



## The Role of Learning Motivation in Mediating Student Learning Outcomes

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Article Info	Abstract
<p>Article History : Received January 2024 Accepted March 2024 Published June 2024</p> <p><i>Keywords:</i> Digital literacy, technology equipment, learning outcomes and learning motivation.</p>	<p>Learning outcomes are successes achieved by students in the learning process which are manifested in the form of numbers. The purpose of this study is to analyze the direct and indirect influence of digital literacy, technological equipment on learning outcomes through learning motivation. Quantitative research using questionnaires as a data collection instrument. The population was 178 students majoring in MPLB at SMK N Business Management in Semarang City. The sample size was 123 students using <i>the Slovin</i> formula. The sampling technique uses <i>Proportional Random Sampling</i>. Data analysis techniques use descriptive statistical analysis, path analysis, and sobel tests. The results show digital literacy, technological equipment, learning motivation directly affect learning outcomes. Digital literacy does not have a direct effect on learning motivation, technology equipment has a direct effect on learning motivation. Digital literacy does not indirectly affect learning outcomes through learning motivation, technological equipment indirectly affects learning outcomes through learning motivation. The conclusion is the role of learning motivation in educating digital literacy and technological equipment is <i>partial mediation</i>. The advice in this study is for students to be able to motivate themselves in improving digital literacy in facing an independent learning curriculum to improve learning outcomes.</p>

## INTRODUCTION

Education has an important role in creating quality human resources to become the next generation of the nation who are able to face existing problems that continuously change the times. The creation of a quality next generation must be balanced with high-quality education. With frequent curriculum changes made by the government, it demands to provide quality teacher resources (Wijaya & Bukhori, 2017).

The purpose of education is to form a whole person, fear God Almighty, know, have noble character, and be responsible for the nation. Education also aims to develop the potential of learners to achieve the desired goals. Education can be a motivation for students to compete to be better in all aspects of life (Anggraini et al., 2021).

Education is basically a conscious effort to prepare students through guidance, teaching, or training activities for their roles in the future in order to meet increasingly diverse needs (Higuita & Harnanik, 2017). Sudarsana explained that education has a very important role in the life of the nation and state, namely in an effort to create quality human resources. The development of education that begins with curriculum changes requires students to be more active and able to improve maximum learning outcomes (Rahayuningsih & Martono, 2020). If the learning process has been completed well and in accordance with the rules, then the learning results will also be good. The achievement or success of one's learning goals can be seen from the learning achievements of students (Wijaya & Bukhori, 2017).

The current 21st century learning that prioritizes information and technology is very different from conventional learning which is text book and only uses the lecture method in delivering material. Mastery of the material is one of the important things for students in the 21st century. For this reason, it is necessary to create effective and innovative learning conditions where interaction between teachers and students occurs so as to create active and pleasant learning environment situations and conditions (Setyaningsih et al, 2020).

SMK is a vocational school that prepares students to be ready to work. Teachers must equip students with good skills in accordance with their expertise competencies so that they are ready to involve themselves in the world of work after graduation (Wirawan et al., 2017). Lolo, et.al (2014) mentioned that the purpose of vocational education is to prepare students to work in certain fields.

The purpose of vocational education is to prepare students for work in a particular field. Meanwhile, according to Datadiwa & Joko (2015), the purpose of vocational schools is to produce graduates who are ready to work and can develop professional attitudes.

But until now Vocational High Schools have not been able to achieve this goal, basically the learning system that uses an independent curriculum requires students and teachers to be more active and innovative to be able to obtain graduates who are able to compete in the world of work. Each class still has students whose daily test scores have not been completed both in students at SMK Negeri 2 Semarang & SMK Negeri 9 Semarang. From these data, several efforts must be made to improve student learning outcomes, one of which is the use of learning media that can make students active in class in learning that can motivate students to improve learning outcomes. In line with the opinion of Muhsin & Rozi, (2019) Sometimes the ability of these students is high, medium, or low. The ability of students to absorb subject matter is known as learning outcomes. Nurwidayanti & Mukminan (2018) who suggest that among many aspects that affect student learning outcomes, there is one aspect that can influence learning outcomes very prominently, namely the use in learning such as interesting learning media.

