



USING OF INTERNET AND SELF-CONTROL, CONTROL SOCIAL TO STUDENT ATTITUDES

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ABSTRACT

The purpose of this research is to discover: the influence of using the internet on the student's attitude; the influence of control on the student's attitudes at the cristal higher Institute; the social influence on the attitude of students of the Instituto Superior Cristal; and the simultaneously the use of the internet, social control of the student's attitude. The research was quantitative method so the researcher distributed a questionnaire to 93 students. The data analysis is the multiple regression. The equation value of this regression was $y = 11,996 + 0,158 x_1 + 0,257 x_2 + 0,231x_3$ and the coefficients of media for student attitudes of value = 0,324; self-control student attitudes with value = 0.459; social control of student attitudes with value = 0.466; while the use of media, self-control and social control influenced simultaneously towards student attitudes of 0.552 the value of coefficients (r^2) is 0.340 or 34%. The $f_{count} 12,982 > f_{table} = 2,71$. It was concluded that the use of the internet, control, and Social control positively and significantly influence student attitudes at the cristal Superior Institute.

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INTRODUCTION

Practitioners, like in the Social realm, create a false identity to distribute false information, treat each other and insult each other, including insulting leadership. This reality shows that Timorese needs quality Education, including civic education so that everyone can better understand the Social network functions. In the era of globalization now, the internet's existence contributes to changing or influencing student attitudes. With the development of Communication technologies, daily advanced and more modern, stimulus students are always adapted and can impact student staff training. Therefore, teachers and parents together with the community can collaborate to train and educate students so that they can have good attitudes, and create an environment that is Harbour, mutual respect, and mutual help to update Science, information, and technology development.

Many students have used internet technology, even though many schools have not been adapted and implemented internet technologies as part of the educational curriculum, such as e-learning, and online Libraries, where students can access the internet to look for learning materials. In Instituto Superior Cristal (ISC), the Wi-Fi internet network has been offered to students as a means to facilitate their search for information.

The use of the internet not only facilitates access to information, especially through learning resources but also influences student staff training. Student staff training through internet influence can lead to positive attitudes and negative attitudes. As soon as this information technology is improved, our society, especially students are an innovation by very rich information, which contains positive and negative information. In this situation, the role of the community, schools, and families is very important, not only to help form student attitudes but rather to be an important subject to Social control, to guide and encourage students to implement or comply with standards and values applicable in society.

Social aspects should also be taken into consideration in the Education process, Education is key to addressing Social and school problems as well as subject to important Social control in society. The importance of this school, according to Synthatriadin, (2017), is that the school on one hand is Social control, particularly in improving bad habits at home and in society, and on the other hand, is subject to Social change, especially in selecting values, producing good citizens, and making new technology inventories.

ISC implements the Social control activity by closing the parade newspaper with words that can build student attitudes. This action is a way to attract students to learn and improve their knowledge, and skills and then contribute to Professional growth in writing newspapers parade and scientific newspapers. Therefore, Social control at school continues to be implemented to accompany students to change their attitudes and attitudes.

INTERNET LEARNING

Internet

According to Ramadan (2007) that the internet or network interconnected is the Communication system through electronic connections around the world with the use of the internet standard protocols switch / IP to serve the user bilious around the world. The concept of the internet came first in 1960 under the article by Paul

Pharaoh, a United States collaborator. Leonard Kleinrock, from the Massachusetts Institute of Technology, published a dissertation entitled communication; fluctuate and media for the same time Muhammad (2008). This publication paved the way for an introduction to the internet, on September 2, 1969, through the establishment of the first network impairment of the public Service Lough (2001). Less than a month later, on 29 October 1969, the first message came from the internet to the second host at Stanford research Institute (Sriugh, 2001).

Technology development today, particularly the internet presence, allows us to access various services. (Ramadan, 2007), present activities that you can do through the internet. These activities are browsing, (internet navigation activities), research, e-mail (e-mail); chatting (online), downloading (filing process from other computers through the internet), and uploading (posted Archives to our computer screens through the internet).

