



THE INFLUENCE OF TECHNOLOGY USERS IN LEARNING TOWARDS INCREASING STUDENT ACHIEVEMENT IN PRIMARY SCHOOL

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Abstract

Education in Indonesia is currently facing the fourth industrial revolution known as Industrial Revolution 4.0. Education 4.0 is education that is characterized by the use of digital technology in the learning process or known as a cyber system. This research aims to find out how digital technology is used in PAI subjects at Bina Sejahtera Elementary School in Medan, what is the learning achievement in PAI subjects at Darul Hikam Elementary School in Bandung, and how much influence the use of digital technology has in PAI subjects at Bina Sejahtera Elementary School in Medan. The method used in this research is a descriptive analysis method with a quantitative approach. The statistics use correlation analysis, simple linear regression analysis, and coefficient of determination and t test. The population in this study were 5th grade students at Bina Sejahtera Elementary School, Medan, totaling 103 students. The research sample was taken as many as 50 students. The data collection technique was carried out by means of an online questionnaire, interviews and documentation of the 2019/2020 odd semester PPKN report scores. Based on the research results, it was concluded that the influence of the use of digital technology on student learning achievement in Civics subjects is in the high category with a correlation coefficient of 0.701 and the contribution of the influence is 49.1% and the remaining 50.9% of learning achievement is influenced by other variables. There is a significant influence of the use of digital technology in Civics subjects on student learning achievement with a significance value of 0.000. This finding is very important, especially for Civics teachers so they can use and apply digital technology in the teaching and learning process because this media can improve students' learning achievement. For students, it is hoped that by implementing learning using digital technology, the learning achievements obtained by students can increase even higher.

Keywords : Bina Sejahtera Medan, Influence of digital technology, learning achievement

Introduction

The introduction must contain (in sequence) the general background, a review of previous literature (state of the art) as the basis for a statement of the scientific novelty of the article, a statement of scientific novelty, and the research problem or hypothesis. At the end of the introduction, the purpose of the article study must be written. In the scientific article format, literature reviews are not permitted as in research reports, but are carried out in the form of a review of previous literature (state of the art) to show the scientific novelty of the article. Education in Indonesia is currently facing the fourth industrial revolution known as Industrial Revolution 4.0, which is an era of disruptive innovation, where this innovation is developing very rapidly. Education 4.0 is education that is characterized by the use of digital technology in the learning process or known as a cyber system. This system is able to enable the learning process to take place continuously without the limits of space and time. The challenges of education in the era of the industrial revolution 4.0, especially in Indonesia, are no longer just talking about

classic problems, namely equal distribution and fulfillment of access, educational facilities and infrastructure, but also talking about the quality of capable graduates. compete with the demands of the times. 3 Facing these big challenges , educators are required to be able to adapt to the times, namely being required to master technology so that it can adapt to students, lest students have entered the digital era while teachers are still struggling in the 3.0 era. If such a situation occurs then it will certainly be lame so that there will be no meeting point between teachers and students. Along with technological developments, efforts to improve the quality of learning can be made through the use of this technology in a system known as digital learning. Digital learning is a system that can facilitate students to learn more widely, more widely and variedly.⁶ Through facilities provided by this system, students can learn anytime and anywhere without being limited by distance, space and time. The learning material studied is more varied, not only in verbal form, but also in text, visual, audio and movement. According to Sutarman, learning is currently mostly carried out by utilizing increasingly sophisticated learning media as a learning resource. The learning resources used are not only conventional such as libraries, but multimedia-based learning resources such as the internet have been widely used and developed in the world of education. Through the internet, students can get the information they need wherever and whenever they want. As an almost unlimited source of information, the internet network is used as a source of learning. One of the challenges of PPKN learning currently is that learning still uses standard methods such as lectures and discussions so that learning becomes very boring because there is no variation in PPKN learning, especially in this digital era. 11 To answer the challenges of PPKN learning in this digital age is to develop implementation of digital media-based learning that will always utilize various technologies that are developing in this era such as: internet, computers, laptops, televisions, projectors, cellphones, notebooks, Internet, wifi, gadgets, smartphones, e-books, electronic dictionaries, and so on so that learning is more enjoyable and of higher quality.

Learning using digital technology is one that can have an influence on student learning achievement, because learning will be more varied and enjoyable for students. Learning achievement is the learning result achieved after going through the process of teaching and learning activities. 13 Learning achievement can be shown through the value given by a teacher from the number of fields of study that have been studied by students. Every learning activity will of course always hope to produce maximum learning and student learning outcomes. In the teaching and learning process, learning media has a very important function, one of which is digital-based media. According to Hamalik,¹⁵ the use of media in the teaching and learning process can arouse curiosity and interest, generate motivation and stimulation in the teaching and learning process, and can influence students' psychology.¹⁶ The use of media can also be an attraction for students so that learning is not boring. Currently, Indonesia is facing an emergency, namely the Covid-19 pandemic, which requires all teaching and learning activities to be carried out remotely or online. 18 Of course, this is very surprising for teachers, students and parents, because they have to carry out learning remotely. by utilizing the internet network. Many teachers and students are not ready to face distance or online learning, one of the obstacles comes from teachers, namely teachers' lack of mastery of digital technology, which makes teachers overwhelmed in providing distance or online learning. Of course, this is a challenge for teachers to further improve their quality so that learning can be maximized. One school that can be used as an example for other schools is SD Bina Sejahtera Medan. Where SD Bina Sejahtera Medan is one of the leading schools in the North Sumatra region, of course the teachers who teach at this school are teachers who have a high level of mastery of digital technology. 20 So it can be used as a parameter for other schools if they want to become a school. superior, the quality of the teachers must also be superior, especially in terms of mastery of digital technology so that learning will be more interesting and fun which can make students enthusiastic about learning, especially learning PPKN, because up to now PPKN has often been considered the most boring subject by SD Bina Sejahtera Medan has three curriculum structures, namely the core curriculum, the main curriculum and international communication. 22 The core curriculum, namely Dinul Islam as the foundation for the basis of identity education and the basis for the development of general/worldly sciences, the main curriculum is science and technology based on Islam as a force for the growth of work and charity, and international communication, namely international curriculum standardization through the application of the Cambridge curriculum. Learning at SD Bina Sejahtera Medan already uses Edmodo. The Edmodo network allows teachers to share content, distribute quizzes, assignments and manage communications with students, colleagues and parents. So for them learning using one of these platforms is nothing new, especially during the Covid-19 pandemic which requires everyone to learn using various applications. Therefore, researchers are interested in looking for findings of various digital concepts in one of the leading schools in the Bandung area to be used as parameters for other schools, namely Darul Hikam Elementary School which is packaged under the title "The Effect of Using Digital Technology on Student Learning Achievement in the Eyes PPKN lesson (Case Study in Class 5 SD Bina Sejahtera Medan.

Research Methodology

The approach used in this study is a qualitative approach which is used to find out or describe the reality of an event researched to make it easier to obtain objective data. Research methods qualitative used researcher on condition object Which natural in (Sugiyono, 2015). According to (Moleong, 2005) qualitative research is "research with intent to understand the phenomena experienced by research subjects, for example behavior, perception, motivation, action, etc., holistically, and by means of description in the form of words and language, in a special, natural context with utilise various method natural". Based on the definition above, it can be seen that qualitative research is study Which nature natural And data Which generated form descriptive. This research uses a qualitative approach with types case study research. This research focuses intensively on one object particular person who studies it as a case. Case study data can be obtained from all party which concerned. The research procedure begins with the author conducting interviews for know the writing of Technology-Based Learning Media Development for Improving the Learning Outcomes of Pinang State Elementary School Students 1. Subjects in this research is a Bina Sejahtera Elementary School teacher in Medan and the research object to be studied is student elementary school Bina Sejahtera Medan.

Result & Discussion

This research is quantitative in nature where the data produced will be in the form of numbers. The data obtained were analyzed using *the Statistical Package for software the Social Sciences (SPSS) 22.0 for Windows*. Study This own objective For analyze influence use technology digital to performance Study student on eyelesson PPKN in Grade 5 Bina Sejahtera Elementary School, Medan. This research was carried out at SD Bina Sejahtera Medan. Research conducted within a period of 2 months, namely from April to May 2020. Due to conditions currently in the Covid-19 Pandemic, research was carried out using questionnaire on line Which given to all over student class 5 Bina Sejahtera Elementary School, Medan amount 103 student. The data will be used in this research as many as 50 respondents. In this research there are two variables, namely variable X (Use of technology digital) and variable Y (Learning achievement). As for variable X, it will be tested through questionnaire, while for variable Y, namely student learning achievement will be tested using PPKN odd semester PAS (Final Semester Assessment) report cards for 2019/2020. Results questionnaire and PAS report scores (Final Assessment Semester) will be tested using computer program application or *Statistical Package for the Social Sciences (SPSS) 22.0 for Windows*. Before conducting research, researchers first create a research instrument. The instrument in the online questionnaire consists of 30 questions. Then the data processing results program computer the used researcher For answer formulation problem And testsuitability hypothesis Which has withdrawn by researcher previously, that is exists influence the use of digital technology on student learning achievement in PAI subjects, by Because That researcher will disclose results study Which has done on student class 5 Elementary Schools Bina Sejahtera Elementary School Medan. Percentage of results from questionnaire answers provided by respondents are then analyzed. Responses given by students as a respondent on variable X (Use of digital technology) and variable Y (Student learning achievement), questionnaire distributed to 50 grade 5 respondents in the form of *google forms*. In make questionnaire, researcher make indicator related technology digital And performance Study. Indicator variable X and variable Y can seen on table below this :

Table 1. Indicator Digital Technology (X)

No	Variable	Indicator	Descriptor
1	Use Technology Digital Education (X)	1) Material teach	a. Can helps to study b. Use Videos c. Using power point

