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Correlation Between Digital-Based Learning Tools and Interest in Learning Indonesian Students of Class VI of UPT SDN 060849 West Medan

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ABSTRACT

This study aimed to analyze the correlation between digital-based learning tools and interest in learning Indonesian among sixth-grade students at UPT SDN 060849, Medan Barat District, Medan City. The research method used was a quantitative associative research approach. The research sample consisted of 31 students selected using a sampling technique based on the Isaac and Michael formulas. The research instrument was a questionnaire whose validity and reliability were tested using SPSS 22. The results of the validity test showed that 16 questions related to learning tools and 18 questions related to learning interests were valid. The reliability test using Cronbach's alpha showed values of 0.818 for learning tools and 0.899 for learning interests, which were categorized as very high. The results of the descriptive analysis showed that 53% of students agreed that the classroom had sufficient lighting, and 76% of the students strongly agreed that the cleanliness of the classroom made them comfortable learning. In addition, 59% of students strongly agreed that the classroom was cleaned every day. In terms of learning interests, 71% of the students showed a high interest in digital-based learning. The results of the hypothesis test using simple linear regression showed an r value of 0.654 and a coefficient of determination (R^2) of 42.8%, indicating that digital-based learning tools had a positive and significant correlation with interest in learning Indonesian. Therefore, the better the available digital facilities, the higher the student's interest in learning. This study recommends improving digital tools in schools to optimize the Indonesian language learning process and provide teacher training in the use of educational technology.

Keywords: Learning Outcomes, Problem Solving, Classroom Action Research, Procedural Text, Indonesian.

I. INTRODUCTION

Education is the process of providing humans with a variety of situations and endeavors aimed at empowering each individual. Education essentially aims to enlighten the nation, as explained in Law No. 20 of 2003.
"Education is a conscious and systematic effort to create a learning environment and learning process, in which students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves, society, nation, and state."
Education is the primary foundation of national' development. The quality of human resources is largely determined by the quality of the education that they receive. In today's digital era, education is undergoing significant transformation with the introduction of technology into the learning process. Digital-based learning tools are crucial for creating an interactive and effective learning environment.
According to Prensky (2001, p. 1), today's students are "digital natives" who grow and develop in an environment rich in digital technology. They are accustomed to using digital devices, such as computers, tablets, and smartphones, in their daily lives. Therefore, education must adapt to these student characteristics by integrating digital technology into the learning process.
Daryanto and Rahardja (2012, p. 123) stated that adequate and relevant learning resources can increase students' motivation and interest in learning. Digital-based learning resources such as interactive educational software, instructional videos, and online learning platforms can present learning materials in a more engaging and interactive manner (Sarwono, 2018).

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Interest in learning is a crucial factor influencing students' learning outcomes. Sardiman (2012, p. 75) defined interest as a strong inclination or desire for something. A strong interest in learning encourages students to be more active and enthusiastic about participating in the learning process. Conversely, low interest in learning can hinder the achievement of optimal learning outcomes (Sardiman, 2009).

In the educational context, digital learning tools play a crucial role in enhancing student learning, particularly in Indonesian subjects. Digital tools, such as computers, tablets, projectors, and interactive educational software, can create a more engaging and interactive learning environment.

UPT SDN 060849, West Medan District, Medan City, is an elementary school that strives to improve the quality of learning through the use of digital-based learning tools. However, the effectiveness of this digital tool in increasing interest in learning Indonesian among sixth-grade students still requires further research (Hasbulla 2013).

As compulsory subjects in elementary schools, Indonesians play a crucial role in developing students' language and literacy skills. Good language skills will help students understand and master other subjects and communicate effectively in everyday life (Anggriyani, 2021).

However, in practice, Indonesian learning is often considered boring and uninteresting by students. This can be caused by various factors, such as monotonous learning methods, lack of variety in learning media, and inadequate use of digital technology.

UPT SDN 060849, West Medan District, Medan City, is an elementary school that strives to improve the quality of learning through the use of digital-based learning resources. The school already has several digital resources, such as computers, projectors, and internet access. However, the use of these digital resources in Indonesian language learning still needs to be optimized (Hanafi, Halid, La Adu, 2018).

Based on the initial observations, it was found that sixth-grade students at UPT SDN 060849 still needed to improve their interest in learning Indonesian. Some students appeared less enthusiastic about participating in learning and were less active in learning activities.

