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The Effect of Digital Literacy, Gadget Use, And Availability of Technological Media in School on Junior High School Students' Learning Motivation

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Abstract: This study aimed to examine the effect of digital literacy, gadget use, and availability of technological media on students' learning motivation. This study employed stratified proportional random sampling involving 253 students of SMPN 1 Tanggunggunung Tulungagung. Data collection was conducted through a questionnaire using a Likert Scale. Data analysis utilized multiple linear regression. The results of partial hypothesis testing (t-test) indicated that digital literacy, gadget use, and availability of technological media each have a positive and significant partial effect on students' learning motivation. Simultaneously, digital literacy, gadgets use, and the availability of technological media demonstrated a significant positive effect on students' learning motivation. The contribution of the three independent variables to the dependent variable was 83.2%, while the remaining 17% was explained by other variables not explained in this study. The research results prove that students' digital literacy skills, supported by the gadget use for accessing learning resources and the availability of technological media in schools as learning resources, can increase students' learning motivation.

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Introduction

Education can be understood as a process that aims to develop an individual's personality to cultivate a mindset aligned with society's values, thereby forming a creative, independent, competent, and dignified person who is responsible for the nation's sustainable development. In Industrial Revolution 4.0 era, education in Indonesia continues to evolve in response to increasing quality demands and advancing technological sophistication. One notable aspect is the development of communication technology, which increasingly utilizes internet connections on a large scale. Increasingly advanced technology has positive and negative impacts (Ajar, 2024). Education in elementary school serves as a crucial starting point in academic learning, necessitating an appropriate implementation to ensure students can effectively absorb various forms of knowledge during the learning process. Nasution (Nasution, 2005) defines learning as an activity to optimally organize or manage the

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environment and connect it with students to facilitate the learning process. This is in accordance with the Indonesia's national education objectives which is outlined in Law No. 20 of 2003 (Habe & Ahiruddin, 2017), which emphasizes that national education strives to empower learners to become more capable and principled individuals who are able to combine spiritual devotion, moral character, intellectual ability, and civic responsibility as well as contributing to the progress and advancement of the nation. Learning motivation is the internal drive of the students that drives, sustains, and guides their educational process which also empower them to persist in their studies until they reach their academic objectives. However, the challenges in increasing students' learning motivation have become increasingly complex with the presence of digital technology developments, which have transformed the way students access and process information (M. T. Agustina & Kurniawan, 2020).

Learning motivation is a crucial aspect of the educational process, particularly in enhancing the quality of students' comprehension and learning engagement. In Social Sciences subjects, learning motivation becomes essential for students to develop a critical and analytical understanding of the social environment, history, and culture. One of the factors that affects learning success is learning motivation (Lestari et al., 2024). Motivation is an inner mechanism that triggers, guides, and sustains behavior over time (Duan et al., 2020). Motivation is generally classified into two fundamental categories, namely intrinsic and external extrinsic motivation. Intrinsic motivation relates to self-directed actions that are driven by individual's interest and curiosity, while extrinsic motivation manifest when individuals pursue activities primarily to attain external rewards or incentives, such as academic achievement, verbal recognition, or monetary compensation.

Interview results with Social Sciences teachers at SMPN 1 Tanggunggunung showed that students' learning motivation remained low. This was evidenced by minimal student participation in the learning process. Students rarely asked questions during teacher explanations and discussions. Furthermore, the assignments given by teachers were not fully completed, with only some questions being answered. Documentation data from the assignment scores showed that 45% of the students completed all the questions correctly, while the majority (55%) only partially completed the assignments. Meanwhile, the interviews results with several students revealed they lacked motivation because the Social Studies material was perceived as uninteresting and heavily focused on memorization.

However, based on observations, SMPN 1 Tanggunggunung, possessed supportive learning infrastructure, including internet access, projectors, and computers for teachers. Additionally, teachers also required students to complete assignments using various learning resources, including internet sources accessed through gadgets. This situation indicated that the use of school infrastructure and student-owned gadgets has not been used optimally for learning.

