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# THE INFLUENCE OF DIGITAL LEARNING MEDIA ON STUDENTS' MOTIVATION IN LEARNING

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Digital Learning Media, Learning Motivation, Students, Technology-Based Learning,

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#### ABSTRACT

This study aimed to investigate the influence of digital learning media on students' motivation in learning. The research employed a quantitative approach using a correlational research design to examine the relationship between digital learning media and students' learning motivation. The participants of this study were 60 students selected through purposive sampling from a secondary school. Data were collected using a questionnaire consisting of statements related to digital learning media and students' learning motivation. The collected data were analyzed using descriptive statistics and simple linear regression analysis. The findings revealed that students had positive perceptions toward the use of digital learning media in classroom learning activities. Digital learning media were considered interactive, attractive, flexible, and helpful in improving students' understanding of learning materials. The results also showed that students demonstrated higher levels of enthusiasm, participation, attention, and responsibility during learning activities involving digital media. Furthermore, the regression analysis indicated that digital learning media had a positive and significant influence on students' motivation in learning. The significance value obtained was lower than 0.05, which confirmed that the alternative hypothesis was accepted. The study concluded that digital learning media play an important role in enhancing students' learning motivation and creating engaging learning environments. Therefore, teachers are encouraged to integrate innovative digital media into classroom instruction to support effective and student-centered learning processes. Future studies are recommended to involve larger populations and additional variables to obtain more comprehensive findings regarding the impact of digital learning media in education.

## INTRODUCTION

The advancement of technology has significantly influenced various aspects of human life, including the field of education. Educational systems around the world are increasingly integrating digital technology into teaching and learning activities to improve the quality of

education and students' learning experiences (Prensky, 2001). The use of digital learning media has become an important innovation that supports interactive and student-centered learning processes. Digital learning media include educational videos, online platforms, interactive applications, multimedia presentations, and other technology-based instructional tools that facilitate learning activities in both traditional and virtual classrooms (Mayer, 2009).

In the twenty-first century, students are required to master not only academic competencies but also digital literacy skills to compete in a globalized world (Trilling & Fadel, 2009). Consequently, schools and teachers are encouraged to implement technology-based learning approaches that can enhance students' engagement and motivation. Digital learning media provide opportunities for students to access information more efficiently and participate actively in classroom activities (Selwyn, 2016). The integration of digital technology in education also enables teachers to present learning materials in more attractive and innovative ways.

Learning motivation is considered one of the essential factors affecting students' academic achievement and learning success. Motivation encourages students to participate actively in learning activities, complete assignments, and achieve educational goals (Schunk, 2012). Students with strong learning motivation tend to demonstrate higher levels of concentration, creativity, and persistence in the learning process. Conversely, students with low motivation often experience difficulties in understanding learning materials and become less enthusiastic about participating in classroom discussions (Ormrod, 2016).

The implementation of digital learning media is believed to positively influence students' motivation because technology-based instruction can create more engaging and enjoyable learning environments (Hamzah et al., 2020). Through the use of audiovisual elements, animations, and interactive features, digital learning media can reduce boredom and increase students' interest in learning activities. Students are more likely to become active learners when instructional materials are delivered through modern and interactive platforms (Gilakjani, 2017).

Moreover, digital learning media support independent and flexible learning. Students can access learning materials anytime and anywhere according to their learning needs and preferences (Kusuma & Astuti, 2019). This flexibility allows students to manage their own learning pace and improve their understanding of academic content. In addition, digital platforms often provide immediate feedback that helps students evaluate their learning progress effectively.

Several previous studies have revealed that digital learning media contribute significantly to improving students' academic motivation and participation. A study conducted by Putri and Sari (2021) found that interactive multimedia learning increased students' enthusiasm and classroom engagement. Similarly, research by Rahman (2020) showed that online learning applications positively affected students' interest and motivation in learning English. These findings indicate that technology integration can create meaningful learning experiences for students.

However, despite the advantages of digital learning media, many educational institutions still face challenges in implementing technology-based learning effectively. Limited technological infrastructure, inadequate internet access, and insufficient teacher competence in using digital tools remain major obstacles in some schools (UNESCO, 2021). These limitations can reduce the effectiveness of digital learning media and hinder students' learning experiences.

