

STUDENTS' LEARNING MOTIVATION IN DEEP LEARNING SUPPORTED BY DIGITAL MEDIA: IMPLICATIONS FORENGLISH-MEDIATED LEARNING

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ABSTRACT

This study aimed to enhance students' learning motivation in Civic Education (PPKn) through the implementation of a deep learning approach assisted by digital media and to explore its implications for English-mediated learning. The study employed Classroom Action Research (CAR) conducted in two cycles, consisting of planning, action, observation, and reflection stages. The participants were 15 fifth-grade students of SDN 6 Sangalla. Data were collected through observation and documentation techniques. The findings revealed a significant improvement in students' learning motivation from Cycle I to Cycle II. In Cycle I, students' learning motivation reached 55.57%, which was categorized as moderate. After improvements were made in the learning process, motivation increased to 81.92% in Cycle II, which was categorized as very high. The integration of a deep learning approach with digital media created a more interactive, student-centered, and engaging learning environment that encouraged active participation and meaningful learning experiences. Furthermore, the findings suggest that the learning model has potential implications for English-mediated learning contexts by promoting student engagement, critical thinking, and digital literacy skills that are essential for effective language learning. Therefore, it can be concluded that a deep learning approach assisted by digital media is effective in improving students' learning motivation and provides valuable insights for technology-enhanced educational practices across subject areas.

Keywords : deep learning approach, digital media, learning motivation, Civic Education (PPKn), English-mediated learning.

INTRODUCTION

Learning motivation is widely recognized as one of the most influential factors affecting students' academic achievement and engagement in the learning process. Motivation serves as an internal and external driving force that encourages students to participate actively in learning activities, persist in overcoming challenges, and achieve educational goals. According to Uno (2016), learning motivation refers to the internal and external encouragement that stimulates enthusiasm for learning, enabling learners to attain optimal learning outcomes. Students with high learning motivation tend to demonstrate greater participation, responsibility, perseverance, and enthusiasm during classroom activities. Conversely, low motivation often leads to passive learning behaviors, reduced engagement, and unsatisfactory academic performance.

In the context of elementary education, learning motivation plays a crucial role in supporting students' cognitive, affective, and social development. This is particularly relevant in Civic Education (Pendidikan Pancasila dan Kewarganegaraan/PPKn), which

aims not only to develop students' knowledge of citizenship but also to cultivate democratic values, critical thinking, social responsibility, and national character. Effective PPKn instruction requires active student participation because the subject emphasizes discussion, reflection, problem-solving, and collaborative learning experiences. Therefore, teachers are expected to create meaningful learning environments that encourage students to become active participants in constructing knowledge and understanding social issues. Recent educational reforms have highlighted the importance of developing twenty-first-century skills, including critical thinking, communication, collaboration, creativity, and digital literacy (Partnership for 21st Century Learning, 2019). These competencies are increasingly essential for students to succeed in a rapidly changing global society. Consequently, learning approaches that promote active engagement and meaningful understanding have become a priority in contemporary educational practices. One such approach is Deep Learning, which focuses on developing deeper conceptual understanding, higher-order thinking skills, and authentic learning experiences rather than mere memorization of information.

According to Fullan, Quinn, and McEachen (2018), Deep Learning is a pedagogical approach that encourages learners to actively construct knowledge through critical inquiry, collaboration, communication, creativity, and problem-solving activities. This approach positions students as active participants in the learning process while teachers function as facilitators who guide exploration and reflection. Deep Learning enables students to connect new knowledge with real-life experiences, thereby fostering meaningful and lasting learning outcomes. Furthermore, research has demonstrated that Deep Learning can improve student engagement, learning motivation, and academic achievement across various educational contexts (Fullan et al., 2018; Hattie, 2023). In addition to adopting innovative pedagogical approaches, integrating digital media into classroom instruction has become increasingly important in enhancing student motivation and engagement. Digital media provide diverse opportunities for presenting information through text, images, animations, audio, and video, making learning experiences more interactive and appealing. Mayer (2020) argues that multimedia learning environments can facilitate deeper understanding by enabling learners to process information through multiple channels simultaneously. Digital technologies also support collaborative learning, independent exploration, and immediate feedback, all of which contribute positively to students' learning experiences.