MPLB or Business Services Office Management majors that apply an independent learning curriculum. Where in basic learning MPLB functions to equip students with a set of knowledge, skills, attitudes and *passions* in order to have a strong foundation in studying subjects at the concentration of expertise in classes XI and XII. In addition, the basic subjects of MPLB serve to foster professional development in students

towards office management expertise programs and business services, through an understanding of business processes in the world of work, technological developments and current issues in the industry, regarding various professions, work occupation and business opportunities, managing digital-based letters and documents, using office technology equipment and applications, manage information systems, communicate and provide business and logistics services according to standards determined in the MPLB field.

Various kinds of learning elements that must be taken by students to achieve maximum learning outcomes such as digital-based documents and office technology equipment and applications require students to be more active, by having the ability to manage and use the elements of technology needed to help the learning process.

Digital literacy is an important thing needed to be able to participate in the development of the modern world. Nowadays digital literacy is as important as reading, writing, studying and studying other sciences. With technology, access and delivery are easier and can be visualized, including in the field of education (Satriani et al, 2022). Hague & Payton explained that digital literacy consists of skills, knowledge, understanding that enable the creation of critical, creative, smart and safe practices with digital technology for Tarumasely students and teachers (2022). So it is necessary for students to have digital literacy competencies to support the skills they will have in the future.

Research by Lukitasari et al. (2022) shows that digital literacy is effectively used to measure and predict learning outcomes. In addition, research from Pala and Başbüyük (2021) found that digital literacy predicts the predictive influence of these variables on academic achievement. In contrast to the research of Effendi et al, (2019) and Manubey et al (2022) obtained results that there is no significant digital literacy for learning outcomes.

One of the media that can be used in learning in this era of globalization is information technology. Along with the development of the times, information technology is increasingly advanced and almost everyone has used

information technology devices including students (Desmaniar et al., 2020). According to Hakim & Pitoyo (2022) To become learners, students must be able to criticize the information they obtain. However, this ability can not simply develop, but requires practice and habituation. Learning Media is one of the learning resources. Types of media vary from simple ones such as card media, to modern ones such as computers, internet, OHP, LCD, TV, VCD and others. With the fulfillment of the needs of technology-based learning media, it can make it easier for students to learn in order to achieve satisfactory learning outcomes.

Previous research on the influence of technology media on learning outcomes, (Elmabaredy et al., 2020) and Wahono et al., (2020) explained that technology is applied effectively in improving student learning outcomes. In contrast to Anita & Wahyudin (2018) in research shows that the use of information technology does not have a positive effect on academic achievement.

Motivation is a change in oneself in doing something that encourages the brain's work system which is characterized by feelings that will bring energy to a person (Anwar & Albert, 2022). Motivation is very necessary learning without motivation, it is impossible for someone to complete learning activities. Students will enjoy the lesson because the teacher conveys the topic, so students easily understand what the teacher wants to convey (Prananda & Hadiyanto, 2019). As research by Maulani et al (2022) revealed that there is an influence of motivation on English learning outcomes.

Based on several previous studies, there is a gap where the study shows positive and significant results between the independent variable and the dependent variable and the research results are not positive and significant. Therefore, this study uses variables, namely digital literacy, technological equipment as an independent variable plus learning motivation variables as intervening variables aimed at testing the influence of digital literacy and technological equipment on the learning outcomes of SMK Negeri Business Management Se Semarang City students through learning motivation.

## RESEARCH METHODS

Quantitative research is carried out by hypothesis testing design. Data retrieval instrument using questionnaire. The population is 178 students of SMK N majoring in MPLB in Semarang City. Sample measurements with the Slovin formula obtained 123 samples. *Proportional Random Sampling* as a sampling technique.

