

Effectiveness of Using Digital Technology-Based Learning Media in Increasing Student Motivation at State Elementary School 012 Ujung Batu III Rokan Hulu

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Article Info

Article history:

Received : 01-12-2023
Accepted : 15-12-2023
Publish : 25-12-2023

Keywords :

Effectiveness, Learning Media, Digital Technology, Learning Motivation

ABSTRACT

This research aims to explore the effectiveness of using technology-based digital learning media, particularly video media, in enhancing students' motivation in religious education in the fourth grade of SDN 012 Ujung Batu III. The research method used was direct observation with a qualitative approach. The results of the research indicate that the use of video media in religious education is effective in increasing interest, active participation, and an engaging learning environment. In the context of religious education in the fourth grade of SDN 012 Ujung Batu III, the use of technology-based digital learning media has a significant positive impact on students' motivation and learning achievement. The recommendations of this research emphasize the importance of teachers using video media and interactive learning methods to maintain student motivation and create an interesting and inspiring learning environment.

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1. INTRODUCTION

The development of digital technology has brought significant changes in various aspects of life, including in the world of education (Danuri, 2019). The use of digital technology-based learning media can provide various benefits in the learning process (Manurung, 2020a, p. 19; Widiyanto, 2021), including increasing student learning motivation (Muhasim, 2017; Nela, 2021; Sari et al., 2022). Learning motivation is an important factor that influences student learning success (Simamora et al., 2020). When students have high motivation, they tend to participate more actively in learning, pay better attention to lesson material, and achieve better learning outcomes (Asmelia & Fitria, 2023).

However, in several elementary schools, the use of digital technology-based learning media is still not optimal, especially in religious lessons (Tang, 2018). Religious studies are often considered less interesting by some students because the material is considered rigid and does not suit their interests and needs (Helmi, 2016; Toha, 2018). This can cause students' low learning motivation in religious studies, which in turn can affect their learning achievement in this field (Saenab et al., 2019).

Learning motivation is a very important success factor (Simamora et al., 2020) . When students have high motivation, they tend to be more enthusiastic, participate actively in the learning process, and achieve better learning outcomes (Asmelia & Fitria, 2023) . However, in some cases, especially in religious studies, students may experience a lack of motivation to learn. This is caused by several factors, including the perception that religious material is less interesting, lack of student involvement in learning, and limited use of innovative learning methods (Abdullah et al., 2019) .

Digital technology-based learning media, such as video media, can be an effective solution in increasing students' learning motivation in religious lessons. Video media has the advantage of presenting information in an interesting, visual and audiovisual way, which can arouse students' interest. Apart from that, video media can also present religious content interactively, using animation, images and sound effects that attract students' attention (Fauzyah et al., 2019; Maulani et al., 2022; Widianto, 2021) . Learning media innovation is one way to attract attention and increase student motivation in learning at school

Based on the explanation above, this research aims to investigate the effectiveness of using digital technology-based learning media, especially video media, in increasing students' learning motivation in religious lessons in class IV of State Elementary School 012 Ujung Batu III. By combining interesting and interactive learning media with relevant religious material, it is hoped that students will be more motivated to study religion better. This research has important relevance because it can provide a deeper understanding of how the use of digital technology-based learning media can influence students' learning motivation in religious lessons. It is hoped that the results of this research can become a basis for teachers and schools in developing more effective and interesting learning strategies for students in studying religion. By optimizing the use of digital technology in religious learning, it is hoped that students can have a more positive learning experience, increase their understanding of religious material, and ultimately achieve better learning achievements

2. METHOD

This research uses the direct observation method to observe the learning process in Class IV State Elementary School 012 Ujung Batu III. The approach used is a qualitative approach, where data is collected through observations of student learning motivation and the use of video media in religious learning. This research involved 22 students as research subjects who were Class IV students, and the teacher involved was Mrs. Putri Rahmah, a class IV teacher at State Elementary School 012 Ujung Batu III who was the teacher in the religious learning process being observed.

