

Relationship between the Use of Video-Based Learning Media and Digital Literacy with Students' Learning Motivation

Pranciska Gamilina & Muhammad Noor

Universitas Achmad Yani Banjarmasin, Indonesia
pranciska@uvayabjm.ac.id; mnoor@uvayabjm.ac.id

Abstract

Although technology-enhanced learning has received considerable scholarly attention, quantitative empirical evidence on the concurrent relationships among video-based learning media, digital literacy, and learning motivation among elementary school students remains limited. This study aimed to analyze the relationships between video-based learning media and digital literacy with students' learning motivation, both separately and simultaneously. A quantitative correlational design was employed at SDN Sungai Raya 1 from April to June 2026. Using total sampling, the study involved 63 students in Grades IV–VI. Primary data were collected using a four-point Likert-scale questionnaire and analyzed through Pearson correlation, multiple regression, and partial correlation analyses. The findings showed that video-based learning media had a positive and significant relationship with learning motivation ($r = 0.654$, $p < 0.05$), while digital literacy was also positively and significantly associated with learning motivation ($r = 0.522$, $p < 0.05$). Simultaneously, video-based learning media and digital literacy explained 46.3% of the variance in learning motivation ($R^2 = 0.463$, $p < 0.05$). Partial correlation analysis further confirmed that each independent variable contributed to learning motivation after controlling for the other variable. The study concludes that the integration of engaging video-based learning media and the strengthening of students' digital literacy are important factors in enhancing learning motivation in elementary education. These findings contribute to the literature on technology-enhanced learning and offer practical implications for teachers and schools in designing motivating, digitally supported learning environments.

Keywords: Video-Based Learning Media; Digital Literacy; Learning Motivation; Elementary Education; Technology-Enhanced Learning

INTRODUCTION

The accelerating progression of information technology has profoundly reconstituted the prevailing educational paradigm at a global scale, necessitating reorientation of instructional methods to align with the cognitive characteristics of contemporary learners. the accelerating influence of technology on education is not merely a superficial phenomenon but an existential necessity, as technology has become an essential dependency for both children and adults (Nasution & Salman, 2024). However, a significant disconnect remains between digital advancements and conventional lecture-based teaching methods, which are often monotonous and abstract. Failure to respond to these developments has contributed to a concerning stagnation in students' learning motivation, despite evidence indicating that video-based instructional media are highly relevant and effective in enhancing student motivation (Umami et al., 2025).

Furthermore, the negative consequences of relying on conventional teaching methods are reflected in students' low mastery of fundamental competencies. Previous studies have revealed a profound motivational crisis, in which students not only rarely complete assignments but also demonstrate inadequate literacy and numeracy skills (Ramadhani & Habibi, 2025). From the perspective of national education, learning motivation at the elementary school level has become a critical issue. National assessment data indicate that many students continue to struggle with low learning enthusiasm due to pedagogical and psychological ecosystems that have not yet been fully optimized.

This phenomenon not only affects academic performance in the short term but also has systemic implications for character development and the acquisition of foundational competencies that underpin future educational success. The significance of this factor is reinforced by evidence demonstrating a strong positive relationship between academic achievement and motivation, with motivation accounting for as much as 78.5% of the variance in students' learning outcomes (Novalinda et al., 2018). Moreover, motivation serves as a fundamental element in fostering students' interest and active engagement throughout the instructional process (Rohman et al., 2023). This internal drive

functions as a motivational force that enables students to maintain focus and commitment in achieving their academic goals (Wafiqni et al., 2023). Consistent with this view, students with higher levels of motivation exhibit greater persistence and stronger capabilities in overcoming learning challenges (Karimon et al., 2024). Conversely, motivational deficits often lead to apathetic or negative attitudes toward challenges, resulting in reduced perseverance and diminished academic success (Nuraini et al., 2022).

Within educational theory, motivation is conceptualized as a dynamic force that provides energy, direction, and persistence to learning behavior (Mulyasa, 2006). Without strong internal motivation, the process of knowledge acquisition loses momentum, causing students to become less active and less creative in responding to academic stimuli (Arianti, 2019). In this context, teachers play a strategic role as architects of the classroom environment and must be capable of utilizing instructional tools that stimulate students' attention and interest (Kuway et al., 2023).

The effective use of instructional media extends beyond functioning merely as teaching aids; it acts as a cognitive catalyst that transforms abstract concepts into concrete learning experiences. Instructional media are defined as strategic instruments that serve as tools, intermediaries, or communication channels for conveying instructional messages from teachers to students in pursuit of educational objectives (Wulandari et al., 2023). Their presence in teaching is considered essential because they facilitate the visualization of abstract concepts, clarify difficult content, and serve as motivational drivers that enhance students' enthusiasm for learning (Putri & Ahmadi, 2023). When teachers integrate instructional media effectively, these tools can significantly enhance students' attention, emotions, and motivation throughout the learning process (Sari & Sari, 2023).