Today's concerns in the school context are focused on the consequences of the internet presence for students. According to Kim (2011), when using the internet for academic needs, can help the academic achievement of young academics. In this context, the internet helps students, especially charging knowledge, research, and school table review, and facilitates communication between academic communities (they, et Al, 2015).

Internet masking offers some advantages, but internet use also has negative impacts, particularly using the internet for Non- academic activities. Hoveri (2011) reports that there is internet influence on user attitudes and behavior, especially when playing online games. Internet use, particularly in online Games and navigation in other Social networks sacrificed activities (Cape Verde, 2011), particularly undermines academic schedule (Singh, et.al., 2013).

This situation demonstrates a phenomenon that is depreciated by the main activity (Abas et al., 2019), followed by reducing the productivity of services (Karpinski & Duberstein, 2009) and individual well-being (Moromizato et Al), 2017. Unfortunately, information is available on the phone.

Self-Control

Self-control is the ability to organize, guide, regulate and lead the behavior that will lead to a positive impact Directorate. Self-control training cannot be separated from the author's conscience of skills that an individual has. The ability of individuals to control themselves is determined by individual efforts to improve themselves. While according to Singgih (2009), self-reliance is a set of attitudes focused on success changing itself, successful neutralizing self-destruction, a sense of self-reliance, an independent feeling or free of influence, free of settling objectives, the separation of sentiment and rational thinking, according to the set of behavior that is concentrated in responsibility (da Costa et al., 2019)

Control of self-control is an individual's ability to adapt and adjust himself to a favorable world, especially how to control his / her emotions and behavior when faced with a personal, object or event. According to Singgih (2009), controlled three aspects, namely the ability to control attitudes against others (e.g., aspects of aggressive and delinquent attitude), cooperating with others, and the ability to comply with regulations or rules of society (Rachmawati et al., 2021).

Three types of quality control, according to Husna, 2019), (1) over control as controlled by an individual in an exaggerated manner, which limits individual reactions against stimulus; (2) under control is an individual tends to show democracy against greenhouse regulators and not consider the final consequences; and (3) appropriate control is like control by an individual with an intent to control impulse appropriately. According to Wecoila & Silondae, 2020), self-control, consists of aspects of control of self-control, cognitive control, and control of the decision.

Social control

Social control is a method or way used to monitor and regulate individual attitudes and behaviors to comply with rules or regulations in society. Social control is a planned and unplanned process, encouraging citizens to adjust themselves to existing values or norms (Abdullah, 2006). According to Innes (2003), Social control is a planned Social mechanism to encourage individuals in a way coherently to adopt norms and values in society. Social control allows the creation of balance conditions within society, especially in connection with Social coherence between students and families, schools, and the Social Environment. In the school context, the main objective of Social control initiatives and Social supervision is to create peace within the family, school, and community. Simply, Social order in schools, families, and society can exist when promoting Social control and Social supervision mechanisms.

According to Abdullah (2006), the main objective of Social control actions is to ensure compliance with the values and norms that come into force, to create Social or peace orders, to avoid and recover Social distortion, and to prevent non-judgmental contamination of attitudes. Thus, Social control contains preventive and responsive objectives. On one hand, Social control guides and Forces individuals to adjust to the values of society. On the other hand, Social control is a reflection and corrective basis of each individual when involved in Social distortion.

According to Abdullah (2006), the characteristics of Social control divided into three types are (1) preventive control such as Social control that preceded a violation of existing norms and values. Thus, preventive Social control actions apply before Social distraction occurs; (2) control represents is a Social control act that occurs after violations of rules or norms occur. Repression acts are intended to recover actions of violations of values or norms of society by individuals. This is, therefore, the Social repression control aims to sensitize and correct the Social destruction of Social norms and minimize repeated acts; and (3) a combination of Social control preventive and repression is an effort to prevent the occurrence of Social destruction and to redress acts that are not under Social norms.