3. RESULTS AND DISCUSSION

A. Concept of Learning Motivation

Learning motivation refers to internal or external circumstances that influence an individual's intensity, direction and persistence in taking part in the learning process (Asmelia & Fitria, 2023) . In general, learning motivation includes the drive or desire that drives a person to learn, achieve academic goals, and acquire new knowledge and skills (Emda, 2018; Pratama et al., 2019) .

Learning motivation involves psychological and social factors that influence a person's learning behavior (Dwiyanti & Ediati, 2020) . These include intrinsic (internal) drives such as personal interest, curiosity, a sense of accomplishment, and the desire to develop personally. Apart from that, there are also extrinsic (external) incentives such as praise, rewards or punishment which can influence a person's learning motivation (Cahyono et al., 2022; Lutfiwati, 2020) .

The importance of learning motivation lies in the fact that strong motivation can improve the quality and effectiveness of the learning process (Simamora et al., 2020) . Students who have high learning motivation tend to be more enthusiastic, focused and persistent in learning (Asmelia & Fitria, 2023) . They have a strong desire to achieve their learning goals, overcome obstacles, and go the extra mile to understand and master the subject matter (Yuhana & Aminy, 2019) .

Learning motivation also influences students' perceptions of themselves as learners, influences their confidence in their ability to learn, and can impact their level of academic achievement. Therefore, it is important for educators and the education system to understand the factors that influence student learning motivation and create an environment that supports positive learning motivation (Palupi, 2020; Putri et al., 2020; Refnadi, 2018) .

There are several factors that can influence a person's learning motivation, especially for children at the elementary school level. The following are several factors that generally influence learning motivation:

1. Family environment

A supportive and loving family environment can influence elementary school children's learning motivation. Parental support, attendance at children's learning activities, providing encouragement, and giving praise and appreciation for children's learning achievements can increase their motivation (Annauval & Ghofur, 2021) .

2. Parental Involvement

Parents' active involvement in elementary school children's education can influence learning motivation. When parents are involved in their children's learning activities, help with homework, discuss their children's learning progress, and provide emotional support, children tend to be more motivated to learn. (Fane & Sugito, 2019) .

3. Interesting Learning Method

Using interesting and interactive learning methods can increase elementary school children's learning motivation. The use of creative learning media, educational games, stories, or practical experiments can help maintain children's interest and enthusiasm in learning (Andeka et al., 2021, p. 0; Datu et al., 2022; Izzatunnisa et al., 2021) .

4. Variations in Learning Activities

Providing variety in learning activities, such as learning through games, music, art, or group work, can maintain elementary school children's interest and increase their motivation to learn. Diverse and interesting approaches can help keep children engaged in the learning process (Dwi & Audina, 2021) .

5. Providing Feedback

Providing positive and constructive feedback on children's learning efforts and achievements can increase their motivation. Feedback that pays attention to success and provides suggestions for improvement can help children feel motivated to continue trying and learn better (Yulia, 2019) .

6. Awards and Recognition

Providing awards and recognition for elementary school children's learning achievements can be a strong motivational factor. Providing certificates, class awards, or public recognition for their learning achievements can provide positive incentives for children to continue studying diligently (Andeka et al., 2021; Sukma, 2022) .

B. Digital Technology Based Learning Media

Digital technology-based learning media refers to the use of digital technology as a tool or platform to present information and learning content to students. It involves the use of hardware and software that leverages computer technology, the internet, and mobile devices to deliver learning material in a more interactive, visual, and integrated manner. (Bali, 2019; Maulani et al., 2022) .

Digital technology in learning media can include various types of devices, such as computers, laptops, tablets, smartphones and other electronic devices. This device can be used to access and explore digital resources, such as videos, animations, images, simulations, multimedia presentations, and learning applications.

Digital technology-based learning media can also involve special learning software or platforms designed to deliver learning content, provide interactive exercises, or facilitate collaboration between students and teachers (A'yun, 2021) . Examples of digital technology-based learning platforms include Learning Management Systems (LMS), online learning applications, and content sharing platforms such as learning videos or e-books (Danuri, 2019) .

By using digital technology in learning media, students can access learning material flexibly, repeat material if necessary, interact with content actively, and get instant feedback. This can increase student engagement, facilitate better understanding, and encourage active participation in the learning process (Nela, 2021) .

