

## THE INFLUENCE OF DIGITAL LITERACY ON MOTIVATION AND LEARNING ACHIEVEMENT IN FIQH AMONG STUDENTS OF MA BADRUL ISLAM GULUNG

Arman Jayadi<sup>1</sup>, Didi Firmansyah<sup>2</sup>, Muhammad Yusuf Arfizi<sup>3</sup>,  
Muhammad Amir Ali<sup>4</sup>, Supardi<sup>5</sup>  
Universitas Islam Negeri Mataram  
jayadiarman872@gmail.com; didifirmansyah0106@gmail.com

### Abstract

The purpose of this study was to investigate how digital literacy influences students' motivation and Fiqh academic achievement at MA Badrul Islam Gulung. A quantitative descriptive correlational approach was employed, with a sample of 23 purposively selected twelfth-grade students. Data were collected using questionnaires to assess digital literacy and motivation, semester exam scores for academic achievement, and observations on the use of technology in learning. The data were analyzed using descriptive statistics, Pearson correlation, and simple linear regression. The results revealed a significant positive correlation between digital literacy and both learning motivation ( $r = 0.652$ ,  $p < 0.05$ ) and academic achievement in Fiqh ( $r = 0.718$ ,  $p < 0.05$ ). Digital literacy accounted for 42.5% of the variance in learning motivation and 51.5% of the variance in academic achievement. These findings suggest that students with higher levels of digital literacy are more motivated and perform better academically, particularly in Fiqh. The study concludes that digital literacy plays a critical role in enhancing students' motivation and academic success. It emphasizes the need for integrating digital literacy into the educational curriculum, particularly in Islamic education, to foster better learning outcomes and equip students with the necessary skills for success in a technology-driven world. This highlights the importance of digital literacy as an essential component of modern educational practices.

**Keywords:** Digital Literacy, Motivation, Achievement, Fiqh

## INTRODUCTION

Islamic religious education, particularly the teaching of Fiqh, plays a vital role in shaping a generation of youth with strong character and noble morals (Ramadhani & Musyarapah, 2024; Kamali, 2024). In the context of Islamic education, Fiqh instruction in madrasas not only aims to transfer knowledge about Islamic laws but also fosters the development of students' personalities and character in alignment with Islamic values (Ainiyah & Tohari, 2021; Kamali, 2024). Fiqh, derived from the Arabic word fakhoha (to comprehend), is a discipline that discusses various practical syar'i laws. (Bahak et al., 2019)

Education is a deliberate effort to cultivate human qualities through an ongoing process involving all levels of education in an integrated system. It is essentially the interaction between educators and learners in an environment that supports achieving educational goals (Sultan, 2022). Teachers play a pivotal role in facilitating this interaction by employing appropriate strategies and media tailored to students' characteristics (Rafikasari et al., 2021). However, there remain gaps in the effective integration of Information and Communication Technology (ICT) in teaching practices, as some educators lack proficiency in utilizing ICT-based tools (Sultan, 2022).

The rapid advancement of ICT has revolutionized many aspects of life, including education. ICT offers practical, efficient, and innovative ways to enhance communication, learning, and administration (Salsabila et al., 2022). Islamic educational institutions such as madrasas and pesantren must adapt to these technological developments to overcome the challenges posed by the industrial revolution era. Failure to do so can result in "technical gaps," which hinder students' competitiveness in the workforce (Salsabila et al., 2022).

Motivation is a crucial factor in the learning process, as it determines the level of interest a student has in their studies (Saptono, 2016; Anwar, et al, 2022). Learning motivation encompasses internal and external encouragement that drives students to change their behavior (Suriyani, 2023). Furthermore, effective learning environments, particularly teacher-student relationships and engaging activities, significantly influence students' motivation (Wallace & Leong, 2020; Nofmiyati, & Miftahuddin, 2023). For instance, the students and teachers alike serve as sources of motivation, particularly in memorization tasks. (Muhammad, 2021)

To support lifelong learning, the learning process must balance cognitive, affective, and psychomotor aspects. This balance enables students to integrate fundamental

knowledge, foster relationships with peers and educators, and enhance learning motivation (Anwar, et al., 2022). High-quality education seeks to develop individuals holistically—intellectually, physically, socially, and spiritually—preparing them for personal and societal challenges (Muzizatullah, & Muhammad Yaumi, 2018).

In this era of digital transformation, digital literacy has become an essential skill. Digital literacy encompasses several key aspects, including assembling information from reliable sources, critically evaluating online content, and effectively communicating and publishing information (Nurhidayat et al., 2022). These competencies are critical for both educators and students to thrive in modern educational environments. Moreover, digital literacy enhances students' ability to develop higher-order thinking skills (HOTS), such as critical thinking, problem-solving, creativity, and technological literacy (Atika Susanti, & Resnani, 2022). By integrating technology and improving digital literacy, education can achieve better outcomes. Technology fosters stronger connections within educational systems and enhances learning experiences. (Aryo Kusuma Yaniaja, & Hendra Wahyudrajat, 2020)

However, effective use of technology requires comprehensive understanding and proper implementation of both hardware and software tools.(Nurhidayat et al., 2022). This discussion sets the stage for examining the relationship between digital literacy, learning motivation, and educational outcomes, particularly in the context of Fiqh education in Islamic institutions. Understanding these dynamics is crucial for fostering an adaptive, competitive, and morally grounded generation.

Based on observations conducted by researcher at MA Badrul Islam Gulung, MA Badrul Islam Gulung faces challenges in integrating digital literacy into Fiqh education due to limited student skills, inadequate curriculum integration, socio-economic barriers, and insufficient teacher training. Resistance to change, reliance on traditional methods, and motivational issues also hinder efforts to modernize and enhance the learning process with digital tools. The research on this study is crucial because it addresses the evolving role of technology in education, particularly in Islamic studies. Digital literacy equips students with essential skills to access, interpret, and utilize digital resources, which can enhance their engagement and understanding of Fiqh.