Schools are educational institutions where performance plays an important role in individual development, especially contributing to student physical and mental maturity. According to Liccona (2012), sustainable academic achievement can be achieved when creating a favorable environment, especially an environment of mutual respect, tolerance, and accountability. The environment has had one since building positive attitudes based on creating and fulfilling existing norms or rules. For this reason, school as an educational institution needs to give attention to school values.

Attitude

According to rani (2011), attitudes are a General assessment of an individual against himself or another person or response to a biochemist that causes feelings accompanied by actions corresponding to the object. People who have positive attitudes or favorable psychological objects, if they like, and those who have negative attitudes or are not likely to be psychological objects if they don't like (Aditama, 2013). The attitude that makes the evaluation reader, measure the following objects is to determine individual behavior against anything. Attitudes may result in behavior, but similar behavior. Azwar (2014) classifies attitudes towards three components, namely cognitive, affective, and behavioral responses. According to the authors, the cognitive Component refers to the thinking, perception, or ideas of each individual against the object of behavior (Da Costa, 2018).

The characteristics of honesty and openness are to accept the ideas of others if there is strong evidence. As well resilient, discontent, and, critical of the scientific statement is not an easy faith if there is no clear evidence-based on supporting observations of power and can respect the ideas of others to work together.

According to Azwar (2013), factors that influence attitudes towards attitudes include (1) personal experience. Personal experience can become a basis for forming attitudes when there is a strong impression. Therefore, attitudes are likely to be easily formed, if personal experience is naughty in situations involving emotional factors; (2) other important personal influences. Generally, the trend of individual attitudes is in line with the attitude of a person that is considered important. This trend occurs to affiliate and avoids conflicts with this important personal; (3) cultural influence. Cultural values influence our attitude towards a variety of problems, which reflects the attitude of members of society because culture provides the experiences of individual community care; (4) Mass media. Communication bodies, such as Radio, Television, and telephone services, tend to influence consumer behavior; (5) educational and religious institutions. The moral values derived from Education and religious institutions will determine the confidence of attitudes; (6) emotional factors.

Sometimes the form of behavior is a statement based on emotion that Works as a species of frustration or transfer of ego-defense mechanisms. Social attitudes are formed through Social interaction that one individual faces. Social interaction is more significant than personal contacts and relationships, such as members of the Social group. There is a Social interaction in the relationship of the individual (Da Costa et al., 2017).

METHOD

The researcher utilized a quantitative research method (Creswell, 2012). The population of the research is 280 students in social studies classes. The sample in this research was 93 students from a total of students with a degree of students. The data collection techniques are composed of primary data collected through the questionnaire. The second data is especially relevant information such as institutional documents, history, data, and information related to research problems.

The data analysis technique to test the hypothesis was the last regression test. Taking into account the type of test in parametric Statistics, before applying the test,

there is a need to carry out a prerequisite test, namely a normality test, linearity, multicollinearity, autocorrelation, and sanity.

The normality test is used to determine each data variable from normal distribution through Dratiko (2013), the test was used using the test Kolmogorov Smirnov techniques, with the support of SPSS software. Normal data distribution if the value P (2 cigarettes) is the same or greater than 5%. Meanwhile, line testing is used to determine the variable relationships between independent and dependent variables. Finding the link phenomenon can be used to compare means with helping SPSS. When a significant amount of items is the same or greater than 5%, then indicates a line relation between variable dependents independently.

According to Djatmiko (2013), multicollinearity tests apply with the intent to detect the degree of relations between independent variables. The test will be carried out with the SPSS auxiliaries through a range of varieties of inflation factories. Multicollinearity exists when the value of Fif is >10. Furthermore, the last-mull regression techniques will be used to test Hypothesis research to see the influence of variable independent variable to dependent, both simultaneously and simultaneously. The test presented a liña regression model with its test budget, which aims to see a variable use of the internet (x1), control an (x2) and Social control (x3) partially offset the student variable behavior (y). Meanwhile, simultaneous test (F), which aims to see the influence of variable use of the internet (x1), control an (x2) and Social control (x3) simultaneously on student attitudes (y).

