

Facebook and its Impact on Students' Learning Achievement at State Islamic High School of Palopo

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Abstract

This study aims to determine the impact of Facebook on student's achievement at the State Islamic High School of Palopo. This quantitative descriptive research conducted at State Islamic High School of Palopo, especially class XI IPA. The population consisted of 65 students, and the instruments used were questionnaires and interviews. The study results found no impact between accessing Facebook on the learning achievement of class XI State Islamic High School of Palopo students, evidenced by the calculated r-value of the variable accessing Facebook of 0.191 with a significance value of 0.280. Therefore, the calculated r-value is smaller than the r table ($0.191 < 0.339$) and the significance value (p) is greater than the 5% significance level ($0.280 > 0.05$). The existence of activities to access Facebook for students of State Islamic High School of Palopo with internet social media can also maintain student learning achievement.

Keywords: *learning, learning achievement, Facebook*

Introduction

Learning achievement is the result of all educational processes in schools. Learning achievement is the mastery of knowledge or skills developed through subjects, usually aimed at test scores or scores given by the teacher. (Ulfah et al., 2016; Borneo & Rabiman, 2015). The teaching and learning process can carry out if the factors that support learning achievement are well-considered. Factors that affect learning achievement according to Slameto, are internal factors, namely factors that come from oneself and external factors, namely factors that come from outside the individual. (Monawati & Fauzi, 2018; Hapnita, 2018). Internal factors are making factors, psychological factors, and fatigue factors. External factors are family conditions, school conditions, and community environmental factors. If these factors are in good condition, it will greatly support the learning achievement of students. A good teaching and learning process can see through student evaluations that translate into report cards.

Information technology or information technology in the era of modernization and globalization plays a vital role in various fields, including education as a learning medium or learning resource. (Muhson, 2010). With social media. People can access the internet not only to search for information but also to communicate. Social media or social media is a means of conversation on the internet and is supported by tools in applications or software. Unlike communication on the internet in the past which tended to be unidirectional, communication on social media is now interactive, open, and allows everyone to participate. The main actors who enlivened the movement were mostly teenagers, especially students. It is natural because if we look at the background of the largest social media site in Indonesia, Facebook, it was

devoted to connecting friends on campus at the beginning. Today's popular social media sites include Blog, Twitter, Facebook, Wikipedia, and YouTube. Social networks are sites where everyone can create a personal web page, connect with friends to share information and communicate.

State Islamic High School of Palopo uses information technology as a learning resource and learning facility. This school is equipped with a computer laboratory for the learning process and Wi-Fi facilities to access the internet in the school environment. However, when the development of information technology was so fast, this school prohibited students from carrying cellphones at school because they did not disturb students' teaching and learning process. Based on direct interviews with several students, it is known that there are still some students who carry cellphones, one of which is used to access the social networking site Facebook even though it is not the teacher's knowledge. During computer lessons, students sometimes use it to access Facebook. It is not uncommon for students to bring laptops to school and do assignments and access Facebook by using Wi-Fi at school.

The research results conducted by Asbi Samli on City Planning Engineering students at UIN Alauddin Makassar, namely all students of Alauddin State Islamic University know the Facebook friendship site and join the Facebook friendship site. Facebook friendship sites have no effect on the achievement of students at UIN Alauddin Makassar. Students who can learn with focus and calm will get brilliant achievements because other factors are relatively supportive. If these students can achieve high achievements, it will produce quality graduates. Based on the description above, it is necessary to study further and in-depth about the impact of accessing Facebook on class XI IPA students' learning achievement at State Islamic High School of Palopo.

Learning and Learning Achievement

Learning is a process by which an organism changes its behaviour due to experience (Oktiani, 2017). By carrying out learning activities, an organism (in this case, students) will experience changes. It is similarly said (Simbolon, 2014) that learning is a process of a person's efforts to obtain new behaviour changes due to his experience interacting with his environment. Muhibbin Syah (2010) stated that learning is a relatively sedentary stage of a person's behaviour change due to experience and interaction with the environment that involves cognitive processes. A person can experience a learning process if he has experienced a new skill due to deliberate action, and the new skill is relatively permanent. Ana Suhaenah Suparno defines learning as an activity that causes behaviour that is relatively permanent due to her efforts. (Syaiful et al., 2018).

