

THE INFLUENCE OF DIGITAL LITERACY AND LEARNING MEDIA UTILIZATION ON STUDENT LEARNING MOTIVATION

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ABSTRACT

This study investigates the effect of digital literacy and learning media utilization on student learning motivation at State Junior High School 01 Tanjungbumi Bangkalan Madura. The era of globalization emphasizes the need for education that involves digital literacy and utilization of learning media to improve the quality of student learning. Learning motivation, as the key to student success, is influenced by both factors. Digital literacy affects students' access to online learning resources and plays a role in improving their learning motivation. Learning media utilization involves technology in delivering information, creating a more engaging and interactive learning experience. In this study, digital literacy and learning media utilization are identified as factors that significantly influence students' learning motivation at State Junior High School 01 Tanjungbumi Bangkalan Madura. By identifying the influence of each factor, this study provides in-depth insight into the importance of integrating digital literacy and learning media to improve students' learning motivation in the digital era. This research has implications for increasing student learning motivation.

KEYWORDS:

Digital Literacy, Learning Media, Learning Motivation

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh literasi digital dan pemanfaatan media pembelajaran terhadap motivasi belajar siswa di SMP Negeri 01 Tanjungbumi Bangkalan Madura. Era globalisasi menekankan perlunya pendidikan yang melibatkan literasi digital dan pemanfaatan media pembelajaran untuk meningkatkan kualitas pembelajaran siswa. Motivasi belajar sebagai kunci keberhasilan siswa dipengaruhi oleh kedua faktor tersebut. Literasi digital mempengaruhi akses siswa terhadap sumber belajar online dan berperan dalam meningkatkan motivasi belajarnya. Pemanfaatan media pembelajaran melibatkan teknologi dalam penyampaian informasi, sehingga menciptakan pengalaman belajar yang lebih menarik dan interaktif. Dalam penelitian ini literasi digital dan pemanfaatan media pembelajaran diidentifikasi sebagai faktor yang berpengaruh signifikan terhadap motivasi belajar siswa di SMP Negeri 01 Tanjungbumi Bangkalan Madura. Dengan mengidentifikasi pengaruh masing-masing faktor, penelitian ini memberikan wawasan mendalam tentang pentingnya mengintegrasikan literasi digital dan media pembelajaran untuk meningkatkan motivasi belajar siswa di era digital. Penelitian ini berimplikasi pada peningkatan motivasi belajar siswa.

KATA KUNCI:

Literasi Digital, Media Pembelajaran, Motivasi Belajar

INTRODUCTION

The era of globalization puts every country at the stage of intense competition in various sectors (Wonggo, 2010). Therefore, current global challenges demand education that is able to produce superior and quality human resources. Ilham (2019) states that education in this perspective is considered a process of humanizing humans. This statement reflects the hope that through the educational process, a person not only acquires knowledge and skills, but also develops his human dimensions. Schools as the main educational institution are expected to play a role in developing learning that not only focuses on intellectual intelligence, but also shapes the character of students (Suhardi, 2012). Thus, education in the era of globalization is not only a transfer of knowledge, but also the formation of humans with integrity and high competitiveness (Mufida, 2019). By creating a learning environment that pays attention to human aspects and character, schools contribute positively to the development of human resources who are not only professionally superior, but also have strong moral values in building a better future (Sudarsana, 2015).

Learning motivation can be interpreted as a psychological state that encourages individuals to perform certain behaviors that can direct and maintain perseverance in their efforts to achieve success (Huda, 2017). In the world of education, student learning motivation is reflected through a number of actions and efforts he takes to achieve his learning goals (Darmawan et al., 2021). The

role of this motivation can be seen from students' activeness in class, their level of curiosity about the material presented, as well as their focus and perseverance in understanding the material. Student activity is a strong indicator of learning motivation (Yenni & Sukmawati, 2020). Motivated students tend to be more active in participating in learning, participating in discussions, and diligently completing assignments. Children are naturally curious and seek answers to questions that come to mind. Learning motivation is reflected when children actively explore information, ask questions, and convey their ideas (Hikmah, 2020). This process is the first step in forming a healthy and sustainable learning motivation. The relevance of the material to students' needs and interests also plays an important role in creating learning motivation (Mendari, 2010). When students see the connection between the material taught and their daily lives or personal interests, they tend to be more motivated to understand and master the material. Therefore, the teacher's role in connecting the subject matter with students' needs and interests is key in building positive learning motivation (Manizar, 2015).

