

THE RELATIONSHIP OF DIGITAL LITERACY WITH THE HELP OF ANYFLIP.COM TO THE LEARNING MOTIVATION OF ELEMENTARY SCHOOL STUDENTS

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Abstract: The research objective is to determine the relationship between Digital Literacy assisted by Anyflip.com on the Learning Motivation of Class IV students at SDN Buran 03 Karanganyar. The method of collecting research data is quantitative. The total population is 132 students. Meanwhile, the study sample was 29 fourth-grade students with information obtained from data collection tools in questionnaires and documentation. The research data analysis was consulted with the prerequisite analysis test, then continued on the scale validity test using the product-moment correlation. The research concludes that the relationship between digital literacy assisted by Anyflip.com on the learning motivation of fourth-grade students at SDN Buran 3 Karanganyar is significant. Decision-making is based on the product-moment test, namely r arithmetic $>$ r table $0.632 > 0.3009$, so that H_a is accepted and H_o is rejected. This fact means that the use of digital literacy assisted by anyflip.com is not only digital information obtained by students, but students can explore, create, and be more active in online learning so that educational interactions occur between students and teachers.

Keywords: digital literacy, elementary school, learning motivation

Abstrak: Adapun yang menjadi tujuan penelitian adalah untuk mengetahui Hubungan Literasi Digital berbantuan Anyflip.com terhadap Motivasi Belajar siswa Kelas IV SDN Buran 03 Karanganyar. Metode dalam mengumpulkan data penelitian yaitu Kuantitatif. Jumlah populasi adalah 132 siswa. Sementara itu, sampel dari penelitian adalah 29 siswa kelas IV. Informasi diperoleh dari alat pengumpulan data dalam bentuk angket dan dokumentasi. Analisis data penelitian dikonsultasikan dengan uji prasyarat analisis yang kemudian dilanjutkan pada uji validitas skala menggunakan korelasi product moment. Simpulan dari informasi hasil penelitian diketahui bahwa hubungan antara literasi digital berbantuan Anyflip.com terhadap motivasi belajar siswa kelas IV SDN Buran 3 Karanganyar bersifat signifikan. Pengambilan keputusan didasarkan pada uji product moment, yaitu r hitung $>$ r tabel $0,632 > 0,3009$ maka bahwa H_a diterima dan H_o ditolak. Artinya pemanfaatan literasi digital berbantuan anyflip.com ini tidak hanya informasi secara digital yang diperoleh siswa, akan tetapi siswa mampu mengeksplor, mengkreasi, dan lebih aktif dalam pembelajaran daring sehingga terciptat interaksi edukatif antara siswa dan guru.

Kata Kunci: literasi digital, sekolah dasar, motivasi belajar

INTRODUCTION

Based on the latest research data in January 2021 conducted by social media management HootSuite and marketing agency We Are Social, world internet users, including Indonesia, reached 202.6 million or 73.7 percent of the largest total population 274.9 million. Overall, 195.3 million people, or 96.4 percent, access the internet through mobile devices such as smartphones and feature phones. Internet access used from the phone is connected to a cellular data package and Wifi.

The internet makes it easy to reach a wider geographical area at a lower cost but with fast and accurate accessibility. The presentation of internet-based business and financial information can also be done flexibly and adapted to users' needs to support their business decisions (Mardiana et al., 2020; Prihatini & Muhid, 2021).

Mobile users, if calculated on average, are those aged 16-64 years and currently consume the internet by spending 5 hours 4 minutes every day. Meanwhile, the download speed obtained by mobile internet users is an average of 17.26 Mbps, up 24.8 percent year over year (YoY). Meanwhile, fixed broadband speed reached 23.32 Mbps on average, up 16 percent YoY.



Figure 1. Number of Internet Users in 2021 (<https://www.headline.co.id/>)

The use of the internet indicates that during the pandemic, it is very useful in online learning. During a pandemic, learning activities are carried out online, starting from receiving lesson explanations, completion instructions, and assignments, all of which must use online media devices. Online learning can be done using online learning media to connect educators and students in a virtual classroom. This online learning requires electronic devices connected to an adequate internet network and quota or Wifi that can connect to the internet to facilitate all online learning activities and activities.