Learning achievement is the abilities that students have after receiving their learning experiences (Aditya, 2016). The learning achievement achieved by students is influenced by three factors (Simbolon, 2014), namely (a) skills and habits, (b) knowledge and understanding, (c) attitudes and ideals. The student ability factor has a significant influence on the learning achievement achieved. Apart from ability factors, there are also other factors, such as learning motivation, interest and attention, learning attitudes and habits, persistence, socioeconomic, physical and psychological factors. From the teacher's point of view, learning achievement is when learning materials are completed. (Pane & Dasopang, 2017).

Evaluation of Learning Achievement

Evaluation is an assessment of students' level of success in achieving the goals set in a program (Muryadi, 2017; Sawaluddin, 2018). Evaluation in education is commonly known as

tests, exams, or tests. Examination and General Examination, formerly known as Learning Achievement Test, are measurement tools widely used to determine the level of success of a teaching and learning process or determine the success of a teaching program (Hanum, 2017; D, 2013). In principle, the evaluation of learning achievement in planning and continuous activity. Therefore, there are also many variations, ranging from the simple to the most complex, such as pre and post-test, prerequisite evaluation, diagnostic evaluation, formative evaluation, summative evaluation, and national final exam. In this study, the type of evaluation that will be used is a combination of several types of tests that have been carried out by subject teachers who teach in class XI IPA, because what is used as a measure of achievement is the final grade report of the even semester of the 2019/2020 academic year.

Social Media Facebook

Social media or social media is a means of conversation on the internet and is supported by tools in applications or software. Unlike communication on the internet in the past which tended to be unidirectional, communication on social media is now interactive, open and allows everyone to participate. Today, some popular social media sites such as Blog, Twitter, Facebook, Wikipedia, and YouTube. The development of social media in recent years has shown a significant increase in the graph. Facebook is a social network that users can use to get to know each other and communicate for various purposes and is also recreational (Kustijono et al., 2018)—accessing the Facebook social networking site, namely creating access to or opening the Facebook social networking site and using it for personal or social life.

Method

Descriptive quantitative research consists of one independent variable: the activity of accessing Facebook with the X symbol and the dependent variable, namely the learning achievement of students with the Y symbol. The research was conducted at State Islamic High School of Palopo with a population of class XI IPA students in State Islamic High School of Palopo. The class used for the study was class XI IPA with a population of 65 students. As Suharsimi Arikunto (2010) states if the number of subjects is less than 100, it is better to take all of them so that the research is a population study, but if the researcher has several hundred subjects in the population, they can determine approximately 25-30% of the number of subjects (Setiawan, 2017).

The data collection tool used in this study was a questionnaire and documentation. The research instrument was used to assess the variables studied. The instrument used to measure activities to access Facebook is a questionnaire, while measuring learning achievement does not use student report card documentation. Researchers use a scale in the form of numbers to produce more accurate, efficient and communicative data. This study's measurement scale uses a rating scale with four alternative answers (Ilhami & Rimantho, 2017).

Results

Instrument Validity (Pre-Research)

Research or pre-research conducted to test the validity of the instrument. Instrument test in research is done to measure what should be measured. Useful data by reality or also called valid data. Valid instruments must have internal and external validity. The internal validity / logical/rational validity test in this study was carried out using expert judgment to be

systematically examined and evaluated whether the instrument items represented what was measured. The experts referred to are three lecturers. Technically, this validity test can be assisted by using an instrument grid. There are variables under study in the grid, indicators as benchmarks. The item numbers for questions or statements have been described from the indicators. With this instrument grid, validity testing can be carried out quickly and systematically. The external validity test in this study was carried out by comparing (to find similarities) between the instrument's existing criteria and the current empirical facts in the field. This study population were students of class XI IPA at State Islamic High School of Palopo. Before the instrument is used to collect research data, it must first be tested on class XI IPA students who have the same or nearly the same characteristics as the population's characteristics to be investigated. The instrument's need to be tested and knowing its reliability also to determine the accuracy of the research instrument. The instrument that was tested on 64 students of class XI IPA was in the form of a questionnaire, totalling 39 questions, where each question had an answer to be chosen, or a place was provided to fill in the answer.

