



The Effect of Interest in Utilisation of Information Technology on Indonesian Language Learning Outcomes of Class VIII Students of SMP Negeri 1 Gumelar

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Abstract

As time progresses, technology has become something that is no longer foreign to the world of education. Most students and teachers have utilized technology for education. This research aims to examine differences in students' interest in using technology, both students with high and low interest in using technology, on the Indonesian language learning outcomes of class VIII students at SMP Negeri 1 Gumelar, especially in its use with students. The role of technology in the world. This research uses ex-post facto quantitative methods. The sampling technique in this research uses cluster random sampling and simple random sampling using lottery. Data collection techniques use document analysis of learning outcomes and technology use questionnaires. Based on the results of hypothesis testing using the t-test, students with a high interest in using technology have different Indonesian language learning outcomes from students who have a low interest in using technology. Based on the results of the average comparison, students with high interest in using technology have better Indonesian language learning outcomes than students with low interest in using technology. The results of the size effect test show that the influence of interest in using technology on students' Indonesian language learning outcomes is categorized as small. This is influenced by other variables not examined in this research.

Keywords:

ex-post facto quantitative methods, Indonesian language; interest in technology; learning outcomes; technology

INTRODUCTION

Learning is a process of character change carried out by teachers to students and their environment which is used as a source of learning (Yusuf & Syurgawi, 2020). Learning can also be interpreted as a teaching and learning activity or the process of transferring knowledge between teachers and students. Learning is something that must be followed by students as a form of increasing knowledge and as a provision in preparing for the future (Aminah et al., 2022). One of the subjects that is required in education in Indonesia is learning Indonesian (Mailida, 2023). In essence, the purpose of learning Indonesian is to provide students with knowledge about appropriate language skills properly and correctly according to their goals and functions (Ali, 2020). In addition, the implementation of Indonesian language learning can also instill a positive attitude towards language as a means of communication and national identity. This is because in learning Indonesian, students are taught about writing words, phrases, and sentences properly and correctly. Not only that, learning Indonesian also has an important role in strengthening literacy (Kayati, 2022). Indonesian language learning contains many literacy reading materials that can be used to strengthen students' literacy.

The purpose of implementing Indonesian language learning is to acquire creativity, attitudes, skills, and knowledge about language (Ali, 2020). Language learning is related to four language skills, namely listening, speaking, reading, and writing skills (Magdalena et al., 2021). The role of the four language skills includes building polite language behavior in students and teaching good and correct language use. In Indonesian language learning, teachers have an important role in the development of students' language skills. Teachers act as facilitators in learning (Sanjaya et al., 2022). In addition, teachers also have a role as learning planners to encourage students to improve their language skills (Patiung, 2017). Indonesian language learning planning must of course be balanced with accuracy in determining the implementation strategy. With good learning planning, of course, achieving learning objectives will be easy to achieve. Therefore, it is important for teachers to choose the right media and learning methods (M. Ilyas, 2018) (Homsaniwati, 2019). Teachers should have innovations that are adjusted to students' learning interests so that students do not get bored easily during learning. The right choice of media and learning methods will help students achieve maximum learning outcomes (Titin et al., 2023) (Nasution; Mardiah Kalsum., 2019).

Unfortunately, the implementation of Indonesian language learning has not been fully maximized, there are still many obstacles in its implementation, including passive learning, lack of motivation and low learning outcomes for Indonesian language students (Qomariyah, 2020). Learning in Indonesia can be categorized as low in terms of quality, this is supported by Nurhuda's research (2020) which found that there are still many learning problems in Indonesia, including the use of monotonous and boring learning methods, minimal facilities and infrastructure, and lack of student achievement. Another study conducted by Masda et al. (2020) found that the problems of Indonesian language learning include low student concentration and lack of vocabulary mastery. Another study conducted by Karma (2023) found that there are still problems in the implementation of Indonesian language learning at SMP Negeri 2

Kolaka, namely the lack of student involvement in learning and students who are less interested in the learning media used by teachers. Problems in learning Indonesian certainly need to be overcome. The use of appropriate learning media can build enthusiasm and overcome students' passive attitudes in learning (Junaidi, 2019).

