
The Role Of Digital Learning Media In Motivating Elementary School Students' Learning

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Abstrak

The development of digital technology has changed many aspects of education, including at the elementary school level. A common problem in classrooms is low student learning motivation due to teaching methods that lack student engagement. This study aims to examine the role of digital learning media in improving elementary school students' learning motivation using a literature review method. The data sources used were twelve national scientific journal articles published between 2023 and 2026, which discussed various types of digital learning media, such as digital interactive boards or smartboards, learning videos, PowerPoint presentations, and the interactive quiz application Quizizz. Data were analyzed descriptively and qualitatively using thematic analysis techniques through the stages of data reduction, data presentation, and conclusion drawing. The results show that digital learning media has a positive impact on elementary school students' learning motivation, both internally and externally, by increasing attention, active engagement, self-confidence, and creating a pleasant learning atmosphere. However, its effectiveness still depends on the limitations of technological infrastructure, teachers' digital readiness and skills, and the risk of dependency and overstimulation in students. This study recommends continued teacher training and equitable distribution of technological infrastructure to optimize the use of digital media in learning.

Kata Kunci

Digital learning media 1; learning motivation 2; elementary school students 3; literature study 4;



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INTRODUCTION

The rapid advancements in information and communication technology have transformed many aspects of human life, including education. Today's education system must continually evolve to keep pace with the times to ensure learning methods remain relevant to the needs of today's digital generation. A common problem in elementary schools is low student motivation, largely due to the use of repetitive, one-way lectures. This leads to students becoming passive, easily bored, and less actively engaged in the learning process.

Rachman explains that when students are less active in learning, this directly impacts their academic performance. Therefore, more engaging and creative learning methods are needed to boost student enthusiasm for learning (Yarisda Ningsih et al., 2025). Similarly, learning methods that rely solely on lectures can lead to students becoming passive, quickly bored, and losing their enthusiasm for learning because teachers only deliver material directly without using engaging learning tools (Lestari et al., 2026). In fact, learning motivation is a crucial factor influencing learning outcomes, as highly motivated students tend to be more diligent, active, and serious in their learning activities (Ainurrohmah et al., 2026).

Digital learning media is one solution to address this issue. This media utilizes digital technology, such as the internet and electronic devices, to facilitate teachers in delivering learning materials. This material can take the form of text, images, audio, video, animation, or interactive multimedia (Azzahra and Prasetyo 2024). Various types of digital media, such as digital interactive boards, smartboards, learning videos, PowerPoint presentation applications, and interactive quiz platforms like Quizizz, are now increasingly used in elementary school classrooms because they are considered to provide a more engaging, interactive, and engaging learning experience. However, the use of digital learning media in schools still faces several challenges, such as a lack of technological facilities, uneven internet access, and inadequate teacher skills and expertise in using technology (Kurniawan & Zabeta, 2025).

Based on this explanation, it is important to examine in depth the role of digital learning media in increasing the learning motivation of elementary school students, by combining the results of previous research, so that a more complete understanding can be obtained regarding its effectiveness, the psychological mechanisms involved, and the factors that support and hinder its use in elementary education environments.

Several previous studies have examined the relationship between digital learning media and elementary school students' learning motivation from various perspectives. (Azzahra and Prasetyo, 2024) conducted in-depth interviews with five elementary school teachers and found that the use of digital learning media can increase students' enthusiasm for learning. This is because learning with digital media features interactive and engaging animations. However, teachers still need to continue improving their digital literacy skills. Similarly, (Rusdi et al., 2025), in their study, which reviewed reference books, stated that digital learning media can increase students' enthusiasm for learning because the learning

process feels more engaging, more lively, and less boring, particularly with the use of interactive videos, e-books, and learning apps.

More specific research on specific types of media also supports these findings. (Lestari et al., 2026) in their study of digital interactive boards found that these media can increase students' attention by up to 78%, increase student activity by up to 86%, and increase interest and motivation in learning by up to 85% of students in the high motivation category. Ainurrohman et al., 2026, in their study of the use of smartboards in Islamic Religious Education (IS) learning in grades 4 and 5, found that this media successfully increased students' intrinsic motivation to learn, built self-confidence, and created a more collaborative learning environment. However, the study also identified several challenges, such as the risk of students becoming overly reliant on the media and teachers' uneven readiness to use it.