Some learning tools that can be needed in online learning include gadgets, laptops, and notebooks and are supported by platforms used to facilitate the learning process, various platforms

including WhatsApp, google meet, zoom meeting, google classroom, google form, and email that can be used to deliver materials, assessments and or collect assignments (Mukhlis et al., 2021).

The impact of the COVID-19 pandemic has been running for more than two years, especially in the learning process, which is felt directly by students and teachers. Although currently starting again with limited face-to-face learning, the role of teachers or educators is required to compete with each other to stimulate creativity in carrying out an exciting learning program. In addition, it can also increase the motivation of students or students who follow the learning process.

Learning motivation is part of the determinants of student achievement in the classroom and school. Good student learning motivation is carried out in the form of serious learning. This phenomenon reflects that the higher the student's learning motivation, the higher the level of success, such as student achievement and learning outcomes. Uno B (2016:23) explained that learning motivation is an encouragement from internal and external factors of a student to have a willingness to learn and change behavior. The driving factors include students' desire to achieve success, the desire factor because they want to pursue their goals, and the expectations that they want to be appreciated from the learning process and results. Meanwhile, the emergence of expectations and the need for success in the learning process because a conditional learning environment also supports it. This condition directs the role of a teacher by implementing innovative learning, one of which is through digital literacy-based learning. The development and progress of modernization in information technology and the internet that is felt today has produced a very abundant digital information source and facilitated the learning process (Kurnianingsih Dalam Alfarizi & Riau (2021).

The implementation of digital learning media is still minimal and limited in use. On the other hand, learning in the 21st century is the process of teaching and learning activities required to follow the changes and developments of the times, especially in information technology. The progress of science and technology is packaged through a literacy culture. This is called digital literacy (Alfarizi & Riau, 2021; Batubara, 2021; Efendi, 2019; Kurniasih, 2019; Permansah & Murwaningsih, 2018). Digital literacy is the ability of an individual's ability attitude and interest in using digital technology-based communication tools in activities that include accessing, managing, and integrating. The analysis process to evaluate information to support science. Knowledge carrying capacity aims to gain new knowledge and understanding, create something creatively, and the ability to communicate with others effectively (Alfarizi & Riau, 2021). Digital literacy is a person's skills in understanding, analyzing, and carrying out assessments based on information and communication technology as wetlands (Budiwati, 2019).

The discourse on digital literacy began and was developed around the 1990s. The introduction of digital literacy indicates a straightforward process of receiving information, and that information is easy to find, retrieve, and post on social networks. (Budiwati, 2019). The forms of literacy include television, film, and print media. Meanwhile, social media is a network of information received, searched, and posted via Facebook, Instagram, Twitter, and YouTube.

Several previous researchers have proved the ease of using digital literacy in learning. The study results show that the use of learning technology, especially from the aspect of information and communication technology, can effectively improve student learning activities. Students are more creative and skilled in implementing technological developments (Harjono, 2018).

Based on the results of the digital literacy survey in 2020 by Syarifah et al. (2021), Indonesia occupies a "medium" level in the digital literacy index. The categorization of the literacy index includes (1) Sub-index 1, which is about information and data literacy with a total of 3.17; (2) sub-index in the form of communication and collaboration 2 is 3.38, (3) sub-index 3 in the form of security is 3.66; and (4) sub-index 4 in the aspect of technological capability with a range of 3.66. The research data indicates that Indonesia is in the moderate category with a score that has not reached the value of 4.00.

When we use digital literacy, there are many benefits, and the people of Indonesia very much need it. As expressed by Anggeraini et al. (2019) in their research that digital literacy has a positive influence on learning in the classroom because 1) it helps and supports the process of teaching and learning activities for students and teachers, 2) there is a good influence in the innovation of correct learning resources, 3) makes teachers have the opportunity to be more productive in teaching and learning activities. Implementation of teaching media. In addition, teacher participation is required to operate digital devices and software through digital literacy in learning. This is combined with the teacher's skills in producing learning works, photo visual skills in teaching media, hyper textuality skills, information evaluation skills about the material presented, and social skills and emotional skills in packaging learning products.

Study Sumiati (2020) stated that there are ten benefits of digital literacy, namely minimizing the use of time so that learning hours become more efficient and faster, saving more on budget costs, safer learning, always being able to update information, being fast in communicating and making decisions, easier at work, more fun in learning.

