



Effect Of Use Of Learning Media Digital In Improving Motivation Student Learning In Subjects Civics

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Abstract

This study aims to determine the influence of digital media in learning Pancasila and Citizenship Education to improve the learning motivation of class VIII students of SMP Methodist 7 Medan. This type of research uses quantitative descriptive research. According to Sugiono (2017: 13) that the quantitative method is research that has research in the form of numbers and analysis using statistics. Because this research is in the form of quantitative descriptive, the author only describes. The research design used in this study is a post-test. All members have an equal opportunity to be research samples. Based on the results of the study and discussion, it is concluded that there is an influence of digital media on increasing student learning motivation in PPKn subjects. This is proven by the average experimental class of 74.17 and the control class 63.17. The percentage of student completion in the experimental class showed 4.17% which is greater than the control class with a percentage of 50%. This shows that the success of learning in the experimental class is greater than the control class..

Keywords: Digital Media, Learning Motivation, Civics lessons

INTRODUCTION

The field of education has undergone significant changes as a result of advances in information and communication technology. One prominent innovation is the use of digital learning media as a tool to improve the quality of learning. Digital media not only facilitates the learning process (Rudiawan & Asmaroini, 2022) but also captures students' interest and attention.

In the context of Pancasila and Citizenship Education (PPKn), which is often considered theoretical and uninteresting, digital learning media can be an effective solution (Nugraha, 2020). Learning motivation is crucial because it is one of the main factors influencing the success of the learning process.

Education is the process of passing on knowledge, skills, and habits from one generation to the next through teaching, training, or study. In general, education is any planned effort to influence others, whether individuals, groups, or communities, to do what the educator expects (Asrifah, Solihatin, Arif, Rusmono, & Iasha, 2020).

According to "Law on the National Education System No. 20 of 2003, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society and the nation." in the journal "states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have personality, intelligence, noble morals, and skills needed by themselves, society, nation and state (Perbukuan, 2022).

The learning process is characterized by how the various elements that contribute to the learning process interact with each other. Teachers, students, media techniques, aids, and the classroom environment are all part of the learning process. To achieve learning objectives, learning itself requires contact between teachers and students and reciprocal activities within the classroom environment (Siagian, Siregar, & Saputra, 2023).

In a good learning planning process, teachers must be able to design learning that prioritizes learning objectives or skills to be mastered and teachers must also have the responsibility to provide teaching, guidance, advice, direction and training to students to develop the potential abilities that exist in students (Gawise, Jamin, & Azizah, 2022).

In "Law No. 14 of 2005 concerning teachers and lecturers, teachers and lecturers are "professional educators with the main task of educating, teaching, directing, training, assessing and evaluating students in early childhood education through formal education, basic education and secondary education."

Teachers play a crucial role in education and learning in schools. During the learning process, teachers must be able to provide engaging, creative, and innovative learning, and select appropriate learning media for the material presented to students to support the transfer of knowledge, thus enabling students to actively participate in learning (Edi, 2021).

Learning media is an integral part of the learning process, delivering material or messages from teachers to facilitate student learning. One frequently used learning medium is audiovisual media, which provides more engaging learning because it prioritizes sight and hearing, preventing students from getting bored easily (Serungke et al., 2023). Furthermore, learning media can motivate students to be more effective and active in their learning. Therefore, the use of appropriate learning media can stimulate students and increase their learning activity (Br et al., 2024).

Motivation is a mental encouragement process to move and provide behavioral or action power to someone so that they can do something that is a need and has a certain goal, while the essence of learning motivation is all the driving and driving forces both internal and external within each student to be able to carry out learning activities continuously to achieve certain goals (Trisiana, 2020).

Based on the results of a pre-survey conducted at Methodist 7 Middle School in Medan to gather data, it was found that the use of learning media is quite good. Teachers at Methodist 7 Middle School in Medan have maximized the media provided by the school

institution to facilitate the learning process, so that the learning process is not only delivered verbally, but also uses other learning media. As a result, during the learning process, students are actively asking questions, paying attention when the teacher explains, and when asked questions, students are also active in answering (Naibaho et al., 2024). Then, researchers conducted an interview with one of the PPKn teachers, "the use of learning media has been done before with audio-visual types, such as pictures, projectors, and others. This makes students more focused on paying attention to the material presented by the teacher, actively asking questions, discussing, and so on. However, it is only used a few times in meetings; the rest is only used verbally (Anggraini & Wibawa, 2019).