In many classrooms, traditional teaching methods continue to dominate instructional activities. Teacher-centered approaches often make students passive recipients of

information, resulting in low classroom participation and decreased learning motivation (Brown, 2007). Therefore, innovative instructional strategies are necessary to encourage active learning and improve students' enthusiasm toward educational activities.

Digital learning media can also foster collaborative learning among students. Online discussion forums, educational games, and collaborative platforms encourage students to communicate, share ideas, and solve problems together (Johnson & Johnson, 2014). Such collaborative environments can strengthen students' social interaction skills while simultaneously increasing their motivation to learn.

Furthermore, the COVID-19 pandemic accelerated the adoption of digital learning media in educational settings worldwide. During the pandemic, teachers and students relied heavily on online learning platforms to continue educational activities remotely (Dhawan, 2020). This situation demonstrated the importance of digital technology in ensuring educational continuity and highlighted the need for effective digital learning strategies.

Teachers play a crucial role in maximizing the benefits of digital learning media. Teachers are expected to select appropriate digital tools, design engaging learning activities, and provide guidance to students during technology-based instruction (Hidayat & Khotimah, 2022). Effective teacher competence in using digital media can significantly influence students' motivation and learning outcomes.

In addition, students' perceptions of digital learning media may affect their level of motivation in learning. Students who perceive digital learning as enjoyable, interactive, and useful are more likely to participate actively in learning activities (Darmawan, 2018). Positive perceptions toward technology integration can encourage students to become more independent and responsible learners.

The integration of digital learning media also aligns with the implementation of modern educational curricula that emphasize creativity, critical thinking, communication, and collaboration skills. Technology-based learning environments provide students with opportunities to develop these competencies through interactive and problem-solving activities (Partnership for 21st Century Skills, 2019). Therefore, digital learning media are considered important tools in supporting educational transformation.

Although many studies have examined the role of digital learning media in education, further research is still needed to explore its influence on students' learning motivation in different educational contexts. Each educational environment has unique characteristics, technological facilities, and student learning behaviors that may influence the effectiveness of digital learning media. Consequently, investigating this topic remains relevant and important.

Based on the explanations above, this study aims to investigate the influence of digital learning media on students' motivation in learning. The findings of this research are expected to provide valuable contributions for teachers, schools, and future researchers in understanding the importance of digital learning media in creating effective, engaging, and motivating learning environments.

## **METHOD**

This study employed a quantitative research approach using a descriptive correlational design to investigate the influence of digital learning media on students' motivation in learning. Quantitative research was selected because it allows researchers to measure variables objectively and analyze the relationship between digital learning media and students' learning motivation through statistical procedures (Creswell, 2014). The

correlational design was considered appropriate since the study focused on identifying the extent to which digital learning media affect students' motivation in educational settings.

The research was conducted at a secondary school involving students as the primary participants of the study. The population consisted of all students enrolled in the selected school during the academic year 2025/2026. To obtain representative data, the researcher applied a purposive sampling technique by selecting students who had experience using digital learning media in classroom activities. The total sample consisted of 60 students from different grade levels. This sampling technique was chosen to ensure that participants were familiar with technology-based learning processes (Sugiyono, 2019).

The main instrument used in this study was a questionnaire designed to measure students' perceptions of digital learning media and their learning motivation. The questionnaire was divided into two sections. The first section focused on students' responses toward the use of digital learning media, including aspects such as accessibility, attractiveness, interactivity, and usefulness. The second section measured students' learning motivation, including attention, participation, enthusiasm, persistence, and responsibility in learning activities. The questionnaire items were developed using a five-point Likert scale ranging from strongly disagree to strongly agree (Likert, 1932).

Before the data collection process, the questionnaire was validated by educational experts to ensure its content validity and clarity. In addition, a reliability test was conducted using Cronbach's Alpha formula to determine the consistency of the instrument. The reliability coefficient showed that the questionnaire was reliable and appropriate for research purposes because the obtained score exceeded the acceptable reliability standard of 0.70 (Arikunto, 2013).

Data collection was conducted by distributing the questionnaires directly to the students during classroom sessions. The researcher explained the purpose of the study and provided instructions on how to complete the questionnaire. Students were given sufficient time to respond to all items honestly and independently. After the questionnaires were collected, the data were organized and analyzed using statistical analysis techniques.