The current era of rapid technological advancements drives efforts to utilize technology to support the learning process (Lestari et al., 2024). Digital literacy (Gotama & Rindrayani, 2022) is increasingly necessary as a primary program for providing education and advocacy to internet users, especially social network users. Interaction in the current era requires digital literacy, which holds equal importance to understanding other disciplines. Digital literacy includes more than merely the ability to operate technological equipment but also the capacity

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to discover, comprehend, and utilize digital information judiciously. This represents a significant step in developing relevant learning experiences (Novanti & Rindrayani, 2024). According to Mulyati (2023), while information accessibility has increased, it must be balanced with specific skills and competencies to select the necessary information. Previous studies by Mulyati (Mulyati, 2023) and Lestari et al. (Lestari et al., 2024) demonstrate a significant positive effect of digital literacy on learning motivation. Lestari et al. (Lestari et al., 2024) assert that individuals with good digital literacy can effectively and efficiently locate, assess, generate, and share information using digital technology. It also facilitates their rapid and efficient exploration of relevant digital resources, and these benefits can significantly increase motivation.

The gadget used in the learning process significantly affects students' learning motivation. Technological developments impact students' motivation and cognitive processes, with gadgets being one of the most prevalent technologies. Gadgets have various interesting and interactive features as well as flexible applications that generate interest across all groups (Fajrin et al., 2023). In the context of this study, Gadget use refers to the frequency and types of activities carried out using electronic gadget devices, such as smartphones, tablets, and laptops. These activities include but are not limited to accessing the internet, communicating via text messages or messaging applications, accessing social media, watching online videos, playing games, reading books or digital articles, and using productivity applications such as email or calendars (Gotama & Rindrayani, 2022). Students' gadget usage presents both negative and positive impacts. Negative impacts occur if students become disengaged from learning and gadget-based entertainment. Meanwhile, the positive impact includes enhanced student knowledge, which leads to increased learning motivation (Fenia & Busyairi, 2019). Studies conducted by Agustina and Priabodo (2021), Ardyansyah (Ardyansyah, 2019), and Hariani (Hariani, 2022) demonstrate that gadget use has a significant positive effect on learning motivation. This supports Ardyansyah's (Ardyansyah, 2019) assertation that gadget usage facilitates students' learning activities, such as accessing learning resources for assignments, while also serving as a communication tool with peers and others.

The availability of technological media in schools also has an important role in increasing student learning motivation. Research by Aysu (2020) shows that the use of digital media for example interactive videos, educational games, and virtual simulations increases students' attention and interest in learning, directly impacting the students' intrinsic motivation. Other research by Muhasim (2017) indicates that digital technology has become increasingly essential and triggered student motivation, enabling them to develop learning and innovation skills. Digital technology proficiency facilitates faster information acquisition and improves life skills as professional capital, while educators can easily develop learning materials. Furthermore, research by Zhong et al., (2022) also found that the availability of adequate technology in schools can increase students' intrinsic motivation. Students feel more confident and eager to learn when they have access to relevant technology devices that support their educational needs.

In Social Studies learning, the integration of digital literacy, gadget use, and the availability of technological media in schools forms a learning framework that has the potential to affect on students' learning motivation. Strong digital literacy allows students to be more

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critical in analyzing Social Studies content, while gadgets can facilitate interaction and quick access to information. Additionally, the availability of technological media supports a richer learning process with visual and interactive media. Based on these observations, there are factors such as the effect of digital literacy, gadgets use, and the availability of technological media in schools that have limited effect on Social Studies subjects' learning motivation among the students at SMPN I Tanggunggunung. This initial conclusion remains assumptive as it is supported solely by the results of observational findings and researcher monitoring. Conversely, other research provides a different perspective on the effect of digital literacy, gadget use, and the availability of technological media in schools on motivation to learn Social Studies Subjects. Given these issues, this study aims to examine the effect of digital literacy, gadgets use, and availability of technological media in schools on students' learning motivation in Social Studies subjects.

Research Method

This research employed a quantitative research method, a research method based on a positivist paradigm, which focuses on objective measurement and analysis of numerical data or data that can be measured quantitatively (Creswell, 2012). In this research, a causal associative research approach was used to examine the effect of digital literacy, gadgets use, and availability of technological media on students' learning motivation.

The research examines several key variables. Digital Literacy (X_1) refers to students' capacity to comprehend, assess, and utilize information acquired from digital media for learning purposes, with key indicators including internet research, hypertext navigation, content assessment, and knowledge integration. Gadget Use (X_2) refers to the use of gadgets for learning activities measured through duration of use, frequency of use, impact assessment, and utilization of gadget functions and applications. Availability of Technological Media (X_3) is defined as the availability of tools or materials that utilize technology for delivering lesson material, with indicators encompassing efforts to improve abilities and utilize technology-based learning media, internet-based learning, learning flexibility, and facilitation of children's understanding and retention of material. Student Learning Motivation (Y) comprises internal and external drives that encourage individuals to achieve certain learning goals, measured through indicators of persistence, resilience, enjoyment of independent work, ability to maintain opinions, and problem-solving capability.