Validity Test Results

Validity and reliability tests are contained in one menu of the SPSS program, with a significance level of 5% and 64 respondents, the value of $r_{table} = 0.329$ is obtained. The items' validity is known by correlating the scores on the items in question with the total score. The decision making criteria is valid if the calculated r -value is equal to or greater than the r_{table} value at the 5% significance level. If the calculated r value is smaller than the r_{table} value at the 5% significance level, then the instrument item in question is invalid. The validity test results based on calculations using SPSS for Windows 18.0 on 36 respondents can be seen in Table 1.

Table 1 Results of the Validity Test of the Activity of Accessing Facebook

Item Questions	Corrected Item- Total Correlation (r -value)	r_{table}	Information
item1	0.665	0,329	Valid
item2	0.605	0,329	Valid
item3	0.600	0,329	Valid
item4	0.683	0,329	Valid
item5	0.592	0,329	Valid
item6	0.213	0,329	Invalid
item7	0.706	0,329	Valid
item8	0.135	0,329	Invalid
item9	0.636	0,329	Valid
item10	0.781	0,329	Valid
item11	0.161	0,329	Invalid
item12	0.674	0,329	Valid
item13	0.754	0,329	Valid
item14	0.524	0,329	Valid
item15	0.679	0,329	Valid
item16	0.364	0,329	Valid
item17	0.241	0,329	Invalid
item18	0.224	0,329	Invalid
item19	0.629	0,329	Valid
item20	0.152	0,329	Invalid
item21	0.441	0,329	Valid
item22	0.413	0,329	Valid

Item Questions	Corrected Item- Total Correlation (r-value)	r table	Information
item23	0.744	0,329	Valid
item24	0.712	0,329	Valid
item25	0.578	0,329	Valid
item26	0.453	0,329	Valid
item27	0.561	0,329	Valid
item28	0.587	0,329	Valid
item29	0.685	0,329	Valid
item30	0.761	0,329	Valid
item31	0.401	0,329	Valid
item32	0.669	0,329	Valid
item33	0.365	0,329	Valid
Item34	0.407	0,329	Valid
item35	0.621	0,329	Valid
item36	0.154	0,329	Invalid
item37	0.801	0,329	Valid
item38	0.649	0,329	Valid
item39	0.668	0,329	Valid

The results of the validity test based on the results of the calculation of activities accessing Facebook using SPSS 18.0 against 36 respondents can be concluded that the invalid questions are statement items number 6, 8, 11, 17, 18, 20, 36 because the calculated r correlation value is smaller than r table ($r_{count} < 0.329$) so that a correct statement item is included in the actual research questionnaire.

Reliability Test Results

The items that are already valid are then tested for their level of reliability. Reliability would show the reliability level if the instrument used can produce almost the same data at different times. Furthermore, based on the item analysis and reliability test obtained, the items declared valid and reliable are designated as research measuring instruments. This measuring instrument is then used in real research. The analysis results show that the measuring tool for accessing Facebook has very high reliability with a Cronbach's alpha coefficient of 0.960. Therefore, Cronbach's alpha coefficient is more significant than 0.80; it can be concluded that the instrument is reliable and can be used as a data collection tool.

Discussion

The following discussion will present a description of the data that has been obtained in the study. The data description referred to this study provides an overview of the characteristics of the distribution of scores and research subjects for each subject under study. To test the impact between the independent variable (X), namely the activity of accessing Facebook and the dependent variable (Y), namely the learning achievement of class XI IPA students, this section presents a description of the data from each variable. It is related to data analysis efforts as a prerequisite for entering the decision-making stage. There are one independent variable and one dependent variable in this study.

The number of respondents in this study was 64 students from class XI IPA. The data in this study were obtained from an instrument in the form of a questionnaire containing 39 questions given to students of class XI IPA and student report cards documentation. Each aspect's data includes the average value (mean), standard deviation, median, mode, minimum value and maximum value, and graphic display. This study's analysis model is a simple linear

regression model with the independent variable, namely accessing Facebook and the dependent variable, the learning achievement of class XI IPA students, which are described as follows.

