lebih efektif dan efisien					

No	<i>Peforma Mahasiswa (Students Performance)</i>	1	2	3	4	5
1	Saya yakin internet bisa membantu saya mengerjakan tugas lebih cepat					
2	Saya yakin internet bisa membantu saya dalam meningkatkan kualitas belajar					
3	Saya yakin internet bisa membantu saya dalam mengerjakan tugas					
4	Saya yakin internet bisa meningkatkan prestasi saya dalam belajar					

APENDIX 3

FREQUENCY OF RESPONDENT CHARACTERISTICS

Statistik

		Jenis Kelamin	Usia	Fakultas	Strata	Program
N	Valid	207	207	207	207	207
	Missing	0	0	0	0	0

Jenis Kelamin

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Laki - Laki	62	30.0	30.0	30.0
	Perempuan	145	70.0	70.0	100.0
	Total	207	100.0	100.0	

Fakultas

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Ekonomi	51	24.6	24.6	24.6
	FAPERTA	7	3.4	3.4	28.0
	FARMASI	13	6.3	6.3	34.3
	FATERNA	1	.5	.5	34.8
	FK	13	6.3	6.3	41.1
	HUKUM	5	2.4	2.4	43.5
	ILBUDAYA	1	.5	.5	44.0
	ISIP	27	13.0	13.0	57.0
	KESMAS	10	4.8	4.8	61.8
	MIPA	39	18.8	18.8	80.7
	TP	40	19.3	19.3	100.0
	Total	207	100.0	100.0	

Usia

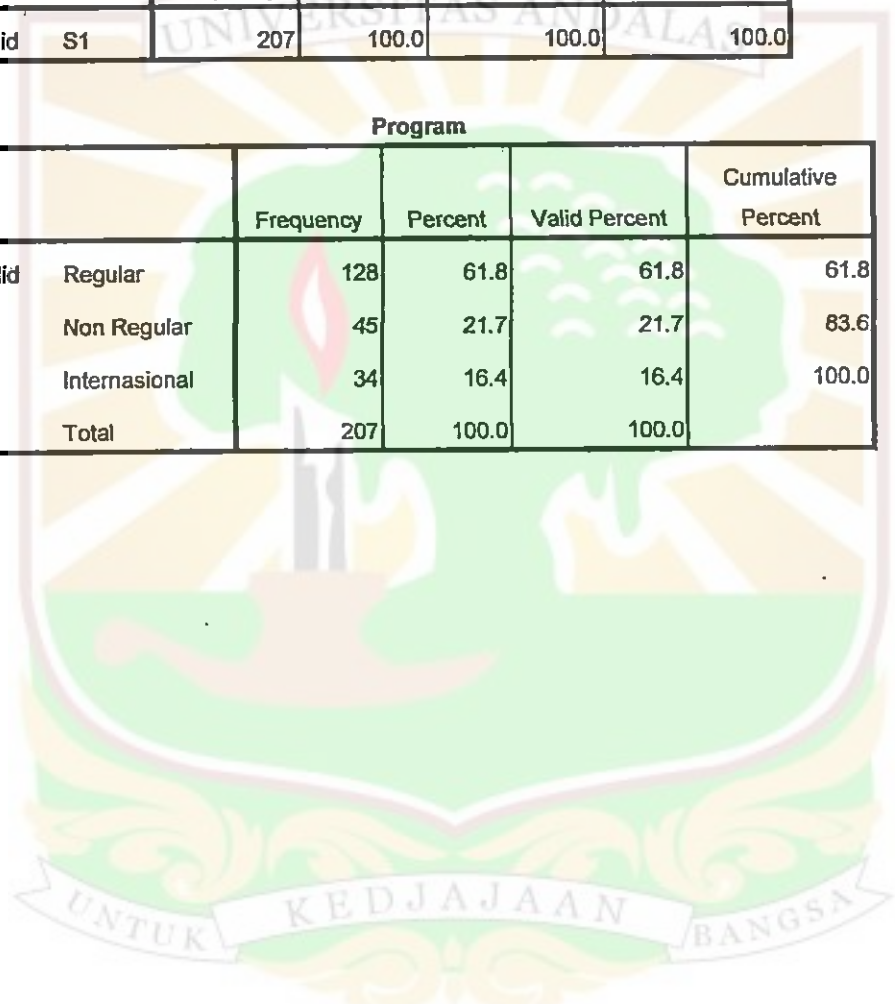
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	< 20 Tahun	65	31,4	31,4	31,4
	20 - 25 Tahun	142	68,6	68,6	100,0
	Total	207	100,0	100,0	