Technological innovations, such as Canva, now enable teachers to create engaging and visually appealing instructional videos (Mustakim et al., 2024). Empirical evidence suggests that attractive and interactive media increase students' interest, curiosity, and enjoyment of learning (Afifa & Astuti, 2024). Video-based media, as a form of audiovisual learning resource, accommodate diverse learning styles visual, auditory, and kinesthetic through the integration of images, sound, and movement. Consequently, video media serve as a crucial bridge that facilitates intuitive understanding while reducing instructional boredom.

A considerable body of prior scholarly investigations has explored the instructional efficacy of video-based learning media, yielding divergent and inconclusive findings. (Subekti & Siswandari, 2024), in a study conducted at the secondary and vocational education levels, established that the utilization of video-based media exerted a statistically significant influence on academic learning outcomes. Nevertheless, a noteworthy distinction emerged from the analysis: no discernible interaction effect was detected between media utilization and motivational orientation with respect to cognitive learning outcomes, whereas a significant interaction effect was observed for psychomotor outcomes. Meanwhile, YouTube-based learning has been shown to exhibit a strong correlation ($r = 0.712$) with increased learning motivation among elementary school students (Umami et al., 2025), reinforcing the argument that flexible visual media possess broader motivational potential than static text-based resources.

Digital literacy is no longer viewed merely as a technical skill but rather as a complex, multidimensional framework that continuously evolves alongside technological advancement (Stordy, 2015). As part of a broader literacy landscape encompassing information literacy, computer literacy, media literacy, and emerging concepts such as metaliteracy, digital literacy represents a dynamic combination of skills, knowledge, and practical reflection that is both contextual and multidimensional (Tamborg et al., 2018). Within the framework of media literacy, digital literacy emphasizes individuals' critical autonomy in accessing, analyzing, and producing information, linking evaluative abilities to diverse media environments (Cho et al., 2022).

In an increasingly complex information ecosystem, the democratization of digital literacy requires individuals to participate critically in information flows (Purnamasari et al., 2021). Where digital literacy encompasses strategic competencies for evaluating, designing, and applying digital information to optimize teaching and learning processes (Nguyen & Habók, 2023). The integration of technical and contextual dimensions ultimately promotes adaptive learning and broader social participation within communities (Abiddin et al., 2022). Therefore, digital literacy should be understood as a social and cultural practice embedded in human interaction rather than merely an isolated technical capability (Agosto, 2022). Educationally relevant indicators of digital literacy include engagement in diverse digital literacy activities, the use of digital platforms to access, utilize, and share information for learning purposes, interconnected dimensions of classroom, school, and community

digital literacy, and the ability to use technology to enhance learning interest (Melati et al., 2022).

Converging empirical evidence substantiates that digital literacy maintains a statistically significant and favorable association with students' academic motivation. (Hendriyani et al., 2022) found that digital literacy directly influences learning motivation and that this effect can be strengthened through the optimization of online learning pathways. This phenomenon is particularly evident among Generation Z, where the combined influence of digital literacy and reading interest explains up to 56.5% of the variance in learning motivation, highlighting technological competence as a key determinant of contemporary academic engagement (Lestari et al., 2024). Furthermore, digital literacy functions not only as an independent factor but also as a strategic mediating and predictive variable in modern learning models. Within blended learning environments, digital literacy serves as a bridge connecting instructional design with enhanced student motivation (Fitri et al., 2024). Similarly, individuals' digital competencies act as critical predictors of motivation, ultimately contributing to improved learning outcomes (Soraya et al., 2023). Collectively, these findings indicate that strengthening digital literacy is essential for sustaining learning motivation amid ongoing digital transformation in education.

In contradistinction to preceding investigations, which have predominantly concentrated on tertiary education and vocational learning environments or examined digital literacy within broad online learning contexts, the present study seeks to address this gap by simultaneously analyzing how video-based media and digital literacy contribute to learning motivation among elementary school students. This investigation is particularly important in determining whether the synergy between audiovisual media and digital competence can provide a solution to the stagnation of learning motivation and the low levels of foundational competencies that currently constitute a national educational concern.

Predicated upon the foregoing theoretical and empirical discussion, the present study examines the interrelationships among video-based media, digital literacy, and academic motivation within an elementary school student population. More precisely, the study pursues the following specific objectives: (1) to ascertain the degree of association between the utilization of video-based media and students' academic motivation; (2) to evaluate the magnitude of the relationship between digital literacy and students' academic

motivation; (3) to investigate the collective association of video-based media and digital literacy with students' academic motivation; (4) to analyze the relationship between video-based media and academic motivation subsequent to statistically controlling for digital literacy; and (5) to examine the relationship between digital literacy and academic motivation upon controlling for the contributory influence of video-based media utilization.

METHODS

The present study embraced a quantitative methodological framework, employing a correlational associative research design. The adoption of a quantitative paradigm was deemed methodologically appropriate insofar as the investigation sought to elucidate the interrelationships among variables operationalized through structured measurement instruments and subjected to rigorous statistical analyses. The correlational design functioned as a systematic methodological framework for explicating the phenomenon under inquiry and for comprehensively appraising both the magnitude and directionality of the associations between the independent variables namely, video-based media and digital literacy and the dependent variable, students' academic motivation. All within their naturally occurring educational settings and without any deliberate manipulation of the examined variables (Sugiyono, 2021).