Based on observations made by researchers at the State Elementary School Buran 03 Karanganyar, it is necessary to have innovative digital literacy applied by teachers in learning. Digital literacy has been used so far in WhatsApp, YouTube, Television, and Internet media. Students are

only presented with the four online media during online learning or when face-to-face is limited. So that learning readiness and student motivation are low. This can be seen from the results of initial observations and documentation that readiness to receive lessons is less enthusiastic about participating in the learning process in class, tends to focus less on ongoing learning activities only by reading the text in student books and on the PowerPoint, display presented by the teacher. In addition, when students get assignments or homework monotonously from student books or WhatsApp groups, motivation in doing tasks is less exciting and varied.

The teacher's effort in motivating student learning to apply digital literacy is the anyflip.com application. The anyflip.com application is an interactive HTML5 Flipping Book platform for publishing magazines, catalogs, brochures, and others for other users to read, upload and download. The steps to use anyflip.com are: Register an account on the <http://anyflip.com/> webpage for free. Upload the desired document in pdf format. The data is converted/converted in the form of a digital book. Digital Book Publishing and Links to share. Digital Books stored in the app (Fauzi et al., 2022; Martani, 2020; Nabilah & Wahyuningsih, 2021).

Meanwhile, Handayanti (Kamalia et al., 2021) argued that any flip is a web-based application designed to help teachers create animated e-books suitable for desktop and mobile media to assist teachers in delivering interesting learning materials for students at every opportunity.

Any flip is a type of digital-based e-book. We need to know first that e-books are learning media that can be accessed via smartphones or computers and are modifications of traditional books. The use of e-books has many advantages, including in accordance with today's technological advances, easy to carry and not heavy, can be accessed anytime and anywhere, can be used independently, which does not make it difficult for students, and saves paper (Handayati, 2020; Nurdin Amin, Wati Oviana, 2021).

This research aims to determine the relationship between Digital Literacy assisted by Anyflip.com on the Learning Motivation of Class IV students at the Buran 03 State Elementary School, Karanganyar. In addition, this research hopes to contribute to students the importance of digital literacy assisted by anyflip.com because it can motivate their learning, especially during online learning. Meanwhile, the benefits felt by teachers are more varied and innovative in implementing learning media, especially during the COVID-19 pandemic, so that student learning activities and motivation increase, both at home and in class.

METHODS

This research uses quantitative research. The variable in this study is the relationship between two variables, X and Y. The independent variable (X) is the Anyflip.com Assisted Digital Literacy variable, while the dependent variable (Y) is learning motivation. The relationship between the two variables can be described as follows:



Figure 2. Relationship of X and Y Variable Variables

The hypotheses of this research are:

Ho: There is no relationship between digital literacy assisted by anyflip.com and the learning motivation of fourth-graders at the State Elementary School of Buran 3 Karanganyar.

Ha: There is a relationship between digital literacy assisted by anyflip.com and the learning motivation of fourth-graders at the State Elementary School of Buran 3 Karanganyar.

Population and sampling

The population is the whole of the subjects studied in the research field (Arikunto, 2013:173). The population definition means that the population is part of the total number of individuals and objects of a study that are thought to have the same characteristics in the study. The population taken in this study were 132 students of SDN Buran 3 Karanganyar.

Meanwhile, in conducting actual research of the entire individual, which we call the population, to save time and not take long in data collection, it is necessary to take a representative population. The representative of the population is called the sample (Ismail, 2011:78) explains that the sample is representative of the population taken from the number and characteristics possessed by the population. This sampling was due to the difficulty of researchers in obtaining information if the number of research subjects was large. In addition, researchers do not allow to dig up all the information and study everything in the population. This is what directs researchers to be more efficient in funds, save energy, and save time.

Whereas, Sugiyono (2014:81) suggests that the correct sample of the number and characteristics of this population is truly representative of the population. The sampling technique aims to obtain

data about the target that describes the overall condition of the research population. The sample of this research is the fourth-grade students of SDN Buran 3 Karanganyar, amounting to 29.