Based on the table and figure below, is known that most of scores students accessing Facebook activities are at intervals of 143.8 - 163.3 with a frequency of 19 students or as much as 26.5% and the lowest scores for activities accessing Facebook are at intervals of 85 - 104.5 with 11 participants 2.9%. For more details regarding the comparison of the distribution of data scores on activities accessing Facebook for class XI IPA, students can be seen in Figure 1

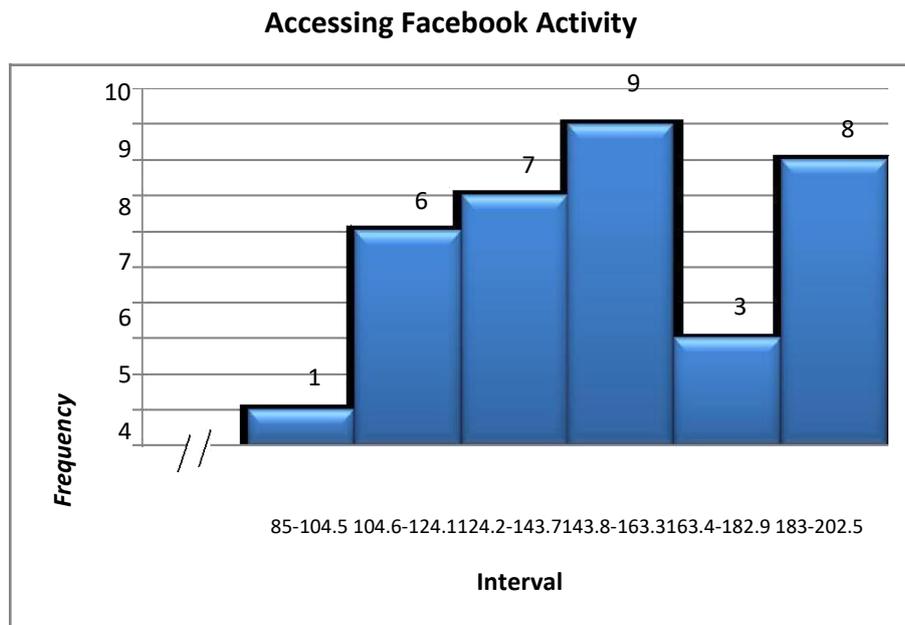


Figure 1. Data Distribution Graph of Facebook Accessing Activities

To see the level of each variable's tendency, a category distribution of each variable is carried out. The trend level is divided into 3, namely frequent, occasional and infrequent. The following are the results of the distribution of categories accessing Facebook, which can be seen in Table 2.

Table 2. Description of Activity Categories Accessing Facebook

Limit	Frequency	Percentage (%)	Category
$X \geq 191$	16	17.6	Often
$121 \leq X < 191$	36	76.5	Sometimes
$X < 121$	12	5.9	Rarely
Total	64	100.0	

Based on Table 2, it is known that most activities accessing Facebook Participants in the frequent category are 16 respondents (17.6), the occasional category is 36 respondents (76.5%), then the least is in the rare category as many as 12 respondents (6.7%). The comparison of the proportion regarding the distribution of activity categories accessing Facebook can be seen in the following graph.

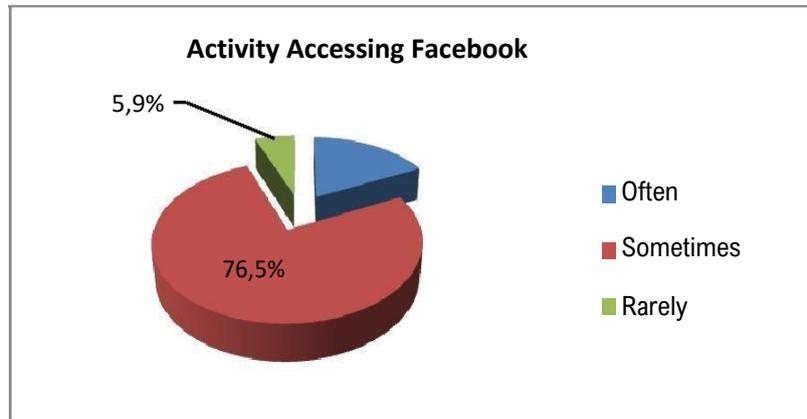


Figure 2 Distribution Pie Chart of Activity Categories Accessing Facebook

Frequency of Accessing Facebook

For categories to measure the tendency of each indicator of the frequency of accessing Facebook, the distribution of each indicator's categories is carried out. The trend level is divided into 3, namely frequent, occasional and infrequent. The following are the distribution of frequency categories of accessing Facebook, which can be seen in Table 10.

