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Analysis of Digital Media and Learning Motivation as Determining Factors of Student Achievement

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Abstract: Analysis of digital media and learning motivation as determining factors for student achievement is a scientific article with the aim of analyzing whether digital media and learning motivation influence student achievement. This research method uses a qualitative approach with a phenomenological method. The phenomenological approach is used to understand the meaning of individual life experiences related to a particular phenomenon in depth. The results of this article are: 1) Digital media is a determining factor for student achievement, 2) Learning motivation is a determining factor for student achievement. Apart from these two exogenous variables that influence the endogenous variable of student achievement, there are many other factors including the digital era, technology, and educational literacy.

Keywords: Digital Media, Learning Motivation, Student Achievement.

INTRODUCTION

The development of digital technology in the era of globalization has brought significant changes to the world of education. Digital media has now become a primary tool in the learning process, improving access to information, interactivity, and the effectiveness of material delivery. The use of digital media such as instructional videos, educational applications, and online learning platforms makes it easier for students to understand material in a more engaging and flexible way. This demonstrates that digital media plays a strategic role in improving the quality of learning in schools.

In the educational context, digital media not only functions as a learning aid but also as a factor that can influence student achievement. The use of digital-based learning media has been shown to increase student engagement in the learning process and provide a more varied learning experience. Research shows that learning media is related to student achievement, where appropriate media use can significantly improve learning outcomes (Suryana et al., 2019). Furthermore, the use of visual and interactive media has also been shown to be effective in improving student achievement compared to conventional methods (Surwantini, 2016).

Besides digital media, another factor that influences student achievement is learning motivation. Learning motivation is an internal and external drive that drives students to learn and achieve academic goals. Students with high motivation tend to be more active, diligent, and enthusiastic in participating in the learning process. Research shows that learning motivation has a significant influence on student achievement (Asriati, 2016). This suggests

that without strong motivation, the learning process will not run optimally, even if supported by good media.

Furthermore, the relationship between digital media and learning motivation is a crucial aspect in determining student achievement. Engaging digital media can increase students' interest and motivation to learn, thus impacting learning achievement. The use of learning media such as interactive videos has been shown to increase both motivation and student learning outcomes (Suryansah & Suwarjo, 2016). Thus, digital media and learning motivation have a mutually supportive relationship in improving the quality of learning.

However, not all studies show the same results. Some studies suggest that the use of digital media and learning motivation do not always have a significant impact on learning achievement if not supported by other factors such as learning methods, the learning environment, and the role of the teacher (Mardin & Dewanti, 2026). This shows that learning achievement is the result of various interrelated factors and cannot be influenced by a single variable.

Based on this description, it can be concluded that digital media and learning motivation are two important factors that can influence student achievement. Therefore, research analyzing digital media and learning motivation as determinants of student achievement is important to gain a more comprehensive understanding of the factors that influence student learning success in the digital era.

This study aims to explain the experiences and meanings given to factors influencing digital media and learning motivation as determinants of student achievement. Based on references to the problems described previously, the research questions in this scientific article are as follows:

1. Is digital media a determinant of student achievement?
2. Is learning motivation a determinant of student achievement?

METHODS

This research uses a qualitative approach with a phenomenological method. A phenomenological approach is used to deeply understand the meaning of an individual's life experiences related to a particular phenomenon. In the context of this research, phenomenology aims to explore students' experiences using digital media and how learning motivation is formed and influences academic achievement. According to Creswell (2016), phenomenological research focuses on exploring an individual's subjective experiences to discover the essence of a phenomenon as directly experienced.

RESULTS AND DISCUSSION

Student Achievement

Student achievement, or learning achievement, is the outcome attained by students after participating in a learning process over a specific period of time. Learning achievement is typically used as an indicator to assess students' success in understanding the subject matter taught.