Regarding game-based media or gamification, Handina et al., 2025 found that using Quizizz significantly increased the active participation of sixth-grade students, with students appearing more enthusiastic, focused, and engaged in class discussions. Yarisda Ningsih et al., 2025, in their study of fourth-grade students, concluded that by combining digital learning materials such as instructional videos, interactive tests, and online learning platforms, students' ability to participate and engage in the learning process significantly improved. Kurniawan & Zabeta (2025), who conducted research on the use of instructional videos and PowerPoint presentations in rural elementary schools, found that digital media can still boost students' enthusiasm for learning, despite technological limitations. Meanwhile, a systematic study of twenty scientific articles by Ismail Rahman et al. (2024) found that digital learning media generally has a positive impact on student learning motivation, particularly in terms of interest, attention, and engagement. The most frequently used media types were interactive instructional videos and digital educational games.

Several additional studies have further supported this finding. Widiastari & Puspita (2024) conducted a qualitative study of fourth-grade students at SD Inpres 2 Nambaru and found that the use of instructional videos, interactive quizzes, and online learning platforms significantly increased student interest and participation. Furthermore, these methods helped create a more welcoming and interactive classroom atmosphere, making it easier for students to understand the material better. In line with that, (Iskandar et al., 2023) created learning media in the form of videos using the Kinemaster application, and integrated it with the QuizWhizzer game-based quiz platform in science learning in grade IV. The results of the pre- and post-tests showed an increase in students' average scores from 45.38 to 87.8, indicating an increase in students' enthusiasm for learning and understanding after using the media. (Nurhaswinda et al., 2025) who conducted research on science learning in grade IV found that the use of interactive videos, simulations, and educational applications such as Quizizz and Virtual Lab made 80% of students more enthusiastic, active, and interested in learning. However, limited device access and unstable internet connections still hinder their optimal use.

A more in-depth study was conducted by (Siagian et al., 2025) by systematically reviewing various recent educational journal articles. The study found that digital learning media, such as e-learning platforms, educational videos, interactive applications, and digital simulations, consistently increase student learning motivation because they provide a more dynamic, engaging, and easily accessible learning experience. However, this study also emphasized that the successful use of digital media is highly dependent on teachers' ability to integrate technology, adequate supporting facilities, and student readiness for digital learning. Therefore, its implementation needs to be supported by appropriate teaching methods and adequate facilities.

In general, these various studies show a similar pattern of results, namely that digital learning media has a positive impact on increasing learning motivation in elementary school students. However, these studies are usually conducted separately for specific types of media or school contexts, so a study that combines and compares the results of various types of digital learning media in a more comprehensive manner is needed.

This study aims to comprehensively examine the role of digital learning media in encouraging learning motivation in elementary school students by combining the results of various previous related studies. This study aims to identify the types of digital learning media that are frequently used and have been proven to be effective in increasing student learning motivation, as well as to identify factors that facilitate or hinder the successful implementation of these media in elementary school settings.

Based on these objectives, this study is designed to answer the following three research questions: First, what is the role of digital learning media in motivating elementary school students to learn, based on previous research and studies? Second, what types of digital learning media are frequently used and proven to help increase student learning motivation in elementary schools? Third, what factors facilitate and hinder the ability of digital learning media to increase student learning motivation in elementary schools?

In addition to the aforementioned objectives, this study also provides a theoretical contribution by combining various research findings published between 2024 and 2026. This makes the literature review on the influence of digital learning media on elementary school students' learning motivation more up-to-date and comprehensively covers various aspects. Specifically, the results of this study are expected to serve as a reference for teachers and learning media developers in developing better digital learning strategies that are tailored to the mental state and characteristics of elementary school students. In addition, this research also contributes to the workings of the method by showing how the approach of reading and collecting information from books can be used to organize and combine results from various data sources in an orderly manner, so that it can provide a more complete understanding of an event in the world of education.

METHOD

This research was developed using a descriptive qualitative design using a library research technique. This library research was chosen as the data collection technique because this research was not conducted through direct primary data collection at the research site, but rather through a process of reviewing, comparing, and combining various relevant previous studies, with the aim of answering the previously formulated research questions. The data used in this study were obtained from twelve articles in national-level scientific journals covering the themes of digital learning media and learning motivation in elementary schools, published between 2023 and 2026.