The integration of digital media is particularly relevant in the current educational landscape, where students are frequently exposed to technology in their daily lives. Research has shown that technology-enhanced learning environments can increase students' motivation, participation, and academic performance (Sari & Prasetyo, 2023; Kalang, Iswahyudi, & Romadhon, 2025). In PPKn learning, digital media can facilitate the presentation of civic issues, interactive discussions, case studies, and multimedia resources that encourage students to engage more deeply with learning content. Consequently, combining Deep Learning principles with digital media may create a more dynamic and student-centered learning environment.

Moreover, the implementation of Deep Learning supported by digital media has broader implications beyond PPKn instruction. The emphasis on communication, collaboration, critical thinking, and digital literacy aligns closely with the competencies required in English-mediated learning environments. English-mediated learning refers to educational contexts in which English functions as a medium for accessing information, engaging in communication, and participating in learning activities. Students who develop active learning habits, digital literacy skills, and collaborative competencies through PPKn instruction may be better prepared to engage in English-language learning activities and global communication practices. Therefore, examining the effectiveness of Deep Learning and digital media integration may provide valuable insights for both civic education and language-related educational contexts. Preliminary observations conducted in Grade V at SDN 6 Sangalla revealed that students' learning motivation in PPKn remained relatively low. Many students demonstrated limited participation during classroom discussions, rarely asked questions, and showed minimal interest in the learning materials presented by the teacher. These conditions were associated with teacher-centered instructional practices and limited utilization of engaging learning media. As a result, students often became passive recipients of information rather than active participants in the learning process.

Considering these challenges, it is necessary to implement innovative instructional strategies that can enhance students' motivation and engagement. The combination of a Deep Learning approach and digital media offers a promising solution for creating meaningful, interactive, and student-centered learning experiences. Therefore, this study aims to investigate the improvement of students' learning motivation in PPKn through the implementation of a Deep Learning approach assisted by digital media among Grade V students at SDN 6 Sangalla. Additionally, the study seeks to explore the potential implications of this instructional approach for English-mediated learning contexts, particularly in fostering communication skills, critical thinking, and digital literacy competencies that are increasingly important in contemporary education.

METHOD

1. Research Design

This study employed Classroom Action Research (CAR) to improve students' learning motivation through the implementation of a Deep Learning approach assisted by digital media in Civic Education (PPKn). Classroom Action Research was chosen because it enables researchers to identify classroom learning problems, implement appropriate interventions, and evaluate their effectiveness in improving educational practices (Arikunto, 2019). The study adopted the CAR model proposed by Arikunto, which consists of four stages: planning, action, observation, and reflection. The research was conducted in two cycles, and each cycle consisted of three classroom meetings. The cyclical nature of the research allowed continuous improvement of instructional practices based on the findings obtained during each cycle.

2. Participants / Subjects

The study was conducted at SDN 6 Sangalla during the second semester of the 2025/2026 academic year. The participants were 15 fifth-grade students, consisting of eight male students and seven female students. The participants were selected because preliminary observations revealed that their learning motivation in PPKn was relatively low. Students tended to be passive during classroom discussions, showed limited participation in learning activities, and demonstrated low interest in the subject matter. Therefore, an instructional intervention was considered necessary to enhance their engagement and motivation.

3. Instruments

Several research instruments were used to collect the data. First, observation sheets were utilized to record teacher and student activities during the learning process. These instruments were designed to assess the level of participation, engagement, and interaction demonstrated throughout the implementation of the Deep Learning approach. Second, a learning motivation questionnaire was administered to measure students' motivational levels. The questionnaire consisted of indicators related to students' attention, participation, enthusiasm, persistence, and responsibility during learning activities. Third, interview guidelines were used to obtain supporting information regarding students' and teachers' responses to the implementation of the instructional approach. Finally, documentation in the form of photographs, lesson plans, student worksheets (LKPD), and other supporting records was collected to strengthen the validity of the findings.