Previous studies have explored various aspects of learning Fiqh, such as the influence of teaching methods on students' interest and understanding, the role of teachers in

motivating students, and the application of multiliteracy and digital tools in Islamic education. For instance: 1) The effect of the drill method on students' interest in learning Fiqh, finding that this method positively impacted learning interest, though it accounted for only 31% of the contributing factors (Purwati, 2017).; 2) The role of Fiqh teachers in enhancing students' learning motivation, emphasizing the importance of teacher competence and innovation in teaching strategies (Pangesti, 2023); 3) The use of the "Example Non-Example" method in improving student understanding, showing a significant 88.36% contribution of this method to learning outcomes in Fiqh. (Anshori et al., 2023); and 4) The challenges and strategies Islamic educators face in integrating digital literacy into teaching practices in the digital era, emphasizing the need for educators to adapt to modern technologies (Eraku et al., 2021).

While these studies offer valuable insights, none specifically address the direct influence of digital literacy on motivation and achievement in Fiqh, especially in the context of Madrasah Aliyah (MA) students, who are at a critical stage of integrating religious and academic competencies with technological advancements. The novelty of this study lies in examining how digital literacy impacts students' learning motivation and achievement in Fiqh in a structured Islamic educational environment, considering the unique dynamics of digital tools and their alignment with religious education.

This study focuses on understanding the interplay between digital literacy and educational outcomes in an Islamic context. By investigating digital literacy's role in shaping learning motivation and academic achievement in Fiqh, the study emphasizes the importance of integrating technological advancements into religious education to meet the evolving needs of students in the digital era.

The research questions addressed in this study are: 1) What is the level of digital literacy among students at MA Badrul Islam Gulung? 2) To what extent does digital literacy influence students' learning motivation in the subject of Fiqh at MA Badrul Islam Gulung? 3) How does digital literacy affect students' academic achievement in Fiqh at MA Badrul Islam Gulung?. The objectives of this study are: 1) To identify the level of digital literacy among students at MA Badrul Islam Gulung; 2) To analyze the relationship between digital literacy and students' learning motivation in the subject of Fiqh; and 3) To assess the impact of digital literacy on students' academic achievement in Fiqh at MA Badrul Islam Gulung.

Significance of the study is expected to provide both theoretical and practical contributions. Theoretically, it enriches the literature on digital literacy within the context of Islamic education, particularly in the subject of Fiqh. It also serves as a reference for future studies exploring the relationship between digital technology, learning motivation, and academic achievement. Practically, the findings of this study can offer insights for teachers at MA Badrul Islam Gulung in designing more effective digital-based teaching strategies to enhance students' motivation and academic performance. Moreover, it provides valuable input for the school administration in developing digital literacy programs as an integral part of the learning process.

## **METHODS**

This study employed a quantitative approach with a descriptive correlational method to examine the relationship and influence of digital literacy as the independent variable on learning motivation and Fiqh learning achievement as the dependent variables. The population of the study included all 68 students at MA Badrul Islam Gulung, with a sample of 23 twelfth-grade students selected using purposive sampling. The twelfth grade was chosen due to the students' greater experience in utilizing digital literacy to support their learning activities. The research was conducted at MA Badrul Islam Gulung from October to November 2024.

The independent variable in this study was students' digital literacy, while the dependent variables were learning motivation and Fiqh learning achievement. Data collection techniques included questionnaires, documentation, and observation. A Likert scale questionnaire was used to measure students' digital literacy and learning motivation. The digital literacy instrument assessed aspects such as the ability to use information technology, search for academic information, and ethical considerations in the digital world. The learning motivation instrument measured interest, effort, and self-confidence in studying Fiqh. Students' Fiqh learning achievement data were obtained from semester exam scores, which served as an indicator of academic performance. In addition, observations were conducted to assess how students utilized technology during their learning activities, providing complementary data.

For data analysis, the reseraher used:

1. Descriptive Analysis

Descriptive analysis was used to describe the data using statistical measures such as mean, median, mode, standard deviation, and frequency. This analysis aimed to understand the characteristics of the data concerning students' digital literacy, learning motivation, and learning achievement.

The Steps were:

- a. Calculation of the mean (average) to determine the general tendency:

$$\text{Mean} = \frac{\sum X}{N}$$

where  $X$  is the individual score, and  $N$  is the number of respondents.

- b. Calculation of the standard deviation to understand the data dispersion:

$$SD = \sqrt{\frac{\sum (X - \bar{X})^2}{N}}$$

where  $\bar{X}$  is the mean score.

- c. Presentation of the data in frequency tables or histograms for visualization.

## 2. Normality Test

The purpose of the normality test was to determine whether the data followed a normal distribution, which is a critical assumption for conducting parametric tests such as Pearson correlation and regression. To achieve this, the study employed the Kolmogorov-Smirnov or Shapiro-Wilk tests, with the null hypothesis ( $H_0$ ) stating that the data follows a normal distribution, and the alternative hypothesis ( $H_a$ ) suggesting that the data does not follow a normal distribution. If the p-value obtained from the test was greater than 0.05, the data was considered normally distributed. Additionally, Z-skewness and Z-kurtosis values were calculated as an alternative method to assess normality.

$$Z = \frac{\text{skewness or kurtosis}}{\text{standard error}}$$

Values between -1.96 and 1.96 indicate normality.

## 3. Pearson Correlation Test

The purpose of the analysis was to measure the linear relationship between two quantitative variables. Specifically, the study focused on two key relationships: the connection between digital literacy and learning motivation, as well as the relationship

between digital literacy and learning achievement. By examining these relationships, the study aimed to determine how students' digital literacy influenced their motivation and performance in learning Fiqh.

Formula:

$$r = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{[N\Sigma X^2 - (\Sigma X)^2][N\Sigma Y^2 - (\Sigma Y)^2]}}$$

where  $r$  is the correlation coefficient,  $N$  is the sample size, and  $X, Y$  are the analyzed variables.

#### 4. Simple Linear Regression Test

The simple linear regression test was conducted to measure the influence of the independent variable, digital literacy, on a dependent variable, either learning motivation or learning achievement. This analysis aimed to determine how changes in digital literacy could impact students' motivation or academic performance in learning Fiqh..

##### a. Regression Equation:

$$Y = a + bX$$

where  $Y$  is the dependent variable,  $X$  is the independent variable,  $a$  is the constant (intercept), and  $b$  is the regression coefficient (slope).