Data collection technique

This research data collect with tools such as questionnaires and documentation. The questionnaire is a list of written questions given to respondents in search of research information which can be from personal reports or things that the respondent knows (Ismail, 2011:101). Determination of the score using a Likert model scale with levels of agreement and disagreement in the variations: Agree (ST), Moderately Agree (CS), Disagree (KS), and Disagree (TS). The statement items consist of statements that support the theoretical concept in question (Favorable) and those that do not support the concept (Unfavorable). Documentation is part of past events and has a documented record. The forms of the documents referred to in the documentation include writing, photos/pictures, and monumental works (Ismail, 2011:107). This research records and studies archive information or documents at the research site in the form of reports, regulations, letters, and pictures related to the relationship of digital literacy assisted by anyflip.com to students' learning motivation.

Data Analysis Technique

- a. Test the Validity of the Scale using the product-moment correlation formula used according to

$$\text{Arikunto (2013:211): } r_{xy} = \frac{N \cdot \Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N \cdot \Sigma X^2 - (\Sigma X)^2\} \{N \cdot \Sigma Y^2 - (\Sigma Y)^2\}}}$$

Information:

- r_{xy} : Correlation coefficient
N : Number of subjects studied
 ΣX : Total score of each item
 ΣY : Total score of all items
 ΣXY : Sum of product X and item Y
 ΣX^2 : The sum of the squares of the score X
 ΣY^2 : Sum of squares Y . score

- b. Scale Reliability Test

The reliability test in this study uses the correlation (r_{xy}) using the odd-even technique, then obtains the reliability coefficient using the formula *Spearman-Brown*:

$$r_{11} = \frac{2 \cdot r_{xy}}{1 + r_{xy}}$$

Source: Arikunto (2013:223)

Information:

r_{11} : Adjusted reliable coefficient.

r_{xy} : The correlation index between the two halves of the instrument X and Y.

The search for the relationship between digital literacy assisted by anyflip.com and learning motivation using the product-moment correlation formula. The following formula will be used according to (Arikunto, 2013: 213):

$$r_{xy} = \frac{N \cdot \Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N \cdot \Sigma X^2 - (\Sigma X)^2\} \{N \cdot \Sigma Y^2 - (\Sigma Y)^2\}}}$$

Information:

proxy : Correlation coefficient between x and y

N : Number of subjects subjected to the test (instruments)

ΣX : Total score X

Obtaining data when the value of "r" is obtained is then consulted on the table of r product moment values. The data is then analyzed using product-moment correlation. This correlation is intended to determine the relationship between two correlated variables in the form of nominal data. The prerequisite test of the Product Moment decision is as follows:

- a. If the count is equal to or greater than a table, it has a significant meaning, so the null hypothesis (H_0) is rejected, and the working hypothesis (H_a) is accepted.
- b. If the count is smaller than a table, it is called insignificant. This means that the null hypothesis (H_0) is accepted, and the working hypothesis (H_a) is rejected.

RESULTS AND DISCUSSION

Result

In accordance with the sample that has been described previously that the representative population of this study was the fourth-grade students of SDN Buran 3 Karanganyar. This study aims to determine whether there is a relationship between digital literacy assisted by anyflip.com on learning motivation in fourth-grade students.

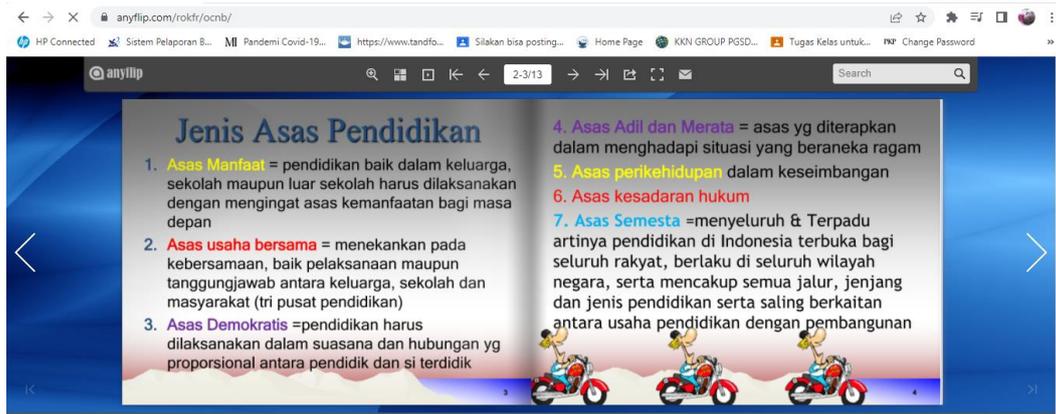


Figure 3. Anyflip Tampilan Display

In processing the research data used the validity and reliability test of the instrument. The test data were analyzed based on data collected from a number of 29 respondents. The following are the details of the analysis prerequisite test data.