Table 3 Description Category Frequency of Accessing Facebook

Limit	Frequency	Percentage (%)	Category
$X \geq 125$	14	11.8	Often
$79 \leq X < 125$	36	76.5	Sometimes
$X < 79$	14	11.8	Rarely
Total	64	100.0	

Based on Table 3, it is known that most of the frequency of accessing Facebook, the participants in the occasional category were 36 respondents (76.5%), then in the rare and frequent categories, each was four respondents (11.8%). A comparison of the proportions regarding the distribution of frequency categories of accessing Facebook can be seen in Figure 3.

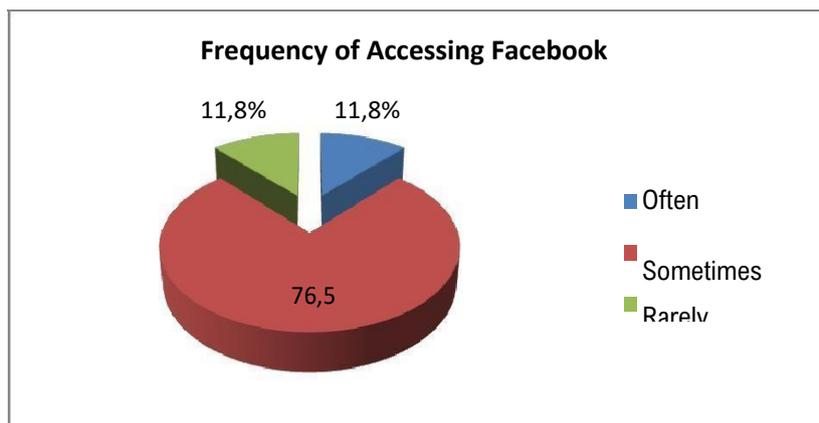


Figure 3. Pie Chart of Frequency Distribution of Facebook Accessing

Accessing Activities

The results of category measurement measure the level of each indicator's tendency for accessing activities, then a category distribution of each indicator is carried out. The trend level is divided into 3, namely frequent, occasional and infrequent. The following is the distribution result of the distribution of activity categories accessing Facebook as follows:

Table 4 Description of Access Activity Category

Limit	Frequency	Percentage (%)	Category
$X \geq 66$	19	26.5	Often
$42 \leq X < 66$	31	61.7	Sometimes
$X < 42$	14	11.8	Rarely
Total	64	100.0	

Based on Table 4 above, it is known that most activities accessing Facebook Participants are in the occasional category as many as 31 respondents (61.7%), then the least is in the rare category as many as 14 respondents (11.8%).

Learning Achievement of Class XI IPA Students

The description of the data score of the learning achievement of students of class XI of the State Islamic High School of Palopo skills competency can be seen in Table 5

Table 5. Description of Learning achievement Activity Data

Interval	F	%
1 77.6 - 78.7	6	2.90%
2 78.8 - 79.9	7	5.90%
3 80.0 - 81.1	15	29.40%
4 81.2 - 82.3	21	47.10%
5 82.4 - 83.5	8	8.80%
6 83.6 - 84.7	7	5.90%
Total	64	100.0%

Based on Table 5 and the picture above, it is known that most of the student learning achievement scores of class XI IPA students at intervals of 81.2 - 82.3 with a frequency of 21 students (47.1%) and the lowest score of class XI IPA students. Namely in the interval 77.6 - 78.7, namely six students (2.9%). For more details regarding the comparison of the score data's distribution on students' learning achievement in class XI IPA State Islamic High School of Palopo, it can be seen in the following figure.