##### b. Steps:

###### 1) Calculation of $b$ and $a$ :

$$b = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{N\Sigma X^2 - (\Sigma X)^2}$$

$$a = \frac{\Sigma Y - b\Sigma X}{N}$$

###### 2) The Test of the regression significance using a t-test:

##### c. Hypotheses:

1)  $H_0$ : Digital literacy does not influence motivation/achievement.

2)  $H_a$ : Digital literacy influences motivation/achievement.

Formula:

$$t = \frac{b}{SE_b}$$

- 1)  $SE_b$ : Standard error of the regression coefficient.
- 2) Decision: If p-value < 0.05, reject  $H_0$ .

## RESULTS

### 1. Data Analysis

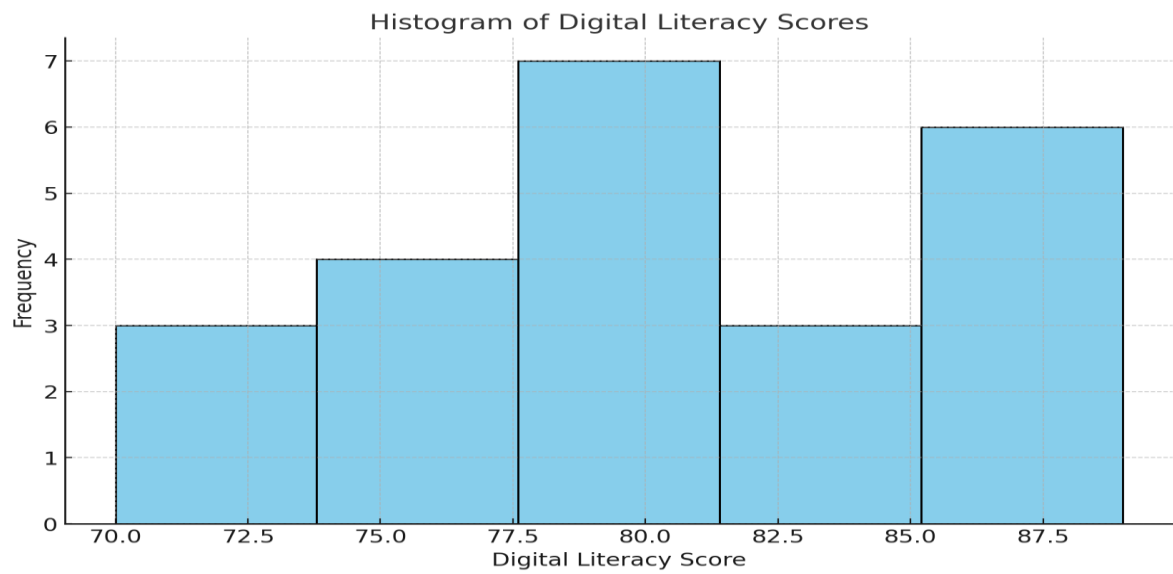
#### a. General Overview of Data

This study aimed to analyze the influence of digital literacy on learning motivation and achievement in Fiqh among students at MA Badrul Islam Gulung. Data were collected from 23 students in grade XII as the research sample. Below are the individual student data:

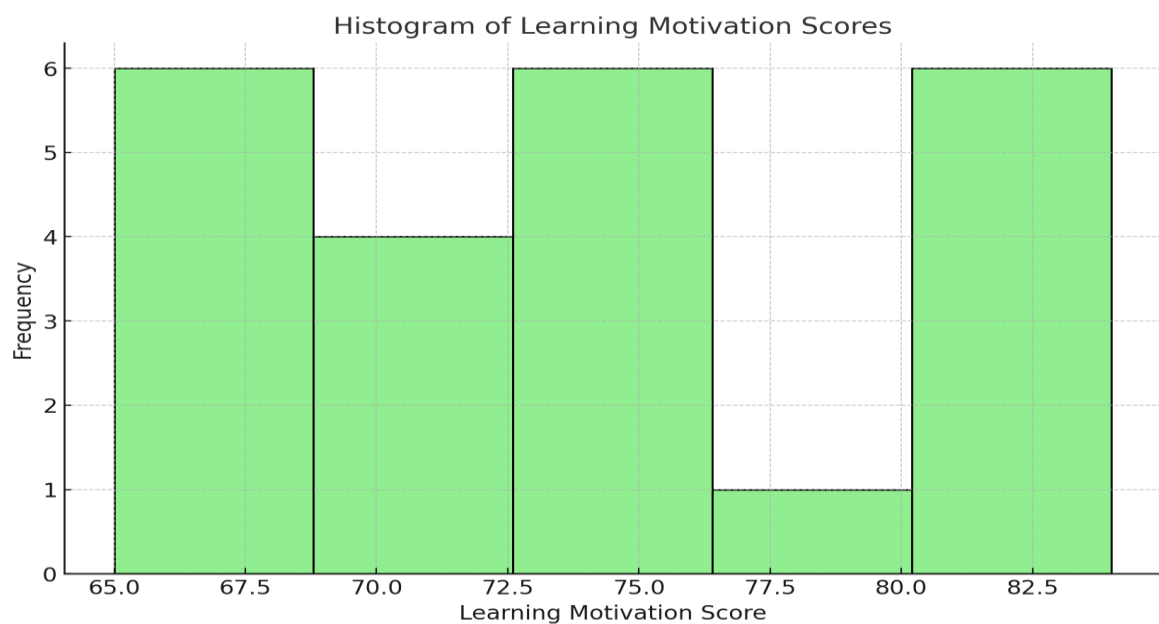
**Table 1: Individual Student Data of Digital Literacy, Learning Motivation, and Learning Achievement**

Name	Digital Literacy	Learning Motivation	Learning Achievement
Abdul Aziz	76	67	88
Abdul Hafiz	84	75	93
Aditia Saputra	78	66	87
Ahmad Minhajul Abidin	80	73	79
Alpin Ramdani	78	74	85
Anggun Maulidatun Putri	82	73	85
Erna	88	80	94
Farel Safarwadi	87	74	94
Irwan Habib	88	76	85
M. Azharullail	72	66	89
M. Rusihan	83	66	86
M. Sayyid Ali Assaggaf	78	83	79
Masriana	71	83	86
Muhabib	79	67	87
Nurlaili Darajatin	74	84	82
Peri Anggani	86	84	80
Rio Pebian	80	65	86
Rizka Ramadina Putri	87	82	78
Rosa Linda	75	71	94
Septiara Aini	77	69	80
Siti Rahayu	79	70	76
Ulfa Martiana Nigsih	70	84	79
Wenti Handayani	89	70	93