Digital literacy has a significant influence on student learning motivation (Wirdayani et al., 2023). Digital literacy refers to the ability to access, assess, understand and use information through digital technology (Widianti, 2021). Digital literacy skills affect students' access to a variety of quality learning resources that can enrich their learning experience. With the proliferation of information-rich online resources, students need to have digital

literacy to effectively manage and utilize them as supplementary information in online learning. The importance of digital literacy is increasingly felt in online learning, where the ability to utilize the digital environment and learning resources is key to the success of the learning process. Students who have good digital literacy can access, assess and use various sources of information effectively which can improve the quality of their learning. Technological literacy involves using various online spaces and platforms such as WhatsApp, Google Classroom and Zoom Meeting. Students need to understand and master these tools to actively participate in online learning, whether through discussions, assignment submission or virtual class sessions (Masnawati & Kurniawan, 2023). Thus, digital literacy is not only a tool to access information, but also a key to improving students' learning spirit and ultimately learning achievement (Kajin, 2018).

Learning motivation in learning can be improved through the use of learning media as an effective tool in delivering messages and information to students (Magdalena et al., 2021). Muhson (2010) argues that the use of learning media includes various forms of technology and media tools used in education. Learning media not only acts as an intermediary for communication between teachers and students, but can also play a role in uniting the teacher's perception of the material to be conveyed and students' ideas and experiences of the material presented. Learning media becomes an intermediary tool that carries messages and information with certain objectives

in the learning process. The use of this media is mainly carried out at the apperception stage, where the teacher provides an initial description or produces students' initial understanding of the material to be learned (Al Hakim et al., 2014). In this case, the selection of learning media must be adjusted to the theme that has been determined, so that it can support students' understanding and interest in learning materials. The use of learning media also has the aim of creating more active student involvement in learning. By presenting information through various media, teachers can attract students' attention and help them understand the material in a more interesting and fun way. The use of this media can provide learning experiences and motivate students to dig deeper into the material being taught. Thus, the use of learning media is not only as a communication tool, but also as a strategy to increase student learning motivation (Susanti, 2015).

Education in the digital era demands the integration of digital literacy and the use of effective learning media to motivate students in the learning process. Therefore, this study aims to determine the extent to which teachers' digital literacy and the use of learning media contribute to student learning motivation.

THEORY DESCRIPTION

Digital literacy is a person's ability to use digital technologies, including hardware (such as computers and smartphones) and software (such as apps and online platforms), in an

effective and responsible manner. It includes skills in searching for information online, evaluating the veracity and reliability of information, and the ability to communicate and collaborate through digital media.

Learning media are technologies, tools or resources used to support the learning and teaching process. This can include everything from digital textbooks, learning videos, computer simulations, online learning platforms, to learning games. Learning media is designed to improve student understanding, retention and engagement in learning.

Learning motivation is an internal or external force that drives a person to learn and achieve their educational goals. Motivation can come from a variety of sources, such as the desire to increase knowledge, achieve, meet the expectations of others, or obtain certain rewards. High motivation is often associated with better learning outcomes and greater engagement in the learning process.

The link between these three concepts is very close. Digital literacy can improve students' access to learning media, helping them explore and use various digital learning resources effectively. On the other hand, interesting and quality learning media can increase students' motivation to learn by presenting learning materials in an interesting and relevant manner. Moreover, high learning motivation can also encourage students to develop their digital literacy independently, as they want to use technology to achieve their

learning goals. So, all three support and reinforce each other in the context of modern education.