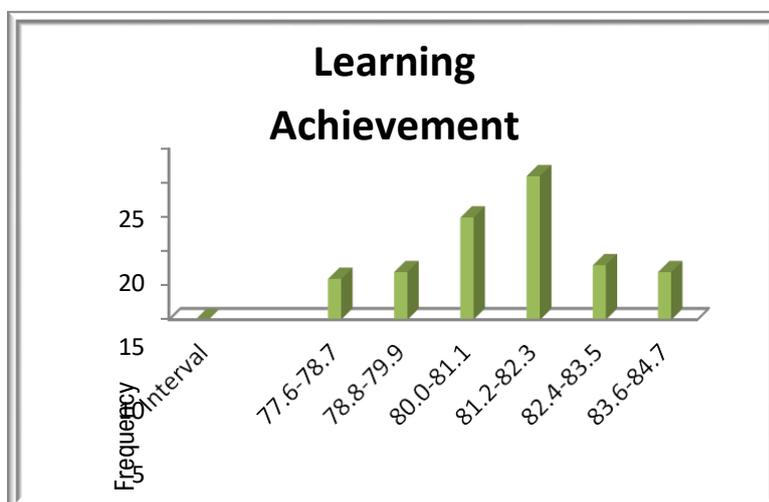


Figure 4. Graph of Learning achievement Data Distribution

The level of the tendency for the distribution of the learning achievement category of class XI IPA students is as follows:

Table 6. Description of Learning Achievement Category

Limit	Frequency	Percentage (%)	Category
90 – 100	0	0	Special
75,2 – 89,9	64	100	Very good
60 – 75,1	0	0	Good
≤ 59,9	0	0	Not graduated
Total	64	100.0	

The research variable shows that each variable has a Z Skewness and Z Kurtosis value in each variable smaller than the Z table, so it can be concluded that each variable's data is usually distributed.

Linearity Test

Linearity test aims to determine whether the independent variable has a linear impact or not with the dependent variable. The linearity test uses the F test. The independent variable has a linear impact if the significance value (p) of Deviation from Linearity is greater than the 0.05 significance level. When viewed from the calculated F value, the independent variable has a linear impact, so F count is smaller than F table. The results of the linearity test are presented in the following table:

Table 7. Linearity Test

Variable	F count	DB	F table	Sig. (p)	Information
Accessing Facebook*learning achievement	0,592	1:33	4,13	0,843	Linear

Based on Table 7, it is known that the significance value (p) of Deviation from Linearity is more significant than 0.05 ($0.843 > 0.05$) and the calculated F value obtained is smaller than the F table ($0.592 < 4.13$) so it can be concluded that there is the linear impact between activities accessing Facebook on learning achievement so that the next analysis can be continued.

Hypothesis Testing

To determine whether the impact of accessing Facebook on the learning achievement of class XI IPA students of State Islamic High School of Palopo, the product-moment correlation is used. This hypothesis test is seen from the probability value (p).

If the p-value is less than the 5% significance level ($p < 0.05$) or the calculated r-value obtained is greater than the r table, H_a is accepted. That is meaning the independent variable impacts the dependent variable and vice versa. If the p-value is more significant than the 5% significance level ($p > 0.05$) or r-count is smaller than r-table. H_a is rejected, H_0 is accepted, meaning that the independent variable does not significantly impact the dependent variable. The following are the results of testing the hypothesis of activities accessing Facebook on student learning achievement.

Table 8. Results of Product Moment Correlation Analysis

Variable	r count	R table	Sig. (p)	Information
Activity accessing Facebook with learning achievement	0,191	0,339	0,280	Not Significant

Based on Table 8, it is found that the r count for the variable accessing Facebook is 0.191 with a significance value of 0.280. Because the calculated r-value is smaller than r table ($0.191 < 0.339$) and the significance value (p) is greater than the 5% significance level ($0.280 > 0.05$), H_a is rejected and H_0 is accepted, meaning that there is no impact between activities accessing Facebook on the learning achievement of class XI IPA students at State Islamic High School of Palopo.

Category of Students Accessing Facebook on Learning Achievement

Based on the results of research conducted on research subjects totalling 64 people in 3 classes, it is known that all students have Facebook. Students in the access category often totalled 16 people with a mean learning outcome of 81.27 categories of excellent learning achievement, students in the access category sometimes numbered 36 people with an average learning outcome of 81.45 categories of learning achievement good. In comparison, for students in the category of rare access totalled 12 people with a mean learning outcome of

79.38 categories of excellent learning achievement. The results of the categories of students accessing Facebook for learning achievement can be seen in Table 17.

Table 9. Categories of Students Accessing Facebook on Learning achievement

Accessed category	Number of Students	Learning Achievement Average	Learning Achievement Category
Often	16	81.27	Very good
Sometimes	36	81.45	Very good
Rarely	12	79.38	Very good

Activities of Accessing Facebook

Descriptive results of all class XI students have Facebook. Regarding the activities of accessing most of the activities of accessing Facebook, there were 36 students (76.5%) in the occasional category of students (76.5%), then at least 12 respondents (6.7%) in the rare category. Social media or social media is a means of conversation on the internet and is supported by tools in applications or software. Unlike communication on the internet in the past which tended to be unidirectional, communication on social media is now interactive, open and allows everyone to participate. Interaction on Facebook can be two-way or joint because, in the media, people can write a status, then people can comment on many of some people friends who join Facebook. These results indicate that most respondents access Facebook occasionally, in between their spare time after studying school.