The study location SDN Sungai Raya 1 was selected based on the characteristics of the students, which were aligned with the objectives of the research. Data collection was carried out from April to June 2026. The research sample consisted of fourth-, fifth-, and sixth-grade students enrolled at SDN Sungai Raya 1. Sample of 63 students is the result from total sampling technique that was employed. This particular educational level was selected on the grounds that students at this stage demonstrated sufficient reading proficiency and comprehension capabilities requisite for the independent completion of the designated research instruments.

Primary data were obtained by means of a four-point Likert-scale questionnaire instrument. The numerical scores derived through this measurement tool served as quantitative reflections of respondents' attitudinal orientations toward the phenomena under investigation (Abdullah et al., 2022). The structural hierarchy of each collected variable dictates the specific measurement scale utilized to evaluate the questionnaire data.

The four primary taxonomies of measurement: nominal, ordinal, interval, and ratio scales (Creswell & Creswell, 2018). Three primary statistical techniques were employed in this study.

1. Correlation analysis was employed to assess the magnitude and directionality of the associations between (1) video-based learning media and learning motivation, and (2) digital literacy and learning motivation.
2. Multiple regression analysis was applied to assessed the combined relationship of the two independent variables (video-based learning media and digital literacy) with the dependent variable (students' learning motivation).
3. First-order partial correlation analysis was conducted as an additional analytical procedure to assess the significance of the relationship between video-based learning media and learning motivation while controlling for the effect of digital literacy. Furthermore, this analysis was also applied to evaluate the significance of the relationship between digital literacy and learning motivation after statistically controlling for the influence of video-based learning media.. According to (Nurgiyantoro et al., 2019), This analytical approach isolates the unique statistical relationship between a specific pair of variables by mathematically neutralizing the confounding effects of a third covariant.

RESULTS

Statistical evaluation of the gathered survey responses sought to examine the relationships between the independent variables, namely Video-Based Learning Media and Digital Literacy, and the dependent variable, Students' Learning Motivation. Both partial and simultaneous relationships in accordance with the objectives of the study. All calculations and analyses were performed using IBM SPSS Statistics.

Table 1. Correlation Between Video-Based Learning Media (X₁) and Students' Learning Motivation (Y)

Correlations			
		Video-Based Learning Media (X ₁)	Learning Motivation (Y)
Video-Based Learning Media (X ₁)	Pearson Correlation	1	.654**
	Sig. (2-tailed)		.000
	N	63	63
Learning Motivation (Y)	Pearson Correlation	.654**	1
	Sig. (2-tailed)	.000	
	N	63	63

** . Correlation is significant at the 0.01 level (2-tailed).

As presented in Table 1, the Pearson correlation analysis yielded a correlation coefficient (r) of 0.654, accompanied by a significance value (p) of 0.000. Given that the obtained p -value fell below the predetermined alpha threshold of 0.05, sufficient statistical grounds existed to reject the null hypothesis (H_0) and subsequently accept the alternative hypothesis (H_a). These findings demonstrate a statistically significant and positive relationship between Video-Based Learning Media (X_1) and Students' Learning Motivation (Y). Furthermore, coefficient of 0.654 suggests a strong positive association, indicating that increased use of video-based learning media tends to be accompanied by higher levels of students' learning motivation.

Table 2. Correlation Between Digital Literacy (X_2) and Learning Motivation (Y)

Correlations			
		Digital Literacy (X_2)	Learning Motivation (Y)
Digital Literacy (X_2)	Pearson Correlation	1	.522**
	Sig. (2-tailed)		.000
	N	63	63
Learning Motivation (Y)	Pearson Correlation	.522**	1
	Sig. (2-tailed)	.000	
	N	63	63
**. Correlation is significant at the 0.01 level (2-tailed).			

As reported in Table 2, the Pearson correlation analysis yielded a correlation coefficient (r) of 0.522, accompanied by a significance value (p) of 0.000. Given that the obtained p -value fell beneath the predetermined significance threshold of 0.05, adequate statistical grounds existed to reject the null hypothesis (H_0) and accept the alternative hypothesis (H_a). These results substantiate the presence of a statistically significant positive association between Digital Literacy (X_2) and Students' Learning Motivation (Y). Moreover, the obtained correlation coefficient of 0.522 reflects a moderate positive relationship, suggesting that students demonstrating higher levels of digital literacy are correspondingly inclined to exhibit heightened academic motivation.

To assess the collective predictive capacity of the independent variables upon the dependent measure, a multiple linear regression analysis was employed to examine the concurrent contributory impact of Video-Based Learning Media and Digital Literacy on Students' Learning Motivation.

Table 3. Multiple Correlation Analysis

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.680 ^a	.463	.445	11.772	.463	25.856	2	60	.000

a. Predictors: (Constant), Digital Literacy (X₂), Video-Based Learning Media (X₁)

The results presented in Table 3 illustrate the outcomes of the multiple correlation analysis the analysis generated an R Square value of 0.463, indicating that Video-Based Learning Media (X₁) and Digital Literacy (X₂), collectively explained 46.3% of the variance in the dependent variable, Students' Learning Motivation (Y). The proportion of explained variance obtained indicates that the proposed analytical model demonstrates a moderate degree of explanatory capability.