The application of learning media in the era of society 5.0 is certainly inseparable from the role of technology. Technology is a form of invention of resources that are used to help human life (Bahtiar, 2018). The achievement of learning goals in the modern era cannot be separated from the role of technology in it (Agustian & Salsabila, 2021). The use of technology in learning, namely it can be used as a media or mediator for teachers in conveying knowledge to students. Technology-based learning media has been widely used. Currently, Indonesia has integrated a lot of technology into learning media, including Youtube, Quiziz, Canva, Edmodo. The use of technology in learning can increase flexibility, accessibility, and innovation of learning methods (Siringoringo & Alfaridzi, 2024). The use of technology in learning Indonesian has various benefits. Research conducted by Kartiwi and Rostikawati (2022) found that the use of the Quiziz and Canva applications has benefits for improving the learning outcomes of fable texts in junior high school students. Another study conducted by Tryas (2022) found that Youtube-based learning can increase students' motivation and activeness in learning. This is because Youtube has audio-visual displays that make students not easily bored during learning.

The role of technology in language learning has an impact on the mastery of four language skills. Research conducted by Nainggolan et al. (2024) found that the use of technology can improve students' speaking skills. The study stated that the use of podcast media can provide examples to students on how to speak well so that students are more happy to learn and motivated to improve their speaking skills. Research by Hanifah et al. (2023) found that students' short story writing skills can be improved using technology assistance in learning. The study used technology-based learning media, namely the Roman Application which has a variety of short story choices that can motivate students to write and increase students' learning motivation in learning Indonesian. Based on the theoretical study above, it can be concluded that learning objectives can be achieved by using technology integration in it. The application of technology as a learning medium must of course be adjusted to students' interests. Therefore, it is necessary to conduct research on the influence of students' interest in utilizing technology on Indonesian language learning outcomes.

In this era, several studies have been conducted with a focus on the use of information technology in Indonesian language learning. Research conducted by Sujono (2020) found that student learning achievement can be improved through the integration of technology-based media. Another study conducted by Aji Silmi and Hamid (2023) also found that the achievement of learning objectives can be influenced by the use of technology-based media in learning. Another study on the use of technology-based learning media was also conducted by Nurjanah et al. (2023) who found that students' interest in learning and focus can be improved through the integration of technology in the learning process. This study has novelty in the research subjects, namely grade VIII students of SMP Negeri 1 Gumelar and the variable of Indonesian language learning outcomes of junior high school students. The formulation

of the problem of this study is (1) is there a difference in Indonesian language learning outcomes between groups with high and low interest in technology utilization? (2) do students with high interest in technology utilization have better learning outcomes than students with low interest in technology utilization? Based on this background, this study aims to test the differences in the influence of interest in technology utilization, both in students with high and low interest in technology utilization on Indonesian language learning outcomes.

RESEARCH METHODS

This research is ex-post facto quantitative research. Ex-post facto research is a study that examines events based on causes based on something that has happened (Sugiyono, 2015). The sample of this study was 81 students of class VIII of SMP Negeri 1 Gumelar, Banyumas Regency, Central Java. The sampling technique used cluster sampling by selecting junior high schools in Banyumas Regency randomly using a lottery. The random sampling technique using a lottery was carried out to select samples from the total number of class VIII students at SMP Negeri 1 Gumelar. The data collection technique was carried out using student learning outcome documents and a questionnaire on interest in technology utilization. The learning outcome documents were obtained based on the report card scores of Indonesian Language Subjects of class VIII students of SMP Negeri 1 Gumelar for the 2023/2024 academic year. The questionnaire on interest in technology utilization was compiled based on the indicator of the variable of interest in the use of information technology.

The questionnaire was used to determine the interest in utilizing technology. The number of questions in the questionnaire was 18 questions covering frequency of use, perception of ease of use of technological devices, willingness to use information technology in learning, perception of adaptability, and information technology management. The perception assessment scale used a Likert scale of 4. The use of a Likert scale of 1-4 aims to anticipate answers that focus on neutral choices. The validity test of the questionnaire instrument was carried out using construct validity in the form of expert judgment. The normality test and homogeneity test were used as prerequisite tests for analysis. The hypothesis test used an independent t-test to test the differences between students with high and low interest in utilizing technology on Indonesian language learning outcomes.

RESEARCH RESULTS AND DISCUSSION

Data collection in this study using a questionnaire that has been filled out by class VIII students of SMP Negeri 1 Gumelar which was then analyzed using the help of the SPSS version 22 application. Table 1 is a statistical description that includes two variables in this study.