		2) Internet access	a. Use Internet with all the facilities b. Can be used to search material c. Tool help interaction d. Social media
		3) Media Supporter KBM	a. Software b. Educational Applications c. E-book d. Projector e. Laptop sf
		4) Intensity use smartphones	a. Usage skills smartphones b. Habit use smartphones c. Use smartphones like can use smartphones

Table 2. Indicator Learning achievement (Y)

No	Variable	Indicator	Descriptor
2	Performance Study(Y)	1. Cognitive 2. Affective 3. Psychomotor	a. Student scores

Use of Technology Digital (X)

Elementary school Bina Sejahtera Medan is wrong one school which have facility technology which enough complete, so deep every learning PPKN can use media technology as a learning medium. Based on an interview with one of the 5th grade civics teachers at SD Bina Sejahtera Medan named Mr. Ihsan Lukmanulhakim, S.Pd, he said that method Which used in learning PIE, that is: method lecture, discussion, demonstration, question and answer, recitation, BLA field trip (to the Al-Qur'an Museum), drill/exercise, *peer teaching*, *video based learning*, etc. The learning media used in PPKN learning according to Mr. Ihsan is a textbook, infocus, laptop, speakers, mosque, internet, youtube, etc. He also said that in terms of tasks there are those that are given in a way on line to application Edmodo, However For student PPKN Not yet Once give task specifically for *uploading* to social media such as *Instagram*, *YouTube*, *Facebook*, etc. In terms of using digital books (*E-books*), he said he had used them in learning PPKN but not too often. Intensity use of digital technology such as laptops, infocus, power point, etc. frequently used in PPKN learning which is then adapted to the learning material PPKN. When studying PPKN using digital media, according to him, students' responses become: more enthusiastic in learn when learning uses technological media.

Table 3. Study VAT via the internet makes passion for Study

Information	Mark	Amount	Percentage
Strongly Agree (SS)	5	6	12%
Agree (S)	4	33	60%
Doubtful (RG)	3	7	14%
Disagree (TS)	2	4	8%
Strongly Disagree (STS)	1	0	0%
Number of Respondents		50	100%

Based on the table above, it can be seen that 12% (6 people) said very much agreed, 60% (33 people) said they agreed, 14% (7 people) said they were unsure, 8% (4 people) stated they did not agree and 0% expressed strongly disagree to the study survey PPKN via the internet make student eager to learn. When depicted in a diagram, the statement of PPKN learning via the internet makes enthusiastic for learning can be seen as follows:

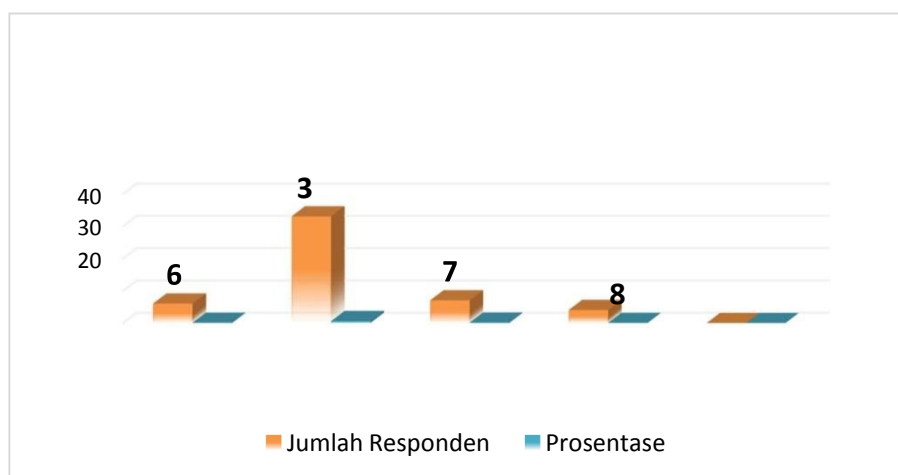


Diagram 1. Learning civics via the internet makes me enthusiastic about learning

a. I am more I'm glad the Civics teacher gave the assignment via Edmodo

Table 4. 4. More happy teacher Ppkn gives assignments through edmodo

Information	Mark	Amount	Percentage
Strongly Agree (SS)	5	7	14%
Agree (S)	4	35	70%
Doubtful (RG)	3	7	14%
Disagree (TS)	2	1	2%
Very not Agree (STS)	1	0	0%
Number of Respondents		50	100%

Based on the table above, it can be seen that 14% (7 people) said very much agreed, 70% (35 people) said they agreed, 14% (7 people) said they were unsure, 2% (1 people) stated they did not agree and 0% stated strongly disagreeing with more surveys happy PPKN teacher give task via Edmodo. When depicted

in a diagram, it is a statement that PPKN teachers prefer to give assignments via Edmodo can be done seen as below:

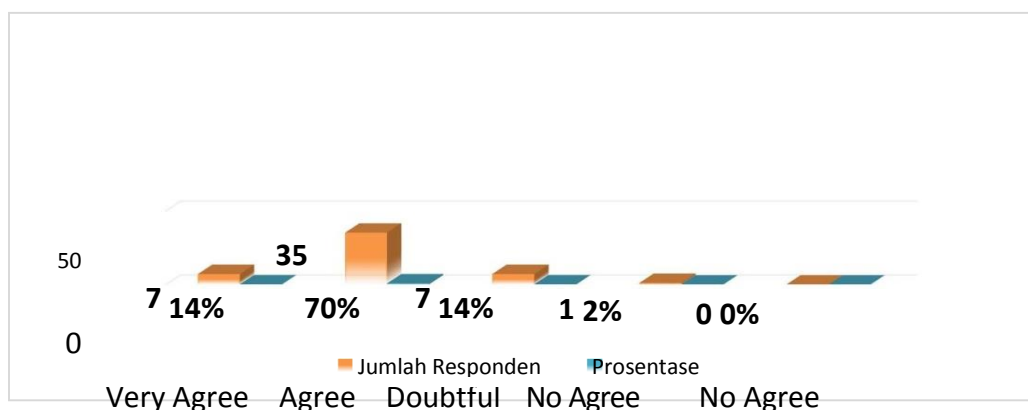


Diagram 4.2. Civics Teacher Prefer to Give Assignments Via Edmodo

b) I more happy PPKN teacher give video making task

Table 4. 5. More like PPKN teacher give creation task videos

Information	Mark	Amount	Percentage
Strongly Agree (SS)	5	8	16%
Agree (S)	4	27	54%
Doubtful (RG)	3	10	20%
Disagree (TS)	2	5	10%
Strongly Disagree (STS)	1	0	0%
Number of Respondents		50	100%

Based on the table above, it can be seen that 16% (8 people) said very much agreed, 54% (27 people) said they agreed, 20% (10 people) said they were unsure, 10% (5 people) stated they did not agree and 0% stated strongly disagreeing with more surveys Happy PAI Teacher give assignments make videos. When depicted in a diagram, it is a statement that Civics Teachers prefer to give the task of making a video can be seen like below this:

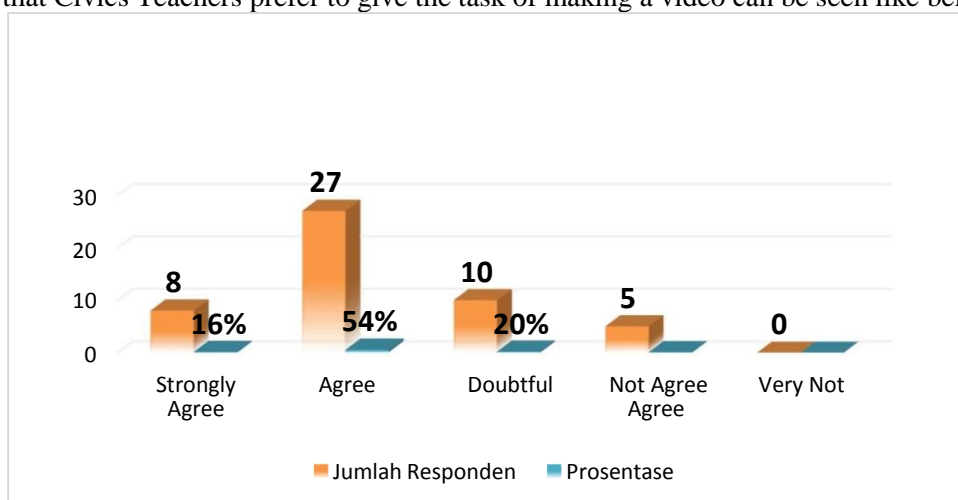


Diagram 4.3. PPKn Teachers prefer to give assignments to make videos

c) It's easier for me to find textbooks (*E-Books*) PPKN on Googled)

Tabel 4.6. More easy look for book lesson (E-Book) PPKN in Google

Information	Mark	Amount	Percentage
Strongly Agree (SS)	5	9	18%
Agree (S)	4	25	50%
Doubtful (RG)	3	11	22%
Disagree (TS)	2	5	10%
Strongly Disagree (STS)	1	0	0%
Number of Respondents		50	100%

Based on the table above, it can be seen that 18% (9 people) said they strongly agreed, 50% (25 people) said they agreed, 22% (11 people) said they were doubtful, 10% (5 people) stated they did not agree and 0% stated strongly disagreeing with more surveys easy looking for textbooks (*E-Book*) PPKN in Google. When depicted in a diagram the statement is more easy to find textbooks (*E-Book*) PPKN on Google can seen as follows:

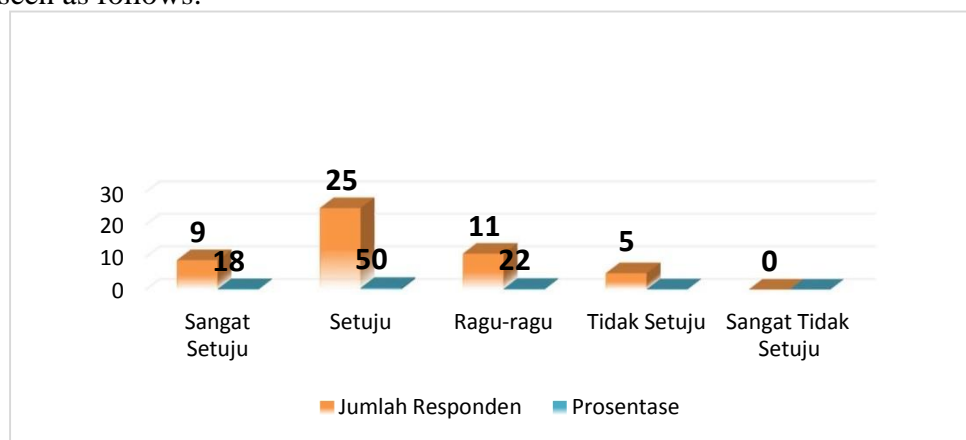


Diagram 4.4. It's Easier to search for Civic (E-Book) on Google

e) I enjoy the Civics lesson presentation by using power point

Table 4. 7. Like presentation lesson PPKN with use power point

Information	Mark	Amount	Percentage
Strongly Agree (SS)	5	8	16%
Agree (S)	4	31	62%
Doubtful (RG)	3	9	18%
Disagree (TS)	2	2	4%
Strongly Disagree (STS)	1	0	0 %
Number of Respondents		50	100%

Based on the table above, it can be seen that 16% (8 people) said very much agreed, 62% (31 people) said they agreed, 18% (9 people) said they were unsure, 4% (2 people) stated they did not agree and 0% stated strongly disagreeing with the survey presentation PPKN lessons with using power point. When depicted to in diagram statement like presentation lesson PPKN with use power point can be seen like below this:

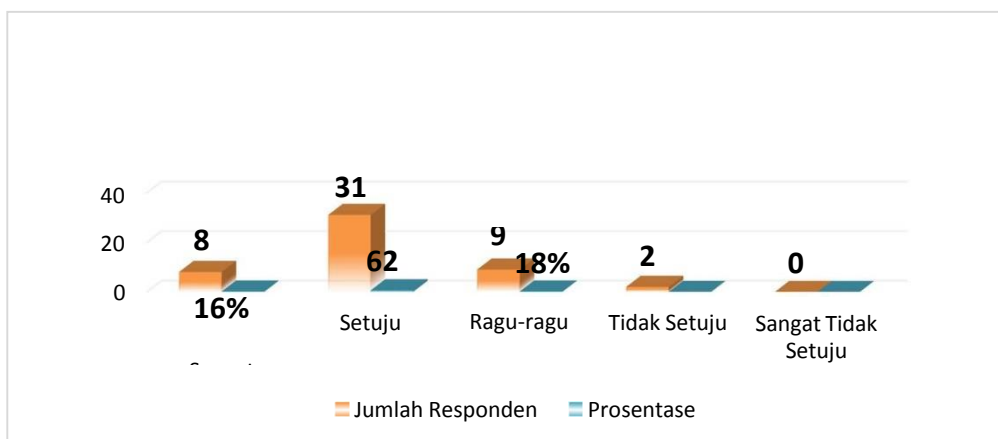


Diagram 4.5. Enjoy Presenting Civics Lessons Using Powerpoint

f) For add outlook material PIE I often open materials religiousin *Google* , *Facebook* And *Instagra*

Table 4. 8. To increase insight into Civics material open materials more oftenreligious in Google, Facebook and Instagram

Information	Mark	Amount	Percentage
Strongly Agree (SS)	5	7	14%
Agree (S)	4	33	66%
Doubtful (RG)	3	7	14%
Disagree (TS)	2	3	6%
Strongly Disagree (STS)	1	0	0%
Number of Respondents		50	100%

Based on the table above, it can be seen that 14% (7 people) said very much agreed, 66% (33 people) said they agreed, 14% (7 people) said they were unsure, 6% (3 person) state no agree And 0% state very No agree For survey add outlook material VAT often open materials religious in *Google* , *Facebook* and *Instagram*. If depicted in a statement diagram to increase insight into Civics material, I often open religious materials on *Google* , *Facebook* and *Instagram* . seen as follows:

Table 4. 9. More Like access Civics lessons use laptops

Information	Mark	Amount	Percentage
Strongly Agree (SS)	5	13	26%
Agree (S)	4	27	54%
Doubtful (RG)	3	7	14%
Disagree (TS)	2	3	6%
Very Disagree (STS)	1	0	0%
Number of Respondents		50	100%

Based on the table above, it can be seen that 26% (13 people) said they strongly agreed, 54% (27 people) said they agreed, 14% (7 people) said they were unsure, 6% (3 people) stated they did not agree and 0% stated that they strongly disagreed with more surveys Like access Civics lessons use laptops. When depicted in a diagram, the statement prefers access Civics lessons using laptop can seen like under This:

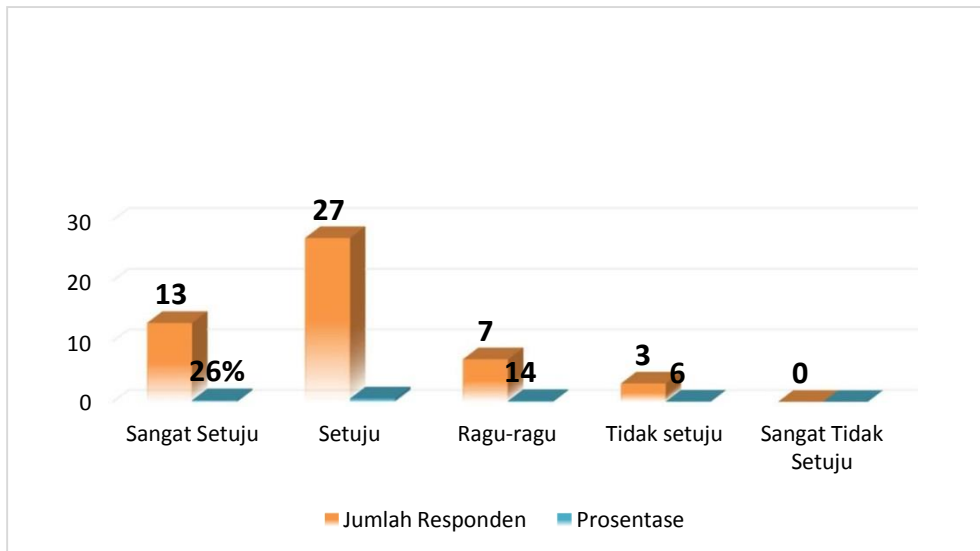


Diagram 4.7. Prefer to Access civics Lessons Using a Laptop

g) I enjoy reading PAI book in library because of the book good, good

Table 4. 10. Like read book VAT in library Because his book good, good

Information	Mark	Amount	Percentage
Strongly Agree (SS)	5	4	8%
Agree (S)	4	26	54%
Doubtful (RG)	3	13	26%
Disagree (TS)	2	7	14%
Strongly Disagree (STS)	1	0	0%
Number of Respondents		50	100%

Based on table on can is known that 8 % (4 person) state very agree, 54% (27 people) said they agreed, 26% (13 people) said they were doubtful, 14% (7 people) state No agree and 0% state very no agree for survey like read Civics book in the library because the books are good. When depicted to in diagram statement like read book VAT in library because the book is good seen as follows:

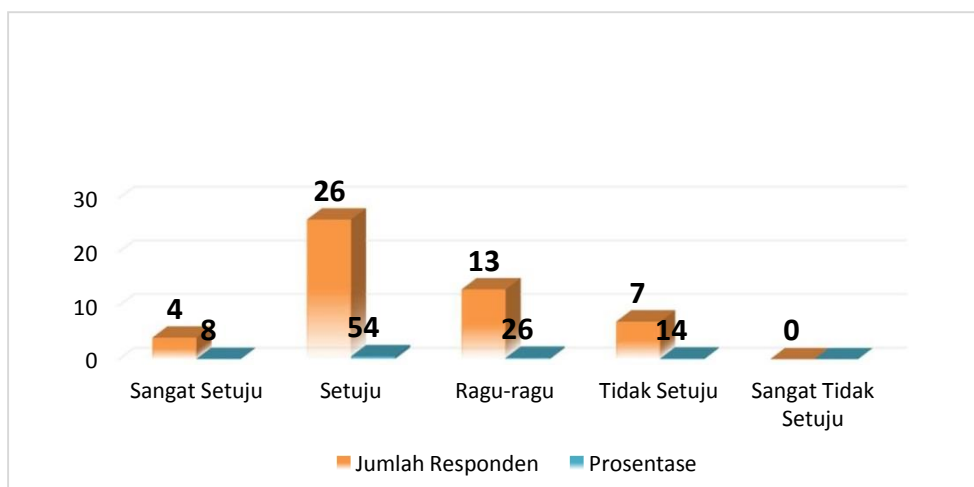


Diagram 4.8. I like reading civics books in the library because they are good books

i) Teacher teach PIE via video, power point, edmodo

Table 4. 11. The teacher teaches VAT via video, power point, edmodo

Information	Mark	Amount	Percentage
Strongly Agree (SS)	5	11	22%
Agree (S)	4	32	64%
Doubtful (RG)	3	2	4%
Disagree (TS)	2	5	10%
Strongly Disagree (STS)	1	0	0%
Number of Respondents		50	100%

Based on the table above, it can be seen that 22% (11 people) said they strongly agreed, 64% (32 people) said they agreed, 4% (2 people) said they were unsure, 10% (5 people) stated they did not agree and 0% stated strongly disagreeing with the Teacher survey teaching PAI via video, power point, edmodo. When depicted in a statement diagram Teachers teach Civics via video, power point, edmodo can be seen like under this:

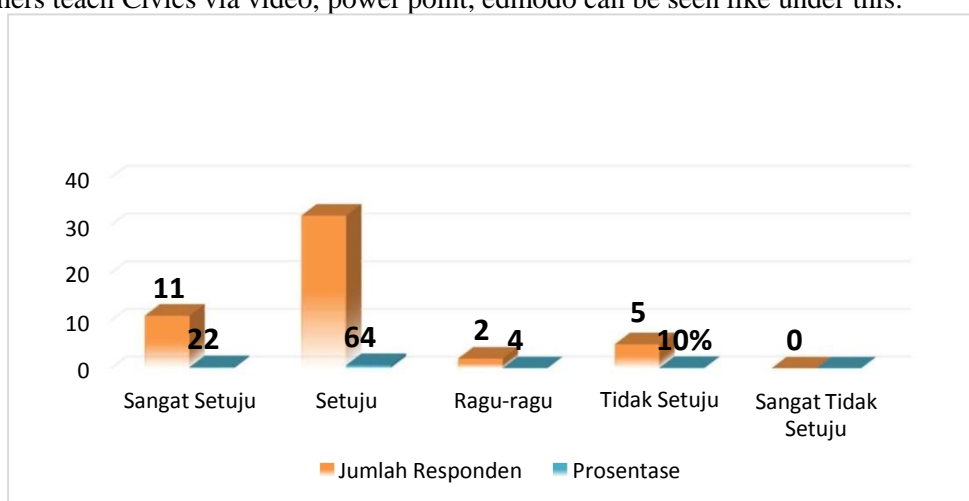


Diagram 4.9. Teachers teach civics via video, poerpoint, edmodo

j) I like looking for answers question PPKN on Google than in the book

Table 4. 12. Like Look for answers to PPKN questions at Google rather than in books

Information	Mark	Amount	Percentage
Strongly Agree (SS)	5	24	48%
Agree (S)	4	12	24%
Doubtful (RG)	3	7	14%
Disagree (TS)	2	7	14%
Strongly Disagree (STS)	1	0	0%
Number of Respondents		50	100%

Based on the table above, it can be seen that 48% (24 people) said they strongly agreed, 24% (12 people) said they agreed, 14% (7 people) said they were unsure, 14% (7 people) said they people) stated they did not agree and 0% stated strongly disagreeing with the likes survey looking for answers to questions PPKN on Google than in the book. When depicted in a statement diagram like to look for answers to PPKN questions on Google than in the book seen like under this:

k) I like when Teacher give task PPKN For in *upload* to media social(Facebook, Youtube, Instagram, etc)

Table 4. 13. Like when Teacher give PPKN tasks For in *upload* to the media social

Information	Mark	Amount	Percentage
Strongly Agree (SS)	5	2	4%
Agree (S)	4	28	56%
Doubtful (RG)	3	17	34%
Disagree (TS)	2	3	6%
Strongly Disagree (STS)	1	0	0%
Number of Respondents		50	100%

Based on table on can is known that 4 % (2 person) state very agree,56% (28 people) said they agreed, 17% (34 people) said they were doubtful, 6% (3 people) stated disagree and 0% expressed strongly disagree to the survey happy when teachers give PPKN assignments to be uploaded to social media (Facebook, Youtube, Instagram,etc). When depicted in a statement diagram happy when the teacher gives assignments PPKN to be uploaded to social media (Facebook, Youtube, Instagram, etc.) can be seen as follows under this

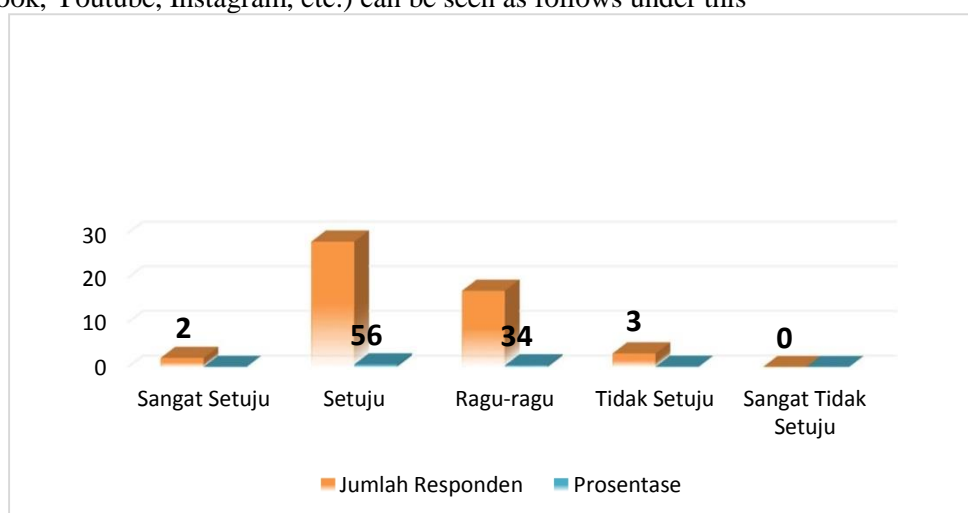


Diagram 4.11. I'm happy when the teacher gives civics assignments to upload to social media (Facebook, Youtube, Instagram, Dll)

l) When test PPKN I get mark 8,9,10 after I Study useInternet in HP/Laptop

Table 4. 14. During my PPKN exam I got a score of 8,9,10 after learning to use itInternet in HP/laptop

Information	Mark	Amount	Percentage
Strongly Agree (SS)	5	6	12%
Agree (S)	4	30	60%
Doubtful (RG)	3	12	24%
Disagree (TS)	2	2	4%
Strongly Disagree (STS)	1	0	0%
Number of Respondents		50	100%

Based on the table above, it can be seen that 12% (6 people) said very much agreed, 60% (30 people) said they agreed, 24% (12 people) said they were unsure, 4% (2 people) stated they did not agree and 0% stated strongly disagreeing to the survey when In my PPKN test I got a score of 8,9,10 after I learned to use the internet at HP/Laptop When depicted in a statement diagram when I took the PPKN test I got The scores of 8,9,10 after I learned to use the internet on a cellphone/laptop can be seen as follows under this

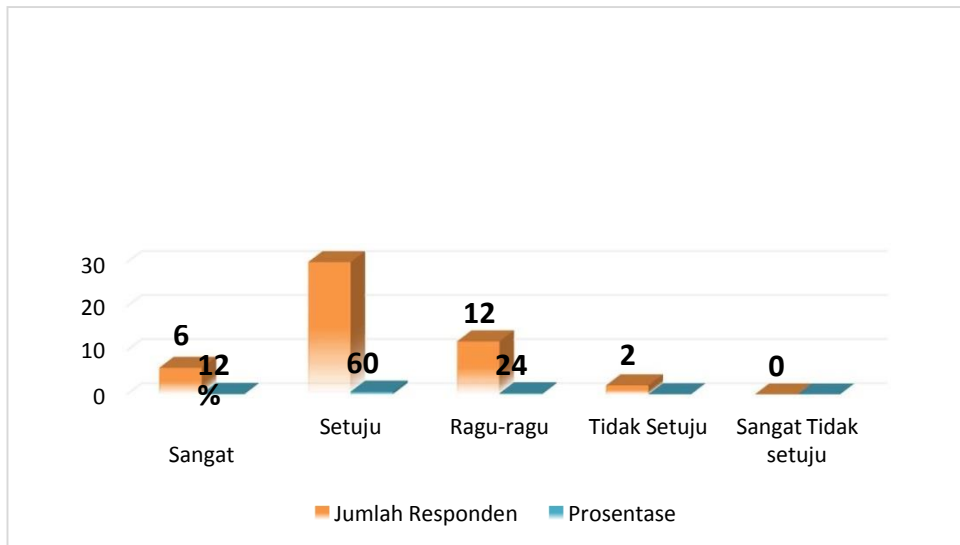


Diagram 4.12. In my civics exam I got a score of 8,9,10 after I learned to use cellphone/laptop

m) I am more enjoy collecting PPKN assignments in a way on line

Table 4. 15. More enjoy collecting assignments PPKN in a way on line

Information	Mark	Amount	Percentage
Strongly Agree (SS)	5	18	36%
Agree (S)	4	25	50%
Doubtful (RG)	3	2	4%
Disagree (TS)	2	5	10%
Strongly Disagree (STS)	1	0	0%
Number of Respondents		50	100%

Based on the table above, it can be seen that 36% (18 people) said they strongly agree, 50% (25 people) agree, 4% (2 people) say they are unsure, 10% (5 people) people) stated they did not agree and 0% stated strongly disagreeing with more surveys like collect assignments PPKN by online. When depicted in a diagram, the statement states that they prefer to collect PPKN assignments in a way online can be seen as follows:

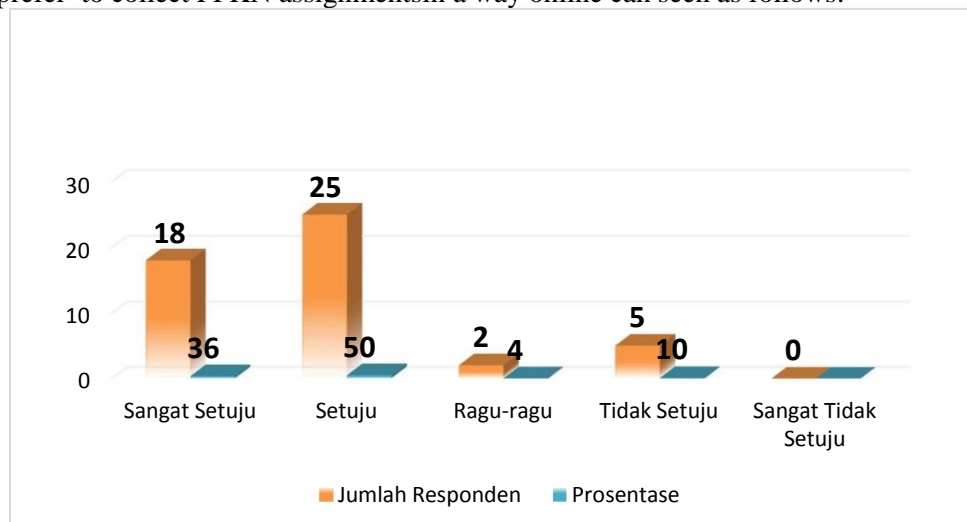


Diagram 4.13. Prefer to collect civics assignments online

n) Every time there is difficulty in subjects PPKN I look for answer via Internet