1. Instrument Validity Results

The results of the validity test of digital literacy instruments assisted by anyflip.com and learning motivation.

Research on the validity test was used on the Anyflip.com Assisted Digital Literacy scale on students' learning motivation totaling 30 items. The data shows that the calculation of ray when it is compared with the results of the r product moment data consulted with the table is at a significant level of 5%, ie if the results of proxy $>$ r table, then the item is valid. The prerequisites for testing the validity of the instrument, the researchers obtained from the test results in the form of a digital literacy scale assisted by anyflip.com on learning motivation. From the test results, several valid and invalid statement items were obtained, with the number of respondents being tested being 27 students.

Table 1. The results of the validity test of digital literacy instruments assisted by anyflip.com on learning motivation

Nomer Item	Rhitung	Rtabel	Keterangan
1.	0,543	0,311	Valid
2.	0,567	0,311	Valid
3.	0,518	0,311	Valid
4.	0,614	0,311	Valid
5.	0,695	0,311	Valid
6.	0,562	0,311	Valid
7.	0,612	0,311	Valid
8.	0,512	0,311	Valid

9.	0,621	0,311	Valid
10.	0,743	0,311	Valid
11.	0,540	0,311	Valid
12.	0,677	0,311	Valid
13.	0,580	0,311	Valid
14.	0,560	0,311	Valid
15.	0,561	0,311	Valid
16.	0,591	0,311	Valid
17.	0,555	0,311	Valid
18.	0,515	0,311	Valid
19.	0,704	0,311	Valid
20.	0,419	0,311	Valid
21.	0,561	0,311	Valid
22.	0,755	0,311	Valid
23.	0,552	0,311	Valid
24.	0,200	0,311	Tidak Valid
25.	0,226	0,311	Tidak Valid
26.	0,285	0,311	Tidak Valid
27.	0,546	0,311	Valid
28.	0,430	0,311	Valid
29.	0,303	0,311	Tidak Valid
30.	0,171	0,311	Tidak Valid

The results obtained from the digital literacy scale test assisted by anyflip.com on learning motivation consisting of 30 items and tested on 27 respondents with an r-table value of 0.311 at a significant level of 5% can be found as many as five invalid items, including 24, 25, 26, 29 and 30. The five items have $r \text{ count} < r \text{ table}$. The invalid items were not included in any flip. Com-assisted digital literacy scale on learning motivation in this study. So the items that will be used in this study are 25 items that describe aspects of digital literacy assisted by anyflip.com on learning motivation.

2. Instrument Reliability Results

After all the statements are valid, the next analysis is the Cronbach's alpha reliability test. Meanwhile, the researchers also conducted a prerequisite analysis test in the form of reliability. This reliability is applied

to all questions according to the variables raised in the study automatically with the help of the SPSS Version 21 program. The higher the reliability of the measuring instrument, the more stable the measuring instrument is. A data construct is interpreted as reliable if the value of Cronbach's alpha > 0.60. The reliability test data obtained from this study can be seen in the following table.

Table 2. Reliability Test of Digital Literacy Scale assisted by anyflip.com on learning motivation

Reliability Statistics	
Cronbach's Alpha	N of Items
,899	30

The description of the table above can be seen that the value of Cronbach's alpha > 0.60. Thus, the digital literacy scale assisted by anyflip.com on student learning motivation is reliable to be used as a measuring tool and can be used to collect research data.

3. Data Analysis

The following describes the answers to a digital literacy questionnaire assisted by anyflip.com on the motivation to study at school in fourth-grade students of Buran 3 State Elementary School Karanganyar.