The population used in this research was 685 students from SMPN 1 Tanggunggunung Tulungagung, with sampling conducted through a stratified proportional random sampling technique to obtain a sample of 253 students. Data collection was conducted through questionnaires. The classic assumption test, multiple linear regression analysis, hypothesis testing, and coefficient of determination were used in this study to investigate the effects.

Result and Discussion

Validity and reliability tests of the instruments were conducted confirm that all questionnaire items were valid and reliable. A classical assumption test for multiple linear regression was then conducted, including tests of normality, linearity, multicollinearity, and heteroscedasticity. Data analysis results indicated that the residual data were normally

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distributed, satisfying the normality assumption. The linearity test confirmed that the data met the linearity assumption. The multicollinearity test showed that there was no multicollinearity among independent variables in the regression model. Additionally, the heteroscedasticity test proved the absence of heteroscedasticity in the regression model.

Partial hypothesis testing in this study included:
Ho1: There is no effect of digital literacy on student learning motivation
Ho2: There is no effect of gadget use on student learning motivation
Ho3: There is no effect of the availability of technological media on student learning motivation

According to the partial t-test criteria, if t-calculated exceeds t-table at a 0.05 significance level, Ho is rejected, indicating a significant relationship between variables. Conversely, if t-calculated is lower, Ho is accepted, indicating no significant effect. At a 0.05 significance level, with df = n – k – 1 = 253 – 3 – 1 = 249 (where n is the sample size and k is the number of independent variables), the critical t-table value is 1.651. Table 1 presents the partial regression analysis conducted with SPSS 26.0 for Windows.

Table 1. T-Test (Partial)

Coefficients[a]						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	T	Sig.
1	(Constant)	2.634	3.024		.871	.385
	Digital Literacy	.842	.079	.425	10.613	.000
	Gadget Use	.577	.079	.300	7.295	.000
	Availability of Technological Media	.619	.083	.292	7.482	.000

a. Dependent Variable: Learning Motivation

Table 1 shows that digital literacy variable has a t-value of 10.613, exceeding the t-table value of 1.651 with significance 0.00, leading to Ho1 rejection and Ha1 acceptance, comfirming its significant effect on student's learning motivation. Similarly, the gadget use variable (X_2) has a t-value of 7.295, surpassing the t-table value of 1.651 with a significance of 0.000, indicating a significant effect on students' learning motivation. The availability of technological media also shows a t-value of 0.292, greater than the t-table of 1.651, resulting in Ho3 rejection and Ha3 acceptance, confirming its significant effect. The contribution of each independent variable to the dependent variable is reflectef in the regression coefficient (B). Based on Table 1, the effect of the digital literacy variable on learning motivation is 84.2%, the gadget use on students' learning motivation is 57.7%, and the availability of technological media on students' learning motivation is 61.9%. The dominant independent variable in contributing to students' learning motivation is the digital literacy variable.

Statistical analysis demonstrates a significant positive effect of digital literacy on students' learning motivation, as evidenced by the obtained t value of 10.613, which exceeds the critical t-table of 1.651 at the 0.05 a significance level. This can be interpreted that the students of SMP

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Negeri 1 Tanggunggunung have proficient digital literacy, encompassing their ability to access, search, select, use information, and convey information effectively as educational resource. Digital literacy also appears to enhance their academic motivation through the successful of learning objectives and assignments. As a learning resource to carry out their learning assignments so that they can increase learning motivation.

Statistical analysis reveals a significant positive effect of gadget use on students' learning motivation, as demonstrated by the calculated t-value of 7.295, which surpasses the critical t-table of 1.651 at a significance level of 0.05. These findings indicate that the students of SMP Negeri 1 Tanggunggunung demonstrate effective technological proficiency which enable them to utilize gadgets as educational tools to access academic resources and facilitate their learning process. Gadget use appears to streamline their education activities and assignment completion while enhancing their academic motivation.

Statistical analysis indicates is a significant positive effect of the availability of technological media on students' learning motivation. It is proven that the obtained t-value of 7.482, which exceeds the critical t-table of 1.651 at a significance level of 0.05. This can be interpreted that the availability of technological media at SMP Negeri 1. Tanggungunung is sufficient and supports the implementation of student learning activities. The availability of a stable internet that makes it easier to access information sources can increase learning motivation.

Joint hypothesis test in this study:

Ho4: there is no joint effect of digital literacy (X_1), gadget use (X_2), and availability of technological media (X_3) on student learning motivation.

