

The Influence of Digital Learning Media on the Learning
Motivation of Students at Bumrungrsuksa Islamic
Boarding School, Thailand

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<p>Abstract: This study aims to analyze the influence of digital learning media on the learning motivation of students at Bumrungrsuksa Islamic Boarding School, Thailand. The research employs a Mixed Method Research approach to comprehensively gather quantitative and qualitative data. Research instruments include questionnaires to measure learning motivation levels and in-depth interviews with students and teachers to explore their experiences and perceptions. The results indicate that the use of digital learning media significantly enhances students' learning motivation, particularly in terms of interest and active participation. However, challenges such as limited access to technological devices and infrastructure support were also identified. This study recommends improving digital facilities and providing teacher training to maximize the benefits of digital learning media in educational environments.</p>	<p>Keywords: Digital Learning Media; Learning Motivation; Students.</p>
<p>Abstrak: Penelitian ini bertujuan untuk menganalisis pengaruh penggunaan media pembelajaran digital terhadap motivasi belajar santri di Bumrungrsuksa Islamic Boarding School, Thailand. Pendekatan penelitian yang digunakan adalah <i>Mixed Method Research</i> untuk memperoleh data kuantitatif dan kualitatif secara komprehensif. Instrumen penelitian mencakup kuesioner untuk mengukur tingkat motivasi belajar serta wawancara mendalam dengan santri dan guru untuk menggali pengalaman dan persepsi mereka. Hasil penelitian menunjukkan bahwa penggunaan media pembelajaran digital secara signifikan meningkatkan motivasi belajar santri, terutama dalam aspek minat dan partisipasi aktif. Namun, ditemukan pula beberapa kendala seperti keterbatasan akses perangkat teknologi dan dukungan infrastruktur. Penelitian ini merekomendasikan peningkatan fasilitas digital dan pelatihan bagi guru untuk memaksimalkan manfaat media pembelajaran digital di lingkungan pendidikan.</p>	<p>Kata Kunci: Media Pembelajaran Digital; Motivasi Belajar; Santri.</p>
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A. Introduction

Learning is the core of the educational process aimed at shaping individuals with competence, skills, and excellent character. In the context of Islamic education, learning

aims not only at cognitive aspects but also at strengthening spirituality and Islamic values (Hamzah, 2020). With the advancement of technology, digital learning media has become an integral part of modern education systems, including in Islamic education.

The use of digital learning media holds great potential in improving the quality of teaching and learning processes. This media offers flexibility, accessibility, and interactive features that can help students better understand the material (Mayer, 2021). In Thailand, particularly at Bumrungruksa Islamic Boarding School, the implementation of digital media has begun to support the learning activities of students.

One of the main reasons for adopting digital media is to increase students' learning motivation. Learning motivation is a crucial factor influencing educational success. According to Ryan and Deci (2000), learning motivation can be divided into two types: intrinsic and extrinsic. Digital learning media can influence both types of motivation through engaging designs and enjoyable learning experiences.

In Islamic education, learning motivation has a more complex dimension. Students are required not only to understand academic material but also to internalize religious and ethical values. Therefore, selecting the right learning media is key to integrating knowledge with Islamic values (Al-Ghazali, 2005).

At Bumrungruksa Islamic Boarding School, teachers face challenges in motivating students to actively learn. Students at this school come from diverse social and cultural backgrounds, making innovative learning approaches highly necessary. Digital learning media is seen as a solution to overcome these challenges.

Previous studies have shown that the use of digital learning media can increase student engagement in the learning process. For example, research by Clark and Mayer (2016) found that visual-based digital media could enhance students' memory retention by up to 40% compared to conventional methods.

Additionally, digital learning media can assist students with different learning styles. For instance, students with visual learning styles benefit from videos or infographics, while those with auditory learning styles gain from podcasts or audio recordings (Fleming, 2012).

However, the effectiveness of digital learning media largely depends on its implementation. In the context of Bumrungruksa Islamic Boarding School, adapting this media to suit students' needs and the Islamic curriculum is essential. According to

Khalil and Elkhider (2016), the use of technology in Islamic education must integrate moral and religious values.

Students' learning motivation is not only influenced by learning media but also by the role of teachers. Teachers at Bumrungruksa Islamic Boarding School act as facilitators, helping students optimize the use of digital media. According to Vygotsky (1978), the interaction between students and teachers is critical in technology-based learning processes.

Moreover, the role of the learning environment cannot be overlooked. A supportive environment, both physically and psychologically, can enhance students' motivation to learn. Bandura (1986) argued that a conducive learning environment encourages active student participation in the learning process.

Globally, many Islamic schools have started adopting digital learning media. In Indonesia, for example, Islamic schools have utilized applications such as Kahoot and Quizizz to create interactive and engaging learning experiences (Rahman, 2021). This demonstrates the potential of digital media to improve the quality of Islamic education.

However, in Thailand, the adoption of digital media in Islamic education still faces various challenges. One of the main obstacles is limited infrastructure, such as internet access and technological devices. According to a UNESCO report (2022), many schools in rural areas of Thailand still lack adequate internet access.