The use of digital technology-based learning media can also enrich students' learning experiences by expanding access to wider resources and information, facilitating independent learning, and enabling collaboration between students and teachers or between fellow students (Muhasim, 2017) .

However, it is important to consider the context and needs of students in using digital technology-based learning media. Appropriate planning and use is required, as well as careful assessment of the effectiveness of the use of technology in increasing students' learning motivation and academic achievement (Muhasim, 2017; Nela, 2021; Setiani & Barokah, 2021) .

There are various types of digital technology-based learning media that can be used in learning contexts. The following are several examples of types of digital technology-based learning media:

3. Tutorial video

Learning videos are media that use visual and audio elements to convey learning material. Videos can be presentations, tutorials, demonstrations, or animations that help in understanding complex concepts. Learning videos can also be accessed online via platforms such as YouTube or online learning platforms (Maulani et al., 2022; Sari et al., 2022) .

4. Learning Application

Learning applications are software installed on mobile devices such as smartphones or tablets. This application is designed to present interactive learning content and follows a specific curriculum. Examples of learning apps include math, language, science apps, or apps that support learning specific skills such as programming (Adzkiya & Suryaman, 2021) .

5. E-Books

E-Books are digital versions of printed books that can be accessed via electronic devices such as computers, tablets, or e-readers. E-Books often come with interactive features such as bookmarks, text search, notes, and hyperlinks that make navigation and comprehension easier (Manurung, 2020b) .

6. Simulation and Learning Games

Simulations and learning games use digital technology to create interactive and fun learning experiences. Simulation is used to simulate real-world situations or phenomena to help students understand abstract concepts. Learning games involve game elements to motivate and engage students in learning (Romadhon & Harimurti, 2020) .

7. Augmented Reality (AR) and Virtual Reality (VR)

AR and VR are technologies that combine the real world with virtual elements. In a learning context, AR and VR can be used to create immersive learning experiences, such as visiting historical places via VR or displaying 3D objects on a table via AR (Irfansyah, 2017) .

8. Online Learning Platform

An online learning platform is a system that provides a virtual environment for learning content delivery, collaboration, and assessment. These platforms may include features such as discussion forums, online assignments, online exams, and digital assignment collection (Adzkiya & Suryaman, 2021) .

9. Podcasts and Learning Audios

Podcasts and learning audio use audio formats to convey learning material. This can be a recorded lecture, an interview with an expert, or a short story relevant to the learning topic (Fikri et al., 2023) .

C. The Relationship between Digital Technology-Based Learning Media and Student Learning Motivation

learning media can have a significant positive impact on student learning motivation. The following are some of the relationships between digital technology-based learning media and student learning motivation:

1. Interactive and Interesting

Digital learning media can present learning material in a more interesting and interactive way compared to traditional learning methods. Features such as animation, video, gamification, and simulation can make students more interested and involved in the learning process. The diversity of media offered is able to arouse students' curiosity and motivate them to learn more actively (Fauzyah et al., 2019; Maulani et al., 2022; Widiyanto, 2021) .

2. Accessibility and Flexibility

Digital learning media can be accessed easily and flexibly via electronic devices such as computers, laptops or smartphones. Students can study anytime and anywhere according to their preferences and needs. This flexibility allows students to set their own study time, which can increase motivation due to a sense of control over the learning process (Maulani et al., 2022; Nela, 2021) .

3. Diversity of Learning Materials

Digital technology-based learning media provides access to a variety of learning resources, including text, video, audio, images and other interactive resources. By having this variety, students can choose the method that best suits their learning style, which in turn can increase their motivation to learn (Dwi & Audina, 2021) .

4. Fast and Personalized Feedback

In digital learning media, feedback can be provided quickly and in a more personalized way. For example, some learning platforms can provide immediate feedback after answering questions or completing assignments. This direct and personalized feedback can help students see their progress, understand mistakes, and improve their performance, which ultimately can increase their motivation to continue learning (Yulia, 2019) .

5. Collaboration and Learning Communities

Digital technology-based learning media can also facilitate collaboration and interaction between students. Online learning platforms can provide a space to discuss, share thoughts, and collaborate on joint projects. This collaboration can motivate students by providing social support, broadening their perspectives, and strengthening their sense of ownership of learning outcomes (A'yun, 2021) .