Strata

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S1	207	100,0	100,0	100,0

Program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Regular	128	61,8	61,8	61,8
	Non Regular	45	21,7	21,7	83,6
	Internasional	34	16,4	16,4	100,0
	Total	207	100,0	100,0	



APENDIX 4

DESCRIPTIVE OF ITEMS RESPOND FOR EACH VARIABLE

1. INTERNET USE

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Internet Use 1	207	1	5	3,81	1,037
Internet Use 2	207	1	5	3,34	1,057
Internet Use 3	207	1	5	3,02	1,056
Valid N (listwise)	207				

2. STUDENT SATISFACTION

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Student Satisfaction 1	207	1	5	3,46	1,003
Student Satisfaction 2	207	1	5	3,16	,925
Student Satisfaction 3	207	1	5	3,32	,953
Student Satisfaction 4	207	1	5	3,60	1,032
Valid N (listwise)	207				

3. STUDENTS PERFORMANCE

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Student Performance 1	207	1	5	3,74	,929
Student Performance 2	207	1	5	3,42	,920
Student Performance 3	207	1	5	3,67	,897
Student Performance 4	207	1	5	3,17	,875
Valid N (listwise)	207				

APENDIX 5

VALIDITY, REABILITY, AND NORMALITY TESTING

1. VALIDITY TESTING

A. Internet use (IU)

Communalities

	Initial	Extraction
Internet Use 1	1.000	.652
Internet Use 2	1.000	.711
Internet Use 3	1.000	.680

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.043	68.104	68.104	2.043	68.104	68.104
2	.518	17.269	85.373			
3	.439	14.627	100.000			

Extraction Method: Principal Component Analysis.

Component Matrix(a)

	Component
	1
Internet Use 1	.807
Internet Use 2	.843
Internet Use 3	.825

Extraction Method: Principal Component Analysis.
a. 1 components extracted.

B. Student satisfaction (SS)

Communalities

	Initial	Extraction
Student Satisfaction 1	1.000	.718
Student Satisfaction 2	1.000	.727
Student Satisfaction 3	1.000	.761
Student Satisfaction 4	1.000	.649

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.855	71.364	71.364	2.855	71.364	71.364
2	.485	12.122	83.486			
3	.389	9.719	93.205			
4	.272	6.795	100.000			

Extraction Method: Principal Component Analysis.

Component Matrix^a

	Component
	1
Student Satisfaction 3	.873
Student Satisfaction 2	.852
Student Satisfaction 1	.847
Student Satisfaction 4	.806

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

C. Students performance (SP)

Communalities

	Initial	Extraction
Student Performance 1	1.000	.725
Student Performance 2	1.000	.795
Student Performance 3	1.000	.759
Student Performance 4	1.000	.588

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.867	71.678	71.678	2.867	71.678	71.678
2	.559	13.969	85.647			
3	.323	8.075	93.722			
4	.251	6.278	100.000			

Extraction Method: Principal Component Analysis.

Component Matrix^a

	Component
	1
Student Performance 2	.892
Student Performance 3	.871
Student Performance 1	.851
Student Performance 4	.767

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

2. REABILITY TESTING

A. Internet Use (IU)

Case Processing Summary

		N	%
Cases	Valid	207	100.0
	Excluded ^a	0	.0
	Total	207	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.766	3

B. Student Satisfaction (SS)

Case Processing Summary

		N	%
Cases	Valid	207	100.0
	Excluded ^a	0	.0
	Total	207	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.766	3

C. Students Performance (SP)

Case Processing Summary

		N	%
Cases	Valid	207	100.0
	Excluded ^a	0	.0
	Total	207	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.868	4

3. NORMALITY TESTING

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		207
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	.66808644
Most Extreme Differences	Absolute	.039
	Positive	.033
	Negative	-.039
Kolmogorov-Smirnov Z		.563
Asymp. Sig. (2-tailed)		.910

a. Test distribution is Normal.

b. Calculated from data.