Tabel 1. Descriptive Statistics

No.	Statistics	Students' interest in technology utilization	Indonesian language learning outcomes
1.	Number of samples	81	81
2.	Std. Deviation	5,34	9,20
3.	Mean	52,77	80,23
4.	Median	52	81
5.	Modus	52	74
6.	Max	72	54
7.	Min	41	98

Based on the data in table 1, it can be seen that the sample in this study amounted to 81 students with an average value of the variable of interest in utilizing technology = 52,77 and an average variable of Indonesian language learning outcomes = 80,23. The frequency distribution of the variable of interest in utilizing technology is explained in table 2.

Tabel 2. Frequency Distribution of Interest in Technology Utilization

Score	Frequency
41—47	9
48—54	45
55—61	24
62—68	2
69—75	1

Table 2 summarizes the frequency distribution of interest in utilizing technology based on the results of the questionnaire that has been distributed. The categorization of interest in utilizing technology is divided into 2 categories, namely students with high interest in utilizing technology and students with low interest in utilizing technology. The categorization of interest in utilizing technology uses the Nedelsky cut-off model method with the following formula.

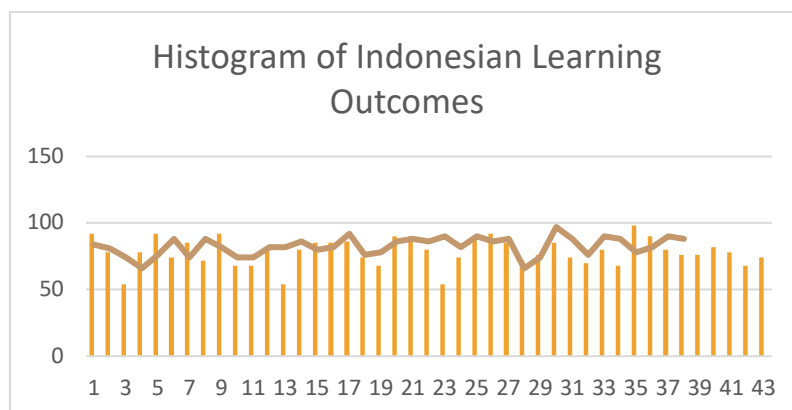
$$\begin{aligned}
 \text{Cut off} &= \text{Total score}/n \\
 &= 4.274/81 \\
 &= 52,77
 \end{aligned}$$

Based on the calculation results using the cut-off method above, the middle value of the categorization of students' interest in utilizing technology can be seen, which is 52.77. Table 3 is a description of the data on students' interest in utilizing technology classified using the Nedelsky model cut-off method.

Tabel 3. Statistical Description of Students' Interest in Technology Utilization

No.	Statistics	High Interest	Low Interest
1.	Number of samples	38	43
2.	Std. Deviation	7,11	10,41
3.	Mean	82,42	78,30
4.	Median	82	78
5.	Modus	88	74

Based on table 3, it can be seen that the number of students with high interest in technology utilization = 38 and the number of students with low interest in technology utilization = 43. Students with high interest in technology utilization have an average score of Indonesian language learning outcomes = 82, which means that students with high interest in technology utilization as a whole have met the KKTP standard for Indonesian language subjects, namely 80. Students with low interest in technology utilization have an average score of Indonesian language learning outcomes = 78, which means that students with low interest in technology utilization as a whole have not met the KKTP standard for Indonesian language subjects, namely 80. Figure 1 is a histogram of Indonesian language learning outcomes that have been categorized based on high and low interest in technology utilization.



Gambar.1 Histogram of Indonesian Language Learning Outcomes

Figure 1 describes the distribution of students' Indonesian language learning outcomes based on the classification of technology utilization interests. The purple line shows the distribution of Indonesian language learning outcomes of students with

high technology utilization interests, while the blue line shows the distribution of Indonesian language learning outcomes of students with low technology utilization interests. The data shows that students with high technology utilization interests will tend to have higher Indonesian language learning outcomes compared to students with low technology utilization interests.

In addition to testing the average magnitude, this study also tested the effect of interest in utilizing technology on students' Indonesian language learning outcomes using parametric statistical tests. The requirement for conducting parametric statistical tests is that the data distribution must be normal. Table 3 is the result of the normality test of students' Indonesian language learning outcomes with high and low diction mastery.