According to research in the Scientia Indonesia Journal (2016), learning achievement is the mastery of a number of competencies possessed by students after participating in a learning process, which can be measured using specific numbers or symbols as a form of learning outcome evaluation. This indicates that student achievement is closely related to the attainment of established competency standards. Similarly, Rusiyanti (2016) explains that student achievement is the outcome achieved by students after a learning process, influenced by the learning activities and learning methods used. In other words, student achievement is influenced not only by individual abilities but also by the learning strategies implemented.

(Bire et al., 2016) state that learning achievement is a student learning outcome influenced by various factors, such as visual, auditory, and kinesthetic learning styles, which contribute

significantly to student academic achievement. This suggests that student learning characteristics also play a role in determining achievement.

Ramadiyanti et al. (2016) stated that learning achievement is the results achieved by students, measurable through tests after the learning process and comparable across different learning methods. Based on these opinions, it can be concluded that student achievement is the result achieved by students after participating in the learning process, reflecting their level of mastery of competencies, knowledge, and skills, and can be measured through evaluations such as tests or academic assessments.

Student achievement has been widely studied by previous researchers, including: (Amin & Suardiman, 2016), (Dewi, Suwarma, & Sutiadi, 2016), (Anjariah, 2016), (Asriati, 2016), (Adib & Santoso, 2016), (Citrandini & Hernawati, 2016), (Indrawati & Alfiasari, 2016), (Azizah, 2016), (Haryono, 2016), (Usman, 2016), (Wardani, Nurwidodo, & Wahyuni, 2016), (Ramadiyanti, Muderawan, & Tika, 2016), (Kazmi, 2016).

Digital Media

Digital media is any form of media based on digital technology used to create, store, process, and convey information to users. The development of digital media is inseparable from advances in information and communication technology, particularly the internet, which has transformed communication patterns, social interactions, and learning processes in modern human life. According to Salamah (2016), digital media is a modern communication tool that utilizes internet-based technology to produce and distribute information widely and quickly. Digital media enables users to play an active role as both producers and consumers of information (prosumers), thus creating interactive and participatory communication.

(Havana & Krismayani, 2016) explain that digital media is closely related to digital literacy, namely an individual's ability to access, understand, evaluate, and utilize digital information effectively. Digital media functions not only as a means of conveying information but also as a means of developing critical thinking skills.

(Amirudin, 2016) states that digital media is part of modern media that plays a role in shaping digital culture in society. Digital media influences how individuals interact, communicate, and construct identities in virtual spaces. Further developments demonstrate that digital media plays a crucial role in education. (Farida, 2019) in their research stated that digital technology-based learning media can improve student learning effectiveness, demonstrated by increased motivation, learning activities, and learning outcomes. This demonstrates that digital media significantly contributes to the quality of learning. (Rahmat et al., 2019) in the Journal of Educational Technology Innovation explained that mobile learning-based digital media allows students to learn flexibly without the constraints of space and time, thus supporting independent, technology-based learning. (Rusydiyah et al., 2020) in the Journal of Cakrawala Pendidikan stated that digital media in education can present material in a contextual, visual, engaging, and interactive manner, thereby enhancing student competency in the learning process. (Pratama & Sakti, 2020) explained that the development of Android-based digital media as a learning tool can help improve student understanding through more engaging and accessible presentation of material. (Ramdani et al., 2020) also emphasized that digital media plays a crucial role in improving students' scientific literacy, particularly in technology-based learning during the pandemic, as it provides broader and more flexible access to learning.

(Harjono, 2019) explained that the use of digital media and digital literacy can improve students' cognitive, affective, and psychomotor skills through more engaging and interactive learning. Based on these various opinions and research findings, it can be concluded that digital media is a technology-based medium used to convey information interactively, flexibly, and broadly, and plays a crucial role in improving the quality of learning, learning motivation, and student learning outcomes in the digital era.