Regarding data collection techniques, the process involved searching for and compiling scientific articles related to the themes of digital learning media and learning motivation in elementary school students. Sources were selected purposively, taking into account several criteria such as the appropriateness of the theme, clarity of the methodological approach used, the credibility of the journal publisher, and the relevance of the publication year. The keywords used in the search process included digital learning media, learning motivation, and elementary school students, following a search pattern commonly used in educational literature reviews (Lestari et al., 2026). After twelve articles were collected, they were read in depth to extract relevant information, including the types of digital media focused on, the methodological approach applied, key findings, and the supporting and inhibiting factors identified in each article.

In line with the general characteristics of qualitative research, the primary instrument used in this study was the researcher herself, who was responsible for searching, reading, interpreting, and integrating data from the various sources of literature collected. To facilitate data recording and organization, the researcher utilized a data reduction matrix recording sheet containing information about the source's identity, the types of digital learning media discussed, the research method applied, key findings related to learning motivation, and the supporting and inhibiting factors presented in each article. This recording sheet served as a tool to maintain the consistency and completeness of the data for subsequent analysis.

The data analysis process in this study was conducted using a thematic analysis approach guided by the interactive model of Miles and Huberman (1994), which includes three main stages: data reduction, data presentation, and conclusion drawing and verification. In the data reduction stage, the researchers filtered and simplified the information contained in the twelve articles to align with the focus of the study, namely the role of digital learning media on elementary school students' learning motivation. Then, in the data presentation stage, the findings from each article were compiled and grouped into several main themes, including the type of digital learning media used, the aspects of learning motivation that were affected, and the factors that supported and hindered its effectiveness. The final stage of this process is drawing conclusions, namely an effort to interpret the patterns identified from all data sources to answer the research questions systematically and comprehensively.

****RESULTS AND DISCUSSION****

****Results****

Based on the review of twelve scientific articles, it was found that various types of digital learning media have been implemented in the learning process in elementary schools, ranging from interactive boards, educational videos, PowerPoint presentation materials, to gamified quiz platforms such as Quizizz. The findings of (Azzahra & Prasetyo, 2024) explained that teachers at Madrasah Ibtidaiyah Darul Ulum, Bekasi City, actively utilized projectors, laptops, instructional videos, educational applications, digital books, and mobile phones in classroom teaching and learning activities. The selection and use of these digital tools were dynamically adjusted by teachers based on their own level of technological proficiency and their alignment with the learning concepts to be delivered to students.

Regarding their influence on learning motivation, data compiled from various studies demonstrated highly significant percentage achievements. The study by (Lestari et al., 2026) reported that the implementation of digital interactive whiteboards successfully increased students' attention by 78%, optimized learning participation by 86%, and enabled 85% of students to achieve a high level of learning motivation. Similar findings regarding an increase in learning motivation reaching 85% were also validated by research implementing Interactive Flat Panel media in fourth-grade visual arts lessons. In terms of game-based learning media, (Handina et al., 2025) reported a substantial increase in the learning engagement of twenty sixth-grade students after the integration of Quizizz, where students demonstrated greater enthusiasm, improved concentration, and more active participation in group discussions than before.

The case study conducted by (Ningsih et al., 2025) in a fourth-grade elementary classroom revealed that the combination of instructional videos, interactive assessment instruments, and online learning platforms significantly enhanced student engagement while creating a more dynamic classroom learning environment. Consistent with these findings, (Rusdi et al., 2025) emphasized that students exhibited much more active and enthusiastic attitudes when learning materials were presented through interactive media or educational programs. This was reflected in both students' intrinsic motivation, characterized by a strong sense of curiosity, and extrinsic motivation, stimulated through instant responses or immediate feedback provided by digital applications.

In addition, the systematic literature review conducted by (Rahman et al., 2024) on twenty scientific articles confirmed that interactive learning videos and digital educational games were the two types of instructional media most frequently examined by researchers, appearing in twelve and nine articles, respectively. The use of these digital media was proven to have positive effects on four essential aspects of learning motivation, namely learning

interest, student concentration, self-confidence, and persistence in completing school assignments. Similarly, (Kurniawan & Zabeta, 2025) concluded that delivering learning materials through instructional videos was considerably more effective in attracting students' attention than conventional lecture-based approaches because of the integration of audio-visual elements, although the effectiveness of their implementation in rural elementary schools continued to be constrained by limited technological facilities and teachers' digital competencies.