APENDIX 6

STRUCTURAL EQUATION MODEL

Notes for Model (Default model)

Computation of degrees of freedom (Default model)

Number of distinct sample moments: 66
 Number of distinct parameters to be estimated: 25
 Degrees of freedom (66 - 25): 41

Result (Default model)

Minimum was achieved
 Chi-square = 93,915
 Degrees of freedom = 41
 Probability level = ,000

Model Fit Summary

CMIN

Model	NPAR	CMIN	DF	P	CMIN/DF
Default model	25	93,915	41	,000	2,291
Saturated model	66	,000	0		
Independence model	11	1229,878	55	,000	22,361

RMR, GFI

Model	RMR	GFI	AGFI	PGFI
Default model	,044	,926	,880	,575
Saturated model	,000	1,000		
Independence model	,396	,316	,179	,263

Baseline Comparisons

Model	NFI	RFI	IFI	TLI	CFI
	Delta1	rho1	Delta2	rho2	
Default model	,924	,898	,955	,940	,955
Saturated model	1,000		1,000		1,000
Independence model	,000	,000	,000	,000	,000

Parsimony-Adjusted Measures

Model	PRATIO	PNFI	PCFI
Default model	,745	,689	,712
Saturated model	,000	,000	,000
Independence model	1,000	,000	,000

NCP

Model	NCP	LO 90	HI 90
Default model	52,915	28,507	85,043
Saturated model	,000	,000	,000
Independence model	1174,878	1064,463	1292,689

FMIN

Model	FMIN	F0	LO 90	HI 90
Default model	,456	,257	,138	,413
Saturated model	,000	,000	,000	,000
Independence model	5,970	5,703	5,167	6,275

RMSEA

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	,079	,058	,100	,013
Independence model	,322	,307	,338	,000

AIC

Model	AIC	BCC	BIC	CAIC
Default model	143,915	147,008	227,233	252,233
Saturated model	132,000	140,165	351,959	417,959
Independence model	1251,878	1253,239	1288,538	1299,538

ECVI

Model	ECVI	LO 90	HI 90	MECVI
Default model	,699	,580	,855	,714
Saturated model	,641	,641	,641	,680
Independence model	6,077	5,541	6,649	6,084

HOELTER

Model	HOELTER .05	HOELTER .01
Default model	125	143
Independence model	13	14

Estimates (Group number 1 - Default model)

Scalar Estimates (Group number 1 - Default model)

Maximum Likelihood Estimates

Regression Weights: (Group number 1 - Default model)

	Estimate	S.E.	C.R.	P	Label
SS <--- IU	,726	,110	6,606	***	par_1
SP <--- SS	,570	,101	5,618	***	par_2
SP <--- IU	,254	,108	2,362	,018	par_11
IU1 <--- IU	1,000				
IU2 <--- IU	1,067	,133	8,034	***	par_3
IU3 <--- IU	1,189	,140	8,473	***	par_4
SS4 <--- SS	1,000				
SS3 <--- SS	1,051	,090	11,722	***	par_5
SS2 <--- SS	,949	,087	10,929	***	par_6
SS1 <--- SS	1,020	,094	10,832	***	par_7
SP1 <--- SP	1,000				
SP2 <--- SP	1,047	,073	14,264	***	par_8
SP3 <--- SP	,932	,073	12,762	***	par_9
SP4 <--- SP	,755	,075	10,043	***	par_10

Standardized Regression Weights: (Group number 1 - Default model)

	Estimate
SS <--- IU	,661
SP <--- SS	,569
SP <--- IU	,231
IU1 <--- IU	,671
IU2 <--- IU	,703
IU3 <--- IU	,783
SS4 <--- SS	,741
SS3 <--- SS	,844
SS2 <--- SS	,784
SP1 <--- SS	,778
SP1 <--- SP	,824

	Estimate
SP2 ← SP	,871
SP3 ← SP	,796
SP4 ← SP	,661

Variances: (Group number 1 - Default model)