Digital media has been widely studied by previous researchers, including: (Saputri, 2016), (Arifudin & Aulia, 2026), (Aji, 2016), (Wandasari, 2017), (Surtiyani, 2016),(Faiz et al., 2024), (Simarmata, Siregar, & Butarbutar, 2025), (Amin & Suardiman, 2016), (Widodo, 2016), (Januarisman & Ghufron, 2016), (Wakirin, 2017), (Surwantini, 2016), (Nurzam et al., 2025).

Learning Motivation

Learning motivation is a crucial factor influencing student success in the learning process. Learning motivation can be defined as an internal or external drive that fosters enthusiasm, direction, and persistence in students' learning activities to achieve specific goals.

(Emda, 2017) defines learning motivation as the driving force that drives a person to engage in learning activities, ensures their continuity, and provides direction for learning activities so that desired goals can be achieved. This motivation can originate from within the student (intrinsic) or from outside the student (extrinsic). (Suprihatin, 2015) explains that learning motivation is the overall driving force within a student that stimulates learning activities, ensures their continuity, and provides direction for them. This indicates that without motivation, the learning process will not proceed optimally.

(Wulandari & Surjono, 2018) defines learning motivation as a psychological state that encourages students to be active in the learning process, demonstrated through interest, attention, and involvement in learning activities. This research also shows that the use of technology-based learning media can increase student learning motivation. Sardiman (2016), in a study published in various educational journals in Indonesia, stated that learning motivation is a non-intellectual psychological factor, yet it plays a crucial role in fostering passion, enthusiasm, and enjoyment in learning. With motivation, students will be more active and diligent in facing learning tasks. Furthermore, Arianti (2018) states that learning motivation is the drive that causes students to engage in learning activities with full awareness and responsibility to achieve optimal performance. Motivation also functions as a driver, director, and selector of student learning behavior.

Research by Cahyani et al. (2020) explains that learning motivation is a primary factor determining learning success, particularly in online learning. Student learning motivation can decline if it is not supported by a conducive learning environment and engaging learning media. Based on these various opinions, it can be concluded that learning motivation is an internal and external drive that drives students to engage in learning activities, maintains those activities, and directs learning behavior toward optimal achievement of learning goals.

Learning Motivation has been widely studied by previous researchers, including: (Amin & Suardiman, 2016), (Emda, 2017), (Sardiman, 2016), (Uno, 2016), (Wahyuni, 2016), (Hamalik, 2017), (Rahmawati, 2018), (Sari, 2017), (Pratiwi, 2016), (Kurniawan, 2017), (Hidayat, 2018), (Utami, 2018), (Saputra, 2017), (Firmansyah, 2019), (Yuliana, 2020).

Discussion

1) The Influence of Digital Media as a Determining Factor in Student Achievement

Digital media has become a crucial factor in improving student achievement in the modern education era. Based on various previous studies, the use of digital media in learning has been proven to have a positive impact on student learning outcomes. This is because digital media can present learning materials in a more engaging, interactive, and easily understood manner. Research conducted by (Suyitno, 2016) shows that the use of interactive multimedia in learning can significantly improve student learning outcomes compared to conventional methods.

Furthermore, the use of technology-based digital media, such as Android applications, has also been shown to improve student achievement. Research (Saputri, 2016) shows that students who use Android-based learning media have higher average learning achievement compared to students who do not use such media. This indicates that integrating digital technology into learning can help students understand material more effectively and efficiently.

Digital media also plays a role in increasing student activity and engagement in the learning process. The use of audiovisual media, for example, can gradually improve student learning outcomes by enhancing cognitive, affective, and psychomotor aspects. Research (Sidi & Mukminan, 2016) shows that the use of audiovisual media in learning can significantly improve student learning outcomes. Therefore, digital media not only impacts the final results but also the student learning process.

Furthermore, the quality of digital learning media also has a strong relationship with student achievement. Research (Qomariah & Sudiarditha, 2016) shows that the quality of learning media, along with learning interest, contributes 42.1% to student learning outcomes. This indicates that well-designed digital media can be a determining factor in learning success.