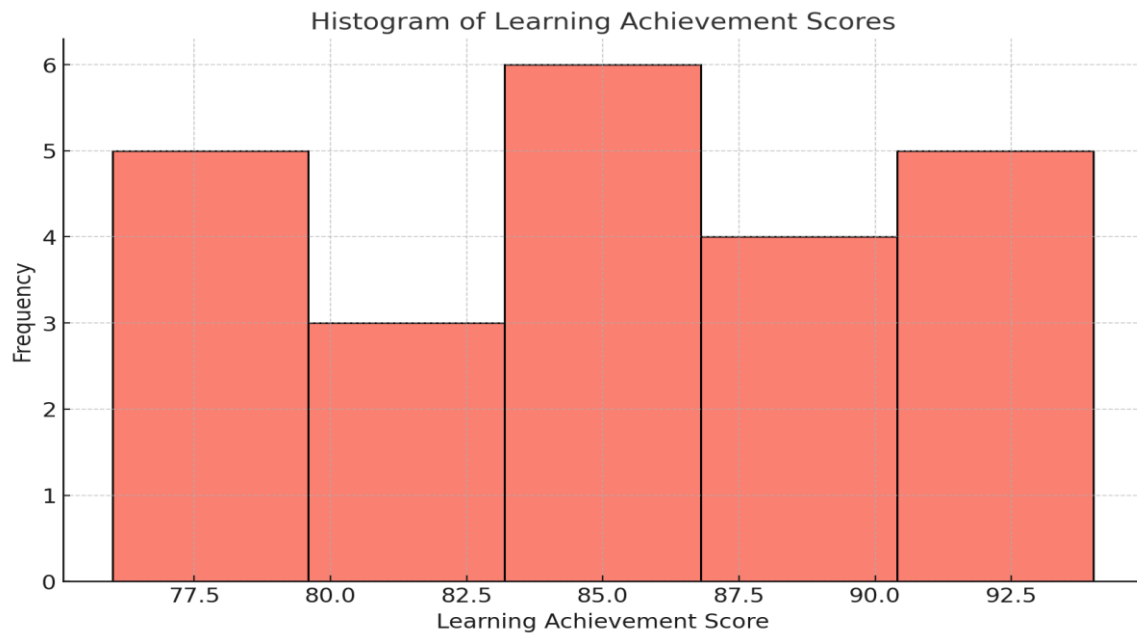
## b. Data Visualization



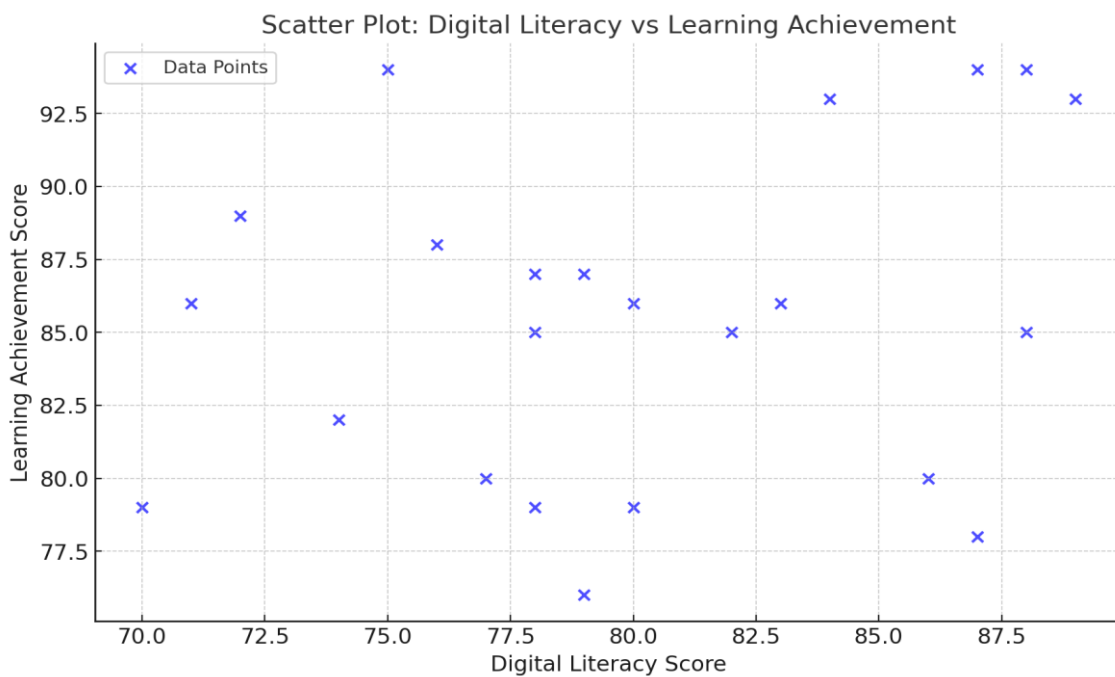
The histogram of digital literacy above shows a distribution centered around a mean of 80, with most students scoring between 76 and 85, indicating strong and consistent digital literacy skills.