Learning Outcomes (Y) refers to indicators according to Rifa'i & Anni (2009: 85); Hidayat (2014) includes: (1) Cognitive domain, (2) Affective domain, (3) Psychomotor domain. Digital literacy (X1) refers to indicators according to Paul Gilster in Nasrullah (2017); Nurrizqi and Rhoni (2022) are: (1) Internet search, (2) Guide hypertext direction, (3) Evaluation of information content, (4) Compilation of knowledge. Technology equipment (X2) refers to indicators according to Pratiwi & Meilani (2014), namely: (1) The relevance between the learning media used and learning media materials for teachers and students, (2) The ability of teachers to use learning media, (3) Ease of use of learning media for teachers and students, (4) Availability of learning media used during classroom learning, (5) The usefulness of using learning media felt by students so that it can improve learning process. Learning motivation (Z) refers to indicators according to Nasrah & A. Muafiah (2020), namely: (1) Diligent in facing tasks, (2) Tenacious in facing difficulties, (3) Showing interest; (4) Deep in material, (5) Desire to achieve high, (6) Happy to solve problems, (7) Maintain opinions.

Data collection method through questionnaires and student learning outcomes. Descriptive statistical analysis, path analysis, and tests sobel as a method of data analysis. Before further research was carried out, classical assumption tests were carried out which included normality tests, linearity tests, multicollinearity tests and heteroscedasticity tests.

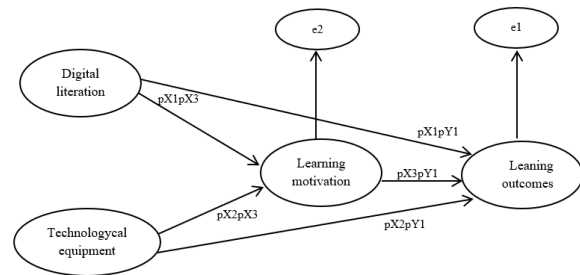


Figure 1 Research Model.

## RESULTS AND DISCUSSION

Data generated from respondents were analyzed using descriptive statistical analysis to perform path analysis. The variables analyzed with descriptive statistics are digital literacy, technological equipment and with intervening variables of learning motivation in students majoring in MPLB at SMK N Business Management in Semarang City. The results of the descriptive statistical analysis are as follows:

The results of the descriptive statistical test of digital literacy variables are classified as quite good, technology equipment variables are classified as very good and learning motivation is classified as good.

Before testing the hypothesis, a classical assumption test that includes homoskedasticity, normality, and multicollinearity is performed. The results of the classical assumption test show that the regression model of the regression model is normally distributed, multicollinearity does not occur, heteroscedasticity does not occur and there is a linear relationship of dependent variables with independent variables. Pathway analysis was conducted to determine whether there was a direct and indirect influence of digital literacy and technological equipment through learning motivation on student learning outcomes.

Regression equation 1 tests the direct influence of digital literacy, technological equipment and learning motivation on learning outcomes.

$$HB = 88,785 + 0,176LK + 0,141PT + 0,098MB + 0,942$$

Regression equation 2 tests the influence of digital literacy and technological equipment on learning outcomes through learning motivation, the following equation is obtained:

$$MB = 31,585 - 0,060LD + 0,506PT + 0,932$$

Of the two regression equations, the path analysis model is as follows:

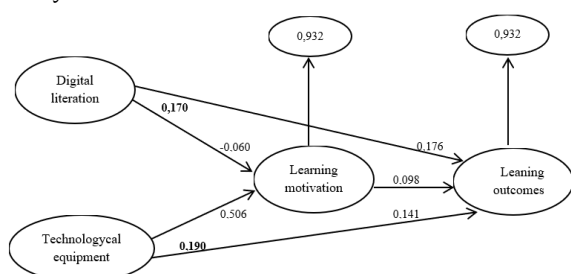


Figure 2 Path Analysis Model

### The effect of digital literacy on student learning outcomes

The results of statistical tests using SPSS Statistic 22 show that the regression coefficient value in the digital literacy variable (X1) is marked 0.176 which means that every 1% increase in digital literacy will result in learning outcomes falling by 0.176. Regarding the regression coefficient in digital literacy variables, the magnitude of the regression coefficient on learning outcomes was obtained as  $(0.205) (0.205) = 0.042$  or 4.2% and this coefficient was marked positive. While digital literacy obtained t count of 2.355 and has a significance value of  $0.020 < 0.05$ . This means that digital literacy has a positive and significant effect on learning outcomes so that it is **accepted**. The higher the digital literacy possessed by students thus, it will be able to improve learning outcomes.