In addition, not all teachers possess sufficient skills to utilize digital media in teaching. Professional training and development are crucial to ensure teachers can effectively use technology (Fullan, 2013).

Learning motivation is also influenced by cultural factors and local values. At Bumrungruksa Islamic Boarding School, learning must consider Thailand's rich cultural traditions and customs. Integrating technology with local culture can be an effective approach to enhancing learning motivation (Hofstede, 2010).

From an Islamic perspective, digital learning media can be used to strengthen students' religious values. For example, applications that provide Quranic interpretations or videos on Islamic history can serve as engaging and meaningful learning resources (Yusuf, 2019).

However, another challenge that must be addressed is the potential distractions caused by digital media. If not properly managed, digital media can become a source of

distraction for students, such as accessing irrelevant content or using social media during lessons (Anderson, 2018).

To overcome these obstacles, policies supporting the use of technology in Islamic education are needed. The Thai government should collaborate with educational institutions to provide adequate infrastructure and training for teachers (UNICEF, 2020).

Furthermore, involving parents in supporting the use of digital learning media is essential. Parents can help monitor and provide additional motivation for their children to use technology positively (Epstein, 2011).

In Islamic education, the use of digital media must also consider ethics and religious values. For instance, learning content must be free from elements that contradict Islamic teachings, such as inappropriate images or videos (Husain, 2020).

Overall, digital learning media has great potential to enhance students' learning motivation at Bumrungruksa Islamic Boarding School. However, its successful implementation depends on the support of various stakeholders, including teachers, students, parents, and the government.

This study aims to explore the extent to which digital learning media influences students' learning motivation at Bumrungruksa Islamic Boarding School, Thailand. Additionally, it seeks to identify the supporting and inhibiting factors in the implementation of digital learning media in the school.

B. Method

This research uses a Mixed Method Research approach, which combines both quantitative and qualitative methods to gather more comprehensive data. This approach is chosen to delve deeper into the impact of digital learning media on the learning motivation of students at Bumrungruksa Islamic Boarding School, Thailand, through the analysis of both quantitative and qualitative data that complement each other (Creswell & Plano Clark, 2018). In the first phase, quantitative data is collected to measure the extent of the impact of digital media on learning motivation, while in the second phase, qualitative data is used to understand the experiences, views, and perceptions of students and teachers regarding the use of digital learning media.

The research design used is the Sequential Explanatory Design, conducted in two phases: first, the collection and analysis of quantitative data to determine the relationship between digital learning media and student motivation, and second, the collection of qualitative data to further elaborate on the quantitative findings (Ivankova, Creswell, & Stick, 2006). The subjects of this research include students who are direct users of digital learning media, as well as teachers who incorporate these media into the teaching process. Sampling for quantitative data is conducted using the stratified random sampling technique, while qualitative data sampling is done using purposive sampling based on direct involvement in the use of digital media (Flick, 2018).

To collect data, the researcher uses a questionnaire to measure the learning motivation of students with a four-point Likert scale, which includes indicators such as interest, participation, and perseverance in learning (Dörnyei, 2007). Additionally, a guideline for interviews is used to explore the experiences and perceptions of teachers and students regarding the use of digital media in the learning process. Direct observations are also conducted to observe how students interact with digital media during the teaching and learning process. The data obtained from the questionnaire are analyzed using descriptive statistics and simple linear regression, while qualitative data are analyzed using thematic analysis to identify patterns and themes that emerge from the interviews and observations (Braun & Clarke, 2006).

The research steps begin with the planning phase, which includes determining the research problem, objectives, and design. In this phase, the researcher also prepares the research instruments, such as the questionnaire and interview guidelines, and obtains the necessary research permits (Yin, 2018). Afterward, the quantitative data collection phase is conducted by distributing the questionnaire to the selected students. The data from the questionnaire are then processed using statistical software such as SPSS to analyze the impact of digital media on learning motivation.

Next, qualitative data are collected through in-depth interviews with teachers and students, as well as classroom observations to see how digital media are used. The qualitative data collected are then analyzed using thematic analysis to identify themes or patterns related to the use of digital media and learning motivation (Braun & Clarke, 2006). Afterward, the researcher combines the findings from the quantitative and qualitative analyses to obtain a more holistic understanding of the impact of digital

learning media on student motivation. The final stage is the preparation of the research report, which includes the background, literature review, methodology, findings, discussion, and conclusions, which are then shared with relevant parties at Bumrungruksa Islamic Boarding School (Creswell, 2014).

With these steps, this research is expected to provide deeper insights into the impact of digital learning media on student motivation and offer recommendations for improving the effectiveness of digital media use in the future.

C. Results and Discussion

Research Results

1. The Impact of Digital Learning Media on Students' Learning Motivation

The linear regression analysis results show that the use of digital learning media has a significant positive effect on students' learning motivation. Based on data obtained from a questionnaire distributed to 100 students at Bumrungruksa Islamic Boarding School, it was found that 78% of the variation in learning motivation can be explained by the use of digital learning media. The regression coefficient value ($\beta = 0.78$) and the t-test results show a significant relationship with a p-value < 0.05 , indicating that digital media plays an important role in enhancing students' learning motivation.