Tabel 3. Normality Test Results

Tests of Normality				
Score	Group	Kolmogorov-Smirnov ^a		
		Df	Sig.	Statistic
	Low interest	43	0,200*	0,951
	High interest	38	0,058	0,953

Based on the results of the normality test in table 3, it can be seen that the test using Kolmogorov-Smirnov on students with high technology utilization interest shows a Sig. value of 0.2 with a significance level of Sig. $\alpha = 0.05$, meaning the Sig. value of $0.2 > 0.05$. Thus, it can be seen that the data in the group of students with high technology utilization interest are normally distributed. The results of the normality test using Kolmogorov-Smirnov on students with low technology utilization interest show a Sig. value of 0.58 with a significance level of Sig. $\alpha = 0.05$, meaning the Sig. value of $0.058 > 0.05$. Thus, it can be seen that the data in the group of students with low technology utilization interest are normally distributed. The next prerequisite test stage, namely the homogeneity test to determine whether the data comes from a homogeneous variance or not. The results of the homogeneity test can be seen in table 4 below.

Tabel 4. Homogeneity Test Results

Test of Homogeneity of Variances			
Result			
Levene Statistic	df1	df2	Sig.
3,822	1	79	0,054

Based on the results of the homogeneity test in table 4, it can be seen that the significance value shows Sig. 0.54 with a significance level of $\alpha = 0.05$, meaning that

the Sig. value of $0.054 > 0.05$. Thus, it can be seen that the data on students' Indonesian language learning outcomes come from homogeneous variances. After conducting the prerequisite analysis test, the researcher conducted a hypothesis test. There are two null hypotheses (H_0) in this study, namely (1) there is no difference in the Indonesian language learning outcomes of students with high technology utilization interests and students with low technology utilization interests, (2) the Indonesian language learning outcomes of students with high technology utilization interests are not better than students with low technology utilization interests. Based on the hypothesis statement, the researcher conducted a hypothesis test using the T test. Table 5 is the result of the T test in this study.

Tabel 5. T-test Result

T-test	F	df	Sig.	Conclusion
Equal variances assumed	3,822	79	0,044	(H_0) rejected

Based on the t-test results in Table 5, it can be seen that the Sig value. 0.044 with a significance level $\alpha = 0.05$, meaning sig value. $0.044 < 0.05$. Thus, (H_0) which states that there are no differences in the learning outcomes of the Indonesian language with the interest in the use of high technology and students with the interest in the use of low technology. It can be seen that there are differences in the results of learning Indonesian students who have an interest in the use of high technology and students who have a low interest in the use of technology. Based on the results of the average comparison, learning outcomes of Indonesian students with interest in the use of high technology are higher than students with interest in the use of low technology.

The results of the average comparison reject the second zero hypothesis (H_0) which states that the learning outcomes of Indonesian learning with the interest in the use of high technology are not better than students with low technology utilization interest. That is, the learning outcomes of the Indonesian Language Students with high technology are better than students with the interest in the use of low technology. After conducting a hypothesis test, researchers measure the effect of interest in the use of technology on Indonesian learning outcomes using the size effect test. Based on the results of the Size Effect test, a value of 0.44 is produced with a small category. This means that the interest in the use of technology on Indonesian learning outcomes students have a small influence. These results are caused by other variables that are not examined in this study.

Research conducted by Sihotang et al. (2024) found that the use of technology can affect the improvement of language skills and learning outcomes of elementary school students. Other research conducted by Yingxin et al. (2024) found that the use of technology in learning English as a foreign language (EFL) can improve student writing and speaking skills. Another research is in line, namely research conducted by Kurniawan (2020) which states that student learning motivation is

influenced by the use of technology. The use of technology using noveltoon applications in learning is proven effectively used in prose learners in high school (Mulyaningtyas & Ecafebriyanti, 2021). These findings can be used as evaluation material for teachers and learning technology developers to develop quality technology-based learning media. Increasing the quality of learning will affect the increasing motivation of student learning. With an increase in student learning motivation, of course students will be more active in learning and can continue to progress in improving learning outcomes. The more students can use technology well, the motivation and interest in student learning will increase and have an impact on good learning outcomes. The study supports the results of this study that the use of technology can help improve student learning outcomes, especially in learning Indonesian language.