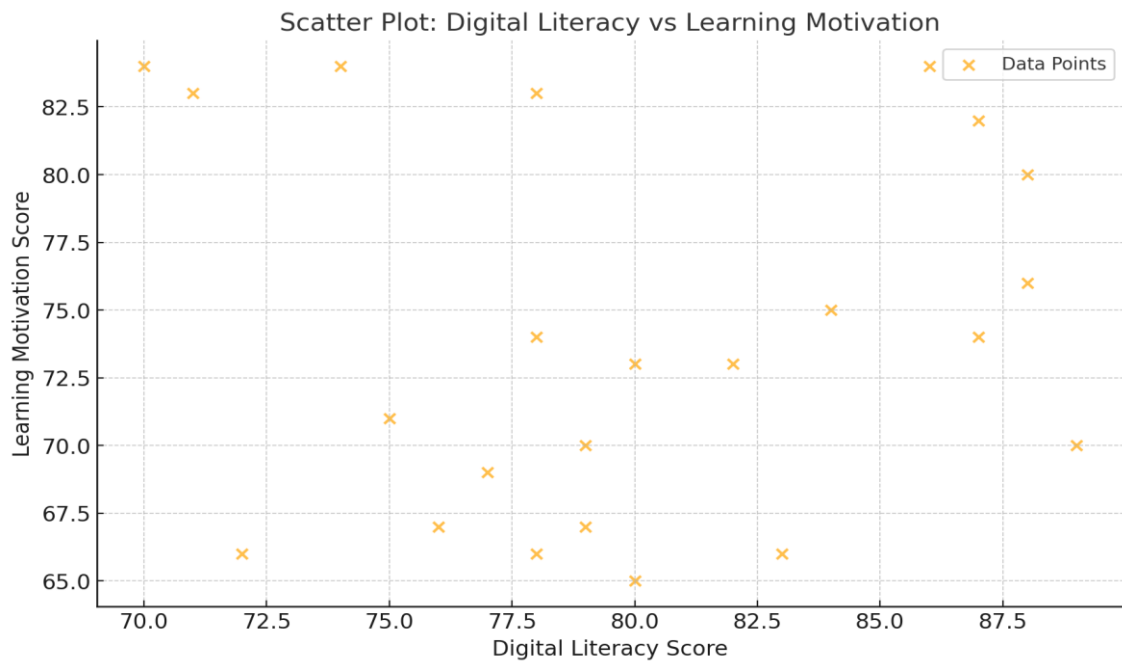
The histogram of learning motivation above reveals a relatively even spread, with scores mainly ranging from 70 to 84, reflecting moderate to high motivation levels among students.



The histogram of learning achievement above highlights a concentration of scores above 80, showcasing the students' impressive academic performance.



The scatter plot analysis shows a positive correlation between digital literacy and both Fiqh learning achievement and motivation. Higher digital literacy (mean: 80.04) is linked to better academic performance (mean: 85.43), emphasizing the role of digital skills in utilizing learning resources.



The scatter plot analysis shows a moderate positive trend between digital literacy (mean: 80.04) and learning motivation (mean: 74.00). Improved digital skills enhance engagement, boosting both learning achievement and motivation in Fiqh education.

### c. The Analysis of Data

#### 1) Descriptive Statistics

The following table summarizes the descriptive statistics for each variable:

**Table 2: The descriptive statistics for each variable of Digital Literacy, Learning Motivation, and Learning Achievement**

Variable	Mean	Std Dev	Min	Max
Digital Literacy	80.04	5.71	70	89
Learning Motivation	74.00	6.76	65	84
Learning Achievement	85.43	5.64	76	94

#### 2) Normality Test

The Shapiro-Wilk test was used to evaluate the normality of the data. The results are as follows:

**Table 3: The normality test results**

Variable	p-value
Digital Literacy	0.078
Learning Motivation	0.062
Learning Achievement	0.089

Since all p-values are greater than 0.05, the data are considered normally distributed.

### 3) Pearson Correlation Test

The Pearson correlation test was used to measure the relationship between variables. The results are as follows:

**Table 4: Pearson correlation test results**

Relationship	Correlation Coefficient (r)	Significance value (p-value)
Digital Literacy – Learning Motivation	0.652	0.001
Digital Literacy – Learning Achievement	0.718	0.000

Interpretation of the table above:

- Digital literacy has a significant positive correlation with learning motivation ( $r = 0.652, p < 0.05$ ).
- Digital literacy also has a significant positive correlation with learning achievement ( $r = 0.718, p < 0.05$ ).

### 4) Simple Linear Regression Test

- Regression 1: Digital Literacy on Learning Motivation

The regression analysis produced the formula  $Y=20.34+0.67X$ , indicating that for every one-unit increase in digital literacy, learning motivation increases by 0.67 units, with 20.34 representing the constant baseline level of motivation. The  $R^2$  value of 0.425 reveals that 42.5% of the variance in learning motivation can be explained by digital literacy, suggesting a moderate relationship. The F-statistic of 15.48 and the corresponding p-value of 0.001 indicate that the regression model is statistically significant, confirming that digital literacy has a significant influence on learning motivation.

b) Regression 2: Digital Literacy on Learning Achievement

The regression formula  $Y=30.12+0.69X$  demonstrates that for every one-unit increase in digital literacy, learning achievement increases by 0.69 units, with 30.12 representing the constant baseline level of achievement. The  $R^2$  value of 0.515 indicates that 51.5% of the variance in learning achievement is explained by digital literacy, reflecting a strong relationship. The F-statistic of 19.72, combined with a highly significant p-value of 0.000, confirms that the regression model is statistically significant, providing strong evidence that digital literacy has a substantial influence on learning achievement.

The findings of this study indicate that students' digital literacy levels are high, with an average score of 80.04. Digital literacy demonstrates a significant positive relationship with both learning motivation ( $r=0.652$ ) and learning achievement ( $r=0.718$ ). Regression analysis further reveals that digital literacy significantly influences learning motivation ( $R^2=0.425$ ) and learning achievement ( $R^2=0.515$ ), highlighting its substantial contribution to enhancing these aspects.

## 2. Interpretation of Data Analysis Based on the Research Questions

### a. The Level of Digital Literacy Among Students at MA Badrul Islam Gulung

The descriptive analysis of digital literacy among 23 grade XII students at MA Badrul Islam Gulung highlights a high level of competence in this area. The mean score of 80.04 reflects strong digital literacy skills, with scores ranging from 70 to 89. Most students achieved scores within the range of 76–85, indicating consistent performance. The standard deviation of 5.71 suggests a relatively narrow spread of scores, emphasizing the uniformity of digital literacy levels among the students. A histogram of the scores further confirms that the majority of students scored above the median, reinforcing the observation that their digital literacy skills are generally robust. These findings align with expectations given the increasing integration of technology in educational settings, underscoring the students' preparedness to utilize digital tools effectively in their learning processes.