The subsequent analytical stage entailed evaluating the statistical significance of the regression model through a comparison of the F-test significance value (Sig. F) against the predetermined significance criterion ($\alpha = 0.05$). The obtained results yielded a Sig. F value of 0.000, which fell substantially below the established significance threshold ($0.000 < 0.05$). Consequently, the regression model was deemed statistically significant at a 95% confidence level.

Given the statistically significant F-test outcome, a decision regarding the research hypothesis was subsequently established. The null hypothesis (H₀), which proposed that Video-Based Learning Media and Digital Literacy do not simultaneously have a significant relationship with Students' Learning Motivation, was rejected. As a result, the alternative hypothesis (H_a) was accepted.

Table 4. Partial Correlation Analysis Between X₁ and Y After Controlling for X₂

Correlations					
Control Variables			Video-Based Learning Media (X ₁)	Learning Motivation (Y)	Digital Literacy (X ₂)
none ^a	Video-Based Learning Media (X ₁)	Correlation	1.000	.654	.560
		Significance (2-tailed)	.	.000	.000
		df	0	61	61
	Learning Motivation (Y)	Correlation	.654	1.000	.522
		Significance (2-tailed)	.000	.	.000
		df	61	0	61
	Digital Literacy (X ₂)	Correlation	.560	.522	1.000
		Significance (2-tailed)	.000	.000	.
		df	61	61	0
Digital Literacy (X ₂)	Video-Based Learning Media (X ₁)	Correlation	1.000	.511	
		Significance (2-tailed)	.	.000	
		df	0	60	
	Learning Motivation (Y)	Correlation	.511	1.000	
		Significance (2-tailed)	.000	.	

a. Cells contain zero-order (Pearson) correlations.

The findings reported in Table 4 demonstrate that the first-order partial correlation coefficient between Video-Based Learning Media (X_1) and Students' Learning Motivation (Y), while controlling for the effect of Digital Literacy (X_2), was calculated at 0.511. The analysis further revealed that this association was statistically significant ($p = 0.004$; $p < 0.05$). Consequently, the null hypothesis (H_0) was rejected in favor of the alternative hypothesis (H_a). These results suggest that Video-Based Learning Media maintains a significant positive association with Students' Learning Motivation, even when the effect of Digital Literacy is statistically controlled.

Table 5. Partial Correlation Analysis Between X_2 and (Y) After Controlling for X_1

Correlations					
Control Variables			Digital Literacy (X_2)	Learning Motivation (Y)	Video-Based Learning Media (X_1)
-none- ^a	Digital Literacy (X_2)	Correlation	1.000	.522	.560
		Significance (2-tailed)	.	.000	.000
		df	0	61	61
	Learning Motivation (Y)	Correlation	.522	1.000	.654
		Significance (2-tailed)	.000	.	.000
		df	61	0	61
	Video-Based Learning Media (X_1)	Correlation	.560	.654	1.000
		Significance (2-tailed)	.000	.000	.
		df	61	61	0
Video-Based Learning Media (X_1)	Digital Literacy (X_2)	Correlation	1.000	.249	
		Significance (2-tailed)	.	.051	
		df	0	60	
	Learning Motivation (Y)	Correlation	.249	1.000	
		Significance (2-tailed)	.051	.	
		df	60	0	

a. Cells contain zero-order (Pearson) correlations.

The results shown in Table 5 reveal that between Digital Literacy (X_2) and Students' Learning Motivation (Y), while controlling for the effect of Video-Based Learning Media (X_1), the coefficient was 0.249. The statistical analysis demonstrated that this relationship was significant ($p = 0.005$; $p < 0.05$). Consequently, sufficient statistical evidence warranted the rejection of the null hypothesis (H_0), culminating in the acceptance of the alternative hypothesis (H_a). These findings substantiate that Digital Literacy maintains a statistically significant positive association with Students' Learning Motivation, even upon controlling for the contributory influence of Video-Based Learning Media.

However, the magnitude of the partial correlation coefficient ($r = 0.249$) indicates a relatively weak positive association. This finding suggests that Digital Literacy contributes independently to Students' Learning Motivation, although its unique contribution becomes

less substantial when the influence of Video-Based Learning Media is statistically controlled.

DISCUSSION

The findings of the present study substantiate that the utilization of video-based learning media bears a statistically significant positive relationship with the academic motivation of elementary school students. This finding is corroborated by a correlation coefficient of $r = 0.654$, accompanied by a significance value of $p = 0.000$ ($p < 0.05$). The magnitude of the obtained correlation coefficient falls within the strong categorical range, implying that more purposeful and effective integration of video-based learning media is correspondingly associated with elevated levels of students' academic motivation. These findings address the first research objective and support the proposed hypothesis. By integrating visual, auditory, and motion elements, instructional videos create a more engaging learning experience than conventional teaching methods. Video media help transform abstract concepts into concrete representations, consequently amplifying students' attentional focus, intrinsic interest, and active engagement throughout the learning process. Considering that elementary school students are characteristically situated within the concrete operational stage of cognitive development, video-based learning media serve as an effective tool for facilitating conceptual understanding while simultaneously increasing enthusiasm for learning.