4. Data Collection Procedure

Data collection was conducted throughout the two research cycles. During the planning stage, the researcher prepared instructional materials, including lesson plans, student worksheets, digital learning media, observation sheets, interview protocols, and motivation questionnaires. During the action stage, the Deep Learning approach assisted by digital media was implemented in classroom instruction. Learning activities included creating a positive learning environment, presenting contextual learning stimuli through digital media, facilitating collaborative group discussions, encouraging student presentations, conducting reflective activities, and providing feedback. Digital media such as multimedia presentations, educational videos, and interactive learning resources were integrated into the learning process to support student engagement. The observation stage involved monitoring teacher and student activities during the implementation of the intervention. Observations were conducted systematically using structured observation sheets. Following each cycle, reflection activities were carried out to evaluate the strengths and weaknesses of the learning process and to identify improvements for the subsequent cycle.

Additionally, questionnaires were administered at the end of each cycle to measure students' learning motivation. Interviews with selected students and the

classroom teacher were conducted to obtain further insights into the effectiveness of the instructional approach.

5. Data Analysis

The collected data were analyzed using both quantitative and qualitative descriptive techniques. Quantitative data obtained from observations and motivation questionnaires were analyzed using percentage calculations. The following formula was used:

$$P = (F/N) \times 100\%$$

where *P* represents the percentage score, *F* represents the score obtained, and *N* represents the maximum possible score.

The resulting percentages were then categorized according to predetermined criteria to determine the level of student motivation and classroom activity. Qualitative data obtained from observations, interviews, and documentation were analyzed through data reduction, data display, and conclusion drawing. These qualitative findings were used to support and explain the quantitative results. The study was considered successful if teacher and student activities reached a minimum of 70% and were categorized as active. Furthermore, students' learning motivation was expected to achieve at least 70%, indicating a high level of motivation. Improvement in motivation scores from Cycle I to Cycle II served as the primary indicator of the effectiveness of the Deep Learning approach assisted by digital media in enhancing students' motivation in PPKn learning.

RESULTS AND DISCUSSION

Result

This classroom action research was conducted in two cycles, each consisting of four stages: planning, action, observation, and reflection. The data collected included teacher activities, student activities, and students' learning motivation during the implementation of the Deep Learning approach assisted by digital media in Civic Education (PPKn). The findings from each cycle are presented below.

Cycle I Results

The implementation of the Deep Learning approach assisted by digital media in Cycle I showed that students began adapting to the new learning model. Although the learning activities were more interactive than conventional instruction, some students were still reluctant to participate actively in group discussions and lacked confidence in expressing their opinions. The observation results indicated that both teacher and student activities had not yet reached optimal performance.

Table 1. Teacher and Student Activity Results in Cycle I

Observed Aspect	Percentage (%)	Category
Teacher Activity	72.22	Active
Student Activity	68.05	Moderately Active

As shown in Table 1, teacher activity reached the active category with a score of 72.22%. However, student activity only reached 68.05%, which was categorized as moderately active. These findings suggest that students still required additional support and motivation to become fully engaged in the learning process.

Students' learning motivation was also assessed at the end of Cycle I.

Table 2. Students' Learning Motivation in Cycle I

Number of Students	Motivation Percentage (%)	Category
15	55.57	Moderate

Table 2 indicates that students' learning motivation reached 55.57%, which falls within the moderate category. This result did not meet the predetermined success criterion of at least 70%. Therefore, improvements were necessary before proceeding to the next cycle.

Cycle II Results

Based on the reflection conducted after Cycle I, several improvements were implemented in Cycle II. These included enhancing the quality of digital learning media, providing more engaging learning stimuli, increasing opportunities for collaborative group discussions, and offering more positive reinforcement and feedback to students.

