Student's Attitude Toward Digital Media For Learning

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ABSTRACT

This survey research aims to determine students' perceptions of the use of Digital Media. This research focuses on "How do students perceive the use of Digital Media in the learning process? This quantitative research was conducted on 5th semester students of English Education Department, Faculty of Education and Vocational Studies. Data was collected from thirty respondents using a questionnaire (Flew, 2008) which consisted of three indicators namely perceived use, benefits and barriers. Descriptive statistics (Mean and Standard Deviation) were used to analyze the students' questionnaire scores. This research revealed that the first indicator; students' perception towards the use of Digital Media Support was categorized as "Moderate" (M=3.84).The second indicator, "Students' Attitude towards Technology was "High" (M=4.03).The third indicator, "Students' Perception towards Understanding of the Assignment, was "Moderate" (M=3.96).The fourth indicator "Knowledge Construction", was "High" (M=4.05). in general Student's Attitude Toward Digital Media For Learning is categorized as "Moderate". Overall, the perception of Student's Attitude Toward Digital Media For Learning falls into the Moderate category (M=3.97). In short, English students' perceptions towards the use of digital media in the learning process implies that students are already using digital media in the learning process. Future research can further explore what students think and do about digital media.

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1. INTRODUCTION

Researchers have been interested in the attitudes of students toward the use of digital media for learning. According to Kennedy and McNaught (1997), ICT is a force that has altered many facets of our way of life. Training, teaching, and learning online are becoming more possible thanks to the development of electronic learning (eLearning) technologies.

Students comprehended the usefulness of technology despite the drawbacks of using it, according to Faroq and Javid's (2012) study. Later studies, such as those conducted by en (2013), Knowles and Kerkman (2000), and Erarslan and Topkaya (2017), have demonstrated that students' opinions toward online learning are more positive in the last week of the course than they are in the first.

According to Munadi (2013: 7-8), learning media is anything that can efficiently and effectively channel messages from a source and provide a favorable learning environment for the recipient to carry out the learning process.

Learning media are educational resources that can be utilized as middlemen in the learning process to boost effectiveness and efficiency in reaching teaching goals, according to Sanaky (2009: 4). According to Mahato (2017), there has been an incredible surge in the usage of technology in education.

Data, text, voice, and different kinds of content images saved in digital format and distributed via optical cable-based networks broadband, satellite, and microwave systems are all examples of digital media (Flew, 2008). There are numerous justifications for learning a second or foreign language. It's likely that a significant portion of language learners worldwide engage in it due to its inclusion in the curriculum.

However, the assessment of student performance and academic success has not yet sufficiently taken into account the relatively recent trend towards "Digitalization" in higher education. For example, Lemos, Queirós, Teixeira, and Menezes (2011) have developed a complete multidimensional instrument to evaluate university teaching that covers the dimension of teaching approaches, but does not yet include digital media. However, a shift in academic requirements and courses may be expected as digital media becomes more and more integrated into daily life. This is partly because computer and digital media skills are becoming more and more necessary in many fields of employment (see, for example, Ally and Prieto-Blázquez 2014).

To be able to live in that neighborhood, the students would have to learn English. students who want to enroll in universities in Canada, the United States, the United Kingdom, or Australia. nonetheless, may need to be fluent in English in order to write essays, submit reports, and take part in seminars. English for Special Purposes is the term used to describe students who wish to acquire the language for particular reasons. For corporate executives to transact worldwide, they must speak English. Wait staff may need to. Use English to provide clients with better service. There are many reasons to study a language, as this list will demonstrate (Harmer, 2002).

2. METHODS

The research uses quantitative methods .According to Cresswell (2003), quantitative research primarily employs post positivist claims to advance knowledge, such as cause and effect reasoning, narrowing down to particular variables, hypotheses, and questions, using measurements and observations, and testing theories. Experiments, surveys, and pre-made tools for data collecting that yield statistical data are common strategies in this research methodology. This researcher was conducted in December 2023 at the English Language Education and Vocation Department, in one of universities in Riau academic Year 2023/2024. The population of this study was five-semester English students at the English Education Department, faculty of education and vocational for the 2023/2024 Academic Year. The population characteristics of three classes derived from classes 5.1 and 5.2.There total number of population was 30 English Student who involved as the respondents. The instrument in this study was a questionnaire consisting of 24 statements. This questionnaire is used to determine students' attitudes towards digital media for learning. This questionnaire was adopted from Sci (2018) and consists of four indicators with 24 statements related to a student questionnaire about attitudes towards digital media for learning. Student attitude towards digital media for learning were captured with an online questionnaire (30-step questionnaire) using Likert scale(This means that each item in the questionnaire consists of 5 choices, starting from 1(very disagree),2(disagree),3(neutral),4(agree),5(strongly agree),that considered demographics, digital media support, attitude toward technology, understanding of the assignment, knowledge construction.