This is what the author highlights, regarding the importance of utilizing media in the learning process. According to the researcher, it is crucial to see whether learning media has an impact on student learning motivation. Therefore, the researcher chose the title "The Effect of Using Digital Learning Media on Increasing Student Learning Motivation in Civics at SMP Methodist 7 Medan."

RESEARCH METHODS

This type of research is an experimental research with the method used in this research is a quantitative method, namely research that collects information to test pre-existing ideas using statistical data analysis and research tools. Research methods according to Sugiono A scientific approach to collecting data for a specific purpose and intent is known as research design. The series of methodologies and study procedures chosen by a researcher is known as their research design. Study methodology and data collection strategies are part of the research design. The approach is a way to discuss and view emerging issues (Hadzami, Nurdiansih, & Sari, 2023).

The method in this study uses the Quasi Experiment method explained by Sugiono (Ana Rahmawati, 2018) which has a control group but does not pay much attention to variables outside the experiment that can influence this because, in practice, it is difficult to identify the control group.

The quasi-experimental design used by the authors is a nonequivalent control group design. Sugiyono (Danis & Pratiwi, 2024) states that in this design, the experimental and control groups are determined rather than randomly selected. Therefore, this study employed purposive sampling.

The purpose of this experiment was to determine how the use of digital learning resources affects students' learning motivation. There were two groups of subjects in this research design: the experimental class and the control class.

This research was conducted in a class of students at Methodist 7 Middle School, Medan, in the 2025/2026 academic year. To discuss a research topic, data or information must be obtained from the research target, namely the population. The researcher will collect data and information from this population. In this study, "population" refers to all components and participants within a specific area that is the subject of the research.

According to Sugiono (2021: 145), a population is a generalized area consisting of objects/subjects with certain quantities and characteristics determined by the author to be

studied and then conclusions drawn. The population in this study were seventh-grade students at Methodist 7 Middle School, Medan.

According to Sugiyono (Fitriani, 2021) a sample is a component of the number and characteristics of a population. Sample findings will be extrapolated to the entire population. There are two groups in this research sample: class VII A as the experimental class and class VII B as the control class.

Data collection techniques are the most important step in research, where the goal of the research is to obtain data. In implementing this, researchers used three data collection techniques.

RESULTS AND RESEARCH

Methodist 7 Junior High School Medan is a private junior high school located in the East Medan District, Medan City, North Sumatra. Methodist 7 Junior High School Medan was established on February 28, 2018, and has received B accreditation, with Decree No. 35. It is under the auspices of the Ministry of Education and Culture. The current principal of Methodist 7 Junior High School Medan is Bitrys Juliana Hutajulu. The operator in charge is Rosiana Sitompul.

With the presence of SMP Methodist 7 Medan, it is hoped that it can contribute to educating the nation's children in the East Medan District, Medan City.

Methodist 7 Middle School Medan is located at Jl. Madong Lubis No. 7 Medan, Medan City, North Sumatra. It covers an area of 1,092 m² and is supported by internet access, PLN electricity, and telephone facilities. The school also has an official website at <http://methodist.orgfree.com> and an email address at info@methodist7.sch.id.

Research result

This research was conducted at Methodist 7 Middle School, Medan, for the 2025/2026 academic year using digital learning media as a *quasi-experiment*. The experimental and control classes were randomly selected. Based on this research design, pretest and posttest data were obtained for both the experimental and control classes. Each data collection will be analyzed as a result of the research (Angresia, Sesmiarni, Charles, & Melani, 2022).

Description of Research Results

To determine the effect of late treatment, it is necessary to describe the research results through pretest and posttest data for both sample groups, which can be seen in the appendix.

Pretest Data

pretest results for both sample classes, the average value and standard deviation were calculated as in appendix 10 and the results can be seen in table 4.1.

Table 1. Pre-test Data for Experimental Class and Control Class

Experimental Class				Control Class			
Mark	F	X	S	Mark	F	X	S
30	1	46	6.91	30	1	45.5	7.23

35	1	35	5
40	9	40	2
		45	9
45	9	55	3
50	2		
55	8	60	1
$\sum SKOR = 1370$	$\sum F = 30$	$\sum SKOR = 1365$	$\sum SKOR = 30$

Based on Table 4, the lowest pretest score for the experimental class was 30-35 with a frequency of 2 people and the highest score was 50-55 with a frequency of 10 people. And the lowest pretest score for the control class was 30-35 with a frequency of 6 people and the highest score was 55-60 with a frequency of 4 people, for more clarity, it can be seen in the histogram at (Suharnita, Armis, & Anggraini, 2021).