The implementation of these improvements resulted in significant increases in both teacher and student activities during classroom instruction.

Table 3. Teacher and Student Activity Results in Cycle II

Observed Aspect	Percentage (%)	Category
Teacher Activity	94.44	Very Active
Student Activity	88.88	Very Active

As presented in Table 3, teacher activity increased substantially from 72.22% in Cycle I to 94.44% in Cycle II. Similarly, student activity improved from 68.05% to 88.88%, reaching the very active category. Students became more engaged in group discussions, demonstrated greater confidence in expressing their opinions, and showed increased enthusiasm throughout the learning process.

Students' learning motivation was also reassessed at the end of Cycle II.

Table 4. Students' Learning Motivation in Cycle II

Number of Students	Motivation Percentage (%)	Category
15	81.92	Very High

As shown in Table 4, students' learning motivation increased significantly to 81.92%, which falls within the very high category. This result exceeded the predetermined success criterion and indicated that the intervention was effective in improving students' motivation toward learning PPKn. To provide a clearer picture of the improvement in

students' learning motivation across the two cycles, the comparison is presented in Table 5.

Table 5. Comparison of Students' Learning Motivation Across Cycles

Cycle	Percentage (%)	Category
Cycle I	55.57	Moderate
Cycle II	81.92	Very High

Table 5 demonstrates a substantial increase in students' learning motivation from Cycle I to Cycle II. The motivation score improved by 26.35 percentage points, indicating that the implementation of the Deep Learning approach assisted by digital media contributed positively to students' engagement and enthusiasm in learning. Overall, the findings suggest that integrating Deep Learning principles with digital media created a more interactive and student-centered learning environment. Students became more actively involved in classroom activities, participated more confidently in discussions, and demonstrated higher levels of motivation. These results indicate that the instructional intervention successfully achieved the objectives of the study and may offer valuable implications for other educational contexts, including technology-enhanced and English-mediated learning environments.

Discussion

The findings of this study indicate that the implementation of a Deep Learning approach assisted by digital media successfully improved students' learning motivation in Civic Education (PPKn) among fifth-grade students at SDN 6 Sangalla. The improvement was evident from the increased scores of teacher activity, student activity, and learning motivation across the two action research cycles. Students' learning motivation increased from 55.57% in Cycle I (moderate category) to 81.92% in Cycle II (very high category), representing an improvement of 26.35 percentage points. These findings suggest that the instructional intervention effectively created a more engaging and meaningful learning environment.

The increase in learning motivation can be attributed to several factors. First, the Deep Learning approach shifted the learning process from teacher-centered instruction to student-centered learning. During the implementation of the intervention, students were actively involved in exploring learning materials, discussing ideas with peers, presenting their findings, and reflecting on their learning experiences. Such activities provided students with greater ownership of their learning process and encouraged active participation. According to Fullan et al. (2018), Deep Learning promotes meaningful engagement by encouraging students to develop critical thinking, collaboration, communication, creativity, and problem-solving skills. When students become active participants rather than passive recipients of information, their motivation to learn tends to increase.

The findings also demonstrate that students initially experienced difficulties adapting to the new learning approach during Cycle I. Many students were still accustomed to conventional teacher-centered instruction and were hesitant to participate in discussions

or express their opinions. This condition explains why student activity remained relatively low during the first cycle. However, as students became more familiar with collaborative learning activities and received continuous guidance from the teacher, their confidence and participation gradually improved. This improvement was reflected in the significant increase in student activity from 68.05% in Cycle I to 88.88% in Cycle II.

Another important factor contributing to the increase in learning motivation was the integration of digital media into the instructional process. The use of multimedia presentations, videos, visual illustrations, and interactive learning resources made the learning materials more attractive and accessible. Digital media helped students connect abstract concepts in Civic Education with real-life situations, making learning more relevant and meaningful. Mayer's (2020) Cognitive Theory of Multimedia Learning explains that students learn more effectively when information is presented through multiple channels, such as visual and auditory modes. The combination of text, images, audio, and video can enhance attention, facilitate comprehension, and improve learning engagement.