Furthermore, (Ainurrohmah et al., 2026) reported in their study that the use of interactive boards (smartboards) in Islamic Religious Education classes for fourth- and fifth-grade students stimulated the development of students' internal motivation and increased their self-confidence, particularly among students who were initially passive or shy, while also fostering teamwork in an enjoyable classroom atmosphere. However, the study also identified several important challenges, including the potential for children's dependence on digital media, the risk of reduced concentration due to excessive visual stimulation, and the uneven distribution of teachers' skills in designing technology-based learning scenarios. Overall, the comparison of data from the twelve reviewed articles demonstrated a consistent pattern in which digital instructional media made positive contributions to enhancing elementary school students' learning motivation, although the level of effectiveness and operational challenges varied according to the type of media, student characteristics, and school facilities.

These findings were further reinforced by data from three additional studies that complemented this literature review. (Widiastari & Puspita, 2024) reported that the implementation of interactive quizzes, instructional videos, and web-based learning platforms in a fourth-grade class at SD Inpres 2 Nambaru consistently optimized student participation throughout three observation sessions, as indicated by increased attention, positive emotional responses such as happiness and satisfaction, and greater engagement in both individual and group learning activities, particularly among students who had initially been passive. Quantitatively, the study by (Iskandar et al., 2023), which examined the combined use of Kinemaster videos and QuizWhizzer quizzes in fourth-grade Science and Social Studies (IPAS) lessons at SDN 08 Negeri Kaler, recorded a significant improvement in learning motivation accompanied by a substantial increase in students' average examination scores, rising from 45.38 in the initial stage (pretest) to 87.8 after the intervention (posttest). Meanwhile, (Nurhaswinda et al., 2025) found that the use of virtual laboratories, simulations, and interactive videos in fourth-grade science classes successfully increased the learning enthusiasm of 80% of students, extended children's attention span from 15 minutes to 28 minutes, and strengthened intrinsic motivation indicators, including seriousness in completing assignments by 85%, academic curiosity by 78%, and learning independence by 65%, although challenges related to unstable internet connections and limited technological devices remained.

In line with the above findings, (Siagian et al., 2025) through a systematic literature review of several educational journals presented more specific data regarding the scale of the influence of digital teaching media. The use of computer simulations, animated videos, and learning platforms with gamification concepts has been proven to increase active student participation by 40 to 60%, while extending children's learning focus span by two to three times compared to traditional lecture methods. In terms of emotional aspects, these digital-based media also contribute to increasing indicators of student satisfaction and enjoyment of learning by between 35 and 50%, while the personalization features on the learning platform can strengthen long-term learning motivation by 25 to 40% compared to one-way learning systems. Furthermore, these digital instruments have also proven effective in facilitating collaboration between students through online discussion forums, which increase the intensity of their academic interactions.

Discussion

The various findings outlined previously indicate that digital learning media function as multisensory stimuli capable of fulfilling elementary school students' fundamental psychological needs during the learning process. This finding aligns with the view (Ainurrohmah et al., 2026) of self-determination motivation theory, which explains that intrinsic motivation can develop optimally if three fundamental psychological needs—autonomy, competence, and social connectedness—are properly met. Digital learning media, such as smartboards and interactive quiz apps, provide students with the freedom to explore learning materials independently, provide instant feedback that reinforces feelings of competence, and support social interaction through collaborative activities and healthy competition among students (Ainurrohmah et al., 2026; Handina et al., 2025).

The increased attention and engagement of students identified in various studies can also be understood through the ARCS model formulated by Keller (1987), as discussed in the study (Lestari et al., 2026), which highlights four important components in motivational learning, namely attention, relevance, confidence, and satisfaction. Visual displays, animations, and attractive colors in digital media play a role in attracting students' attention from the early stages of learning, while materials connected to students' real experiences help build relevance, success in completing activities on the screen fosters self-confidence, and positive reinforcement in the form of scores or appreciation creates satisfaction in learning (Lestari et al., 2026). In addition, the advantages of digital media in combining visual and auditory elements simultaneously are also in line with the explanation (Ainurrohmah et al., 2026) regarding multimedia learning theory, which emphasizes that the simultaneous presentation of verbal and visual information can improve students' memory and understanding of complex material. (Nurhaswinda et al., 2025), which revealed that digital media such as interactive videos and virtual simulations successfully fulfill the four elements of attention, relevance, confidence, and satisfaction simultaneously, while increasing students' concentration duration by almost two times compared to conventional methods. This finding