2. Post-test Data of Experimental and Control Classes

The post-test results of the experimental and control classes obtained from the research results were processed using class range, number of classes, and class length. This data processing can be seen in the appendix. The post-test data is presented in Table 4.3.

Table 2. Post-test Data of Experimental Class and Control Class

Experimental Class				Control Class			
Mark	F	X	S	Mar	F	X	S
			k				
60	2			40	2		
				45	1		
65	2			50	1		
70	5			55	5		
75	1			60	3		
80	7	7	1	65	8		
		4.1	5.9	70	5		
				75	2		
85	6			80	2		
90	6					63.	11.
95	1			85	1	1	02
$\sum SKOR = 2830$	$\sum F = 30$			$\sum SKOR = 1895$	$\sum SKC = 30$		

posttest score for the experimental class was 60-65 with a frequency of 4 people and the highest score was 90-95 with a frequency of 7 people. From the posttest data, the average score was 74.1, and the lowest posttest score for the control class was 40-45 with a frequency

of 3 people and the highest score was 80-85 with a frequency of 3 people. From the posttest data, the average score was 63.1. To further clarify the results of the posttest distribution, see the attachment, and the experimental class and control class can be seen.

The sample normality test is a sample test to determine whether the sample comes from a normally distributed population or not. Through the Liliefors test, $\alpha = 0.05$ is obtained, the calculated L value and L table are obtained for the pretest and posttest data. The complete calculation results are in the appendix (Hasan, Milawati, Darodjat, Khairani, & Tahrim, 2021).

The homogeneity test of the experimental and control class data uses the similarity and variance test. The homogeneity test aims to determine whether the two samples come from a homogeneous population or not, meaning whether the sample used in this study can represent the entire existing population. With a level of $\alpha = 0.05$, H_0 is accepted if the calculated $F < F_{table}$.

Hypothesis Testing

After conducting normality and homogeneity tests, it was found that the samples from both classes were normally distributed and had homogeneous variance. Therefore, we can proceed with hypothesis testing, which in this study used the t-test. The complete calculation results can be seen in the appendix.

Pre-test Hypothesis Test (Two-tailed t-Test)

Hypothesis Testing *The pre-test* was conducted using a two-tailed t-test to determine the similarity (not significantly different) in the initial learning abilities of students in both sample classes. This two-tailed t-test is $H_0: \mu_1 = \mu_2$ and $H_a: \mu_1 \neq \mu_2$. H_0 is accepted if the calculated $t < t_{table}$ with a significance level of $\alpha = 0.05$. It is concluded that the initial learning abilities of students in the experimental and control classes are obtained as shown in table 4.8 and the complete calculation can be seen in the appendix.

Table 3. Hypothesis Testing of Pretest Data for Experimental Class and Control Class

Data	t_{count}	t_{table}	Conclusion
Experiment Pretest	-0.91		Ho accepted
Pretest Control		2,001	

Based on the table, it is known that the *pretest data* for the experimental class and the control class is $t_{count} < t_{table}$, namely $(-0.91 < 2.002)$ with a significance level of $\alpha = 0.05$. So H_0 is accepted with the conclusion that the initial abilities of students in the experimental class and the control class are the same.

Post-test Hypothesis Test (One-tailed T-test)

The posttest hypothesis test uses a one-tailed t-test with the aim of determining whether or not there is an effect of the use of digital learning media in the experimental

class. This one-tailed t-test is $H_0: \mu_1 = \mu_2$ and $H_a: \mu_1 \neq \mu_2$. H_a is accepted if the $t_{\text{calculated}} > t_{\text{table}}$ with a significance level of $\alpha=0.05$.

Based on the table for $\alpha=0.05$, the $t_{\text{calculated}} = 6.026$ and $t_{\text{table}} = 2.001$ are obtained. so that $t_{\text{count}} > t_{\text{table}}$, H_0 is rejected and H_a is accepted. So it can be concluded that there is an influence of the use of digital learning media in increasing the learning motivation of students at SMP Methodist 7 Medan.