Tabel 3. Rekapitulasi Skor Jawaban Instrumen

Nomor	Nama	Literasi Digital "Anyflip.com" (X)	Motivasi Belajar (Y)
1.	ARS	49	35
2.	ALP	50	30
3.	ACW	42	29
4.	AI	48	26
5.	B	43	25
6.	DAM	60	36
7.	FNH	55	30
8.	F	60	32
9.	FH	42	33
10.	GCF	50	30
11.	GFA	55	36
12.	IU	42	29
13.	LAP	38	30
14.	LNH	50	30
15.	MMS	60	32
16.	NH	54	32
17.	RM	50	31
18.	RRN	43	25

19.	RA	42	29
20.	RFM	38	30
21.	S	55	37
22.	TBP	38	30
23.	VA	42	29
24.	W	44	28
25.	WAR	54	32
26.	WDA	60	36
27.	WAP	54	30
28.	YS	44	28
29.	ZUK	58	36

In the comparison between the digital literacy questionnaire assisted by anyflip.com on learning motivation using SPSS 21, the results are as follows.

Table 4. Product Moment Test Result

		Anyflip.com Assisted Digital Literacy	Motivation to Learn
Anyflip.com Assisted Digital Literacy	Pearson Correlation	1	,632**
	Sig. (2-tailed)		,000
	N	29	29
Motivation Learn	Pearson Correlation	,632**	1
	Sig. (2-tailed)	,000	
	N	29	29

Based on the table above, it can be explained that:

- a. The SPSS 21 output table can be seen as the value of sig. (2-tailed) between digital literacy assisted by anyflip.com (x) and learning motivation (y) is $0.000 < 0.05$, which means that there is a significant correlation between Digital Literacy assisted by Anyflip.com on the variable of learning motivation.
- b. Based on the calculated r-value of the relationship Digital Literacy with the assistance of Anyflip.com on learning motivation of $0.632 >$ from r table 0.3009, it can be explained that it can be interpreted that there is a correlation between the variable Digital Literacy assisted by Anyflip.com on the variable of learning motivation.

Based on the results of processing Digital Literacy variables assisted by Anyflip.com on learning motivation based on the product-moment correlation method using the SPSS 21 application, it can be explained that there is a correlation between Digital Literacy variables assisted by Anyflip.com on learning motivation.

Discussion

The data in yes were then analyzed by consulting the table coefficient at $N = 29$ with a significant level of 5%, which is 0.300. Meanwhile, from the results of the analysis, the value of the count is 0.632. The meaning of both is that if the calculated r -value is greater than the r table value ($0.632 > 0.300$), then the null hypothesis (H_0) is rejected, and the working hypothesis (H_a) is accepted. Withdrawal of analysis data with the assumption of product-moment correlation analysis shows a significant relationship between Digital Literacy variables assisted by Anyflip.com on learning motivation in fourth-grade students at SDN Buran 3 Karanganyar.

The correlation coefficient of the research data obtained is 0.632. Then converted in the table above is included in the interval 0.60 to 0.80. This means that it is in the sufficient category. It was concluded that the relationship between digital literacy assisted by anyflip.com and the learning motivation of fourth-graders at SD Negeri Buran 3 Karanganyar was in the Enough category.

The data of this study indicate that there is a relationship between the Digital Literacy variable assisted by Anyflip.com on learning motivation. This is in line with the research results. Handayati (2020) stated that the use of the learning house feature through any flip was adjusted to the characteristics of students and the learning model currently applied, namely online learning. With the hope that it can increase students' learning motivation which is increasingly decreasing as a result of too long online learning. One solution that can be applied in overcoming the problem of declining student motivation is to use the Rumah Belajar portal through any flip. Regarding the use of online learning media through the any flip Learning House portal at SMPN 1 Pandaan to develop ebook learning media as a science learning medium.

In line with Nurdin Amin's research, Wati Oviana (2021) shows that research results in the form of e-book-based learning media with the help of Anyflip are very feasible and very interesting to use. Meanwhile, with a total score of 94.54% in the very feasible category of learning media validation. On the other hand, the acquisition of material validation was a total score of 89%, which was included in the very feasible category. Then the results of the student responses showed that the ebook was very interesting to use, with a total score of 88.64%. Thus the development of Web-based ebook media using Anyflip is very feasible and interesting to use and the teaching and learning process. Interactive multimedia that is developed and used appropriately and well has a positive influence on teachers and students. The influence can be in the form of a learning process that seems interesting, effective and efficient, interactive, and fosters student learning motivation.