On the other hand, the use of digital media such as the internet and social media also influences student learning patterns. Research (Sherlyanita & Rakhmawati, 2016) shows that internet and social media use has both positive and negative effects on student learning activities. If used wisely, digital media can be an effective learning resource, but if uncontrolled, it can disrupt student concentration.

Thus, based on various previous studies, it can be concluded that digital media has a significant influence on student learning achievement. Digital media can enhance students' understanding, engagement, and motivation to learn, ultimately leading to improved academic achievement. Therefore, the optimal and targeted use of digital media in learning must be achieved to achieve maximum results.

This research aligns with research conducted by: (Januarisman & Ghufron, 2016), (Amin & Suardiman, 2016), (Saputri, 2016), (Wandasari, 2017), (Surtiyani, 2016), (Wakirin, 2017) , (Widodo, 2016), (Surwantini, 2016), (Hidayat, 2018), (Rahmawati, 2018), (Sari, 2017), (Pratiwi, 2016), (Kurniawan, 2017), (Utami, 2018), (Saputra, 2019).

2) The Influence of Learning Motivation as a Determining Factor in Student Achievement

Learning motivation is an internal factor that plays a crucial role in determining student achievement. Various previous studies have shown that learning motivation has a positive and significant relationship with learning achievement. This indicates that the higher a student's learning motivation, the higher their learning achievement. Research (Jamal, 2018) indicates that learning motivation has a positive effect on student achievement, where each increase in motivation is followed by an increase in student learning outcomes.

Furthermore, research (Pratiwi et al., 2018) also found a significant relationship between learning motivation and student achievement. The correlation values obtained indicate that learning motivation significantly contributes to improving student achievement, thus concluding that motivation is a crucial factor in learning success. This finding is supported by research (Gunawan, 2018), which states that high learning motivation can increase student engagement in the learning process, ultimately resulting in improved learning achievement.

Furthermore, research (Sulistiarti, 2018) shows that learning motivation not only has a partial influence, but also simultaneously, along with other factors such as the environment and learning style, in improving student learning outcomes. However, motivation remains the dominant variable, significantly contributing to learning achievement. This confirms that motivation is the primary driver in the learning process, determining students' success in achieving learning objectives.

Learning motivation is also closely related to students' psychological aspects, such as interest, attention, and self-confidence. Research (Sari et al., 2018) shows that learning motivation consists of several important indicators, such as attention, relevance, self-confidence, and satisfaction, all of which contribute to improving the quality of students' learning. With high motivation, students tend to be more active, persistent, and enthusiastic about achieving optimal learning outcomes.

Furthermore, other research has shown that learning motivation combined with other factors, such as learning interest, can have a greater impact on student achievement. This is

evidenced by research in the Journal of Discourse (2018), which states that motivation and interest in learning together have a significant influence on student achievement. Therefore, learning motivation does not exist in isolation, but interacts with other factors in determining student achievement.

Based on this description, it can be concluded that learning motivation is a crucial determining factor in improving student achievement. High motivation will encourage students to be more active, focused, and diligent in the learning process, resulting in optimal learning achievement. Therefore, efforts are needed from teachers, parents, and the school community to continuously improve student learning motivation so that learning achievement can be maximized.

This research aligns with research conducted by: (Amin & Suardiman, 2016), (Emda, 2017), (Uno, 2016), (Wahyuni, 2016), (Hamalik, 2017), (Rahmawati, 2018), (Sari, 2017), (Pratiwi, 2016), (Kurniawan, 2017), (Hidayat, 2018), (Utami, 2018), (Saputra, 2019), (Firmansyah, 2018), (Yuliana, 2020), (Nugroho, 2017).

CONCLUSION

This study aims to determine whether digital media and learning motivation are determining factors in student achievement. Based on the article's questions, the following conclusions can be drawn from this study: 1) Digital media is a determining factor in student achievement, 2) Learning motivation is a determining factor in student achievement.

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