Table 1.Scores of the Students' Questionnaire Answers

Answer	Score
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

Table 2. Katz & Kahn's Likert Scale Range

No	Range	Category
1	1.00 – 2.49	Low
2	2.50 – 3.99	Moderate
3	4.00 – 5.49	High

Katz & Kahn's (1978) Likert ScaleRange

3. FINDINGS AND DISCUSSION

Student's Attitude Toward Digital Media In Learning

This research has identified students' attitude of digital media support. Table 1 shows the first indicator score that describes students' attitude toward digital media for learning. There are 6 statements represented to determine students' attitude of digital media support. The results obtained from Research must be supported by sufficient data. Research results and the discovery must be the answer, or research hypothesis stated previously in the introductory section.

Table 3. Digital Media Support

Statement	M	SD
I found the digital presentation lecture engaging	3.83	.592
I applied concepts from the lecture to my assignment	3.70	.596
I need a better understanding of digital presentation principles	3.90	.481
will recommend that my peers attend this lecture	3.90	.548
I used a storyboard to structure my project	3.90	.592
Overall, the technical support to complete my project was good	3.83	.648

Note: M and SD are calculated using a Likert scale (1-5) with the options "Strongly Agree = 5", "Agree = 4", "Neutral = 3", "Disagree = 2", "Strongly Disagree = 1"

Table 4. Digital Media Support

Indicator 1 (N=30)	M	SD
Digital Media Support	3.84	.592

Note: N=30 Respondents, Mean (M) and Standard Deviation (SD) are calculated on a likert scale.

Table 4 displays student's attitude towards digital media support at the "Moderate" level as indicated by the Mean (M=3,84) and Standard

Deviation (SD=0.592).The data shows that students' perceptions have quite positive agreement on the first indicator. This finding shows that students are adequate Understanding of the importance of digital media for learning.

Table 5 shows data that describes students' attitude towards technology consisting of 6 statements.

Table 5. Attitude towards Technology

Statement	M	SD
I Enjoy using technology for personal/recreational matters	3.93	.521
I am confident using technology for personal/recreational matters	3.93	.521
I have a positive attitude towards technology for recreational matters	4.03	.556
I enjoy using technology for learning	4.13	.507
I am confident using technology for learning	4.07	.583
I have a positive attitude towards technology for learning	4.10	.607

Note: M and SD are calculated using a likert scale (1 – 5) with the options "Strongly Agree = 5", "Agree = 4", "Neutral = 3", "Disagree = 2", "Strongly Disagree = 1".

Table 6. Attitude towards Technology

Indicator 2 (N=30)	M	SD
Attitude towards technology	4,03	.549

Table 6 displays student's attitude towards technology at the "Moderate" level as indicated by the Mean (M=4,03)and standard Deviation (SD=0.549).The data shows that students'

perceptions have quite positive agreement on the first indicator. This finding shows that students are adequate Understanding of the importance of the student's attitude towards technology.

Table 7 shows data that describes students' understanding of the assignment of 4 statements.

Table 7. Understanding of the Assignment

Statement	M	SD
I believe instructions on the assignment were clearly provided	3.93	.583
The timeframe to complete the project was good	4,00	.643
I understand the importance of communicating concepts/ideas in the digital world	4,00	.643
Overall, I was happy about the digital media presentation assignment	3,93	.583

Note: M and SD are calculated using a likert scale (1 – 5) with the options "Strongly Agree = 5", "Agree = 4", "Neutral = 3", "Disagree = 2", "Strongly Disagree = 1".

Table 8. Understanding of the Assignment

Indicator 3 (N=30)	M	SD
Understanding of the Assignment	3.96	.613

Student understanding of the assignment Achieved a Mean of 3.96 with a Standard Deviation of 0.613. The Mean Score is within the level From "Moderate". In general, student's understanding of the assignment has been demonstrated in a positive frequency. These findings illustrate that students have a good understanding in terms of understanding of the assignment.

Table 9 shows data that describes students' knowledge construction of 8 statements

Table 9. Knowledge Construction

Statement	M	SD
I believe using digital presentations helped me to understand the topic	3.97	.490
The digital presentation assignment helped me to develop critical thinking skills	3.93	.521
The digital presentation assignment helped me to develop communication skills	3.97	.556
The digital presentation helped me to work as a part of a team	4.13	.571
The digital presentation helped me to exercise my creativity	4.07	.583

I believe digital presentations are a good way to assess students' understanding of a topic	4.13	.507
I will encourage academics to use similar assignments in other subjects	4.07	.583
I believe I learnt additional skills by doing this assignment	4.20	.610

Note: M and SD are calculated using a likert scale (1 – 5) with the options "Strongly Agree = 5", "Agree = 4", "Neutral = 3", "Disagree = 2", "Strongly Disagree = 1".