Next, from Oktapianti (2021), with the theme of developing an E-Module in the form of anyflip.com, is about Problem Based Learning Science Learning Materials on Organization of Living

Things. The product development validators were carried out by linguists, materials experts, and design experts with a percentage of 90.00%, 88.58%, and 83.16% (very feasible, very feasible, and very feasible categories). This gives meaning to the research theme raised during the E-Module as a Science Learning-Based Problem Based Learning Materials Organization of Living Things after a limited trial process was carried out and declared practical. This data was obtained from student and teacher respondents, namely 12 students and two teachers at SMP Negeri 05 Bengkulu City. The details of the data include 88.34% very practical category and 88.00% very practical category.

The existence of a link between learning media and digital literacy-based influences on students' learning motivation is also inseparable from the long-term plan for the United Nations, which deals with Education and Culture issues. And in the UNESCO roadmap (2015-2010), digital literacy is an important pillar for the future of education. Digital literacy is knowledge in the form of information and knowledge that is integrated with information technology. This shows the importance of literacy in understanding the community and all the advantages of digital media and must also know what an obstacle to people's understanding of the use of media (Meilinda et al., 2020) is.

Digital literacy can be a formulation in a new era of development in the world of literacy in education and learning. All information is easily obtained through social media. All news is presented quickly but sometimes inaccurate because the speed of reporting is the most important. Various news sites have sprung up, community accounts have sprung up, and so on. The point is to share information about others and yourself (Pratiwi, 2021).

The use of technology in this learning provides great benefits for services to students so that the goals set can be achieved. Pischetola (2011) suggests the role of technology in learning in relation to the ease of accessing information, among others: 1) Through the internet, the information is much more accessible and can be complemented by various sources and contributions of others. On the one hand, this implies that information seeking is an active and complex procedure that is an important part of learning through exploration. Therefore, it requires deep understanding, concentration, and selection to be truly effective. 2) Through technology, learning is process-oriented rather than content-oriented. That is, students should not learn the scientific method as a fixed procedure but rather acquire the informal problem-solving and reasoning skills associated with scientific work. However, this does not mean that teachers have no role in solving problems. Instead, the teacher plays a central role, even more central than most frameworks (Naila et al., 2021).

Therefore, teachers and students are expected to have the ability and skills to implement digital literacy in the school environment. There are ways to improve digital literacy abilities and skills:

accessing, selecting, understanding, analyzing, verifying, distributing, producing, participating, and collaborating. (Asari et al., 2019).

Digital literacy is not limited to the ability to know, understand, and filter information, but students are able to explore actively and proactively learning and technology. In addition, process-oriented rather than content-oriented learning provides great advantages in the problem-solving and informal reasoning skills associated with scientific work in online learning. Any flip-assisted digital literacy can be an important pillar for the innovative future of education for teachers and students.

CONCLUSION

This research concludes that information data shows a significant relationship between the use of Digital Literacy assisted by Anyflip.com, especially to the learning motivation of students in grade IV SDN Buran 3 Karanganyar. The basis for decision making from the product-moment test obtained statistical output, namely $r_{\text{arithmetik}} > r_{\text{table}}$ $0.632 > 0.3009$, so it can be concluded that H_a is accepted and H_o is rejected. The conclusion from the description above is that there is a relationship between the Digital Literacy variable assisted by Anyflip.com on the learning motivation of fourth-grade students at the Buran 3 Karanganyar State Elementary School, acceptable truth. This conclusion makes digital literacy through the anyflip.com application impact students who obtain information digitally and can be exploratory, creative to proactive, especially during this covid-19 pandemic.

Referring to the research results as previously disclosed, the implications of these results are: (1) Digital-based learning media such as using anyflip.com has a positive impact on increasing students' learning motivation. (2) The results of this study serve as teacher input in increasing learning motivation through variations and creativity of digital-based online learning media. Suggestions that researchers can convey from the results of this study for the benefit of further research as well as for teachers and students are: (1) Students are expected to be able to play an active role in learning activities. Being actively involved in learning will undoubtedly increase their learning motivation. (2) Teachers can strengthen digital-based online learning media in schools as a goal so that students' attention is more interested and motivated in learning.

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