To determine whether the independent variables collectively affect the dependent variable, therefore an F-test was conducted. According to the decision rule, if the calculated F-value exceeds the F-table value at a 0.05 significance level, H_0 is rejected, and H_1 is accepted, confirming a significant collective effect of the independent variables on the dependent variable. The F-table value is calculated as (k; n-k), where k is the number of independent variables (X), and n is the total respondents. With k = 3 and n = 253, the degrees of freedom are (3; 250), yielding an F-table value of 2.640.

Table 2. F-Test (Simultaneous)

ANOVA[a]						
1	Regression	52627.390	3	17542.463	417.543	.000[b]
	Residual	10461.377	249	42.014		
	Total	63088.767	252			

a. Dependent Variable: Learning Motivation

b. Predictors: (Constant), Availability of Technological Media, Digital Literacy, Gadget Use

Table 2 shows that the calculated F-value (417.543) exceeds the F-table value (2.640) at a 0.05 significance, leading to Ho4 rejection and Ha acceptance. This confirms a significant effect of digital literacy (X_1), gadget use (X_2), and availability of technological media (X_3) on students' learning motivation. The coefficient of determination (R^2) , shown in Table 3, assesses the joined effect of the independent variables on the dependent variable.

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The results of simultaneous data analysis show that there is a simultaneous positive effect of digital literacy, gadget use, and the availability of technological media on students' learning motivation. It is proven that there is a large F-value of 417.543, which substantially exceeds the critical F-table 2.640 at a significance level of 0.05. The findings indicate that digital literacy, gadget use for positive activities supported by the availability of adequate technological media can increase students' learning motivation.

Table 3. Coefficient of Determination (R^2) Values

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.913[a]	.834	.832	6.482

a. Predictors: (Constant), Availability of Technological Media, Digital Literacy, Gadget Use
b. Dependent Variable: Learning Motivation

Table 3 reveals an Adjusted R^2 of 0.832 (83.2%), indicating that digital literacy (X_1), gadget use (X_2), and availability of technological media (X_3) collectively contribute 83.2% to students' learning motivation (Y), while the remaining 16.8% is affected by other factors beyond the scope of this study.

Digital Literacy on Learning Motivation

The data analysis results prove that digital literacy has a significant positive effect on students' learning motivation. A positive effect implies higher digital literacy levels correspond to higher learning motivation. On the other hand, lower digital literacy levels are associated with lower learning motivation. The results of this research support the theory proposed by Paul Gilster, as cited in Utami (2020), in his book entitled Digital Literacy, which defines digital literacy as the ability to understand and use information in various forms from a very wide of sources, which are accessed via digital devices. Additionally, these findings support Lestari (2020), who found that strong digital literacy skills and high reading interest, reflected in learning enthusiasm, enhance student engagement and motivation. The enhancement of digital literacy has a significant positive effect on students' learning motivation. These results align with Mulyati (2023) and Lestari et al. (2024), who also found a significant positive relationship between digital literacy and learning motivation. Lestari et al. (2024) found that individuals with strong digital literacy can effectively access, assess, produce, and share information using digital technology. It helps them to explore digital resources related to learning easily and quickly, and this benefit can significantly increase motivation.

This research confirms that digital literacy plays an important role in shaping students' learning motivation, particularly at SMPN 1 Tanggunggunung. Digital literacy has a positive impact and can increase learning motivation when students develop the necessary skills to access, search for, and utilize digital information as learning resources, whether for completing assignments or independent and group study However, it is important to ensure that students are also taught to use technology wisely and productively.

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Gadget Use on Learning Motivation

The analysis results prove that gadget use has a positive effect on learning motivation. This positive effect indicates that when gadgets are effectively utilized for learning, students' learning motivation increases correspondingly; conversely, improper gadget use correlates with dismished learning motivation. These findings align with Ardyansyah's (2019) report, which shows that gadget use facilitates students to access educational resources to complete assignments and carry out learning activities while simultaneously functioning as communication tools with peers and others. Fauzi (2018) defines gadgets as technological devices that are currently developing rapidly and have special functions, including smartphones and tablets, which can be used as learning resources. Furthermore, this research supports the findings of Budiharto and Kinanatul (2020) that gadgets have now become interesting objects, especially with touch screen technology and various interesting applications, particularly for children. The research corroborates findings by Agustina and Priambodo (2021), which demonstrates that gadget use has a positive effect on the learning motivation among fifth-grade students at SD Kandangan III, especially in learning the subject of Physical Education, Sports, and Health (PJOK). Similar studies conducted by Agustina and Priambodo (2021), Ardyansyah (2019), and Hariani (2022) substantiate that gadget use has a significant positive effect on students' learning motivation.