### b. The Influence of Digital Literacy on Students' Learning Motivation in Fiqh

The Pearson correlation analysis revealed a strong and significant relationship between digital literacy and learning motivation, with a correlation coefficient ( $r$ ) of 0.652 and a p-value of 0.001, which is below the alpha level of 0.05. This indicates a statistically

significant positive correlation. Further examination through simple linear regression provided additional insights, yielding the regression equation  $Y=20.34+0.67X$ , where  $Y$  represents learning motivation and  $X$  represents digital literacy. The  $R^2$  value of 0.425 suggests that 42.5% of the variance in students' learning motivation can be attributed to their levels of digital literacy. The F-statistic of 15.48, with a p-value of 0.001, confirms the model's overall significance.

These results imply that higher levels of digital literacy significantly enhance learning motivation. Students with advanced digital literacy skills are more likely to be engaged and motivated in Fiqh learning activities, as they can effectively utilize technological tools to enrich their learning experiences and outcomes.

### **c. The Influence of Digital Literacy on Students' Learning Achievement in Fiqh**

The Pearson correlation analysis revealed a very strong and significant relationship between digital literacy and learning achievement, with a correlation coefficient ( $r$ ) of 0.718 and a p-value of 0.000, which confirms statistical significance at the 0.05 level. Simple linear regression analysis further supported these findings, producing the regression equation  $Y = 30.12 + 0.69X$ , where  $Y$  represents learning achievement and  $X$  represents digital literacy. The  $R^2$  value of 0.515 indicates that 51.5% of the variance in students' learning achievement can be explained by their digital literacy levels. The model's overall significance was validated by an F-statistic of 19.72 ( $p = 0.000$ ).

These results highlight the substantial and positive impact of students' digital literacy on their learning achievement in Fiqh. Students with advanced digital skills tend to perform better academically, as they are more capable of accessing, understanding, and applying digital learning materials effectively. This proficiency enables them to engage more deeply with the subject matter, leading to enhanced academic outcomes.

The study at MA Badrul Islam Gulung revealed key findings emphasizing the pivotal role of digital literacy in education. Students demonstrated high levels of digital literacy, with a mean score of 80.04, reflecting their proficiency in utilizing digital tools. A significant positive relationship was identified between digital literacy and learning motivation ( $r = 0.652, p < 0.05$ ), where digital literacy accounted for 42.5% of the variation in motivation, as confirmed through regression analysis. Similarly, a strong positive relationship was observed between digital literacy and learning achievement ( $r =$

0.718,  $p < 0.05$ ), with 51.5% of the variance in learning achievement attributed to digital literacy, highlighting its substantial impact.

To build on these findings, several recommendations were proposed. Schools should provide regular digital literacy training for students and teachers to optimize technology use in classrooms. Integrating technology-based resources into the Fiqh curriculum can further enhance student motivation and achievement. Students are encouraged to actively engage with digital tools to support their learning, such as utilizing online resources and participating in virtual educational discussions. Future research could explore the long-term effects of digital literacy on learning outcomes in other subjects and investigate the specific contributions of various digital tools to improved motivation and achievement.

This study underscores the critical role of digital literacy in fostering both motivation and academic success among students studying Fiqh at MA Badrul Islam Gulung. By equipping students with digital skills, educators can enhance their engagement with learning materials and prepare them for success in a technology-driven educational landscape.

## DISCUSSION

The findings of this study provide compelling evidence that digital literacy significantly influences learning motivation and academic achievement in Fiqh among students at MA Badrul Islam Gulung. This aligns with the research objectives, which aimed to understand the relationship between digital literacy and educational outcomes in an Islamic educational context. The implications of these findings are multifaceted and provide a foundation for further exploration and application in both theory and practice.

The findings of this study reveal the profound influence of digital literacy on both learning motivation and achievement, underscoring the importance of digital competencies in modern education. As a pivotal factor in the learning process, digital literacy enhances not only technical abilities but also students' engagement and academic performance.

The significant correlation between digital literacy and learning motivation ( $r = 0.652$ ,  $p < 0.05$ ) highlights that students with stronger digital skills demonstrate higher enthusiasm and engagement in their educational pursuits. Regression analysis reveals that digital literacy accounts for 42.5% of the variance in learning motivation, emphasizing its critical role in fostering students' interest and persistence. Mechanisms such as access to diverse learning

resources, interactive tools, and opportunities for self-directed learning contribute to this effect. For instance, students adept in digital literacy can leverage a wide range of online materials and platforms, making their learning experiences more personalized and engaging. Additionally, gamified and interactive learning environments stimulate intrinsic motivation, while the autonomy afforded by digital tools cultivates a sense of ownership over their education. These findings align with theory which assert that digital literacy not only equips students with necessary technical skills but also fosters a deeper eagerness to learn (Nurhidayat et al., 2022).

Moreover, digital literacy significantly influences learning achievement, with a correlation of  $r = 0.718$  ( $p < 0.05$ ) and 51.6% of the variance in achievement explained by digital competencies. This stronger correlation suggests that the benefits of digital literacy extend beyond motivation to directly enhance academic performance. Key contributing factors include the development of higher-order thinking skills (HOTS) such as critical thinking, creativity, and problem-solving. These competencies enable students to critically evaluate and effectively apply information, leading to better performance in assessments and projects (Atika Susanti, & Resnani, 2022). Technology-enhanced learning, through tools like simulations and online assessments, further aids in grasping complex concepts and reinforcing understanding. Additionally, collaborative learning facilitated by digital platforms promotes peer interaction, fostering a deeper comprehension of material and practical application of knowledge. These results corroborate the research findings which emphasize the positive impact of technology integration on cognitive development and academic success (Aryo Kusuma Yaniaja & Hendra Wahyudrajat, 2020).

These insights highlight the urgent need for educational systems to prioritize digital literacy as a core component of learning. Integrating digital literacy into curricula can better prepare students for academic success and future workforce demands. Simultaneously, teacher training programs should focus on equipping educators with the digital skills needed to integrate technology effectively into their teaching practices. Furthermore, ensuring equitable access to digital tools and internet connectivity is essential to bridge the digital divide and provide all students with the opportunity to succeed.

Digital literacy emerges as a critical enabler of engaged and successful learners. By enhancing students' ability to navigate and utilize digital tools, educators can significantly improve learning motivation and achievement, fostering a generation of learners equipped

to thrive in an increasingly digital world. This shift not only addresses immediate educational needs but also lays the foundation for lifelong learning and adaptability in the face of future challenges.