2. The Impact of Digital Learning Media on Subject Comprehension

Interviews with teachers and students revealed that digital learning media, especially videos and animations, help students understand more complex material. Seventy percent of students reported that they found it easier to understand the material after engaging in digital media-based learning, particularly for topics that were difficult to explain using conventional methods. Teachers also reported that the use of digital media, such as educational videos, clarifies the material and enhances students' understanding of abstract concepts.

3. Challenges in Using Digital Learning Media

Although many benefits were reported, there are several challenges faced in the implementation of digital learning media at this school. Thirty percent of students mentioned difficulties related to limited internet access and inadequate devices. Some students experienced issues accessing online materials due to limited network coverage and available devices in the dormitories.

4. The Impact of Digital Learning Media on Independent Learning

Seventy-five percent of students reported feeling more confident in independent learning after being introduced to digital learning media. The use of applications like Quizizz and Khan Academy allows students to review material and test their understanding independently. Digital media provides the freedom to manage their learning time and methods, which contributes to the improvement of self-learning skills among students.

5. Teachers' Perception of the Use of Digital Learning Media

The majority of teachers (85%) reported that the use of digital learning media made it easier for them to deliver the material in a more engaging and varied manner. However, some teachers also expressed challenges with their technological skills. Although most teachers felt supported by the digital media training, there is a need for more intensive training to optimize the use of technology in the classroom.

Discussion

1. The Impact of Digital Learning Media on Students' Learning Motivation

These findings show that digital learning media have a significant impact on students' learning motivation. This is consistent with the motivation theory proposed by Deci and Ryan (1985), which states that technology can enhance learning motivation by providing a more engaging and interactive experience. Learning through digital media, such as videos and interactive quizzes, proves effective in increasing motivation by presenting challenges that engage students while providing immediate feedback.

2. The Impact of Digital Learning Media on Subject Comprehension

The improvement in understanding the material through the use of digital media can be explained by the multimedia learning theory developed by Mayer (2005). In this theory, the combination of text, images, sound, and animation has been shown to be more effective in helping students understand complex information. Students who accessed the material in digital formats, particularly through videos and animations, found it easier to comprehend concepts that were difficult to explain verbally or through print media.

3. Challenges in Using Digital Learning Media

The challenges identified in this study include issues related to internet access and devices. This is a common issue in the implementation of educational technology in many settings (Selwyn, 2012). With many students living in dormitories, limited internet access presents a significant barrier to the effective use of digital media. Therefore, Bumrungruksa Islamic Boarding School needs to improve its technological infrastructure, such as providing more stable internet access and adequate devices for all students.

4. The Impact of Digital Learning Media on Independent Learning

Digital learning media not only enhance motivation but also improve students' self-directed learning abilities. By using digital learning apps, students have the freedom to manage their study schedules and revisit material they haven't fully understood. This aligns with the concept of self-regulated learning as proposed by Zimmerman (2002), which suggests that technology allows students to take control of their learning process, thereby improving their independent learning skills.

5. Teachers' Perception of the Use of Digital Learning Media

Teachers play a key role in the implementation of digital learning media. While the majority of teachers found digital media to be helpful in delivering material, some expressed difficulties in fully utilizing the technology in teaching. This highlights the importance of ongoing professional development for teachers. According to Darling-Hammond et al. (2017), appropriate training

can enhance the effectiveness of technology use in education. Therefore, Bumrungruksa Islamic Boarding School should provide more intensive training for teachers to improve their technological skills and optimize the use of digital media in the classroom.

From the results of this study, it can be concluded that digital learning media have a significant positive impact on students' learning motivation, understanding of material, and self-directed learning. The challenges faced, such as limited internet access and inadequate devices, need to be addressed by improving technological infrastructure. Additionally, continuous teacher training in the use of technology is essential for optimizing the use of digital learning media in education at Bumrungruksa Islamic Boarding School.

D. Conclusion

This study highlights the significant positive impact of digital learning media on students' learning motivation, material comprehension, and self-directed learning at Bumrungruksa Islamic Boarding School. The results reveal that digital tools, such as videos, animations, and interactive applications, help students engage more deeply with the content, making learning more dynamic and enjoyable. Moreover, the use of digital media has proven to foster a greater sense of autonomy in learning, allowing students to learn at their own pace and revisit difficult topics.

However, the implementation of digital learning media is not without its challenges. Limited access to internet and inadequate devices hinder some students from fully benefiting from these technological tools. These obstacles emphasize the need for improvements in the school's technological infrastructure to ensure that all students can access the resources they need for effective learning. Addressing these issues will be crucial in maximizing the benefits of digital learning media in the future.

Additionally, while most teachers perceive digital media as an effective teaching tool, there is a clear need for continuous professional development to

enhance their technological competencies. By offering more comprehensive and ongoing training for teachers, Bumrungruksa Islamic Boarding School can ensure that educators are better equipped to integrate digital learning tools effectively in their teaching practices. This will contribute to creating a more inclusive and technologically advanced learning environment for all students.

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