Furthermore, digital media contributed to the creation of a more stimulating learning environment. Students demonstrated greater enthusiasm when interacting with digital resources compared to traditional textbook-based instruction. The novelty and interactivity of digital media appeared to increase students' curiosity and willingness to participate in learning activities. This finding supports previous studies that have reported positive relationships between technology-enhanced learning environments and student motivation. The results of this study are consistent with the findings of Kalang, Iswahyudi, and Romadhon (2025), who reported that the integration of digital media in Civic Education learning increased students' motivation and participation. Similarly, previous studies on Deep Learning approaches have shown that meaningful and collaborative learning experiences can positively influence students' engagement and academic outcomes (Fullan et al., 2018). Therefore, the present study provides additional evidence that combining Deep Learning principles with digital media can create an effective learning environment that fosters motivation and active participation.

Beyond the context of Civic Education, the findings also have implications for English-mediated learning environments. The learning activities implemented in this study encouraged students to communicate ideas, collaborate with peers, analyze information critically, and utilize digital resources effectively. These competencies are also fundamental components of successful English language learning. Therefore, the instructional approach examined in this study may provide valuable insights for educators seeking to enhance student engagement and motivation in technology-supported language learning contexts. Despite its positive findings, this study has several limitations. First, the study involved a relatively small sample consisting of only 15 students from a single elementary school, limiting the generalizability of the findings. Second, the research was conducted over only two action cycles, which may not fully capture the long-term effects of the intervention. Third, the study focused primarily on learning motivation and did not examine other potential outcomes such as academic achievement, critical thinking skills, communication competence, or digital literacy development. Additionally, the absence of

a control group makes it difficult to determine the extent to which the observed improvements were exclusively attributable to the intervention.

Future research should address these limitations by involving larger and more diverse participant groups, extending the duration of the intervention, and examining additional learning outcomes. Researchers may also explore the effectiveness of Deep Learning assisted by digital media in different subject areas, including English language learning. Experimental and quasi-experimental studies could provide stronger evidence regarding the causal impact of this instructional approach on students' motivation, engagement, and academic performance. Overall, the findings suggest that a Deep Learning approach assisted by digital media can effectively enhance students' learning motivation by creating meaningful, interactive, and student-centered learning experiences. The study highlights the importance of integrating innovative pedagogical approaches and digital technologies to foster active engagement and improve the quality of classroom learning.

CONCLUSION

This study concludes that the implementation of a Deep Learning approach assisted by digital media effectively improved students' learning motivation in Civic Education (PPKn) among fifth-grade students at SDN 6 Sangalla. The findings demonstrated a substantial increase in students' motivation, rising from 55.57% in Cycle I (moderate category) to 81.92% in Cycle II (very high category). In addition, teacher and student activities showed significant improvement throughout the implementation of the intervention, indicating greater engagement and participation in the learning process. The improvement in students' learning motivation was attributed to the characteristics of the Deep Learning approach, which encouraged active participation, collaboration, critical thinking, and meaningful learning experiences. Furthermore, the integration of digital media enhanced students' attention and interest by presenting learning materials in an interactive, contextual, and engaging manner. As a result, students became more confident in expressing their ideas, participating in discussions, and taking responsibility for their learning. The findings suggest that combining Deep Learning principles with digital media can create a more student-centered learning environment that fosters motivation and active engagement. Beyond the context of Civic Education, the study also highlights the potential of this instructional approach to support the development of communication, collaboration, and digital literacy skills that are relevant to English-mediated learning environments and other technology-enhanced educational settings. Therefore, teachers are encouraged to integrate Deep Learning strategies and digital media into classroom instruction to promote meaningful learning experiences and improve students' motivation. Future studies are recommended to investigate the effectiveness of this approach with larger participant groups, different educational levels, and various subject areas, including English language learning, to further explore its impact on students' motivation, engagement, and academic achievement.

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