further confirms Keller's (2010) view that optimal learning motivation will be formed if the learning design is able to present these four elements in an integrated manner. In line with this, (Widiastari & Puspita 2024) stated that visual-based digital media, such as interactive applications and animations, can increase students' cognitive engagement because the combination of visual and auditory elements allows information processing to take place more effectively. Meanwhile, the success (Iskandar et al., 2023) in significantly boosting students' average grades through a combination of Kinemaster videos and QuizWhizzer gamification quizzes also proves that combining presentation media with interactive evaluation media can strengthen learning motivation while simultaneously improving students' academic achievement.

From a constructivist perspective, findings related to increased student engagement and collaboration in using digital media also reinforce Vygotsky's (1978) view, as explained by Yarisda Ningsih et al., 2025, that meaningful learning occurs when students actively engage with their learning environment and construct knowledge through direct experience and social interaction with peers. For example, the multi-touch feature and group activities on digital interactive boards encourage students to discuss, exchange ideas, and complete assignments collectively, thereby strengthening their communication and critical thinking skills (Lestari et al., 2026).

These findings also align with Deci and Ryan's (2000) self-determination theory of motivation, as outlined (Siagian et al., 2025), which classifies learning motivation into two forms: intrinsic motivation, which stems from students' interests and curiosity, and extrinsic motivation, which arises from external rewards or recognition. The presence of personalized features and instant feedback in digital learning media has been shown to simultaneously strengthen both forms of motivation, as students are given the freedom to learn at their own pace and style, while still receiving reinforcement in the form of digital achievements or appreciation. Furthermore, digital media's ability to maintain student focus for extended periods aligns with the principles of cognitive information processing, which state that the combination of text, graphics, animation, and audio narration in presenting material can reduce cognitive load while strengthening students' retention of learned information.

When compared to each other, all of the studies reviewed in this study show a similar trend: digital learning media has a positive influence on elementary school students' learning motivation. However, there are variations in the magnitude of the impact and the motivational aspects highlighted in each study. Lestari et al. (2026) and related research on Interactive Flat Panels (IFPs) highlight high achievement scores, with 85% of students achieving high levels of motivation. Handina et al. (2025) emphasizes active participation and collaboration among students rather than quantitative motivation figures. This difference is likely influenced by the type of media studied in each study, with digital interactive boards, or smartboards, generally providing more comprehensive visual and auditory stimulation than simple text- and image-based quiz applications like Quizizz.

Differences in research settings also influence the results. A study by Kurniawan &

Zabeta (2025) in a rural elementary school with limited technological resources showed that the use of digital media can still increase student learning motivation, although the results were not as optimal as those found in schools with more comprehensive facilities. This is evident in the study by Ainurrohman et al. (2026) which utilized smartboards in an urban elementary school. These findings indicate that the successful implementation of digital learning media depends not only on the level of technological sophistication used but is also influenced by the readiness of the infrastructure and the competence of human resources within the school environment. This view aligns with the results of a systematic review reported by Ismail Rahman et al., 2024.

Furthermore, the findings of Azzahra & Prasetyo (2024), which highlight the teacher's perspective, provide an additional perspective that complements other studies that generally focus more on student perspectives or responses. This study confirms that the successful implementation of digital media in increasing student learning motivation cannot be separated from the role of teachers as facilitators who design and manage the appropriate use of media. This finding is further corroborated by Kurniawan & Zabeta (2025) and Ainurrohman et al., (2026), who both emphasize the importance of digital competence and teacher pedagogical readiness.

Three other supporting studies further enrich the comparative analysis. The results of a study (Iskandar et al., 2023), which showed an increase in scores from pretest to posttest, provide quantitative evidence that reinforces the qualitative findings of various previous studies. These findings indicate that the influence of digital media use on learning motivation is not only evident in students' behavior and attitudes but can also be reflected in improved learning outcomes. Furthermore, a study (Nurhaswinda et al., 2025) presents a more measurable indicator, namely the increase in students' concentration duration during learning, in contrast to most other studies that tend to explain motivational increases descriptively. Furthermore, a study (Widiastari & Puspita, 2024), which observed three consecutive learning sessions, demonstrated a gradual increase in student engagement. These findings provide a short-term, longitudinal perspective that complements other studies that generally only examine conditions at a specific point in time.