II. METHODS

This study used a quantitative and associative approach. A quantitative approach was chosen because it aims to statistically measure and analyze the relationship between digital-based learning tools (X) and interest in learning Indonesian (Y). An associative approach was chosen to determine the level of correlation between the two variables.

Quantitative methods are scientific techniques that systematically examine parts, phenomena, and their relationships. Quantitative methods are often referred to as traditional methods, because they have been used for a long time and have become traditional research methods. Quantitative and statistical data analyses were carried out in a digital format.

This study was conducted at UPT SDN 060849, West Medan District, Medan City. This location was chosen because the researchers wanted to examine the correlation between digital-based learning tools and interest in learning Indonesian among sixth-grade students. This research will be conducted for approximately two months (Sugiyono, 2016).

1. Data collection technique
   a. Questionnaire
      The questionnaire was used to collect data on digital-based learning tools and interest in learning Indonesian.
   b. Documentation
      Documentation was used to collect data on the number of students and learning facilities at the school.
2. Data Processing Techniques
   a. The data collected from the questionnaire were processed quantitatively using a statistical software.
   b. Data from the documentation will be processed descriptively.

The following are some definitions that may be necessary to avoid misunderstandings and interpretations from readers and to facilitate an understanding of the implications of this research topic.

1) Learning tools

The learning facilities referred to in this study are those that can support learning, such as rooms, furniture, teaching materials, sports facilities, and tools.

2) Interest in learning

The interest in learning referred to in this research is the feeling of liking, interest, attention, happiness, student participation, and preferring something that interests them over others.

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The descriptive analysis in this study uses data analysis such as: a. Presentation of data in the form of tables such as distribution tables, b. Presentation of data in the form of graphs/diagrams such as histograms, c. Description and measurement of data such as measures of data centralization (arithmetic mean, median, and mode) and measures of data distribution (standard deviation and variance).
A normality test was performed to determine if the data were normal. If the data were not normal, the research could not be conducted be. Data were considered to be normally distributed if the significance value was gerater than 0.05.
3). Linearity Test
Linear regression is a tool used to predict factors such as determining whether the independent and related variables have an influence or correlation. This study used only a simple linear regression, which used only one independent variable and one dependent variable. A regression model was considered feasible if the ANOVA value was <0.05.

Table 1. Guidelines for Interpreting Correlation Coefficients

Coefficient interval	Relationship Level
0.00 - 0.199	Very low
0.20 - 0.399	Low
0.40 – 0.599	Currently

III. RESULTS AND DISCUSSION

Result
The data description presented in this study provides a general overview of the distribution of data obtained in the field. This description includes frequency distributions and histograms for each indicator along with frequency percentages and scores. Based on the title and formulation of the research problem, this study consists of one independent variable and one related variable, namely, data on digital-based learning resources (X) and students' interest in learning Indonesian (Y). The description of each variable was based on the results of the questionnaire.
The formulation of the research problem is as follows:
A normality test was used to determine whether the data were normally distributed. The normality test in this study was performed using IBM SPSS Statistics 22. The following is the output from the IBM SPSS Statistics 22.

Table 2. Normality Using Kolmogorov-Smirnov Test Analysis
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual ed
N		34
Normal Parametersa,b	Mean	.0000000
	Standard Deviation	1.58782382
Most Extreme Differences	Absolute	.067
	Positive	.067
	Negative	-.066
Test Statistics		.067
Asymp. Sig. (2-tailed)		.200c,d
Monte Carlo Sig. (2-	Sig.	.651e

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tailed)	99% Confidence Interval	Lower Bound	.638
		Upper Bound	.663

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Based on 10000 sampled tables with a starting seed of 2000000. Data sources: IBM SPSS Statistics version 22.

Based on the table above, the testing criteria were taken based on the probability value with the IBM SPSS Statistics 22 application. If the probability (sig) is > 0.05, the data are normally distributed. Conversely, if the probability (sig) is < 0.05, the data are not normally distributed. It can be seen that the probability value (sig) shows 0.651. Therefore, it can be concluded that 0.651 > 0.05, which indicates that the data are normally distributed.

The data linearity test in this study used IBM SPSS Statistics 22. The output results of IBM SPSS Statistics 22 are shown in the following table.