Digital literacy involves the ability to implement successful and needed digital actions in everyday life including work, learning, and casual situations (Wulandari et al, 2022). Meanwhile, according to Hague, digital literacy refers to the skills, knowledge and understanding to use new technology and media to create and various meanings (Harjono, 2018). So with the ability of students to apply digital literacy in learning activities, there will also be high opportunities to improve their learning outcomes. This study

corroborates previous research, such as research from Latip et al., (2022) the results of his research that students' digital literacy levels have a significant effect on student learning outcomes.

### The effect of technological equipment on student learning outcomes

The value of the regression coefficient in the technology equipment variable (X2) is marked 0.141 which means that every 1% increase in technology equipment will result in learning outcomes falling by 0.141. Regression coefficient in technology equipment variables obtained the magnitude of the regression coefficient on learning outcomes of  $(0.255) (0.255) = 0.065$  or 6.5% and this coefficient is marked positive. While the technology equipment obtained a tcount of 2.727 and has a significance value of  $0.007 < 0.05$ . This means that technological equipment has a positive and significant effect on learning outcomes so that it is **accepted**. The higher the ability to use technological equipment, the higher the student will be in getting good learning results.

Hamalik (1986) suggests that the use of teaching media in the teaching and learning process can generate new desires and interests, generate motivation and stimulation of learning activities, and even bring psychological influences on students (Saerojo, 2014). This research is in line with the results of previous studies where Berns et al, (2016) results show that hybrid game-based applications increase significantly to improve learning outcomes.

### The influence of learning motivation on student learning outcomes

The value of the regression coefficient on the learning motivation variable (X3) is marked 0.098 which means that every 1% increase in learning motivation will result in learning outcomes falling by 0.098. Regarding the regression coefficient on the learning motivation variable, the magnitude of the regression coefficient on learning outcomes is obtained by  $(0.245) (0.245) = 0.060$  or 6% and this coefficient is marked positive. While learning motivation obtained t count of 2.647 and has a significance value of  $0.009 < 0.05$ . This means that learning motivation has a positive and significant

effect on learning outcomes so that it **is accepted**. The higher the motivation of students who thus, will be able to improve learning outcomes.

Theories according to Biggs and Tefler reveal students' learning motivation can be weak. Weak motivation or lack of learning motivation will weaken activities, so that the quality of learning achievement will be low (Dimiyati and Mudjiono, 2006; Safitri & Cut, 2016). Nasution (1986) motivation is a state of mind that encourages a person to do something (Supit et al, 2022). In line with the opinion of Mamin et al, (2015) where learning motivation is very important in learning activities because students who have strong motivation tend to make various efforts to be able to master the field they are studying. This research is in line with the results of previous research by Anwar & Alberth (2022), the results of which show that there is Belaja Motivation affecting learning outcomes.

#### **The influence of digital literacy on student learning motivation**

The coefficient regression value in the digital literacy variable (X1) is marked 0.060 which means that every 1% increase in digital literacy will result in learning motivation decreasing by -0.060. Regarding the regression coefficient in the digital literacy variable, the magnitude of the regression coefficient on learning motivation is (-0.028)  $(-0.028) = 0.000$  or 0% and this coefficient is marked negative. While digital literacy obtained t count of -0.325 and has a significance value of  $0.746 > 0.05$ . This means that digital literacy has no effect and is significant on learning motivation so it **is rejected**.

The rejected hypothesis could occur because of the lack of involving digital literacy skills in self-motivation, such as McLean's opinion (2010) states that adolescents often use digital information media such as the internet as a means that allows them to get the latest information with their language, style, and daily habits. In contrast to previous research, Kajin (2018) the results of the study showed the influence of digital literacy-based learning on learning motivation.

#### **The effect of technological equipment on student learning motivation**

The value of the regression coefficient in the technology equipment variable (X2) is marked 0.506 which means that every 1% increase in technology equipment will result in learning motivation falling by 0.506. Regarding the regression coefficient in the technology equipment variable, the magnitude of the regression coefficient on learning motivation was obtained by  $(0.365) (0.365) = 0.133$  or 13.3% and this coefficient was marked positive. While the technological equipment obtained t count of 4.257 and has a significance value of  $0.000 < 0.05$ . This means that technological equipment has a positive and significant effect on learning motivation so that it **is accepted**.