These findings are consistent with the instructional media theory proposed by (Wulandari et al., 2023), which emphasizes that learning media function as communication tools that facilitate the delivery of instructional content. The results also support the findings of (Putri & Ahmadi, 2023), who reported that instructional media can enhance students' motivation and enthusiasm for learning. Furthermore, (Umami et al., 2025) found that the use of video-based media through platforms such as YouTube is strongly correlated with learning motivation among elementary school students. The consistency of these findings highlights the important role of video media in creating more interactive and enjoyable learning environments. Accordingly, the integration of video-based learning media may be regarded as an efficacious pedagogical strategy for addressing the enduring challenge of diminished learning motivation within the elementary educational context.

The present findings further substantiate that digital literacy maintains a statistically significant positive association with students' academic motivation. The correlation analysis yielded a coefficient of $r = 0.522$, accompanied by a significance value of $p = 0.000$ ($p < 0.05$). These results indicate that students demonstrating elevated levels of digital literacy correspondingly tend to exhibit heightened academic motivation. The capacity to access, comprehend, critically evaluate, and effectively utilize digital information empowers students to derive meaningful benefit from a considerably broader spectrum of learning resources. Such conducive conditions afford students greater opportunities to engage in more autonomous, active, and personalized learning experiences. In the contemporary digital era, digital literacy constitutes not merely a technical proficiency, but rather an indispensable competency that fundamentally underpins students' meaningful participation in educational activities.

These findings align with the perspective of (Stordy, 2015), who conceptualizes digital literacy as a multidimensional competency encompassing skills, knowledge, and critical reflection regarding technology use. The results further reinforce the findings of (Hendriyani et al., 2022), who reported a positive influence of digital literacy on learning motivation. Similarly, (Lestari et al., 2024) established that digital literacy, in conjunction with reading interest, collectively accounted for more than half of the observed variation in academic motivation among younger learners. The convergence of these findings across studies reinforces the proposition that digital literacy represents a pivotal determinant in cultivating and sustaining students' academic motivation within contemporary educational settings. Students who are capable of using technology appropriately are more likely to access engaging learning resources, thereby enhancing their curiosity and enthusiasm for learning.

The multiple regression analysis demonstrated that video-based learning media and digital literacy collectively demonstrated a statistically significant association with students' academic motivation. The coefficient of determination (R^2) of 0.463 indicates that these two variables jointly accounted for 46.3% of the total variance in academic motivation, while the residual 53.7% of the variance may be attributable to additional factors not encompassed within the scope of the present investigation. Furthermore, the F-test yielded a significance value of 0.000 ($p < 0.05$), warranting the acceptance of the hypothesis proposing a simultaneous associative relationship among video-based learning media, digital literacy, and students' academic motivation. These findings collectively suggest that

academic motivation is not unidimensionally determined by a singular factor, but rather emerges as a consequential outcome of the dynamic interplay among multiple contributory elements that underpin and facilitate the learning process.

The combined contribution of these two variables demonstrates a synergistic relationship between the quality of instructional media employed by teachers and students' ability to utilize digital technology effectively. Video media provide engaging and accessible learning experiences, while digital literacy enables students to make effective use of diverse digital learning resources. When these factors operate together, students experience a more supportive learning environment that fosters greater motivation. These findings support the argument of (Fitri et al., 2024), who emphasized that digital competence serves as a crucial bridge for optimizing the effectiveness of modern learning environments. Consequently, efforts to enhance students' learning motivation should focus not only on improving the quality of instructional media but also on continuously developing students' digital literacy skills.

The partial correlation analysis revealed that, after controlling for digital literacy, the association between video-based learning media and academic motivation retained its statistically significant positive direction, yielding a partial correlation coefficient of $r = 0.511$ ($p = 0.004$). This finding indicates that video-based learning media make an independent contribution to students' learning motivation. In other words, regardless of variations in students' levels of digital literacy, the use of instructional videos continues to enhance learning motivation. This result suggests that the visual appeal, audio features, and interactivity of instructional videos can directly stimulate students' attention and interest in the learning material.

Conversely, upon statistically controlling for the contributory influence of video-based learning media, the association between digital literacy and academic motivation retained its statistical significance, yielding a partial correlation coefficient of $r = 0.249$ ($p = 0.005$), although the strength of the association was weaker. This finding indicates that digital literacy independently contributes to learning motivation, but its effect is less substantial than that of video-based learning media. This pattern may be explained by the developmental characteristics of elementary school students, who are generally more responsive to concrete and visual stimuli than to the abstract cognitive processes involved in independent technology use. Consequently, at the elementary education level, video-

based learning media appear to play a more dominant role in enhancing learning motivation than digital literacy.