Based on the synthesis of the twelve articles reviewed, several factors were identified that influence the extent to which digital learning media can improve elementary school students' learning motivation. The first factor relates to the availability of technological infrastructure, including a stable internet connection and the suitability of the hardware used. Limitations in this aspect consistently emerge as a major obstacle in various studies, both in research (Azzahra & Prasetyo, 2024) conducted in madrasah settings, and in research (Kurniawan & Zabeta, 2025) conducted in elementary schools in rural areas.

The next influential factor is the ability and readiness of teachers to design and utilize digital learning media based on pedagogical principles, not just limited to technical mastery. (Ainurrohman et al., 2026) state that teachers who have limited skills and time to develop technology-based learning materials tend to be unable to optimize the teaching and learning

process. This condition can even cause students to experience concentration problems due to the excessive use of visual elements, which are not supported by directed learning strategies and clear pedagogical objectives.

The third factor relates to the characteristics of the learning media and their level of suitability to the age and learning styles of students. Ismail Rahman et al. (2024) found that the successful use of digital media in the learning process is greatly influenced by media design that can capture students' attention through responsive visual and audio elements. Furthermore, the alignment of media characteristics with students' needs and characteristics is also a crucial aspect determining the effectiveness of its implementation in the classroom.

The fourth factor relates to the potential negative impacts that can arise from digital media use if not managed wisely, such as the risk of sensory overstimulation and the emergence of student dependence on digital media, which can potentially reduce learning motivation when the media is unavailable (Ainurrohmah et al., 2026). These findings confirm that digital learning media is not a single solution that automatically increases learning motivation. Instead, it requires learning designs tailored to students' cognitive capacities and needs to be integrated with other learning methods for a sustainable impact.

The fifth factor relates to students' limited access to technological devices and internet access outside the school environment. Based on findings (Nurhaswinda et al., 2025), some students who do not have adequate devices at home face challenges in re-accessing learning materials presented through digital media. Therefore, parental support and the availability of equitable access to technology are important factors in maximizing the use of digital learning media for students.

The sixth factor influencing the effectiveness of digital learning media utilization includes gaps in technological infrastructure between regions, the level of digital competence of educators in integrating technology pedagogically, and the quality of digital content design, as stated by (Siagian et al., 2025). This study also noted that excessive use of digital media has the potential to trigger cognitive fatigue in students, while conventional learning evaluation systems often fail to comprehensively measure learning outcomes achieved through digital media. Therefore, optimizing digital learning media requires careful planning and a holistic approach to sustainably realize its potential as a transformative catalyst in education.

Because this research is still a synthesis based on a literature review, future research is recommended to conduct direct empirical studies in the field involving more elementary schools from various regions, including those with limited technological facilities. This step is expected to produce a more comprehensive and representative picture of the influence of digital learning media on student learning motivation. Furthermore, future research could employ a longitudinal approach to examine the long-term impact of digital learning media use on both student learning motivation and academic outcomes. This recommendation aligns with the suggestions put forward by (Ainurrohmah et al., 2026).

Furthermore, future research needs to further examine the combination of digital learning media and conventional learning methods within a blended learning framework to

determine the ideal combination that maximizes student learning motivation without triggering excessive dependence on technology. Furthermore, research specifically examining the effectiveness of digital competency training for teachers on the quality of digital learning media utilization in the classroom is also needed, given that teacher readiness has been shown to be a key determining factor in various studies discussed in this study.

KESIMPULAN

Based on the results of studying 12 domestic scientific articles, it can be concluded that digital learning media plays a positive and consistent role in increasing elementary school students' learning motivation, both intrinsic and extrinsic, by increasing attention, active participation, self-confidence, and creating a pleasant learning atmosphere. The most frequently used and proven effective media are digital interactive boards or smartboards, learning videos, PowerPoint, and game-based quiz applications such as Quizizz. However, their use still depends on adequate technological facilities, teacher skills in using technology, adapting it to students' needs, and appropriate use to avoid over-confusion or over-dependence on the tools. Therefore, to improve the role of digital learning media in motivating elementary school students, systemic support is needed, such as ongoing teacher training, equitable distribution of technological facilities, and learning that prioritizes pedagogical principles and the psychological growth of elementary school-aged children.

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