Table 4. 16. Every time there are difficulties in PPKN subjects I look for answers through Internet

Information	Mark	Amount	Percentage
Strongly Agree (SS)	5	11	22%
Agree (S)	4	31	62%
Doubtful (RG)	3	5	10%
Disagree (TS)	2	3	6%
Strongly Disagree (STS)	1	0	0%
Number of Respondents		50	100%

Based on the table above, it can be seen that 22% (11 people) said they strongly agree, 62% (31 person) state agree, 10 % (5 person) state doubtful, 6% (3 person) stated disagree and 0% stated that they strongly disagreed with any survey difficulty in eye PPKN lessons I am looking for answers via the internet. When depicted to in diagram statement every There is difficulty in eye lesson PPKN I look for answers via the internet can be seen like under this:

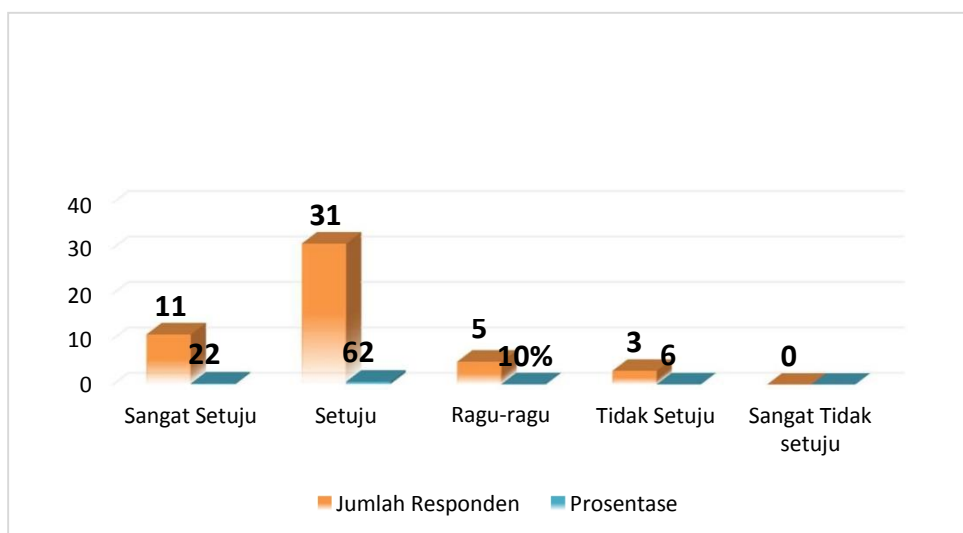


Diagram 4.14. Every time there are difficulties in the civics subject I look for answers via the internet

o) I feel excited when the teacher provide PPKN quizzes/questions by online

Table 4. 17. Feel excited when teacher gives PPKN quiz/questions on line

Information	Mark	Amount	Percentage
Strongly Agree (SS)	5	17	34%
Agree (S)	4	26	52%
Doubtful (RG)	3	6	12%
Disagree (TS)	2	1	2%
Strongly Disagree (STS)	1	0	0%
Number of Respondents		50	100%

Based on the table above, it can be seen that 34% (17 people) said they strongly agree, 52% (26 person) state agree, 12 % (6 person) state doubtful, 2% (1 person) state No agree And 0% state very No agree For survey feel enthusiastic when the teacher give quiz/questions PPKN in a way on line. When depicted to in diagram statement feel enthusiastic when Teachergive quizzes/questions PPKN in a way on line can seen like below this:

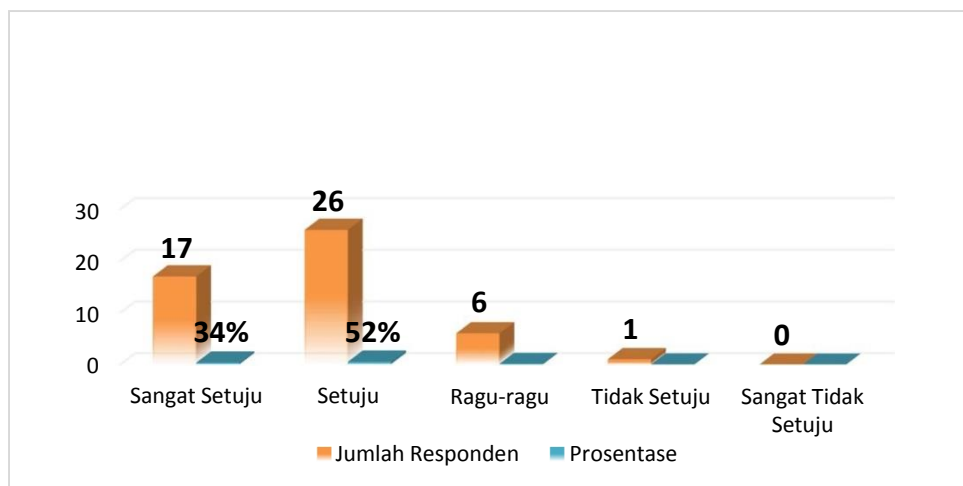


Diagram 4.15. Feel excited when the teacher gives quizzes/pie questions online

p) I more like Teacher PPKN provides task through e-mail, whatsapp, Instagram, etc.

Table 4. 18. More like Teacher PPKN give task via email, whatsapp, Instagram, etc

Information	Mark	Amount	Percentage
Strongly Agree (SS)	5	4	8%
Agree (S)	4	33	66%
Doubtful (RG)	3	12	24%
Disagree (TS)	2	1	2%
Strongly Disagree (STS)	1	0	0%
Number of Respondents		50	100%

Based on table on can is known that 8 % (4 person) state very agree, 66% (33 people) said they agreed, 24% (12 people) said they were doubtful, 2% (1 person) stated disagree and 0% stated that they strongly disagreed with the survey more happily Teacher PPKN give assignments through email, whatsapp, instagram, etc. When depicted in a statement diagram PPKN teachers prefer to provide task via email, whatsapp, Instagram, etc. can seen like under This: I enjoy discussing lessons PIE use edmodo

Table 4. 19. Like discuss about learn PIE use edmodo

Information	Mark	Amount	Percentage
Strongly Agree (SS)	5	5	10%
Agree (S)	4	32	64%
Doubtful (RG)	3	6	12%
Disagree (TS)	2	7	14%
Strongly Disagree (STS)	1	0	0%
Number of Respondents		50	100%

Based on table on can is known that 10% (5 person) state very agree, 64% (32 people) said they agreed, 12% (6 people) said they were doubtful, 14% (7 people) state no agree and 0% state very No agree For survey like discuss lessons PIE use edmodo. When depicted in a statement diagram happy to discuss lessons PIE use edmodo can be seen like below this:

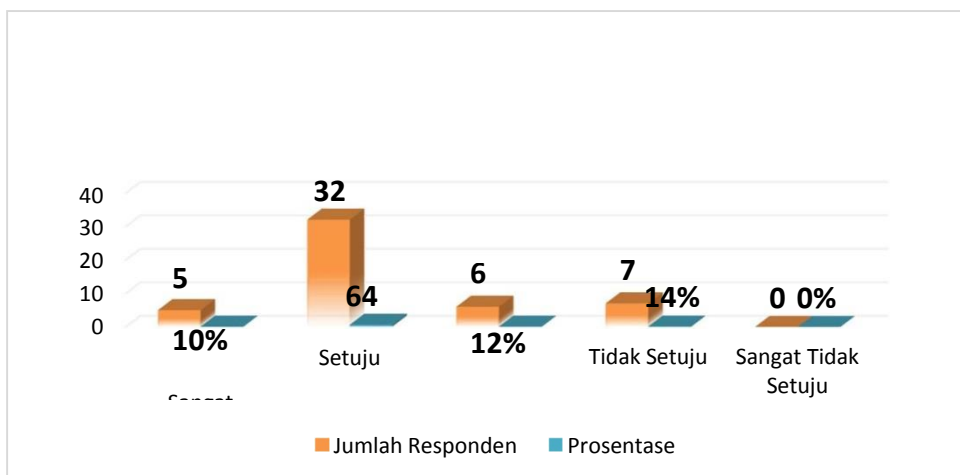


Diagram 4.17. Happy to discuss PAI lessons using edmodo

Like listen lecture in youtube, Facebook, Instagram, etc soknowledge I expanded

Table 4. 20. Enjoy listening to lectures on YouTube, Facebook, Instagram, etcknowledge expands

Information	Mark	Amount	Percentage
Strongly Agree (SS)	5	13	26%
Agree (S)	4	27	54%
Doubtful (RG)	3	9	18%
Disagree (TS)	2	1	2%
Strongly Disagree (STS)	1	0	0%
Number of Respondents		50	100%

Based on the table above, it can be seen that 26% (13 people) said they strongly agree, 54% (27 person) state agree, 18% (9 person) state doubtful, 2% (1 person)state no agree and 0% state very no agree for survey like listen lecture in youtube, facebook, instagram, etc so knowledge i increase wide. When depicted in a statement diagram enjoyed listening to lectures at youtube, Facebook, Instagram, etc so knowledge I increase wide can seen likeunder This:

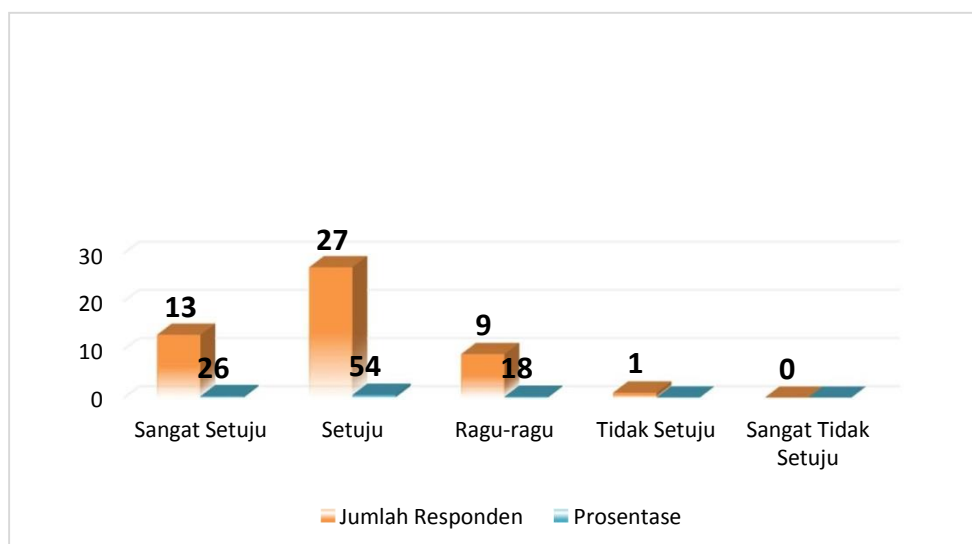


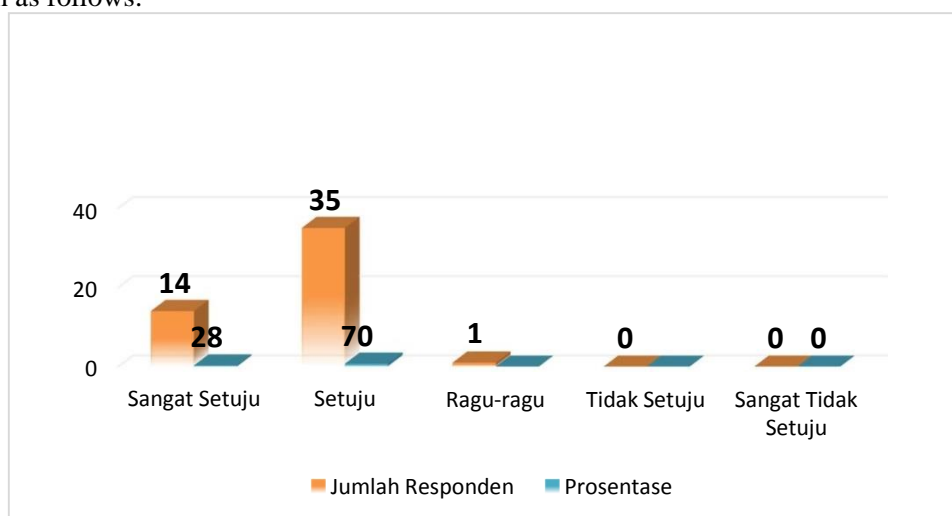
Diagram 4.18. Enjoy listening to lectures in Youtube, Facebook, Instagram, etc so that my knowledge expands

Effort VAT will give instruction before I look for book lesson VAT inInternet

Table 4. 21. The Civics teacher will provide instructions before looking for Podi textbooksInternet

Information	Mark	Amount	Percentage
Strongly Agree (SS)	5	14	28%
Agree (S)	4	35	70%
Doubtful (RG)	3	1	2%
Disagree (TS)	2	0	0%
Strongly Disagree (STS)	1	0	0%
Number of Respondents		50	100%

Based on the table above, it can be seen that 28% (14 people) said they strongly agree, 70% (35 person) state agree, 2% (1 person) state doubtful, 0% stated disagree and 0% stated that he strongly disagreed with the Civics Teacher survey give instructions before me look for Civics textbook in Internet. When depicted in a statement diagram The Civics teacher will provide instructions before I'm looking for textbooks VAT on the internet is possible seen as follows:

**Diagram 4.19. The civics teacher will give me instructions before I look for pie textbooks on the internet**

q) I more often use Internet For add knowledge aboutlesson VAT

Table 4. 22. Use the internet more often to increase knowledge aboutknowledge Civics lessons

Information	Mark	Amount	Percentage
Strongly Agree (SS)	5	11	22%
Agree (S)	4	27	54%
Doubtful (RG)	3	10	20%
Disagree (TS)	2	2	4%
Strongly Disagree (STS)	1	0	0%
Number of Respondents		50	100%

Based on the table above, it can be seen that 22% (11 people) said they strongly agreed, 54% (27 people) said they agreed, 20% (10 people) said they were unsure, 4% (2 people) stated they did not agree and 0% stated strongly disagreeing with more surveys often use the internet to add knowledge about Civics lessons. When depicted in a statement diagram use the internet more often For add knowledge about PAI lessons can be seen like below this:

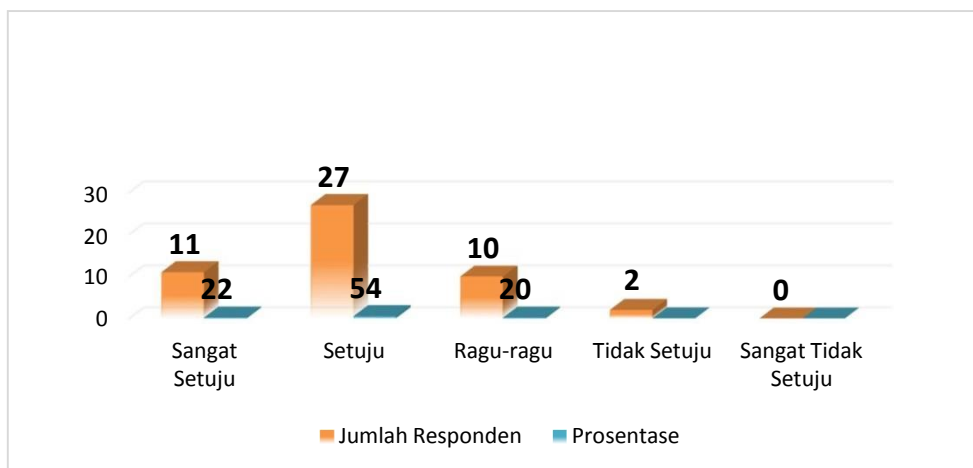


Diagram 4.20. Use the internet more often to increase knowledge about PAI lesson

r) I use MOBILE PHONE to discuss with friends about lesson VAT

Table 4. 23. Use MOBILE PHONE For discuss with Friend about lesson VAT

Information	Mark	Amount	Percentage
Strongly Agree (SS)	5	7	14%
Agree (S)	4	29	58%
Doubtful (RG)	3	14	28%
Disagree (TS)	2	0	0%
Strongly Disagree (STS)	1	0	0%
Number of Respondents		50	100%

Based on table on can is known that 14% (7 person) state very agree, 58% (29 people) said they agreed, 28% (14 people) said they were doubtful, 0% said disagree and 0% stated that he strongly disagreed with the survey using cellphones for discuss with friend about lessons VAT. When depicted in a statement diagram Use cell phone to discuss with friends about Civics lessons can be seen as below this:

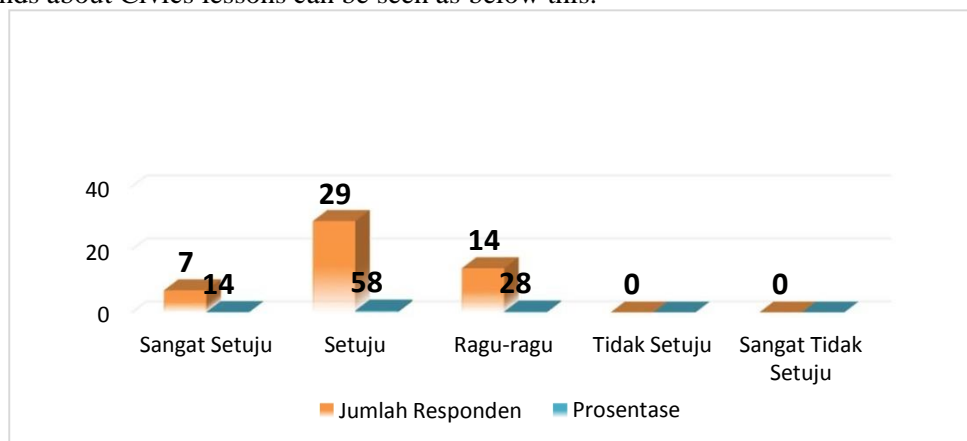


Diagram 4.21. Using cellphones to discuss civics lessons with friends

s) Study PIE through Videos, power point, make I more enthusiastic when study

Table 4. 24. Study VAT through video, power point make more enthusiastic when Study

Information	Mark	Amount	Percentage
Strongly Agree (SS)	5	14	28%
Agree (S)	4	28	56%
Doubtful (RG)	3	5	10%
Disagree (TS)	2	3	6%

Strongly Disagree (STS)	1	0	0%
Number of Respondents		50	100%

Based on the table above, it can be seen that 28% (14 people) said they strongly agree, 56% (28 person) state agree, 10% (5 person) state doubtful, 6% (3 person) stated disagree and 0% stated that he strongly disagreed with the Civics learning survey through video, power point, makes me more enthusiastic when studying. When depicted to in diagram statement Study VAT through videos, power point, make I more enthusiastic when learning can be seen as follows:

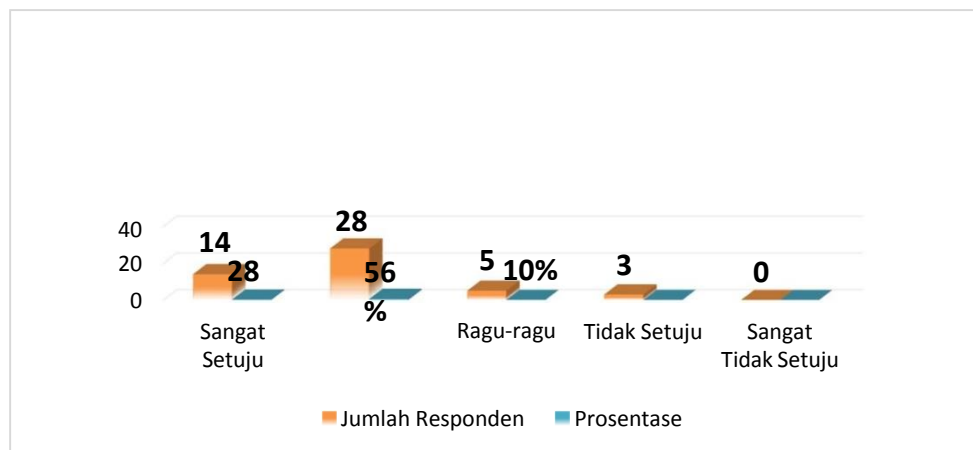


Diagram 4.22. Learning civics through videos, powerpoint, makes me more enthusiastic when studying

t) I happy to learn Civics use Edmodo

Table 4. 25. Like Study VAT use edmodo

Information	Mark	Amount	Percentage
Strongly Agree (SS)	5	8	16%
Agree (S)	4	36	72%
Doubtful (RG)	3	4	8%
Disagree (TS)	2	2	4%
Strongly Disagree (STS)	1	0	0%
Number of Respondents		50	100%

Based on table on can is known that 16% (8 person) state very agree, 72% (36 person) stated agree, 8% (4 person) expressed doubt, 4% (2 person) stated disagree and 0% stated that they strongly disagreed with the survey about enjoying learning VAT use Edmodo.

u) I'm excited when Teacher VAT teaching using a laptop and infocus

Table 4. 26. Enthusiastic when the Civics Teacher teaches using a laptop and infocu

Information	Mark	Amount	Percentage
Strongly Agree (SS)	5	25	50%
Agree (S)	4	21	42%
Doubtful (RG)	3	4	8%
Disagree (TS)	2	0	0%
Strongly Disagree (STS)	1	0	0%
Number of Respondents		50	100%

Based on the table above, it can be seen that 50% (25 people) said very much agree, 42% (21 person) state agree, 8% (4 person) state doubtful, 0% stated disagree and 0% expressed strong disagreement to the survey eagerly when Master Civics teaching using a laptop and infocus When depicted to in diagram statement enthusiastic when Teacher VAT teachuse laptops and infocus can be seen as below This:

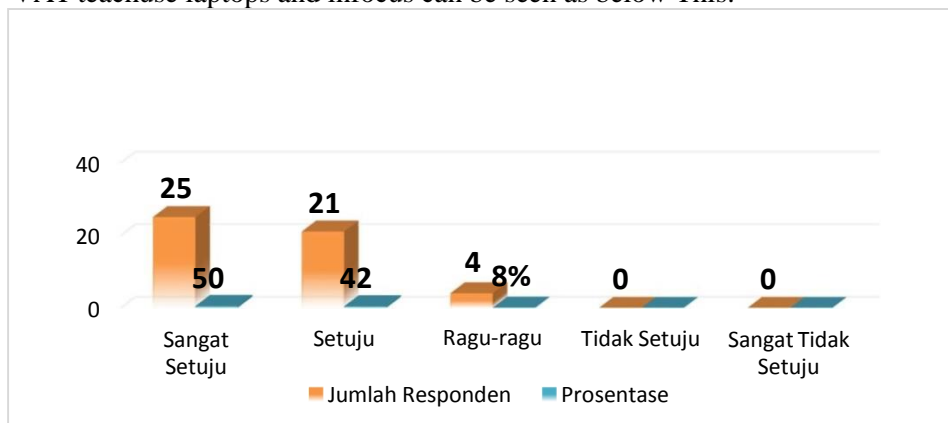


Diagram 4.2. Excited when the civics teachers teaches using a laptop and infocus

v) Study PIE use Internet in HP/Laptop make mark I improved/good

Table 4. 2. Study Vat using the internet on a cellphone/laptop makes a mark improved/good

Information	Mark	Amount	Percentage
Strongly Agree (SS)	5	3	6%
Agree (S)	4	34	68%
Doubtful (RG)	3	11	22%
Disagree (TS)	2	2	4%
Strongly Disagree (STS)	1	0	0%
Number of Respondents		50	100%

Based on table on can is known that 6% (3 person) state very agree, 68% (34 person) state agree, 22% (11 person) state doubtful, 4% (2 person)

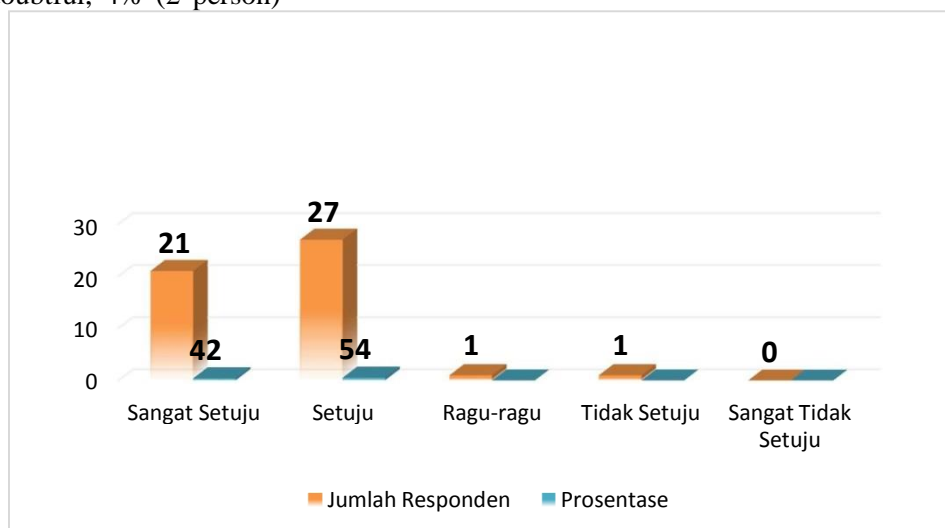


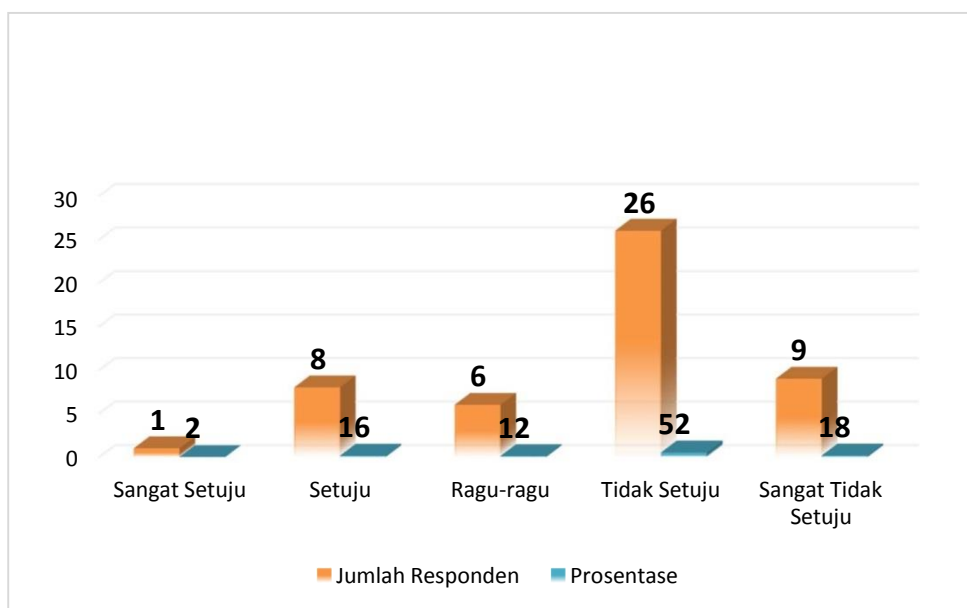
Diagram 4.26. Lebih Bersemangat Belajar Ppkn Di Kelas Menggunakan Infocus

I Like tempted with advertisement Which appear when I currently open material ppknon cellphone/laptop

Table 4. 29. I like to be tempted by the advertisements that appear when I open the PPKN material on Cellphone/laptop

Information	Mark	Amount	Percentage
Strongly Agree (SS)	1	1	2%
Agree (S)	2	8	16%
Doubtful (RG)	3	6	12%
Disagree (TS)	4	26	52%
Strongly Disagree (STS)	5	9	18%
Number of Respondents		50	100%

Based on table on can is known that 2% (1 person) state very agree, 16% (8 people) said they agreed, 12% (6 people) said they were unsure, 52% (26 people) said they disagreed and 18% (9 people) said they strongly disagreed with the likes survey tempted with advertisement that appeared when I was opening material VAT on cellphone/laptop. When depicted to in diagram statement Like tempted with advertisement Which appear when I'm opening material VAT in HP/Laptop can be seen like below this:



My time using a cellphone more than studying

Table 4. 30. Time use Mobile phone more Lots than Study

Information	Mark	Amount	Percentage
Strongly Agree (SS)	1	0	0%
Agree (S)	2	12	24%
Doubtful (RG)	3	16	32%
Disagree (TS)	4	20	40%

Strongly Disagree (STS)	5	2	4%
Number of Respondents		50	100%

Based on table on can is known that 0% state very agree, 24% (12person) state agree, 32% (16 person) state doubtful, 40% (20 person) state No agree And 4% (2 person) state very No agree For survey time use More cellphones rather than studying. When depicted in a statement diagram more time using the cellphone than Study can be seen as below:

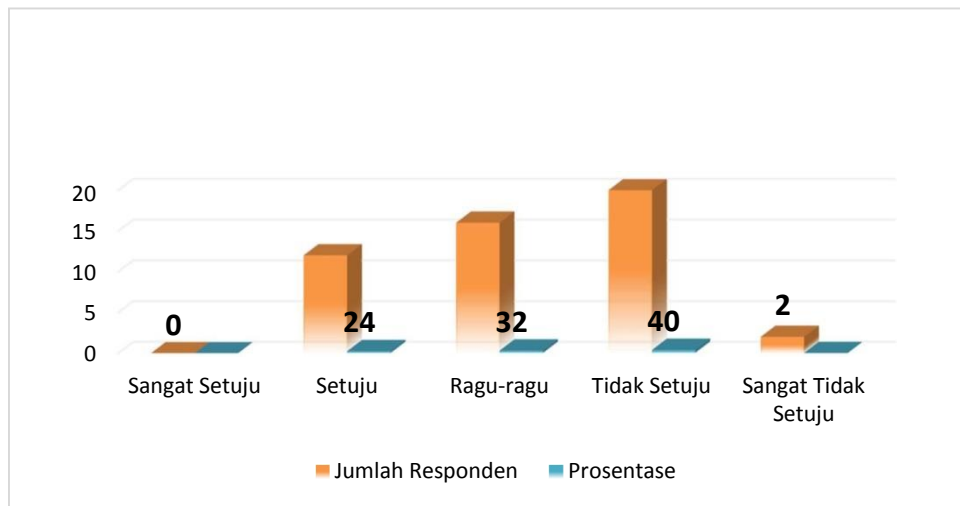


Diagram 4.28. I spend more time using my cellphone than studying

I often use mobile phone For open Facebook, Instagram, twitter, youtube,etc for fun /entertainment only

Table 4. 31 Often use cellphone to open Facebook, Instagram, Twitter, YouTube,etc just for fun/entertainment

Information	Mark	Amount	Percentage
Strongly Agree (SS)	1	0	0%
Agree (S)	2	19	38%
Doubtful (RG)	3	13	26%
Disagree (TS)	4	15	30%
Strongly Disagree (STS)	5	3	6%
Number of Respondents		50	100%

Based on table on can is known that 0% state very agree, 38% (19person) state agree, 26% (13 person) state doubtful, 30% (15 person) state No agree And 6% (3 person) state very No agree For survey often use your cellphone to open Facebook, Instagram, Twitter, YouTube, etc. for fun like /entertainment only. When depicted to in diagram statement often use mobile phone For You can open Facebook, Instagram, Twitter, YouTube, etc. for fun/entertainment seen as follows:

I rarely visit library

Table 4. 32. Seldom visit the library

Information	Mar k	Amount	Percentage
Strongly Agree (SS)	1	1	2%
Agree (S)	2	19	38%
Doubtful (RG)	3	13	26%
Disagree (TS)	4	16	32%
Strongly Disagree (STS)	5	1	2%
Number of Respondents		50	100%

Based on table on can is known that 2% (1 person) state very agree,38% (19 people) said they agreed, 26% (13 people) said they were unsure, 32% (16 people) state no agree and 0% state very no agree for survey seldom visit library. When depicted in a diagram the infrequent visits to the library can be seen like below this:

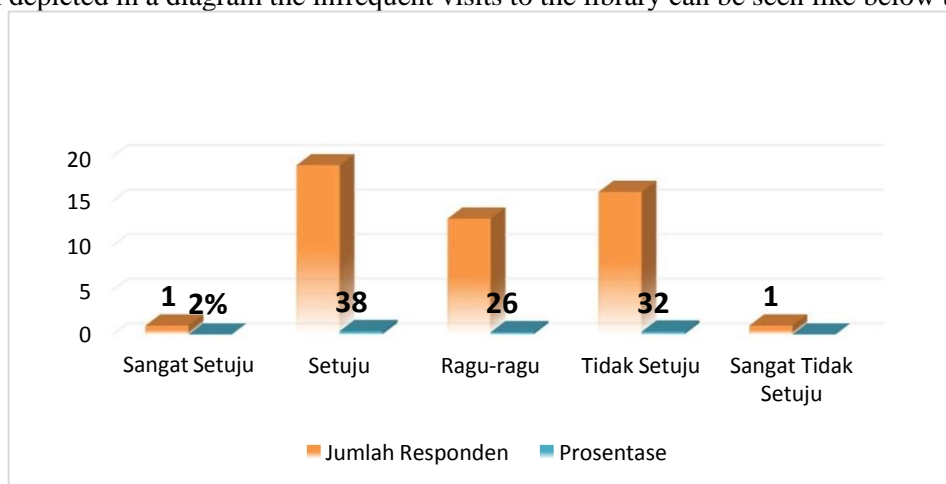


Diagram 4.30. Rarely visit the library

The hypothesis in this research aims to test the influence of technology used digital to performance Study student on eye lesson VAT. For prove hypothesis in study This There is a number of criteria, that is: If $t_{count} < t_{table}$ so H_0 accepted H_a rejected, This means that there is no influence of the use of digital technology on student learning achievement Civics subject at SD Bina Sejahtera Medan. And if $t_{count} > t_{table}$ then H_0 is rejected and H_a accepted, It means There is influence use technology digital to performance Study student on eye lesson VAT in elementary school build a prosperous field. Based on results test regression shows the calculated t value $> t_{table}$, namely $6.806 > 2.010$. This means that the hypothesis (H_a) is accepted and rejected H_0 , so that can concluded that variable use technology digital (X) influential to variable performance Study (Y). If the P value (significance) is > 0.05 then H_0 is accepted and H_a is rejected. And if P value (significance) < 0.05 then H_0 is rejected and H_a is accepted. Based on regression coefficients significance value of 0.000. So it can be confirmed that the P value (significance) is $0.000 < 0.05$ With thereby hypothesis in study This accepted. Testing This give results Which significant, so it can be concluded that the use of digital technology is influential positive towards learning achievement student in Civics subjects. This is in accordance with the results of research conducted by Dziuban, Hartman, and Moskal (2004), namely that *blended learning* has the potential to improve results Study learner And Also lower level separated school compared to with learning that is completely online learning. Where *blended learning* goes wrong one of the learning models using digital technology. Apart from that, use Learning media has a role very important in improving performance Study student, matter This can seen from a number of understanding media learning, that is according to Schramm media learning is technology carrier

message (information) which can be utilized For learning. According to Hamalik, that use media inthe teaching and learning process can arouse curiosity and interest, arouse motivation and stimulation in process Study teach, as well as can influence psychologicalstudent. Thus, researchers concluded that the use of digital technology is one part of learning media that can generate motivation student learning so that students can learn more happily. Therefore based on theory in on can concluded that use technology digital can influence resultsStudy student, Because technology digital is AIDS in process learning so that learning become more effective. State No agree And 0% state very No agree For survey Study VAT uses Internet on HP/Laptop makes my score improved/good. When depicted in a statement diagram learn Civics using the Internet at HP/Laptop can make my grades improve/better seen like below this:

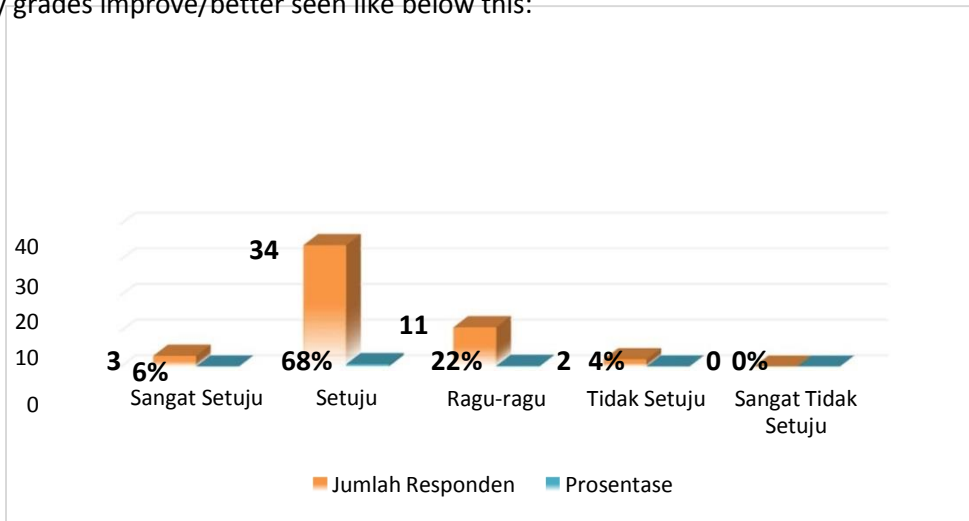


Diagram 4.25 Studying civics using the internet onmy cellphone/laptop made on my grades good
I more enthusiastic about learning VAT in the classroom using infocus

Table 4. 28. More enthusiastic Study VAT in class use infocus

Information	Mar k	Amount	Percentage
Strongly Agree (SS)	5	21	42%
Agree (S)	4	27	54%
Doubtful (RG)	3	1	2%
Disagree (TS)	2	1	2%
Strongly Disagree (STS)	1	0	0%
Number of Respondents		50	100%

Based on the table above, it can be seen that 42% (21 people) said they strongly agree, 54% (27 person) state agree, 2% (1 person) state doubtful, 2% (1 person)state No agree And 0% state very No agree For survey more enthusiastic Study VAT in class using infocus. When depicted in a statement diagram more enthusiastic about learning Civics in classusing infocus can be seen as follows:

Conclusion

Based on data obtained from the results of a questionnaire regarding the use of technology digital in learning VAT can obtained results as following: Percentage learningusing internet access was 77.52%, learning by using KBM supporting media such as laptops, infocus, Edmodo, etc. amounted to 77.85%, and the percentage for teaching materials such as learning using videos and power points of 78.40 %. If see results the can concluded that use technology digital inelementary school Build prosperity in Medan

categorize high. Performance Study student on eye lesson VAT in elementary school You can build a prosperous field seen from report scores. The report card value has met the indicator criteria learning achievement, where evaluation has covers aspect cognitive, affective And psychomotor. Mark report Civics at SD Bina Sejahtera Medan all obtain mark in on KKM Which has determined, that is 75. The average score of students' PAS (Final Semester Assessment) is 89.34, with the highest score the lowest score is 80 and the highest score is 99. This shows that learning achievement student 5th grade at SD Bina Sejahtera Medan Good.

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