RESULT

Hypothesis

A) influencing the use of the internet (x1) for student attitudes (y)

Use linear regression analysis techniques to test the first (h1), which will analyze the influence of the internet multimedia (x1) on student attitudes (y). The following is the development of the x1 test hypothesis to y:

Table 1. Resultadu análisis regresaun X1 ba Y

Model	coefficient	r	r2	tSura	Sig
(Constant)	11.996				
Utilization Internet	0.158	0.324	0.105	2.000	0.048

From the table above, the rcount score is $0,324 > r_{table} 0,207$ and the coefficient determinant (r2) 0.105 or, 510%, therefore varies the use of the media to influence student attitudes and positive relationships. While the coefficients (r2) indicate that internet use can contribute 10.5% to student attitudes. A degree of influence between the use of the internet (x1) for student attitudes (y) can be seen in the table the value of tsura = 2,000 > table = 2,71, then revenues and accept Ha that the use of the internet (x1) has a positive and significant influence on student attitudes (y) higher Institute cristal. Then present the last year's usual equation model between the use of the internet (x1) and student attitudes (y) are: $y = 11.996 + 0.158x1$

The regression equation model shows that the value constant is 11.996 and the value of unspecified coefficient (B) use of the internet is 0.158. The model reflects whether the use of the internet (x1) will add a point, so student attitudes (y) increase a point by 0.158.

B) influencing self-control (x2) of student attitudes (y)

Use regress analysis techniques to test hypothesis second (h2), which influences student behavior control. The case from variable to self-control (x2) and student attitudes (y) is described as follows:

Table 2. Results of regress analysis x2 for y.

Model	coeficient	r	r2	tcount	Sig
(Constant)	11.996				
Self-Control	0.257	0.459	0.211	2.594	0.011

From the table above, rcount 0,459 > rtabela0,207 and the coefficients (r2) 0,211 or 21,1%, therefore varies control over student attitudes and exist positive relations. While the coefficients (r2) indicate that self-control can contribute 10.5% to student attitudes. The nature of influence over control over student attitudes can be seen in Collom t. thus, tcount = 2,594 > ttable = 2,71, revenue with and accept Hau that control of (payments control) (x2) has a positive and significant influence on student attitudes (y) higher Institute cristal.

Then present the regression equation model between self-control) (x2) and student attitudes (y), namely: $y = 11.996 + 0.257x_2$. The regression equation model shows that the value constant is 11.996 and the value of the coefficient (B) self-control = 0.257, meaning that if the value of self-control (x2) will increase point, then student attitudes (y) increase by 0.257.

C) influence of Social control (x3) on student attitudes (y)

Use regression analysis techniques to test hypothesis third (h3), which is influenced by Social control of student attitudes. The following are the presentation of varieties of Social control (x2) and student attitudes (y):

Table 3. Results of regress analysis x3 for y.

Model	Coeficient	r	r2	tSura	Sig
(Constant)	11.996				
Social control	0.231	0.466	0.217	2.252	0.027

Based on the table above, rcount = 0,466 > rtable = 0,207 and the coefficients (r2) 0,217 or 21,7%, therefore variables to Social control influence student attitudes and positive relationships. In addition, Social control contributed to 21,7% of student attitudes. The value of a regression test can be seen in Collom t. that is, the value of tsura2,252 > ttable 2,71, then receipts and Ha is expected that Social control (x3) has positive and significantly influenced student attitudes (y) cristal higher Institute. Further, the regression model between Social control (x3) and student attitudes (y) are as follows: $y = 11.996 + 0.231x_3$. The regression equation model shows that the value constant is 11.996 and the value of the coefficient (B) Social control score is 0.231, meaning that if Social control values (x3) would increase a point, then student attitudes (y) would increase by 0.231 points.

D) influence the use of the internet, control and Social control of student attitudes.

Use the last-quarter screening techniques to test the fourth hypothesis (h4), to identify the influence simultaneously of using the internet, self-control, and social control on student attitudes. The hypothetical varieties of the influence of internet use, control, and Social control of student attitudes are as follows:

Table 4. Regression x1, x2, x3ba y.