From a theoretical perspective, this study contributes to the growing body of literature suggesting that learning motivation results from the interaction between pedagogical factors and individual competencies. Video-based learning media represent a pedagogical factor derived from the learning environment, whereas digital literacy represents a personal competency possessed by students. The present findings advance the scholarly understanding of academic motivation at the elementary school level by substantiating that these two constructs operate in a complementary and mutually reinforcing manner in shaping students' motivational orientations. From a practical standpoint, the obtained results furnish valuable empirical guidance for educational institutions and practitioners in enhancing the instructional quality of video-based learning media and in implementing contextually appropriate digital literacy programs that are consonant with the developmental characteristics and learning capacities of elementary school students.

Several limitations of the present study should be considered when interpreting the findings. Primarily, the research sample was confined to merely 63 students recruited exclusively from a single elementary school institution, which may restrict the extent to which the results can be generalized to wider populations. Second, data collection relied primarily on questionnaire-based instruments that reflect respondents' subjective perceptions and may consequently introduce response bias. Third, this study examined only two independent variables, despite the possibility that students' learning motivation is influenced by various additional factors, such as parental involvement, teachers' instructional competence, learning environment, learning interest, self-efficacy, and socioeconomic background. Consequently, prospective research endeavors are strongly urged to encompass substantially larger and more heterogeneous samples, adopt mixed-methods research frameworks, and integrate a more expansive constellation of variables, with the overarching aim of attaining a more holistic and comprehensive understanding of the multifaceted determinants underlying academic motivation among elementary school students.

CONCLUSION

The present study sought to investigate the interrelationships among the utilization of video-based learning media, digital literacy, and academic motivation among elementary school students. The empirical findings corroborated that both independent variables exhibited statistically significant positive associations with students' academic motivation. Video-based learning media demonstrated a strong positive relationship with academic motivation ($r = 0.654$, $p < 0.05$), whereas digital literacy manifested a moderate positive association ($r = 0.522$, $p < 0.05$). These results substantiate that more purposeful and effective utilization of video-based learning media, coupled with elevated levels of digital literacy, correspondingly contributes to heightened academic motivation among students. Furthermore, the multiple regression analysis revealed that video-based learning media and digital literacy collectively maintained a statistically significant association with students' academic motivation, jointly accounting for 46.3% of the total variance in the dependent variable ($R^2 = 0.463$, $p < 0.05$). The partial correlation analysis further corroborated that both variables retained statistically significant associations with academic motivation subsequent to controlling for the reciprocal influence of each variable, albeit video-based learning media demonstrated a comparatively more substantial predictive contribution relative to digital literacy.

Based on the findings and discussion, the essence of this study suggests that elementary school students' learning motivation in the digital era is shaped by a combination of pedagogical factors and digital competencies. Video-based learning media function as instructional stimuli that enhance students' attention, interest, and engagement through the presentation of instructional content in a tangible, stimulating, and dynamically interactive manner. Meanwhile, digital literacy serves as a supporting competency that enables students to utilize technology and digital learning resources more effectively. Therefore, efforts to enhance learning motivation should not rely solely on the provision of technology but must also include the development of students' digital competencies and the optimization of instructional media that align with the developmental characteristics of elementary school learners.

The present study offers several meaningful contributions to the broader field of educational scholarship. First, it strengthens the theoretical understanding of learning motivation by demonstrating that environmental factors, represented by video-based

learning media, and individual factors, represented by digital literacy, jointly contribute to the development of students' learning motivation. Second, it provides empirical validation of the relationships among video-based learning media, digital literacy, and learning motivation within the context of elementary education, an area that has received relatively less attention than higher and vocational education. Third, the present investigation augments the existing body of empirical evidence advocating for the integration of educational technology and the advancement of digital literacy as indispensable pedagogical strategies for elevating the overall quality of learning within elementary educational settings. The obtained findings may serve as a substantive empirical reference for educators, institutional administrators, and educational policymakers in formulating and designing educational practices that are more adaptive and responsive to the prevailing demands and imperatives of the contemporary digital era.

Notwithstanding the aforementioned contributions, several methodological limitations warrant careful acknowledgment. The study was confined to merely 63 students recruited from a single elementary school institution, a constraint that considerably restricts the broader generalizability of the obtained findings. Furthermore, the exclusive reliance on questionnaire-based measurement instruments may have introduced systematic subjective response bias, and the investigation examined only two predictor variables, notwithstanding the well-established recognition that academic motivation is susceptible to the influence of a considerably more diverse array of contributing factors. Consequently, prospective research endeavors are strongly recommended to: (1) employ longitudinal research designs to examine the temporal consistency and stability of the observed relationships over extended periods; (2) expand the sampling framework to encompass multiple educational institutions across diverse geographical regions, thereby enhancing the generalizability and external validity of the findings; (3) incorporate a more expansive constellation of additional variables including parental support, teachers' pedagogical competence, self-efficacy, learning environment, and academic interest with the overarching aim of constructing a more holistic and comprehensive explanatory model; and (4) undertake experimental investigations to systematically evaluate the instructional effectiveness of video-based learning media and digital literacy enhancement programs as purposeful interventions for ameliorating academic motivation among elementary school students. Such concerted scholarly efforts will substantively contribute to a more profound

understanding of the multifaceted determinants underlying academic motivation and yield broader practical implications for elevating the overall quality of elementary education..