	Estimate	S.E.	C.R.	P	Label
IU	,483	,099	4,882	***	par_12
E20	,328	,063	5,162	***	par_13
E30	,262	,044	5,943	***	par_14
E1	,588	,073	8,038	***	par_15
E2	,563	,074	7,611	***	par_16
E3	,429	,071	6,046	***	par_17
E7	,478	,056	8,562	***	par_18
E6	,260	,038	6,895	***	par_19
E5	,328	,041	8,046	***	par_20
E4	,396	,049	8,142	***	par_21
E8	,276	,036	7,554	***	par_22
E9	,203	,032	6,314	***	par_23
E10	,294	,036	8,055	***	par_24
E11	,429	,046	9,232	***	par_25

Matrices (Group number 1 - Default model)

Factor Score Weights (Group number 1 - Default model)

	SP4	SP3	SP2	SP1	SS1	SS2	SS3	SS4	IU3	IU2	IU1
IU	,01 2	,02 1	,03 4	,02 4	,02 7	,03 1	,04 3	,02 2	,25 9	,17 7	,15 9
S	,01	,02	,04	,03	,16	,18	,26	,13	,02	,02	,01
S	6	8	6	2	7	8	2	5	9	0	8
S	,10	,19	,30	,21	,02	,02	,03	,01	,01	,01	,01
P	5	0	9	7	3	6	6	8	8	3	1

Total Effects (Group number 1 - Default model)

	IU	IS	SP
SS	,726	,000	,000
SP	,669	,570	,000
SP4	,505	,431	,755
SP3	,623	,531	,932
SP2	,700	,597	1,047
SP1	,669	,570	1,000
SS1	,741	1,020	,000

	IU	IS	SP
SS2	,690	,949	,000
SS3	,763	1,051	,000
SS4	,726	1,000	,000
IU3	1,189	,000	,000
IU2	1,067	,000	,000
IU1	1,000	,000	,000

Standardized Total Effects (Group number 1 - Default model)

	IU	SS	SP
SS	,661	,000	,000
SP	,608	,569	,000
SP4	,402	,376	,661
SP3	,484	,453	,796
SP2	,530	,496	,871
SP1	,501	,469	,824
SS1	,514	,778	,000
SS2	,519	,784	,000
SS3	,558	,844	,000
SS4	,490	,741	,000
IU3	,783	,000	,000
IU2	,703	,000	,000
IU1	,671	,000	,000

Direct Effects (Group number 1 - Default model)

	IU	SS	SP
SS	,726	,000	,000
SP	,254	,570	,000
SP4	,000	,000	,755
SP3	,000	,000	,932
SP2	,000	,000	1,047
SP1	,000	,000	1,000
SS1	,000	1,020	,000
SS2	,000	,949	,000
SS3	,000	1,051	,000
SS4	,000	1,000	,000
IU3	1,189	,000	,000
IU2	1,067	,000	,000
IU1	1,000	,000	,000

Standardized Direct Effects (Group number 1 - Default model)

	IU	SS	SP
SS	,661	,000	,000
SP	,231	,569	,000
SP4	,000	,000	,661
SP3	,000	,000	,796
SP2	,000	,000	,871
SP1	,000	,000	,824
SS1	,000	,778	,000
SS2	,000	,784	,000
SS3	,000	,844	,000
SS4	,000	,741	,000
IU3	,783	,000	,000
IU2	,703	,000	,000
IU1	,671	,000	,000

Indirect Effects (Group number 1 - Default model)

	IU	SS	SP
SS	,000	,000	,000
SP	,414	,000	,000
SP4	,505	,431	,000
SP3	,623	,531	,000
SP2	,700	,597	,000
SP1	,669	,570	,000
SS1	,741	,000	,000
SS2	,690	,000	,000
SS3	,763	,000	,000
SS4	,726	,000	,000
IU3	,000	,000	,000
IU2	,000	,000	,000
IU1	,000	,000	,000

Standardized Indirect Effects (Group number 1 - Default model)

	IU	SS	SP
SS	,000	,000	,000
SP	,377	,000	,000
SP4	,402	,376	,000
SP3	,484	,453	,000
SP2	,530	,496	,000
SP1	,501	,469	,000
SS1	,514	,000	,000

	IU	SS	SP
SS2	,519	,000	,000
SS3	,558	,000	,000
SS4	,490	,000	,000
IU3	,000	,000	,000
IU2	,000	,000	,000
IU1	,000	,000	,000