Model	Coefficient	r	r2	FSura	Sig
(Constant)	11.996				
Utilization Internet	0.158	0.552	0.340	12.982	0.000
Self- Control	0.257				
Social controla	0.231				

From the table above, $t_{count} 0.552 > t_{table} 0,207$ and the coefficients (r^2) 0.340 or 34%, therefore varied the use of media, control, and Social control over student attitudes with positive relationships. While the coefficients reflect the use of the internet, control and Social control contribute to 34% of student attitudes. The influence of time can be shown in Collom. uni, the value of $f_{count} = 12.982 > f_{table} = 2,71$, revenue with and accept H_a that the use of the fluent on the internet (x1), self-control (x2), and Social control (x3) have positive and significant influence over student attitudes (y) higher institute. followed by a liña regression formula of multip x1, x2 and x3 for y as follows: $y = 11,996 + 0,158x_1 + 0,257x_2 + 0,231x_3$.

This regression shows that the constant value of 11,996 and the unstandardized coefficient (B) of internet use is 0,158, self-control = 0,257 and Social control is 0,231 which means that when using the internet (x1), control of payments (x2) and Social control (x3) increase each point the student attitudes (y) will also increase in 0,158, 0,257 and 0,231 points respectively.

DISCUSSION

Influence the use of the internet on student attitudes

The research findings indicate that there is a positive and significant influence of using the internet on student attitudes of the cristal Superior Institute. The result is indicated by the blue regression model, namely: $y = 11.996 + 0.158 x_1$. The model shows that when varieties of internet use rise by 1, variable student attitudes will climb 0,122. Influencing the use of the internet for student attitudes on the value of correlation (r) 0,324 and coefficients (r^2) 0.105 or 10.5%. From the result of the calculation, the value of t_{count} is 2.000 and t_{table} 1,9867 (significant 0,05). Due to the t_{count} value of t_{table} , it can conclude that the use of the internet is a positive and significant influence on the attitudes of students in higher Institutes.

In this research, it can be identified that the use of the internet in ISC influences the attitude of the students in the supervision of the use of the internet in a way that allows the use of wi-fi or internet facilities in school to be the first phase of control of activities and also the use of internet technologies as a source of learning and part of educational curriculum such as e-learning, the online Library where it seeks easier to access through the internet to have a positive impact on student behavior.

The results are supported by Kaveri (2011) defines that the globalization phenomenon facilitates society easily to adapt to science and technology, especially helping Youth to access information easily. The reality shows that students today always use digital cramps such as computers and the internet, video games, mobile phones, and other electronic provisions in the workplace, especially in school institutions.

Influence control of student behavior

The research findings show that there are positive and significant influences between self-control over student attitudes in the ISC. The last year's U.S. linear regression model, such as $y = 11.996 + 0.257x_2$, could explain the situation. if variable self-control increases or up point 1, different student attitudes will increase or rise by 0.257. The influence of self-control (payments control) of student attitudes in terms of correlation (r) 0,459 and coefficients (r²) 0,211 or 21,1%. As a result, the estimated value of t_{count} 2,594 and t_{table} 1,9867 (significant 0,05). If the t_{count} value of the t_{table} value is concluded that self-control is really of positive and significant influence on student attitudes of the cristal Superior Institute.

The Extractive results show that if an independent control is better, the student attitudes will be even better. These are based on whether the students can control themselves well; 3) control attitudes, capacities to determine the current situation; 2) control the biochemical stock, capacity to face a biochemical stock that is not intended in a preventive way or distance of action; 3) ability to anticipate different circumstances that are relatively relevant; 4) interpreting capacity, assess and interpret certain conditions or events in a way that is aimed at positive aspects; 5) decision-making capacity, decision-making capacity to choose an action based on an accredited or agreed circumstances.

The results are supported by Singgih (2009), controlling themselves is a set of attitudes focused on successful changes, neutralizing self-control, an independent feeling or free from the influence of others, free of the establishment of objectives, the separation of sentiments and rational thinking, under the set of behaviors that are concentrated in responsibility for themselves.