The linkages between digital literacy, learning media and learning motivation are: (1) Digital literacy enables individuals to access, explore and use different types of learning media effectively. They can easily navigate online platforms, search for relevant learning resources, and use digital tools such as learning videos, simulations, and e-books to support their learning process; (2) Well-designed learning media has the potential to increase students' interest and engagement in learning. Interactive, interesting, and relevant content can motivate students to engage more deeply in the subject matter. When students feel interested and engaged in learning, their learning motivation tends to increase; (3) Critical Thinking Skills Development, digital literacy plays an important role in helping students develop critical thinking skills towards the information they encounter online. With the ability to evaluate the veracity, reliability and relevance of the information they encounter, students can develop the ability to think critically of the various learning media content they access; (4) High learning motivation often drives students to actively use technology and learning media as tools to achieve their learning goals. They may use apps, online platforms, or other digital tools to develop their understanding of a particular subject,

collaborate with fellow students, or even create creative projects.

METHODS

This survey-based, quantitative research was designed with the main objective of identifying and measuring the impact of digital literacy and learning media use on students' learning motivation. The quantitative approach used in this research allows for the collection of statistically measurable data, thus enabling a more in-depth analysis of the relationship and influence of these variables. The survey method was chosen as the main data collection tool, so that the research can obtain a comprehensive and representative picture of students' perceptions and practices in digital literacy and the use of learning media on their learning motivation.

This study targets the population of students at SMP Negeri 01 Tanjungbumi, Bangkalan, Madura, totaling 620 students. To achieve this goal, this study will involve a sample of 108 students in Class IX. The selection of Class IX as the sample is based on the consideration that this grade level reflects a significant educational stage in the formation of learning motivation, and students at this level may have similar educational experiences and challenges. The data collection method applied is census, where questionnaires will be distributed to all students in Grade IX. This approach was chosen to ensure data representativeness and obtain a comprehensive picture of students' perceptions and practices

regarding digital literacy and the use of learning media on learning motivation. The data collection process will be carried out by distributing questionnaires to each Class IX student and giving them one day to respond. This approach is expected to allow sufficient time for students to carefully consider the questions and provide reflective answers. Furthermore, during this period, the researcher would be available to provide clarification or assistance if needed. By detailing the population, sample, and data collection procedures, this research aims to ensure the accuracy and validity of the results, so that it can make a significant contribution to understanding the factors that influence student learning motivation in the educational environment of public junior high schools. SMA 01 Tanjungbumi, Bangkalan, Madura.

The research instrument used is a questionnaire to collect data regarding students' perceptions of digital literacy and the use of learning media on learning motivation. The questionnaire will contain structured questions related to the research variables. The research variables consist of independent variables (digital literacy and the use of learning media) and dependent variables (learning motivation). The following is the explanation:

1. Digital literacy (X1) is the ability to use technology and information from digital devices effectively and efficiently in various contexts such as academic, career, and daily life (Kusumo et al., 2022). Based on Nahdi

and Jatisunda (2020), digital literacy can be divided into four indicators, namely (a) basic internet skills; (b) the ability to search and obtain information; (c) frequently used information sources, and (d) the ability to use information effectively.

2. Learning media utilization (X2) is the skill of participating effectively in online communication by intelligently managing information and collaborating with others using various digital platforms (Widianto, 2020). Adam (2015) states that there are three indicators of digital media consisting of (a) efforts to arouse new desires and interests in learning; (b) arouse motivation and interest in learning; and (c) increase understanding of lessons.
3. Student learning motivation (Y) is an internal drive that encourages a person to learn and achieve academic goals. According to Akmal et al. (2015), the indicators of this variable are (a) interest in the subject matter; (b) self-confidence; (c) active participation; (d) appreciation of learning outcomes, and (e) a sense of responsibility for the learning process.
1. Data collection was conducted by distributing questionnaires to a sample of selected students. The data collected in this study will be analyzed using statistical methods, specifically through the regression analysis process. Regression analysis is expected to provide a more in-depth and measurable understanding of the extent to

which digital literacy and the use of learning media contribute to the level of student learning motivation.