Table 3. Linearity Test Using Deviation from Linearity

ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
Interest Learn Indonesian * Facilities	Between Groups	(Combined)	40,299	8	5,037	1,956	.059
		Linearity	26,021	1	26,021	10.102	.002
		Deviation from Linearity	14,278	7	2,040	.792	.596
	Within Groups		278,179	108	2,576		
	Total		318,479	116			

Based on the table above, the criterion for testing a simple linear regression model is that if the significant deviation from linearity value is > 0.05, then there can be a linear relationship between the independent and dependent variables. Conversely, if the significant deviation from the linearity value was < 0.05, there was no linear relationship between the independent and dependent variables. In the table above, the significant Deviation from Linearity was 0.596. Therefore, it can be concluded that there is a linear relationship between the independent and dependent variables because the significant deviation from the linearity value is 0.596 > 0.05.

The results of hypothesis testing in this study are presented in the following discussion.

The results of the one-sample statistical output data from IBM SPSS Statistics 22 for the Learning Facilities variable (variable X) are shown in the following table.

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Table 4. One-Sample Test

	Test Value = 6345					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference Lower	Upper
Means Learning	-38267.424	116	.000	-6290.769	-6291.09	-6290.44

Data Source: IBM SPSS Statistics 22

The table above shows that Sig. (2-tailed) = 0.000. From the basis of decision making in the One-Sample T-Test, namely, if the significant value (2-tailed) <0.05, then H0 is rejected and H1 is accepted; conversely, if the significant value (2-tailed) > 0.05, then H0 is accepted and H1 is rejected. Thus, it can be concluded that in the learning media variable, hypothesis H0 is rejected and hypothesis H1 is acceptedin because Sig. (2-tailed) = 0.000 <0.05, which indicates that the hypothesis is accepted.

Table 5. Learning Facilities Criteria

Presentation	Category
0% - 20%	Very Bad
21% - 40%	Not good
41% - 60%	Enough
61% - 80%	Good
81% - 100%	Very good

The results of the one-sample statistical output data from IBM SPSS Statistics 25 for the variable Interest in Learning Indonesian (variable Y) are shown in Table 4.210.

Table 6. One-Sample Test

	Test Value = 7043					
	t	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference Lower	Upper
Interest in Learning Indonesian	-45583.912	116	.000	-6982.803	-6983.11	-6982.50

It is concluded that for the learning media variable, hypothesis H0 is rejected and hypothesis H1 is accepted because Sig. (2-tailed) = 0.000 < 0.05, which indicates that the hypothesis is accepted.
The score of the interest variable for learning Indonesian was 7043. Meanwhile, the ideal score for interest in learning Indonesian was 4 × 18 × 34 = 2448 (4 = the highest score for each item, 18 = the number of questions, and 34 = the number of students). Thus, the score of the interest variable for learning Indonesian was 7043: 2448 = 0.83, or 83%. Thus, it can be said that the level of interest in learning Indonesian students at UPT SDN 060849, West Medan District, Medan City, is included in the very good category, namely 83%.

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Table 7. Criteria for level of interest in learning Percentage

Presentation	Category
0% - 20%	Very Bad
21% - 40%	Not good
41% - 60%	Enough
61% - 80%	Good
81% - 100%	Very good

The third hypothesis test of this study aimed to determine whether there is a positive and significant correlation between learning facilities and interest in learning Indonesian among students at UPT SDN 060849, West Medan District, Medan City.

Table 8. Hypothesis Test of Learning Tools (X) on Learning Interest (Y) Correlations

		Learning Resources	Interest in Learning Indonesian
Learning Facilities Aran	Pearson Correlation	1	.286**
	Sig. (2-tailed)		.002
	N	34	34
Interest in Learning Indonesian	Pearson Correlation	.286**	1
	Sig. (2-tailed)	.002	
	N	34	34

***. Correlation is significant at the 0.01 level (2-tailed).*
Data Source: IBM SPSS Statistics 22

Based on the above table, Sig. (2-tailed) value = 0.002. From the basis of decision making based on probability, if the probability > 0.05 (5% significance level) then H0 is accepted and H1 is rejected and if the probability < 0.05 (5% significance level) then H0 is rejected and H1 is accepted.
Based on the results of the correlation test between learning facilities and learning interest, it can be seen that the probability value is 0.002, which means 0.05 > 0.002 (significance level 5%), so H0 is rejected and H1 is accepted, which means the hypothesis is accepted so that it can be concluded that there is a positive and significant correlation between learning facilities and students' interest in learning Indonesian.