Users or the main actors who enliven the internet movement, more specifically Facebook, are mostly dominated by teenagers who are still active in school and college, especially those who are students, both students and students. It is natural because if people look at the background of the largest social media site in Indonesia, Facebook, it was devoted to connecting friends on campus at the beginning. Today's popular social media sites include Blog, Twitter, Facebook, Wikipedia, and YouTube. The development of social media in the last two years to 2016 has shown a significant increase in this media's use. If traditional media uses print media and broadcast media, then social media uses the internet. Blogs and social networking are the most common forms of social media used by people around the world. This online internet social media can connect friends between cities, countries, and worldwide to access internet media, especially Facebook.

All respondents who were the samples of this study were still in Vocational High School; the results showed that most State Islamic High School of Palopo students sometimes access Facebook to communicate with their friends. This friendship is usually called virtual world friendship, because sometimes the person concerned has never met, only in the virtual world of the internet. Along with the times, communication tools use information technology. Information technology or information technology in the era of modernization and globalization plays a vital role in various fields, education.

In Indonesia itself, now everyone can easily access various information from all parts of the world with internet facilities. One of the most striking developments of the internet compared to other services is social media. With social media, people access the internet not only to find

information but also to communicate. Communicating with many friends worldwide without limits can also increase access to access if they can utilize this media properly.

Learning achievement of Class XI IPA State Islamic High School of Palopo Students

Descriptive results of 64 students. Students' learning achievement was in an outstanding category (100%). Learning achievement as a value that is a form of final formulation given by the teacher related to students' progress or learning achievement during a specific time. Results as a form of results obtained by students during the teaching and learning process while in school. Students' level of success in learning material at school is expressed in numbers obtained from the test results regarding several specific subject matter. The results are used as a measure of the knowledge of a student who takes education. Also, many factors influence the success of this learning outcome.

Factors that affect learning achievement Students who are undergoing the learning process often want themselves to succeed and get the best results. Factors that affect learning achievement include:

1) Internal factors are factors that exist from within students such as physical factors, which include: health and disability, psychological factors, which include: intelligence, attention, interests, talents, motives, maturity and readiness, fatigue factors, include: physical and spiritual fatigue. 2) External factors are factors that come from outside the individual, such as family circumstances which include: the way parents educate, relationships between family members, home atmosphere, family economic conditions, understanding of parents, and the cultural background of each family. The school's state includes teacher teaching methods, teacher relations with students, student relations with students, school discipline, learning tools, school time, building conditions, learning methods, and homework. The community environment includes students' activities in the community, mass media, socializing friends, and community life forms. It can also affect the learning achievement of students.

This study's learning achievement indicate that all of them obtained learning achievement in the outstanding category with the value limit between 75.2 to 89.9 according to the criteria for judging the Ministry of Education and Culture rules. These students already have excellent learning achievement, and they know the importance of learning achievement in the teaching and learning process. Learning achievement gets special attention for several reasons, among others, 1) The fact that adolescence is a time of preparation for work in the future raises the problem of what and how the preparation is carried out. 2) Adolescents begin to fully understand the meaning and differences of learning achievement for present and future success. 3) In adolescence, children are faced with various choices, both school and future work. 4) In adolescence, the ability to see consequences might be faced in the future arises due to their school and work choices. 5) The emergence of the resulting problem is related to physical changes at puberty. It is in adolescence that the emergence of differences in learning achievement between men and women. So that for these reasons, the importance of learning achievement needs special attention to improve it.

Impact of Activity Accessing Facebook with Learning Achievement

Based on the results of research conducted on research subjects totalling 64 people in 3 classes, it is known that all students have Facebook. Students in the access category often totalled 16 people with a mean learning outcome of 81.27 categories of excellent learning achievement, students in the access category sometimes numbered 36 people with an average learning outcome of 81.45 categories of learning achievement good. In comparison,

for students in the category of rare access totalled 12 people with a mean learning outcome of 79.38 categories of excellent learning achievement.