RESULTS AND DISCUSSIONS

Data distribution to 180 students of SMP Negeri 01 Tanjungbumi Bangkalan Madura in class IX and collected or responded to by 108 students as respondents showed a participation rate of 60%. This shows that most students have responded to the data provided. This high level of participation can be said to be positive because it shows student interest and involvement in the data collection process. By involving the majority of students as respondents, the results of the research or survey conducted can be considered representative and reliable.

Validity was tested on two independent variables, namely digital literacy (X.1) and the use of learning media (X2) and one dependent variable, namely student learning motivation (Y). The validity test results with SPSS output showed that none of the statements on the research items were deleted because the corrected item total correlation values were all more than 0.3.

After that, reliability testing was carried out. The digital literacy variable (X.1) showed a reliability value of 0.783, while the learning media utilization variable (X.2) reached 0.910. The reliability value of the student learning motivation variable (Y) is 0.887. All research variables have Cronbach's Alpha values that exceed 0.6. This shows that all variables are considered reliable as a measurement tool.

Table 1. Model Summary^b

Model	R		Std. Estimation Error
	R	square	
1	0,816 sebuah	.666	4.55976

The next stage involves analysis using the coefficient of determination. Based on Table 1, the R value is 0.816. Furthermore, the R Square value was recorded at 0.666. These results indicate that about 66.6% of variations in student learning motivation (Y) can be explained by digital literacy variables (X.1) and the use of learning media (X.2) at SMP Negeri 01 Tanjungbumi Bangkalan Madura. The remaining

33.4% is influenced by other factors not included in the scope of this study. The findings of this study indicate that there is a close influence between the variables studied, namely digital literacy (X.1) and the use of learning media (X.2) with student learning motivation (Y) at SMP Negeri 01 Tanjungbumi Bangkalan Madura.

Table 2. Test Results t Tes

Model	Nonstandard Coefficient		Standard Coefficient	T	Signatured
	B	Std. Error	Beta		
1 (Konstan)	9.058	2.599		3.484	.001
X1	2.112	.440	.323	4.803	.000
X2	4.404	.498	.594	8.844	.000

From the results of this study, a regression model has been successfully formed which can be represented by the mathematical equation $Y = 9.058 + 2.112X.1 + 3.404X.2$. This means that Y is the predicted value of student learning motivation, X.1 is the digital literacy variable, and X.2 is the learning media utilization variable. In more detail, the regression equation provides an understanding of how the digital literacy variable (X.1) and the use of learning media (X.2) contribute to student learning motivation (Y) at SMP Negeri 01 Tanjungbumi Bangkalan Madura. The coefficient of 9.058 shows the predicted value of student learning motivation if the two

independent variables have a value of zero. This means that if digital literacy and the use of learning media do not exist (zero value), then the predicted value of student learning motivation is in the range of 9.058. Furthermore, the regression coefficient of 2.112 for X.1 and 3.404 for X.2 contributes to changes in student learning motivation scores. Thus, each unit increase in digital literacy (X.1) is expected to increase the predicted value of student learning motivation by 2.112, as well as the use of learning media (X.2), where each unit increase will contribute 3.404 to the prediction of student learning motivation. With this regression model, the research makes an

important contribution in understanding the extent to which digital literacy and the use of learning media can affect student learning motivation, and the results can be applied to improve learning strategies and educational effectiveness at SMP Negeri 01 Tanjungbumi Bangkalan Madura.

In addition, the analysis results in Table 2 show that there is a significance level for the digital literacy variable (X.1) of 0.000. Similarly, the variable of learning media utilization (X.2) at SMP Negeri 01 Tanjungbumi Bangkalan Madura

also has a significance value of 0.000. The existence of such a small significance value indicates that digital literacy (X.1) and the use of learning media (X.2) play a significant role in shaping student learning motivation (Y) at SMP Negeri 01 Tanjungbumi Bangkalan Madura. By approaching or reaching a significance value of 0.000, it can be concluded that the relationship between digital literacy and the use of learning media with student learning motivation at SMP Negeri 01 Tanjungbumi Bangkalan Madura is proven to be partially significant.