Student observation sheet

The purpose of the student observation sheet is to observe student activities during learning using the problem-based learning model. Based on the observations made by the observer, an average value of 0.000 was obtained, and the complete calculation is in the appendix.

Simple Linear Regression Test

To determine the effect of using digital learning media in increasing students' learning motivation in the PPKn subject at SMP Methodist 7 Medan, it can be determined through a simple regression mathematical equation through $Y=a+bX$ (Alkadri & Ramadhianto, 2024).

Based on the results of the study with the average value of the observation sheet of student activities, the influence of the use of digital learning media was obtained an average of 72.66 and the average value of the experimental class posttest was obtained at 74.17, then a simple linear regression equation can be obtained, namely $Y = 50.76 + 0.37 X$, the value of 0.37 is the value of digital learning media as an independent variable that will affect student learning motivation as a dependent variable (Pane, 2024). With a positive value of the independent variable, it can be concluded that there is a significant influence between the two variables as stated in the appendix (Fh, Pratita, Ekonomi, Sriwijaya, & Selatan, 2023).

This research was conducted in class VIII of SMP Methodist 7 Medan, based on observations showing that there was an influence of increasing learning motivation of class VIII students of SMP Methodist 7 Medan in the even semester of 2025/2026 on the material of rights and obligations of increasing learning motivation of students in the experimental class with an average posttest score of 74.17 while the average posttest score of the control was 63.17 (Laily, Astutik, & Haryanto, 2022).

From the results of the proposed hypothesis testing, H_a is accepted, namely the one-sided hypothesis test obtained that $t_{\text{count}} > t_{\text{table}}$, namely $(6.026 > 2.024)$, based on the results of this study it can be concluded that learning using digital learning media with a quantitative approach can influence student learning in PPKn subjects. From the data analysis that has been carried out, the effect of increasing learning motivation of students in the experimental class.

The experimental class was treated using digital learning media, while the control class used a conventional learning model. Based on observations made by observers, the average score was 70.5, with a learning outcome of $Y = 50.76 + 0.37X$ (Permatasari & Retno, 2021).

With this equation, the linear regression direction coefficient $(b) = 0.37$ is positive, meaning there is a linear relationship between learning activities and student learning motivation, and the research has been ongoing and in accordance with the initial objective

of this research to see the influence of the use of digital learning media in increasing the learning motivation of students at Methodist 7 Middle School, Medan, it can be concluded that there is an influence of the use of digital learning media at Methodist 7 Middle School, Medan.

CONCLUSION

Based on the discussion on the influence of the use of learning media in increasing students' learning motivation in the Civics subject of students at Methodist 7 Medan Middle School, it can be concluded that:

1. The influence of Learning Media has a positive influence on students' learning motivation. The use of varied media, such as interactive multimedia, educational videos and visual aids, has been proven to increase students' interest and attention in the learning process. The *calculation value of the questionnaire* for students in the experimental class has an average value of 45.57 with a standard deviation of 6.91 and in the control class has an average value of 45.5 with a standard deviation of 7.23. Based on the results of the calculation of the two-tailed t-test hypothesis, it is obtained that $t_{\text{count}} = -0.91$ and $t_{\text{table}} = 2.002$, so $t_{\text{count}} < t_{\text{table}}$, so it can be concluded that the initial abilities of students in both classes before being given the same treatment.
2. *posttest* score of students in the experimental class had an average score of 74.17 and a standard deviation of 15.92 and in the control class had an average score of 63.17 with a standard deviation of 11.02 Based on the results of the one-tailed t-test calculation, $t_{\text{count}} = 6.026$ and $t_{\text{table}} = 2.001$ with $t_{\text{count}} > t_{\text{table}}$, then H_a was accepted and H_o was rejected, so it can be concluded that the abilities of students after being given treatment in the experimental class and the control class were different. The average value of digital learning media observations was 72.66 with simple linear regression, namely: $Y = 50.76 + 0.37X$.
3. Based on the overall data analysis, it can be concluded that there is an influence of digital learning media in increasing students' learning motivation in the PPKn subject at SMP Methodist 7 Medan.

Suggestion

Some of the suggestions put forward based on this research are: Based on the discussion and conclusions, the suggestions put forward include:

1. There is a need to increase human resources who can understand the use of digital learning media in teaching and learning activities.
2. It is necessary to understand the use of digital learning media so that the steps for using digital learning media can be implemented

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