The findings of this study align with and expand upon prior research emphasizing the role of digital literacy in modern education. Previous studies have consistently demonstrated how integrating digital tools and innovative teaching strategies positively influences students' learning motivation and outcomes. For instance, Pangesti, (2023) highlighted the effectiveness of leveraging digital tools in fostering student engagement, particularly through creative and adaptable teaching approaches. Similarly, the research by Anshori et al., (2023) on the "Example Non-Example" method demonstrated how interactive and visually engaging instructional techniques improve students' understanding and academic performance. These studies collectively underscore the transformative potential of digital literacy in contemporary education.

However, this study offers a novel contribution by situating its focus within the specific domain of Fiqh education in Madrasah Aliyah. While earlier research often explored general teaching methodologies or the application of digital tools in broader educational contexts, this study delves into the dual impact of digital literacy on both learning motivation and achievement in Islamic studies. This contextual focus is particularly significant, as Fiqh education requires a nuanced understanding of religious concepts, often presented through traditional pedagogical methods. By integrating digital literacy, the study reveals how modern tools can complement and enhance traditional teaching, making complex Islamic teachings more accessible and engaging for students.

This extension of the literature is crucial in highlighting the multidimensional benefits of digital literacy. First, it illustrates how digital competencies empower students to engage more deeply with Islamic studies, fostering both intrinsic and extrinsic motivation. Digital tools, such as interactive e-books, educational apps, and online discussion forums, allow students to explore Fiqh concepts dynamically, aligning with their learning preferences and promoting self-directed study. Second, the research demonstrates how digital literacy contributes to improved learning outcomes by enabling students to critically analyze and apply Fiqh principles through interactive resources and assessments. These findings suggest that digital literacy not only enhances technical skills but also deepens students' understanding and application of religious knowledge.

In emphasizing the comprehensive impact of digital literacy, this study underscores its importance as a critical factor in improving educational outcomes within Islamic studies. It calls for educators in Madrasah Aliyah and similar institutions to integrate digital tools thoughtfully into their teaching practices. Doing so can bridge the gap between traditional pedagogies and modern educational demands, ensuring that students are equipped with the skills necessary for both academic success and lifelong learning in a digitally connected world. This approach also highlights the potential for digital literacy to transform the teaching and learning of Islamic education, making it more relevant and engaging in the context of contemporary challenges and opportunities.

The findings underscore the need for Islamic educational institutions to prioritize digital literacy as a core competency. Teachers must be equipped with digital skills to design and implement effective ICT-based teaching strategies. This will not only enhance students' motivation and academic performance but also prepare them for the challenges of a technology-driven world.

From a policy perspective, madrasas should integrate digital literacy programs into their curricula to foster students' cognitive and social skills. These programs should include training on information evaluation, digital content creation, and ethical internet use, aligning with framework of Nurhidayat et al., (2022). Additionally, providing access to digital tools and resources is essential to bridge the "technical gaps" identified by Salsabila et al., (2022)

While this study offers valuable insights, it also highlights areas for future research. Further studies could:

1. Investigate the longitudinal effects of digital literacy on students' academic and personal development.
2. Explore the integration of specific digital tools, such as educational apps or gamified learning platforms, in Fiqh instruction.
3. Examine the role of teacher digital competencies in enhancing the effectiveness of digital literacy programs.

Additionally, expanding the research to other subjects within Islamic education and comparing outcomes across different educational levels could provide a more comprehensive understanding of digital literacy's impact.

The unique contribution of this study lies in its focus on the interplay between digital literacy and educational outcomes in the specific context of Fiqh education. By demonstrating that digital literacy not only enhances learning motivation but also significantly improves academic achievement, this research highlights a novel approach to integrating modern technology into traditional religious education. This approach serves as a model for other Islamic educational institutions striving to balance tradition and innovation.

In conclusion, the findings of this study provide strong evidence that digital literacy is a critical factor in enhancing learning motivation and academic achievement in Fiqh education. By integrating digital literacy into the educational framework, Islamic institutions can create a more engaging, effective, and future-ready learning environment. These insights lay the groundwork for further exploration and practical implementation in the evolving landscape of Islamic education.

## CONCLUSION

This study investigated the impact of digital literacy on learning motivation and academic achievement in Fiqh among students at MA Badrul Islam Gulung. The findings revealed that: 1) The students demonstrated a high level of digital literacy, with a mean score of 80.04. This reflects their proficiency in effectively utilizing digital tools, with a consistent performance as indicated by the narrow spread of scores; 2) Digital literacy showed a significant positive relationship with students' learning motivation in Fiqh, with a correlation coefficient of  $r = 0.652$  and  $p < 0.05$ . Digital literacy accounted for 42.5% of the variance in learning motivation, suggesting that higher levels of digital literacy can enhance students' motivation; and 3) Digital literacy exhibited a significant positive relationship with students' academic achievement in Fiqh, with a correlation coefficient of  $r = 0.718$  and  $p < 0.05$ . It explained 51.5% of the variance in academic achievement, indicating that better digital literacy is associated with higher academic performance.

These results suggest that enhancing students' digital literacy skills can lead to higher motivation and better performance in Fiqh. The study also emphasizes the importance of integrating digital literacy into the curriculum, particularly in Islamic education, to bridge the gap between traditional teaching methods and the demands of modern educational environments. This integration can equip students with essential skills to navigate a

technology-driven world and enhance their learning experiences. However, the study's limitations, such as its focus on a single institution and reliance on self-reported data, suggest that future research should expand to other educational settings and incorporate more objective measures to enhance the generalizability of the findings. Overall, the study underscores the need for continuous digital literacy training for both students and educators to optimize technology use in classrooms and improve learning outcomes in Fiqh and other subjects.