Table 3. Test Results ANOVA ^a

Model		Sum of Squares	df	Means Square	F	Signatured
1	Regresi	4346.783	2	2173.392	104.533	.000b -
	Remaining	2183.097	105	20.791		
	Total	6529.880	107			

In Table 6, the F test results show that the calculated F value reaches 103.533 with a significance level of 0.000. With a probability value smaller than 0.05, it can be explained that this regression equation has a high significance. This analysis indicates that the digital literacy variable (X.1) and the use of learning media (X.2) combined have a significant influence on student learning motivation (Y) at SMP Negeri 01 Tanjungbumi Bangkalan Madura. These findings illustrate that factors such as digital literacy (X.1) and the use of learning media (X.2) not only have a significant effect individually, but together also make a significant contribution to the level of student learning motivation (Y) in State Junior High School. SMA 01 Tanjungbumi Bangkalan Madura. Therefore, it can be

concluded that these variables play an important role in influencing student learning motivation simultaneously.

This study in detail reveals that digital literacy has a significant influence on student learning motivation. These results are in accordance with the research of Miller (2021); Yu (2022); Wirdayani et al. (2023). Digital literacy allows students to access a wide range of sources and information, including through the internet and digital media. This skill opens the door to an unlimited world of knowledge, giving students access to a variety of learning materials that can enrich their learning experience. The ability to explore topics that are interesting and relevant to students can increase curiosity and motivation for further learning. The ability to

assess the credibility of information helps students develop a sense of responsibility for their own learning which in turn can increase their intrinsic motivation (Kurniawan et al., 2022). This is in line with the opinion of Liriwati (2023) who stated that the utilization of technology and digital literacy also facilitates more interactive and participatory learning. Students' activeness in utilizing technology as a learning tool not only improves material understanding, but also provides a positive boost to learning motivation.

This research reveals that the use of learning media has a significant role in influencing students' learning motivation. These results provide similarities with the findings of Susanti (2015); Gaol and Sitepu (2020) Tabuena and Pentang (2021). The use of learning media creates a more interesting and interactive learning experience. Students tend to be more engaged and focused when material is presented through images, videos or multimedia presentations. This engagement can trigger students' curiosity and interest levels which in turn can motivate them to learn more intensively. Furthermore, learning media can provide more real and applicable learning (Purwanti et al., 2014). By utilizing images, simulations, or videos, students can see how theoretical concepts are applied in everyday life. This not only makes learning more relevant, but also increases students' understanding of the learning material, so it can have a positive

impact on their motivation level (Saroinsong & Sinambela, 2014).

CONCLUSIONS

Based on research that explores the influence of digital literacy and learning media use on learning motivation, it can be concluded that both variables play an important role in shaping students' learning motivation. Digital literacy gives students the ability to access, evaluate and use information critically in the digital era, while the use of learning media creates a more interactive and relevant learning experience. Both together have a significant positive impact on students' learning motivation. This conclusion illustrates that digital literacy is not just a technical skill, but also a key to improving student engagement in learning. Students who have good digital literacy tend to be more motivated to learn because they can access information sources more effectively and participate in digital learning activities. The use of learning media also has a positive impact on students' learning motivation. The use of visual, audio and multimedia in the teaching process creates a more interesting and varied learning environment. Students tend to be more active and focused when the material is delivered through various media, so that in the end it can increase interest and enthusiasm for learning.

In this case, the suggestion that researchers can give is that the application of digital literacy and the use of learning media can be improved through further development and research to

identify the most effective teaching strategies in increasing student learning motivation through digital literacy and learning media. By optimizing digital literacy and the use of learning media, educators can create a dynamic and adaptive learning environment, providing a sustainable positive impact on student learning motivation in this digital era. Parents can provide consistent and positive emotional support to help build students' confidence. Parents can provide moral support when children face difficulties or failures in learning.

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