This study confirms that the gadget use in schools has substantial potential to increase learning effectiveness when appropriately utilized. However, supervision, education, and clear policies are essential to mitigate potential negative impacts. Through a judicious approach, gadgets can serve as powerful tools in supporting education in the digital era. While devices such as smartphones, tablets, or laptops offer considerable benefits, they also present notable challenges. Technology must be integrated into the curriculum to ensure its relevance to learning objectives. Teachers can utilize applications such as Microsoft Teams, Canva, or Edmodo to ensure productive gadget utilization. Time restrictions on gadget use during lessons should be implemented to maintain students' focus on learning activities.

Availability of Technological Media on Learning Motivation

The data analysis demonstrates a positive effect of the availability of technological media on students' learning motivation. It indicates that when the availability of technological media is adequate, students' learning motivation increases correspondingly; conversely, insufficient technological media correlates with decreased learning motivation. Technology facilitates more efficient, interactive, and flexible learning. To maximize these benefits, it is necessary to integrate technological media into the curriculum accompanied by judicious usage guidance from educators and parents. Technological media provides interactive learning experiences through animated videos, simulations, and educational games. Furthermore, technology allows teachers to provide immediate feedback on student work so students can immediately know their progress.

This study supports Zabir's (2018) theory that technology is crucial in educating students with special needs. Well-designed technology enhance effective teaching of all students and help them reach their full potential, regardless of ability. These findings align with previous research conducted by Mulyosari and Khosiyono (2023), which indicates that the use of technology-based learning media in learning can significantly impact student learning

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motivation. Additionally, these findings support research by Zhong et al. (2022), which also found that the availability of adequate technology in schools can increase students' intrinsic motivation. Students exhibit increased confidence and learning enthusiasm when they have access to relevant technology tools that support their needs.

The research results indicate that while the availability of technological media significantly affects students' learning motivation, its effectiveness depends on how teachers and educational institutions strategically and wisely utilize the technologies to support the learning process. Technological media makes the learning process more engaging and enjoyable through learning videos, educational games, or interactive applications. Students tend to be more motivated when the material is delivered through visual and interactive media.

Conclusion

Statistical analysis demonstrates a significant positive effect of digital literacy on students' learning motivation, as evidenced by the obtained t value of 10.613, which exceeds the critical t-table of 1.651 at the 0.05 a significance level. This can be interpreted that the students of SMP Negeri 1 Tanggunggunung have proficient digital literacy, encompassing their ability to access, search, select, use information, and convey information effectively as educational resource. Digital literacy also appears to enhance their academic motivation through the successful of learning objectives and assignments. as a learning resource to carry out their learning assignments so that they can increase learning motivation.

Statistical analysis reveals a significant positive effect of gadget use on students' learning motivation, as demonstrated by the calculated t-value of 7.295, which surpasses the critical t-table of 1.651 at a significance level of 0.05. These findings indicate that the students of SMP Negeri 1 Tanggunggunung demonstrate effective technological proficiency which enable them to utilize gadgets as educational tools to access academic resources and facilitate their learning process. Gadget use appears to streamline their education activities and assignment completion while enhancing their academic motivation.

Statistical analysis indicates is a significant positive effect of the availability of technological media on students' learning motivation. It is proven that the obtained t-value of 7.482, which exceeds the critical t-table of 1.651 at a significance level of 0.05. This can be interpreted that the availability of technological media at SMP Negeri 1 Tanggungunung is sufficient and supports the implementation of student learning activities. The availability of a stable internet that makes it easier to access information sources can increase learning motivation.

The results of simultaneous data analysis show that there is a simultaneous positive effect of digital literacy, gadget use, and the availability of technological media on students' learning motivation. It is proven that there is a large F-value of 417.543, which substantially exceeds the critical F-table 2.640 at a significance level of 0.05. The findings indicate that digital literacy, gadget use for positive activities supported by the availability of adequate technological media can increase students' learning motivation.

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Recommendation

In the 21st century, digital literacy is essential for students to efficiently access, evaluate, and responsibly use information to accomplish assignments and educational tasks. In addition, students can also use digital devices such as gadgets, laptops, and computers, along with stable internet access, to search for learning resources and complete assignments. However, the optimal implementation of digital literacy and gadget use in school depends on the availability of conducive and supportive technological media.

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