The results of this analysis can be found that self-control is influenced by student attitudes. Self-control is a strong or high Foundation for students to distract what is good and what is bad. Based on the above explanation, the researcher recommended that an increase in control of student behavior can be conducted with Authority (1) undertake religious activities to increase patience and gratitude, how students can control emotions; (2) carry out extracting or competition activities, the activity aimed to develop the capacity of students in Social groups and to train students to make personal decisions.

Influence of Social control on student attitudes

The research findings show that there are positive and significant influences between Social control of the attitude of students from the cristal Superior Institute. Thus, indicates from the blue balance of $y = 11.996 + 0.231x_3$ that when Social control variables are increasing or rising at point 1, varieties of student attitudes will increase by 0,231. Results also show that the value of correlation (r) 0,466 and coefficients (r²)

0,217 or 21,7%. The result of the calculations of the t_{count} value 2,252 and t_{table} 1.9867 (significant decrease of 0,05). the t_{count} through the t_{table} cable can be concluded that Social control has a positive and significant influence on student attitudes at the cristal Superior Institute. The higher and higher than 50.54% of the student's average Social control score is higher than student attitudes. The result shows that the students obey the rules established at school. The results are supported by Sinatriadin (2017) who explained the school on one hand as Social control, particularly to improve bad habits at home and in society, and on the other hand as subject to Social change, especially to select values, produce good citizens, and inventories of Science according to new technology. This analysis can identify that Social control is influential on student attitudes. Strong Social control will control students to obey rules in the school environment as well as rules in the community Environment.

Influence simultaneously the use of the internet, control and, Social control of student attitudes

The research results produced the last regression model: $y = 11,996 + 0,158x_1 + 0,257x_2 + 0,231x_3$, meaning that students attitudes will rise or absentee if the value of three independent variables is also increased. if the use of the internet, control, and Social control has increased more than 1 value, then student attitudes (y) are also, respectively 0,257 and 0,231. Influence simultaneously the use of the internet, control and Social control of student attitudes in the value of correlation 0.552 and coefficients (r^2) 0.340 or 34%. From the result of the calculation, the value of f_{count} is 12.982 while f_{table} is 2,71 (significant 0,000). Therefore, it can be concluded that the use of the internet, control, and Social control has given a positive and significantly positive influence on student attitudes at the cristal Superior Institute. This is proven to influence simultaneously the use of the internet, to control, social control of student attitudes.

Contribution brought meaning to the use of the internet, self-control, and social control influent student attitudes. The use of the internet, control of self-control, and good Social control will form better student attitudes, and thus the students will become better people with good attitudes in school activities or the community Environment.

CONCLUSION

Based on analysis of results and research discussions on the use of the internet, self-control, and social control of the attitude of students from cristal higher Institute, then present the following conclusions:

- 1) There is a positive and significant influence varies the use of the internet diagram for student attitudes of cristal higher Institute, which is indicated with the regress equity model $y = 11.996 + 0.158 x_1$ and the t_{count} value of 2,000 higher than the t_{table} 1,9867 at a significant level 5% contributing at 10.5% value.
- 2) There are positive and significant influences varied over the attitude of cristal higher Institute students, indicating by regression equation $y = 11.996 + 0.257 x_2$ and the value of t_{count} 2,594 higher than the t_{table} 1,9867 at a significant level 5% contributing to the value of 21,1%.

- 3) There are positive and significant varieties of Social control over the attitudes of students higher Institute cristal indicated by a regression equation model $y = 11.996 + 0.231 x_3$ and t_{count} value 2,252 greater than 1,9867 t_{count} at a significant level 5% and 21,7% value.
- 4) There are positive and significant influences variable use of the internet, control and Social control of the attitude of students higher Institute cristal simultaneously indicates with regress scraint = $11,996 + 0,158 x_1 + 0,257 x_2 + 0,231x_3$ and $fsura$ 12.982 higher than $ftabela$ 2,71 at a significant level 5% contribution to 34%.

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