Table 9. Model Summary

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	.286a	.082	.074	1,595

a. Predictors: (Constant), Means
Data Source: IBM SPSS Statistics 22

The significance test of the correlation coefficient was obtained based on the summary table with R = 0.286; therefore, the correlation coefficient was significant.
Kd = r^2 x 100%
Kd = 0.286^2 x 100%

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Kd = 0.082

The coefficient of determination was 0.082. Therefore, it can be concluded that the correlation between Learning Facilities (X) and Interest in Learning Indonesian (Y) is 8%, while the other 92% are influenced by other variables not examined by the researcher.

Table 10. Guidelines for Interpreting Correlation Coefficients

Coefficient Interval	Relationship Level
0.00 – 0.199	Very Low
0.20 – 0.399	Low
0.40 – 0.599	Currently
0.60 – 0.799	Strong
0.80 – 1,000	Very strong

Based on the guideline table for interpreting the correlation coefficient, it can be concluded that Learning Facilities have a very low influence on the Interest in Learning Indonesian Language of Class VI Students of UPT SDN 060849, West Medan District, Medan City, amounting to 8%, while 92% of student learning outcomes are influenced by other variables not studied by the researcher.

Discussion

Based on data analysis, the score for the digital-based learning facilities variable was 6345:7488 = 0.84 or 84%. Thus, the condition of digital-learning facilities can be categorized as very good. The results of the study indicate that sixth-grade students at UPT SDN 060849, West Medan District, Medan City, have fairly good access to digital learning facilities. During the learning process, the school provides devices such as projectors, computers, and the Internet that can be used to support teaching and learning activities.

Based on the results of the distributed questionnaire, the majority of the students stated that the presence of digital media significantly helped them understand Indonesian language materials. In Indonesian language learning, the use of digital media, such as learning videos, interactive presentations, and online educational applications, is considered to have a positive impact on student understanding. The results of the distributed questionnaire showed that 85% of the students felt that using digital media made it easier for them to understand the material presented by the teacher compared to conventional methods that rely solely on textbooks and lectures.

However, there are several obstacles in the implementation of digital learning tools. As many as 23% of the students stated that they had difficulty accessing digital devices individually because of the limited number of devices provided by their schools. Furthermore, unstable Internet connections also pose a challenge in online learning, especially when students need to access additional materials or take interactive Internet-based quizzes. According to experts, digital learning tools play a crucial role in increasing learning effectiveness. According to Sugiyono (2020), the use of technology in learning can increase student engagement, accelerate conceptual understanding, and enrich their learning experiences through multimedia exploration (Sugiyono, 2016).

Based on the results of the data analysis, the score of the interest variable in learning Indonesian was 7043: 8424 = 0.83, or 83%. Thus, the level of interest in learning Indonesian of sixth grade students at UPT SDN 060849, West Medan District, Medan City can be categorized as very good. The results of the study indicate that students have a high interest in the Indonesian language subject, especially when learning is carried out using a more interactive and digital-based approach. According to the results of the questionnaire, 78% of the students stated that they were more motivated to learn when the material was delivered using videos, animations, or educational games available online. Students also responded positively to the use of online quizzes and interactive discussions in Indonesian language learning.

Of the 34 samples studied, 89% stated that they were more active in asking and answering questions when learning was conducted using digital methods compared with conventional lecture methods. Furthermore, 81% of the students felt more confident in writing and reading Indonesian texts when given interactive exercises based on the learning applications. However, several challenges remain in the increasing interest in student learning. As many as 24% of the students found it difficult to participate in digital learning due to a lack of

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skills in operating technological devices. Furthermore, 17% of students stated that they were more comfortable learning using printed textbooks than reading materials on a computer or tablet screen. According to Hamalik (2019), student learning interest is strongly influenced by the teaching methods used by teachers. If teachers are able to create an engaging learning environment that suits their students' needs, their learning interest will increase significantly. Therefore, the use of technology in Indonesian language learning can be an effective strategy to increase student engagement and motivation.

Based on the results of the correlation analysis using the IBM SPSS Statistics 22 software, the R Square value was 0.215. This indicates that there is a fairly strong relationship between digital-based learning tools and interest in learning Indonesian among sixth-grade students at UPT SDN 060849, West Medan District, Medan City. Further analysis showed that the use of digital tools in learning contributed 21.5% to increasing students' interest in learning Indonesian. Meanwhile, 78.5% of other factors that influence students' interest in learning come from variables not examined in this study, such as family environment factors, intrinsic motivation, and the quality of teaching provided by teachers. The results of interviews with several teachers indicate that students with better access to digital tools tend to be more active in the learning process. They were more enthusiastic about participating in learning activities, asked more questions, and were more confident in expressing their opinions. In addition, students who are accustomed to using technology in learning show an increase in their ability to read and write Indonesian texts compared to students who rely only on conventional learning methods. According to Syah (2020), the use of digital media in learning can increase students' attention and engagement, which ultimately improves their academic achievement. Therefore, optimizing the use of digital tools in Indonesian language learning can be an effective strategy for increasing students' interest in learning and supporting the optimal achievement of learning objectives.