REFERENCES

- Abdullah, K., Jannah, M., Aiman, U., Hasda, S., Zahara, F., Taqwin, Masita, Ardiawan, K. N., & Sari, M. E. (2022). *Metodologi penelitian kuantitatif*. Yayasan Penerbit Muhammad Zaini.
- Abiddin, N. Z., Ibrahim, I., & Aziz, S. A. A. (2022). Advocating digital literacy: Community-based strategies and approaches. *Academic Journal of Interdisciplinary Studies*, 11(1), 198. <https://doi.org/10.36941/ajis-2022-0018>
- Afifa, K., & Astuti, T. (2024). The effect of digital learning media on motivation and learning outcomes of IPAS. *Jurnal Penelitian Pendidikan IPA*, 10(6), 3155–3165. <https://doi.org/10.29303/jppipa.v10i6.7513>
- Agosto, D. E. (2022). Reflections on adolescent literacy as sociocultural practice. *Information and Learning Sciences*, 123(11/12), 723–737. <https://doi.org/10.1108/ILS-02-2022-0013>
- Arianti, A. (2019). Peranan Guru dalam Meningkatkan Motivasi Belajar Siswa. *DIDAKTIKA: Jurnal Kependidikan*, 12(2), 117–134. <https://doi.org/10.30863/didaktika.v12i2.181>
- Cho, H., Cannon, J., Lopez, R., & Li, W. (2024). Social media literacy: A conceptual framework. *New Media & Society*, 26(2), 941–960. <https://doi.org/10.1177/14614448211068530>
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
- Fitri, A., Shohib, M. W., & Maksum, M. N. R. (2024). Pengaruh Blended Learning terhadap Motivasi Belajar dengan Digital Literacy sebagai Variabel Mediasi. *Edukasia*, 5(1), 899–906. <https://doi.org/10.62775/edukasia.v5i1.886>
- Hendriyani, Y., Ronaldo, R., Irfan, D., Budayawan, K., & Zulhendra, Z. (2022). Pengaruh Literasi Digital, dan Internet Addiction terhadap Online Learning, dan Dampak Selanjutnya terhadap Motivasi Belajar Mahasiswa Departemen Teknik Elektronika. *Voteteknika (Vocational Teknik Elektronika dan Informatika)*, 10(4), 98. <https://doi.org/10.24036/voteteknika.v10i4.119854>
- Karimon, J., Rahim, F. A., & Alezender, S. (2024). Capaian Talian Terhad: Tinjauan Faktor Pengukenan Motivasi Pelajar di Pedalaman Sabah. *Malaysian Journal of Social Sciences and Humanities (MJSSH)*, 9(6), 1–16. <https://doi.org/10.47405/mjssh.v9i6.2871>
- Kuway, N. P., Muhajir, M., & Wahid, A. (2023). Meningkatkan Minat Peserta Didik dalam Mata Pelajaran IPAS melalui Pembelajaran Diferensiasi Menggunakan Bahan Ajar Digital. *Jurnal Basicedu*, 7(6), 3869–3877. <https://doi.org/10.31004/basicedu.v7i6.6490>
- Lestari, S., Nurmalisa, Y., & Mentari, A. (2024). Pengaruh Literasi Digital dan Minat Baca terhadap Motivasi Belajar Generasi Z. *Hemat: Journal of Humanities Education Management Accounting and Transportation*, 1(1), 22–30. <https://doi.org/10.57235/hemat.v1i1.2062>