Integrating technology in learning can significantly improve the quality of learning (Susilo et al., 2023). With the use of technology, it will have an impact on increasing student interest in learning (Ahmad et al., 2020). Other similar studies conducted by Paende et al. (2022) found that the use of technology has an influence on student motivation. The better interest in the use of student technology will be directly proportional to the interest in learning that students have. That is because students have learning reference materials that are not monotonous with broad access without limited space or time. Students with high interest in learning will have a fighting spirit and learning spirit that will affect the increase in learning outcomes (Hanum et al., 2023). Therefore, teachers can integrate technology in the implementation of learning to help increase student interest in learning and achieve maximum learning outcomes.

Research conducted by özdemir (2024) found that the use of kahoot as a learning medium can increase motivation and student learning outcomes. Other research conducted by Rahmanova et al. (2024) found that social media -based learning as feedback can improve the writing skills of students Andijan State Institute of Foreign Language (Uzbekistan). Related Researches conducted by Sriwahyuni et al. (2025) found that the development of Android -based digital learning media has a role in increasing student involvement in learning. Student involvement in learning can build a more active learning atmosphere and certainly not boring. The application of technology in learning will create active learning (Wekerle et al., 2024). Research conducted by Tiani (2025) found that game -based digital learning can increase students' critical thinking and critical thinking skills. With the increasing activity and critical thinking skills of students, it will help students in achieving maximum learning outcomes.

The use of technology in learning increases the effectiveness of learning implementation. Research conducted by Bhatt and Chakrabarti (2024) found that instructional programmed (PI) could increase the effectiveness of the design thinking concept for secondary school students. Other research conducted by Mulyono et al. (2024) found that digital -based informal learning in EFL teachers can increase teacher creativity that can have an impact on increasing the effectiveness of learning. Other research conducted by Listyaningrum et al. (2024) revealed that AI-based learning can increase the effectiveness of elementary school student learning by

helping students in solving mathematical problems. Other research conducted by Wahyuningsih and Hindun (2022) found that technology -based learning using YouTube is effectively used in the material writing skills in persuasion text. Integrating technology in learning media can teach new knowledge to students. Sari et al. (2024) found that mediabox -based learning technology can improve the learning results of students of students. Student curiosity can be increased using the application of technology in learning. Technology -based media can also help students in conducting learning materials that are still abstract so as to increase students' understanding of learning. Not only that, the use of technology appropriately can provide good language learning experiences to its users. Research conducted by Khoizuroonah et al. (2023) found that the animation of Adit and Sopo Jarwo in the Merry Tumpeng Festival episode contains the principle of language politeness that can be used as learning material by children.

Based on the results of the size effect test, the magnitude of the influence of interest in the use of technology on Indonesian learning outcomes students are classified as small. This is influenced by other factors that are not united to become parts in this study, such as classroom conditions, types of technology used by students, as well as the level of emotional intelligence of students. Research, Conducted by Andrianto et al. (2020) found that classroom conditions affected the concentration of student learning. Students who have a high level of concentration will have a better understanding of learning than the students, X -students have a low concentration. If the classroom is not conditioned it will affect the concentration and student learning outcomes. Other research was conducted by Sutrisno et al. (2020) found that the results of the Indonesian Learning Learning XII SMA Negeri 5 Palembang were influenced by the student's emotional intelligence factor. Students with good intelligences will have a high level of responsibility and discipline so that they will tend to be disciplined in learning so that the learning results are Therefore, there are recommendations that researchers give to further researchers to be able to do the research research.

CONCLUSION

The results of this study contribute to the findings that the interest in the use of technology has an influence on student learning outcomes of students. Students with an interest in the use of high technology have better Indonesian learning outcomes than students with low technology use interest. That is because if technology is used correctly, especially in learning it will be effective in increasing the interests and motivation of student learning that will have an impact on the maximum achievement of learning outcomes, especially in language skills. However, the influence of the interest of the use of technology on Indonesian learning outcomes is included in the small category. This is influenced by other variables that are not examined in this study, such as emotional intelligence or class conditions. Therefore, researchers recommend further researchers to be able to conduct research on Indonesian learning outcomes students associated with other variables that are not examined in this study.

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