The collected data were analyzed using descriptive and inferential statistics. Descriptive statistics were used to describe the average scores, percentages, and distributions of students' responses regarding digital learning media and learning motivation. Meanwhile, inferential statistical analysis using simple linear regression was employed to examine the influence of digital learning media on students' motivation in learning (Fraenkel, Wallen, & Hyun, 2012). The results of the analysis were interpreted to determine whether digital learning media significantly affected students' learning motivation.

## **RESULTS AND DISCUSSION**

### **Results**

The results of this study were obtained from questionnaires distributed to 60 students who had experience using digital learning media in classroom learning activities. The data analysis focused on identifying students' perceptions of digital learning media and examining its influence on students' motivation in learning. The findings were analyzed using descriptive statistics and simple linear regression analysis.

Based on the descriptive analysis, most students showed positive responses toward the use of digital learning media in the classroom. Students agreed that digital learning media made learning activities more interesting, interactive, and easier to understand. The majority of respondents stated that videos, animations, online quizzes, and multimedia presentations helped them focus more during lessons. In addition, students reported that technology-based

learning created a more enjoyable classroom atmosphere and reduced boredom during instructional activities.

The descriptive statistical results indicated that the average score of students' perceptions toward digital learning media was categorized as high. Students particularly appreciated the accessibility and flexibility of digital learning platforms, which allowed them to access learning materials both inside and outside the classroom. Many respondents also expressed that digital learning media encouraged them to participate more actively in discussions and classroom tasks.

Regarding students' learning motivation, the findings revealed that most students demonstrated high levels of motivation in learning activities. Students showed increased enthusiasm, attention, participation, and responsibility when digital learning media were integrated into the instructional process. The data indicated that students were more willing to complete assignments, ask questions, and engage in collaborative learning activities when teachers used interactive digital tools during lessons.

Furthermore, the regression analysis demonstrated that digital learning media had a positive and significant influence on students' motivation in learning. The statistical analysis showed that the significance value was lower than 0.05, indicating that the alternative hypothesis was accepted. This result means that the use of digital learning media contributed significantly to improving students' learning motivation.

The coefficient of determination analysis also showed that digital learning media contributed substantially to students' motivation levels. Although other factors may also influence learning motivation, the findings confirmed that technology-based instructional media played an important role in encouraging students to become more active and enthusiastic learners.

The findings also revealed that students preferred learning activities that involved audiovisual materials and interactive applications compared to conventional teaching methods. Students explained that digital learning media helped them understand difficult concepts more clearly through visual explanations and interactive features. This situation positively influenced their confidence and willingness to participate in classroom learning activities.

In addition, several students stated that digital learning media supported independent learning habits. Students were able to review learning materials repeatedly through online platforms and educational applications. As a result, they became more responsible for managing their own learning activities and improving their academic performance.

Overall, the results of this study indicate that digital learning media have a significant role in enhancing students' learning motivation. The integration of technology into classroom instruction not only creates engaging learning experiences but also encourages students to participate more actively and confidently in the learning process. These findings suggest that teachers should continue to utilize innovative digital learning media to support effective and motivating educational environments.

## **Discussion**

The findings of this study demonstrate that digital learning media have a positive and significant influence on students' motivation in learning. The results indicate that students become more enthusiastic, active, and interested in classroom activities when teachers integrate digital technology into the learning process. This finding supports the theory that attractive and interactive learning environments can increase students' intrinsic and extrinsic motivation toward academic activities. The integration of digital learning media provides students with meaningful learning experiences that encourage participation and improve learning engagement.

The descriptive analysis revealed that students responded positively to the use of digital learning media because technology-based instruction made learning more enjoyable and interactive. This finding is consistent with Mayer's Cognitive Theory of Multimedia Learning, which explains that students learn more effectively when information is presented through visual and auditory elements simultaneously (Mayer, 2009). Videos, animations, and interactive presentations help students understand learning materials more clearly and reduce the monotony often found in traditional teaching methods. As a result, students become more motivated to pay attention and participate actively during classroom instruction.

Furthermore, the findings show that digital learning media improve students' classroom participation and engagement. Students reported that they felt more confident asking questions, sharing ideas, and completing assignments when digital tools were used in learning activities. This situation indicates that technology-based learning environments can encourage student-centered learning processes. The findings are in line with previous research conducted by Gilakjani (2017), which stated that digital technology enhances students' involvement and communication during learning activities.