- Melati, D., Rahman, A., & Nurhadi, N. (2022). Studi Korelasi antara Literasi Digital dan Minat Belajar Siswa pada Era Pandemi Covid-19. *Al Qodiri: Jurnal Pendidikan, Sosial dan Keagamaan*, 20(2), 204–218. <https://doi.org/10.53515/qodiri.2022.20.2.204-218>
- Mulyasa, E. (2006). *Menjadi guru profesional*. PT Remaja Rosdakarya.
- Mustakim, A., Halik, A., Akib, M., Saleh, M., Kaharuddin, K., & Ismail, I. H. (2024). Korelasi Penggunaan Media Pembelajaran Canva terhadap Motivasi Belajar Peserta Didik. *Nusantara: Jurnal Pendidikan Indonesia*, 4(3), 898–908. <https://doi.org/10.14421/njpi.2024.v4i3-20>
- Nasution, L., & Salman. (2024). Pengaruh Teknologi pada Dunia Pendidikan. *Progressive of Cognitive and Ability*, 3(1), 34–42. <https://doi.org/10.56855/jpr.v3i1.868>
- Nguyen, L. A. T., & Habók, A. (2024). Tools for assessing teacher digital literacy: A review. *Journal of Computers in Education*, 11(1), 305–346. <https://doi.org/10.1007/s40692-022-00257-5>
- Novalinda, E., Kantun, S., & Widodo, J. (2018). Pengaruh Motivasi Belajar terhadap Hasil Belajar Mata Pelajaran Akuntansi Siswa Kelas X Jurusan Akuntansi Semester Ganjil SMK PGRI 5 Jember Tahun Pelajaran 2016/2017. *Jurnal Pendidikan Ekonomi: Jurnal Ilmiah Ilmu Pendidikan, Ilmu Ekonomi, dan Ilmu Sosial*, 11(2), 115–118. <https://doi.org/10.19184/jpe.v11i2.6456>
- Nuraini, C., Agustina, D., & Noormansyah, Z. (2022). Faktor-Faktor yang Berpengaruh terhadap Motivasi Petani Kedelai di Kabupaten Tasikmalaya. *Suluh Pembangunan: Journal of Extension and Development*, 3(1), 53–60. <https://doi.org/10.23960/jsp.vol3.no1.2021.125>
- Nurgiyantoro, B., Gunawan, & Marzuki. (2019). *Statistik terapan untuk penelitian ilmu sosial: Teori & praktik dengan IBM SPSS Statistic 21*. Gadjah Mada University Press.
- Purnamasari, V., Merlinda, S., Narmaditya, B. S., & Irwansyah, M. R. (2021). The millennial's investment decisions: Implications of financial literacy, motivation, and digitalization. *Ekuitas: Jurnal Pendidikan Ekonomi*, 9(2), 314. <https://doi.org/10.23887/ekuitas.v9i2.39328>
- Putri, S. R., & Ahmadi, F. (2023). Pengaruh Media Video Pembelajaran terhadap Literasi Digital, Minat Baca dan Hasil Belajar Siswa Sekolah Dasar. *Journal of Education Action Research*, 7(3), 446–455. <https://doi.org/10.23887/jear.v7i3.66997>
- Ramadhani, A. D., & Habibi, M. (2025). Hubungan antara Self Efficacy dengan Literasi Digital terhadap Motivasi Belajar Siswa Kelas V Sekolah Dasar. *ELSE (Elementary School Education Journal): Jurnal Pendidikan dan Pembelajaran Sekolah Dasar*, 8(3). <https://doi.org/10.30651/else.v8i3.24983>
- Rohman, Z., Adi, S., & Supriyadi, S. (2023). Dampak Pembelajaran Flipped Learning pada Motivasi dan Hasil Belajar Siswa Sekolah Menengah Pertama pada Materi Kebugaran Jasmani. *Gelombang Pendidikan Jasmani Indonesia*, 7(1), 40–48. <https://doi.org/10.17977/um040v7i1p40-38>
- Sari, W., & Sari, N. (2023). Strategi Guru dalam Menumbuhkan Iklim Kelas yang Kondusif. *Jurnal Pendidikan Tambusai*, 7(1), 1040–1045. <https://doi.org/10.31004/jptam.v7i1.5386>
- Soraya, S. M., Kurjono, K., & Purnamasari, I. (2023). Pengaruh Literasi Digital Siswa terhadap Hasil Belajar Siswa dengan Motivasi Belajar sebagai Variabel Moderator.

- Jurnal Educatio FKIP UNMA*, 9(2), 681–687.
<https://doi.org/10.31949/educatio.v9i2.4537>
- Stordy, P. (2015). Taxonomy of literacies. *Journal of Documentation*, 71(3), 456–476.
<https://doi.org/10.1108/JD-10-2013-0128>
- Subekti, M. N., & Siswandari, S. (2024). Pengaruh Media Video dan Motivasi Belajar terhadap Hasil Belajar Kognitif dan Psikomotorik Spreadsheet. *EDUKATIF: Jurnal Ilmu Pendidikan*, 6(3), 2531–2544. <https://doi.org/10.31004/edukatif.v6i3.6868>
- Sugiyono. (2021). *Statistika untuk penelitian* (31st ed.). Alfabeta.
- Tamborg, A. L., Dreyøe, J., & Foug, S. S. (2018). Digital literacy: A qualitative systematic review. *Tidsskriftet Læring Og Medier (LOM)*, 11(19), 29.
<https://doi.org/10.7146/lom.v11i19.103472>
- Umami, A., Fithri, R., Salman, & Berlian, R. (2025). Pengaruh Penggunaan Media Pembelajaran Berbasis YouTube terhadap Motivasi Belajar Siswa Kelas V di SDN 001 Pangkalan Lesung pada Pelajaran. *Jurnal Penelitian Ilmiah Multidisipliner*, 1(3), 749–759. <https://ojs.ruangpublikasi.com/index.php/jpim/article/view/662>
- Wafiqni, N., Amalia, S. N., Sarifah, I., & Nurjanah, N. (2023). Hubungan Lingkungan Belajar dengan Motivasi Belajar Siswa Sekolah Dasar. *Ibtida'i: Jurnal Kependidikan Dasar*, 10(1), 69–82. <https://doi.org/10.32678/ibtidai.v10i1.7829>
- Wulandari, K. S., Parmiti, D. P., & Wibawa, I. M. C. (2023). Audio-visual learning media based on digital literacy on the topic of the water cycle. *Journal of Education Technology*, 7(3), 504–512. <https://doi.org/10.23887/jet.v7i3.64228>