## REFERENCES

- Anshori, I., Setiaji, H., Anita, S., & Pandeglang, B. (2023). Penggunaan Metode Pembelajaran Inovatif Melalui Strategi Example Non Example Terhadap Hasil Belajar Siswa Pada Mata Pelajaran Fiqh. *Jurnal Pendidikan Islam Al-Ilmi*, 6(2), 224–235. <https://doi.org/10.32529/al-ilm.v6i2.2489>
- Aryo Kusuma Yaniaja, Hendra Wahyudrajat, V. T. D. (2020). Pengenalan Model Gamifikasi Ke Dalam E-Learning Pada Perguruan Tinggi. *ADIMAS: Adi Pengabdian Kepada Masyarakat*, 2016, 21–29. <https://www.adi-journal.org/index.php/adimas/article/view/235>
- Atika Susanti, Resnani, N. A. (2022). *Mathematics Textbooks: an Ideal Overview of Mathematical Literacy*. 5(Snip 2021), 18–25. <https://doi.org/10.20961/shes.v5i2.58297>
- Bahak, M., By, U., Rindaningsih, I., & Fauji, I. (2019). *Teaching Media of Fiqh Magazine Model to Improve Prayer Understanding in Primary School Students*. 7(8), 1820–1825. <https://doi.org/10.13189/ujer.2019.070821>
- Deby Andriana, Susi Fitria Dewi, Syafri Anwar, dan M. M. (2022). Faktor-Faktor Yang Mempengaruhi Kemandirian Siswa Dalam Pembelajaran Blended Learning. *REFLEKSI EDUKATIKA: Jurnal Ilmiah Kependidikan*, 13(3). <https://doi.org/http://jurnal.umk.ac.id/index.php/RE>
- Eraku, S. S., Baruadi, M. K., & Anantadjaya, S. (2021). Digital Literacy and Educators of Islamic Education. *Edukasi Islami: Jurnal Pendidikan Islam*, 569–576. <https://doi.org/10.30868/ei.v10i01.1533>
- Kamali, A. N. (2024). Strategi Guru Mata Pelajaran Fiqh Dalam Peningkatkan Pemahaman Agama. *Ngaos: Jurnal Pendidikan Dan Pembelajaran*, 2, 104–115. <https://doi.org/https://doi.org/10.59373/ngaos>
- Mohammad Abdus Salam, Imron Arifin, M. S. (2022). Pengelolaan Pembelajaran Pendidikan Agama Islam Berbasis Multiliterasi di Madrasah Tsanawiyah. *Jurnal Basicedu*, 6(5), 8805–8811. <https://doi.org/10.31004/basicedu.v6i5.3969>
- Muhammad, A. (2021). Exploring Student Motivation in Quranic Memorization in Selected Islamic Secondary Schools (a Case Study). *Al-Hayat: Journal of Islamic Education (AJIE)*, 5(101–121). <https://doi.org/https://doi.org/10.35723/ajie.v5i1.161>
- Muzizatullah, Muhammad Yaumi, A. G. (2018). *Sejarah dan program pendidikan ma'had al -birr pada universitas muhammadiyah makassar*. VII, 219–232.

<https://doi.org/https://doi.org/10.24252/ip.v7i2.7855>

- Nofmiyati, Miftahuddin, D. (2023). Overview Motivasi Belajar Pendidikan Agama Islam : Analisis Menggunakan Bibliometrik. *NADANLA: Jurnal Ilmu Ilmu Kesehatan*, 13, 87–97. <https://doi.org/http://dx.doi.org/10.24014/jiik.v13i1.24252>
- Nurhidayat, E., Herdiawan, R. D., & Rofi, A. (2022). Pelatihan Peningkatan Literasi Digital Guru Dalam Mengintegrasikan Teknologi di SMP Al-Washilah Panguragan Kabupaten Cirebon. *Papanda Journal of Community Service*, 1(1), 27–31. <https://doi.org/doi.org/10.56916/pjcs.v1i1.71>
- Pangesti, J. S. (2023). Peran Guru Fiqh dalam Meningkatkan Motivasi Belajar Siswa Pada Mata Pelajaran Fiqh di SMP Islam Amanah Ummah Mojolaban Sukoharjo. *Didaktika: Jurnal Kependidikan*, 12(4), 505–516. <https://doi.org/https://doi.org/10.58230/27454312.267>
- Purwati, P. (2017). pengaruh penerapan metode drill / latihan terhadap minat belajar siswa pada mata pelajaran fiqh ( Penelitian di MTS Attarbiyyah Bayongbong Garut ). *Jurnal Pendidikan Universitas Garut*, 48–53. <https://doi.org/https://doi.org/10.52434/jp.v4i1.35>
- Rafikasari, F., Ibrahim, M., Amin, S. M., & Djazilan, S. (2021). Keefektifan Pembelajaran Agama Islam melalui Pendekatan Pembelajaran Aktif, Kreatif, Efektif, dan Menyenangkan (Pakem) di Sekolah Dasar. *Jurnal Basicedu*, 5(5), 3232–3241. <https://doi.org/10.31004/basicedu.v5i5.1314>
- Salsabila, U. H., Dahlan, U. A., Fiddini, P. F., Dahlan, U. A., Nuri, N. S., Dahlan, U. A., Sholikhah, D. A., Dahlan, U. A., & Dahlan, U. A. (2022). The Development of Educational Technology In The Realm of Islamic Boarding School Learning. *MA'ALIM: Jurnal Pendidikan Islam*, 3, 10–20. <https://doi.org/https://doi.org/10.21154/maalim.v3i1.3413>
- Sri Buwono, J. A. D. (2020). Hubungan Media Internet, Membaca, dan Menulis dalam Literasi Digital Mahasiswa. *Jurnal Basicedu*, 4(4), 1186–1193. <https://doi.org/10.31004/basicedu.v4i4.526>
- Sultan. (2022). Discipline of Islamic religious education teachers in the implementation of learning in junior and senior high school students in Sapuka Island. *International Journal of Science and Research Archive*, 05(01), 086–091. <https://doi.org/10.30574/ijrsra.2022.5.1.0046>
- Suriyani, E. (2023). Motivation to Learn to Read Al-Qur ' an Students. *Jurnal Pendidikan Agama Islam Indonesia (JP AII)*, 4(2). <https://doi.org/10.37251/jpaii.v4i2.661>
- Titin, I. K. (2022). Studi Literatur : Pemanfaatan Powerpoint Interaktif sebagai Media Pembelajaran Biologi di SMA. *EduBiologia*, 2(1), 1–6. <https://doi.org/10.30998/edubiologia.v2i1.10451>