D. The Effectiveness of Digital Technology-Based Learning Media in Increasing Student Learning Motivation

This research was conducted on 22 class IV students at State Elementary School 012 located at Jl. shouted Hulu Tanah Datar RT. 002/006, Ujung Batu Hamlet, Suka Damai Village, Ujung Batu District, Rokan Hulu Regency, Riau Province. The research was carried out after obtaining permission from the Principal, Mrs. Ermia, and the willingness of the fourth grade teacher to collaborate in this research, namely Mrs. Putri Rahmah.

Based on the previous explanation, the method used is the method of direct observation of the learning process in Class IV State Elementary School 012 Ujung Batu III. Direct observations were carried out three times, and several significant differences could be seen regarding student motivation in religious lessons based on the presence or absence of digital media.

At the first meeting, the teacher only relied on the lecture and question and answer method, where students passively listened to the teacher explaining in front of the class. This learning process looks boring for students, who look bored and less enthusiastic. Some students are even distracted by doing other activities such as playing, writing, or talking with friends while the teacher is explaining. When given the opportunity to ask questions, only a few students asked questions with a low level of difficulty. The teacher's efforts to provide feedback were also not very effective, because most students did not pay attention and only a few participated in answering questions. Then, students were given questions to work on for 30 minutes, but the students seemed less enthusiastic and enthusiastic about doing the task. The results of the motivation test show that students are less enthusiastic and less interested in learning, which is reflected in the following table:

No	The number of students	Religious Values	Percentage	Average value
1	6	70	27	70
2	9	65	41	65
3	7	60	32	60
Total	22		100	65

Based on the data listed in the table, there were 22 students involved in the religious learning process at the first meeting. In the first group, there were 6 students who scored 70, which accounted for 27.27% of the total students. In the second group, there were 9 students with a score of 65, which accounted for 40.91% of the total students. Meanwhile in the third group, there were 7 students with a score of 60, which reached 31.82% of the total students. Thus, the total percentage reaches 100%.

From the results of this analysis, it can be concluded that the average score for religious learning outcomes at the first meeting was 65. This shows that student learning outcomes in religious subjects tend to be low. There needs to be an improvement in the learning methods applied to increase students' motivation and interest in religious learning.

At the 2nd meeting at State Elementary School 012 Ujung Batu III, the teacher carried out Islamic religious learning activities with the topic of discussion being Asmaul Husna. This learning process involves the following steps:

The activity begins with the teacher greeting the students and praying, then continues with taking attendance of the students. The core activity began by showing videos related to Asmaul Husna material, including videos of children who have physical limitations but have melodious voices and are able to memorize Asmaul Husna. After watching the video, students were divided into four groups. Each group is assigned to discuss material that has been determined by the teacher. Group 1 discussed Al-Alim (All-Knowing), group 2 discussed Al-Khabir (All-Conscientious), group 3 discussed As-Sami' (All-Hearing), and group 4 discussed Al-Bashir (All-Seeing). Each group is given the task of finding meaning from the material provided. The teacher is tasked with controlling and helping groups who have difficulty understanding the material. After the discussion is finished, the leader of each group conveys the motivation for the discussion, then the teacher gives a brief explanation. After learning is complete, the teacher gives students questions that must be done within 30 minutes to test the effectiveness of using video media in learning.

In closing, the teacher concluded the lesson and showed another video about the meaning of studying Asmaul Husna. The lesson closed with greetings. To find out the motivation to study religion by discussing Asmaul Husna, you can see the following table:

No	The number of students	Religious Values	Percentage	Average value
1	9	90	41	90
2	8	85	36	85
3	5	80	23	80
Total	22		100	85

Based on the table above, there are three groups of data which include the number of students, the religious values obtained by students, the percentage of religious value results, and the average value. In the first group, there were 9 students who got a score of 90, with a percentage of 41%. In the second group, there were 8 students with a score of 85, and a percentage of 36%. Meanwhile in the third group, there were 5 students with a score of 80, and a percentage of 23%. The total percentage reaches 100%.