The study also found that students preferred interactive digital learning activities compared to conventional teaching approaches. Traditional teacher-centered methods often make students passive learners who only receive information from teachers without active participation. In contrast, digital learning media create opportunities for students to explore information independently and collaborate with classmates through interactive activities. This supports the view of constructivist learning theory, which emphasizes that students actively construct knowledge through meaningful experiences and interactions (Vygotsky, 1978).

Another important finding of this study is that digital learning media support students' independent learning habits. Students were able to access learning materials anytime and anywhere using online platforms and educational applications. This flexibility allowed students to review difficult materials repeatedly according to their individual learning pace. Consequently, students became more responsible for managing their own learning processes. This finding is supported by research from Selwyn (2016), who argued that digital technology promotes autonomous learning and self-regulated learning behaviors among students.

In addition, the results indicate that audiovisual and multimedia features play an important role in increasing students' attention and curiosity. Students explained that colorful visuals, animations, and educational videos made learning materials more interesting and easier to understand. These findings support the opinion of Hamzah et al. (2020), who stated that multimedia learning can stimulate students' senses and improve their motivation to engage in academic tasks. Therefore, teachers should consider selecting appropriate digital media that match students' learning characteristics and educational objectives.

The regression analysis confirmed that digital learning media significantly influence students' learning motivation. The statistical findings indicate that the use of technology-based instructional media contributes positively to students' enthusiasm and academic participation. However, the coefficient of determination also suggests that learning motivation is influenced by other factors, such as teaching strategies, classroom environment, parental support, and individual learning preferences. Therefore, digital learning media should be combined with effective pedagogical approaches to maximize students' learning outcomes.

The findings of this study are also relevant to the current educational context in the digital era. Rapid technological development has transformed the way students access information and communicate in everyday life. Students are now more familiar with digital

devices and expect technology-oriented learning experiences in schools. Consequently, teachers are required to improve their digital competence and adapt instructional strategies to meet students' educational needs. Effective integration of digital learning media can help teachers create innovative and engaging learning environments that align with twenty-first-century educational demands.

Moreover, the COVID-19 pandemic accelerated the implementation of digital learning worldwide, highlighting the importance of technology in maintaining educational continuity. During online and blended learning periods, digital learning media became essential tools for delivering instructional content and facilitating communication between teachers and students. The findings of this study reinforce the idea that digital learning media are not only temporary solutions during emergencies but also valuable educational resources that can enhance students' learning motivation in the long term.

Despite the positive findings, this study also acknowledges several limitations. The research involved a relatively limited number of participants from one educational institution, which may affect the generalizability of the findings. In addition, the study focused primarily on students' perceptions and motivation without examining other variables such as academic achievement or teacher competence in using digital technology. Future researchers are encouraged to involve larger populations and investigate additional factors that may influence the effectiveness of digital learning media.

Overall, this study confirms that digital learning media play an important role in improving students' motivation in learning. The integration of technology-based instructional tools can create interactive, flexible, and student-centered learning environments that encourage students to participate actively in educational activities. Therefore, teachers and educational institutions should continue to develop innovative digital learning strategies to support effective and motivating learning experiences for students in modern educational settings.

## CONCLUSION

Based on the findings of this study, it can be concluded that digital learning media have a positive and significant influence on students' motivation in learning. The use of digital technology in classroom instruction creates more interactive, engaging, and enjoyable learning environments that encourage students to participate actively in educational activities. Students demonstrated higher levels of enthusiasm, attention, participation, and responsibility when digital learning media were integrated into the teaching and learning process.

The findings also indicate that digital learning media help students understand learning materials more effectively through audiovisual and interactive features. In addition, technology-based learning supports independent and flexible learning habits, allowing students to access educational materials according to their individual learning needs and preferences. As a result, students become more motivated and confident in completing academic tasks and participating in classroom discussions.

Furthermore, the statistical analysis confirmed that digital learning media significantly contribute to improving students' learning motivation. Although learning motivation is influenced by various factors, digital learning media play an important role in enhancing students' engagement and learning experiences. Therefore, teachers are encouraged to utilize innovative digital instructional media to create student-centered learning environments that align with technological developments and twenty-first-century educational demands.

Finally, this study suggests that educational institutions should provide adequate technological facilities and training programs for teachers to maximize the effectiveness of

digital learning media. Future researchers are also recommended to conduct broader studies involving larger populations and additional variables to gain deeper insights into the impact of digital learning media on students' academic development and learning outcomes.

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