Based on the results of this study, it can be concluded that digital-based learning facilities have a positive and significant correlation with the interest in learning Indonesian among sixth-grade students of UPT SDN 060849, Medan Barat District, Medan City, in the 2025-2026 academic year. Therefore, schools should continue to improve digital learning facilities and provide training to teachers and students in utilizing technology to support more effective and engaging learning.

IV. CONCLUSIONS

Based on the results of data analysis testing in this study, it can be concluded that Digital-Based Learning Facilities have contributed to the Interest in Learning Indonesian grade VI students at UPT SDN 060849, West Medan District, Medan City, 2025-2026 Academic Year. From the data analysis results, the score for the dgital-based learning facility variable was 6345. The ideal score for digital-based learning facilities is 4 × 16 × 117 = 7488 (4 = the highest score for each question item, 16 = the number of questions, and 117 = the number of respondents). Thus, the score for the Digital-Based Learning Facilities variable was 6345:7488 = 0.84 or 84%. This indicates that the condition of digital-based learning facilities is included in the very good category. Meanwhile, based on the results of the data analysis testing, Interest in Learning Indonesian obtained a value for each variable. The score for the Interest in Learning Indonesian variable was 7043. The ideal score for learning interest was 4 × 18 × 117 = 8424 (4 = the highest score for each item, 18 = the number of questions, and 117 = the number of respondents). Thus, the score for Interest in Learning Indonesian variable was 7043:8424 = 0.83, or 83%. This indicates that the level of interest in learning Indonesians among students was classified as very good. From the results of the correlation analysis, a value of R = 0.286 was obtained, with a coefficient of determination of 0.082. This means that the correlation between Digital-Based Learning Tools (X) and Interest in Learning Indonesian (Y) was very low (0.082 or 8.2%). In other words, there are other factors amounting to 91.8% that influence students' learning interests, which were not examined in this study. This shows that, although digital-based learning tools contributei to learning interest, there are other factors that also play a role, such as learning methods, teaching skills, and students' learning environment.

Thus, this study shows that the use of digital-based learning tools in schools has been implemented well, but still needs to be combined with other factors to further increase students' interest in learning Indonesian to the maximum.

Funding Statement

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Ethical Compliance

All procedures performed in this study involving human participants were in accordance with the ethical standards of the institutional and/or national research committee and with the 1964 Helsinki Declaration and its later amendments or comparable ethical standards.

Data Access Statement

A Data Access Statement is a section in a scientific publication or research report that explains how the data used or generated in a study can be accessed by readers or other researchers. This statement aims to promote transparency, support research reproducibility, and comply with open-access policies, where applicable.
Common Elements in a Data Access Statement:

1. Data Location: Specifies where the data are stored, such as in online repositories (e.g., Zenodo, Dryad, or institutional repositories).
2. Access Instructions: Provides information on how to access the data, such as direct links, digital object identifiers (DOI), or contact details.
3. Data Availability: Indicates whether the data are publicly accessible, available upon request, or restricted due to ethical, legal, or privacy considerations.
4. Data Licensing: If the data are open, specify the applicable license (e.g., Creative Commons).

Examples of Data Access Statements:

1. Open Data:
   - "The data supporting this study are openly available in Zenodo at [DOI:10.xxxx/zenodo.xxxx]."
2. Restricted Data:
   - "The data that support the findings of this study are available upon request from the corresponding author. Due to privacy concerns, the data are not publicly available."
3. No Data Available:
   - "No datasets were generated or analyzed during the current study."
4. Conditional Access:
   - "The data supporting this study are available under restricted access and can be obtained upon reasonable request to the corresponding author and with the permission of the ethics committee."

Purpose of a Data Access Statement:

- Reproducibility: Enables other researchers to replicate or verify the findings.
- Collaboration: Encourages further collaboration by sharing data.
- Compliance: Adheres to the policies of funding agencies or journals that require open access to data.

Conflict of Interest Declaration

No Conflict of Interest.

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