The results showed that H_a was rejected and H_0 was accepted, which means that there was no impact of accessing Facebook on class XI IPA students' learning achievement. It can be seen from the r count the variable accessing Facebook is 0.191 with a significance value of 0.280. Therefore, the calculated r -value is smaller than the r table ($0.191 < 0.339$) and the significance value (p) is greater than the 5% significance level ($0.280 > 0.05$). Learning achievement can be said to be the purpose of teaching and learning activities. Everything related to the teaching and learning process, both the education system, teachers, and students themselves, will produce the highest learning achievement. This learning outcome is considered necessary for various reasons such as preparation when applying for a job, present and future success, and success results during school, successful students are considered to have prepared their future well, so that they will be more readily accepted to work or continue good quality on-site education.

Students' learning achievement is influenced by internal, external, family, school, and environmental factors. The development of the times demands the development of social media called the internet, which can be accessed anywhere, provided an internet signal connected. One of the most striking developments of the internet compared to other services is social networking. Students or teenagers often use social networks because they can find information and insights. Various encyclopedia sites mention that social networks or networks (generally individuals or organizations) are bound by one or more specific types of relationships such as values, visions, ideas, friends, descent, and many activities. Many social networking services on the internet, including Friendster, Facebook, Myspace, LinkedIn, Whatsapp, Telegram, and many more. The existence of social media developments that are mushrooming among teenagers does not interfere with results in school. It can be seen from the descriptive results of learning achievement, which show that all students have excellent results with all scores above 75. Students have been able to take advantage of social media, especially Facebook. As it should be, so as not to interfere with school activities. Social media's existence is not always assumed to hurt State Islamic High School of Palopo students' learning achievement. Social media can be used for information and exchange experiences with fellow friends known on Facebook to exchange ideas.

Every social media application, of course, has advantages that can be used for various purposes in addition to its limitations. The advantages of Facebook's existence include 1) informative, there are several different facilities available on Facebook from other networking sites, for example, Newsfeed, Status Update, Photos, and many activities. Thus, Facebook users can monitor what is happening on Facebook. 2) Ease of checking the communication with other people in these social networks. 3) Facebook users can post individual photos, which others can see and see. 4) As a promotional media, build a community, even gather the masses for other interests and purposes according to interests. 5) Prevention mechanism for illegal Facebook account takeover. That is, if a Facebook user manages to take over a Facebook account and tries to change his email address, Facebook will send a confirmation email to the old email address.

This study's results are in line with the results of research conducted by Asbi Samli (2009) with the title "The Influence of Facebook Friend Sites on Student Results of Urban and Regional Planning Engineering Students of Alauddin State Islamic University". The results obtained were several conclusions: all students of the Urban and Regional Planning

Engineering Department of the Alauddin Makassar State Islamic University were familiar with the Facebook friendship site and joined the Facebook friendship site. The Facebook friendship site does not affect students of the Urban and Regional Planning Department of the Alauddin State Islamic University Makassar. Students who can learn with focus and calm will get brilliant results because other factors are relatively supportive. If these students can achieve high results, then State Islamic High School of Palopo will produce quality graduates. This study also concluded that the existence of Facebook had no impact on the learning achievement of class XI IPA students because the learning achievement were all in the outstanding category.

Conclusion

The descriptive results regarding accessing Facebook show that all class XI students have Facebook. Most of the students' activities to access Facebook were in the occasional category of 36 respondents (76.5%), then the least was in the rare category as many as 12 respondents (6.7%).

The descriptive results of class XI IPA students' learning achievement at State Islamic High School Palopo showed that all students had learning achievement in the outstanding category (100%). All students have a value between 75.2 to 89.9 by the Ministry of Education and Culture's assessment criteria rules in the outstanding category.

There is no impact between accessing Facebook on the learning achievement of class XI students of State Islamic High School Palopo. It is evidenced by the calculated r-value of the variable accessing Facebook of 0.191 with a significance value of 0.280. Therefore, the calculated r-value is smaller than the r table ($0.191 < 0.339$) and the significance value (p) is greater than the 5% significance level ($0.280 > 0.05$). Accessing Facebook for students of State Islamic High School Palopo with internet social media can also maintain student learning achievement.

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