Table 10. Knowledge Construction

Indicator 4(N=30)	M	SD
Knowledge Construction	4.05	.552

The fourth indicator with 8 statements shows student's attitude about knowledge construction with a Mean of 4.05 and a Standard Deviation of 0.552. Average score of the third indicator is at the "High" level. It can be concluded that "student's attitude about knowledge construction is quite high.

Table 11 The Recapitulation of the Four Indicators of Student's Attitude toward Digital Media for Learning

Indicator	N	M	Sd
Digital Media Support	30	3.84	.592
Attitude towards Technology	30	4,03	.549
Understanding of the Assignment	30	3.96	.613
Knowledge Construction	30	4.05	.552

Table 11 Recapitulation of students' attitude towards digital media for learning from four indicators namely, Digital Media Support, Attitude towards Technology, Understanding of the Assignment, and Knowledge Construction shows the Mean = 3.97 and Standard Deviation= .576 The average score indicates that the student's perceptions towards digital media was in the level of "Moderate".

DISCUSSION

In the previous section, students' attitudes towards digital media for learning in the English Language Education Department, Faculty of Education and Vocational Studies, were explained, including aspects of perception, benefits and barriers to using digital media in learning. Next, in the discussion section, the research data is then discussed, either to confirm or be confronted with several previous research findings. Based on the findings above, there are several ideas obtained by researchers from the data regarding English students' perceptions of these three indicators. Of all the indicators, the choice falls into the "medium level" category.

In terms of the use of digital media in learning, the author found that respondents were very aware of the benefits of digital media for learning, with a mean of 3.97. Seen from a student's perspective, the application of digital media in learning has great opportunities that provide many benefits.

This findings in this research are in line with the findings in (Flew,2008,pp.2-3).The content is in the form of a combination of data, text, sound and various types

of images stored in digital format and disseminated via optical cable-based networks broadband, satellite and microwave systems. And learning carried out by utilizing information technology and communication depends on the teacher's role as a facilitator, not just as a teacher only provide information, but also provide convenience in learning(Hanum,2013).

According to Wagner (2005), digital learning can be viewed as an educational process that uses information and communication technology for teacher-student communication, training creation, and material distribution. This is dependent upon which teacher best suits you. To encourage students to ask questions during class discussions and engage in more online interactive learning with their teachers, educators should be use effective teaching tactics that align with the classroom climate and create a conducive learning environment for those who wish to use digital learning.

Integrating digital media into classroom teaching will not only benefit students, but teachers will also have a distinct advantage. In addition to the promotion of personal professionalism, teachers can see that students are aware of the teacher's efforts and passion teaching.

Technological developments in the world of the educational have also produced many new innovations to support the learning process; one of them is the increasing variety of learning media thanks to increasingly rapid technological developments. In the world of education, shift has been felt, and even a fundamental change at the level of philosophy, direction and goals

There are a number of hazards and obstacles associated with using technology in education, such as lack of social interaction in the classroom, digital gaps, and data security concerns (Harijanto et al., 2017). As a result, precautions must be made to guarantee that technology is used in education in a responsible and prudent manner. Overall, the use of technology in the classroom can enhance student learning outcomes by giving students access to a wider range of educational resources, promoting more flexible, active, and collaborative learning, and assisting teachers in better planning and rotating courses (Ula et al., 2021).

Even though digital media provides easy access to various sources of information, not all information found on the internet can be trusted. And excessive dependence on digital media technology can also make students less prepared to face challenges outside the world. Therefore, students need to study in sort and filter the correct information so as not to get trapped in wrong or inaccurate information.

A study on the acceptance of digital learning environments by university students in Belarus and Russia was carried out by Radchikova at all. They discovered that one of the key elements in accepting a digital learning environment was the feeling of enjoyment, as well as the lack of effort and emptiness. Ritonga and Juliansyah look into how students feel about learning English in the digital age. Despite a reduction in their score, which they attributed to the teaching style, they discovered that students demonstrated a positive attitude about learning English using digital media. Pejić Papak and Mezak looked at how students at the Rijeka Faculty of Teacher Education felt about using digital media in the classroom. It was discovered that students think digital media facilitates game-based learning, collaborative learning, job individualization, and project learning.

From several of the researchers' statements, it can be seen that there are similarities in positive responses and results from students' attitudes towards digital media for learning, in the sense that many students are interested in using digital media for learning. These results are included in the four indicators in the previous discussion, related to digital media for learning

4. CONCLUSION

Based on the findings of these researchers, the researchers conclude that the perception of the use of digital media in classroom learning at a moderate level explicitly shows positive support for classroom learning. In addition, investigating students' perceptions of the use of digital media in learning is the first step in identifying how students use digital media technology in learning and how they use digital media in positive ways. Because this research is still limited, future

researchers can include additional research such as objective measures or observation methods to provide a more comprehensive and objective picture. Assessment of the effectiveness of digital media in educational contexts, and future research can also use other additional methods, such as interviews. Therefore, in-depth research or qualitative research is very important.

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