Learning media is defined as anything that can be used to stimulate students' thoughts, feelings, attention and abilities or skills so that it can encourage the occurrence of the *ICT* learning process in general internet-based and can be used by anyone, anywhere, and anytime. This is one form of rapid change in society (Fitriani et al, 2022). This research is in line with the results of previous research where Suwasrarini et al (2015) the results of the study showed that the implementation of learning based on information technology and communication media had a significant effect on learning motivation in students.

#### **The influence of digital literacy on learning outcomes through student learning motivation**

Based on the results of the path analysis, it can be seen that the direct and indirect influence of digital literacy on learning outcomes through the learning motivation of SMK N Business Management students is Direct influence =  $(^{0.176})2 = 0.030$  or 3%, Indirect influence =  $-0.060 \times 0.098 = -0.005$  or -5%. And total influence =  $0.176 + (-0.060 \times 0.098) = 0.170$  or 17%. The influence of total digital literacy on learning outcomes through the learning motivation of SMK N Business Management students showed results of 17.0% in SMK N Business Management students in Semarang City. As for the negative influence. The hypothesis that digital literacy

affects learning outcomes through learning motivation is **rejected**.

Meanwhile, the results of the digital literacy test on the learning outcomes above show that learning motivation cannot mediate digital literacy where the calculation results using the help of the *Sobel Test Calculation for Significance of Mediation application* obtained a calculation of -0.32364342. The value is lower than the table t which is 1.980 with df 120 and a significance level of 0.05. This means that learning motivation cannot mediate the influence of digital literacy on the learning outcomes of SMK N Business Management students in Semarang City.

Some of these areas of digital competence can be one of the reasons for the rejected hypothesis, where students lack motivation in improving digital literacy to improve learning outcomes. In contrast to previous research, where Hadori (2022) in his research that digital literacy on learning outcomes is very significant.

#### **The influence of technological equipment on learning outcomes through student learning motivation**

Based on the results of the path analysis, it can be seen that the direct and indirect influence of technological equipment on learning outcomes through the learning motivation of SMK N Business Management students is Direct influence =  $(0.141)^2 = 0.019$  or 1.9%. Indirect influence =  $0.506 \times 0.098 = 0.049$  or 4.9%. Total effect =  $0.141 + (0.506 \times 0.098) = 0.190$  or 19%. The total influence of technological equipment on learning outcomes through the learning motivation of SMK N Business Management students showed results of 19.0% in SMK N Business Management students in Semarang City. As for the positive and significant influence. A positive sign means that if there is a change in all beas variables, there will be changes in the learning outcomes of SMK N Business Management students in Semarang City in the same direction. The hypothesis that technological equipment affects learning outcomes through learning motivation is **accepted**.

Meanwhile, based on the results of the sobel test of technological equipment tests on learning outcomes above shows that learning motivation

can mediate the use of student technology equipment where the calculation results using the help of the *Sobel Test Calculation for Significance of Mediation application* obtained t count of 2.24816530. The value is higher than the table t which is 1.980 with df 120 and a significance level of 0.05. This means that learning motivation can mediate the influence of technological equipment on learning outcomes.

In line with Munir's opinion (2017), technological developments in terms of information and communication have an impact on many fields, including in the world of education. This research is in line with the results of previous research where Desmaniar et al (2020) the results of their research that the use of information technology affects learning outcomes.

## **CONCLUSION**

The conclusion of this study is that digital literacy, technological equipment and learning motivation have a positive and significant effect on learning outcomes. Digital literacy has no significant effect on learning motivation. Technological equipment has a positive and significant effect on learning motivation. Digital literacy does not have a significant effect on learning outcomes through learning motivation. Technological equipment has a positive and significant effect on learning outcomes through learning motivation.

The limitation of this study is that the intervening variable has not been able to fully mediate the influence of digital literacy and technological equipment on learning outcomes, therefore the recommended suggestion for the next researcher to add other intervening variables that can mediate the influence of dependent variables on learning outcomes such as self-efficacy and can add further research objects.

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