Based on these data, it can be concluded that students' religious learning motivation when discussing Asmaul Husna is relatively high, with an average score of 85, compared to previously, namely 65. This shows that students have shown good interest and enthusiasm in studying this material. A learning approach involving the use of video media and group discussions has provided effective results in increasing students' learning motivation.

At the 3rd meeting in Class IV of State Elementary School 012 Ujung Batu III, the teacher continued to use video media in learning. Learning activities begin with the opening and conditioning of the class, where the teacher disciplines students who are not dressed neatly and takes attendance of students who are present or absent. Next, the teacher provides motivation to students before starting learning activities.

After the opening is complete, the teacher begins discussing religious material using learning video media. The teacher plays a video about ablution, and the students and teacher watch and listen together to the material being shown. After watching the video, students and teachers hold discussions to discuss what they have watched and shown. They gave each other opinions, exchanged ideas, and shared perceptions regarding definitions related to ablution.

After learning is complete, the teacher gives students questions that must be done within 30 minutes to test the effectiveness of using video media in learning. In closing, the teacher concludes the lesson and ends the session with greetings.

To find out the motivation to study religion by discussing ablution, you can see the following table:

No	The number of students	Religious Values	Percentage	Average value
1	9	95	41	95
2	9	90	41	90
3	4	85	18	85
Total	22		100	90

From the table above, it can be concluded that students' learning motivation is increasing, especially in discussing ablution. The recapitulation of the training assignment scores regarding ablution shows an average score of 91.14. This shows an increase in the value of motivation to learn religion in Class IV State Elementary School 012 Ujung Batu III.

The use of video media in religious learning has helped increase students' interest and enthusiasm in studying ablution material. Discussion and exchange of opinions after watching the video also provides an opportunity for students to understand and clarify concepts related to ablution.

Based on the data contained in the three tables above, it can be seen that there is a comparison in student learning motivation when discussing religious material in Class IV State Elementary School 012 Ujung Batu III. At the first meeting, with the application of conventional learning methods, it was seen that students' learning motivation tended to be low. This is reflected in the percentage of students who get low scores, namely 27% of students with a score of 70, 41% of students with a score of 65, and 32% of students with a score of 60, with an average score of 65.

However, at the second and third meetings, with the use of video media as a learning support, students' learning motivation was seen to increase. At the second meeting, the percentage of students who got high scores, namely 41% of students with a score of 90, 36% of students with a score of 85, and 23% of students with a score of 80, with an average score of 85. At the third meeting, the percentage of students who got The highest score is increasing, namely 41% of students with a score of 95, 41% of students with a score of 90, and 18% of students with a score of 85, with an average score of 90.

From this comparison, it can be concluded that the use of video media in religious learning has a positive impact on student learning motivation. Through the use of video media, students are more interested and enthusiastic in studying religious material. This can be seen from the increase in the percentage of students who get high scores and the increase in average scores. Therefore, it is recommended for teachers to continue to utilize video media and more interactive learning methods to increase students' motivation and interest in religious learning.

4. CONCLUSION (10 PT)

Based on research conducted in Class IV of State Elementary School 012 Ujung Batu III, it can be concluded that the use of digital technology-based learning media, especially through the use of video media, has proven its effectiveness in increasing students' learning motivation in religious lessons. Direct observation of the learning process shows that the use of video media has a significant positive impact. In this research, the teacher was able to present religious learning material visually through video media, which was able to arouse students' interest and attention. Students are actively involved in learning, and through video media, they can easily understand the concepts being taught. The research results also show an increase in student motivation,

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which is reflected in an increase in the average score from 65 to 90. This indicates that students show higher interest and enthusiasm in studying religious material through the use of video media. Therefore, the recommendation for teachers is to continue to utilize video media and more interactive learning methods to increase students' motivation and interest in learning religion. In addition, the use of digital technology-based learning media can be an effective strategy in conveying complex material and strengthening students' understanding of the religious concepts being taught. In the context of religious learning in class IV of State Elementary School 012 Ujung Batu III, video media has helped create an interesting learning atmosphere and motivated students to learn more actively and enthusiastically

ACKNOWLEDGEMENTS (10 PT)

We would like to thank all parties who took part in this research.

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