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**THE INFLUENCE OF DIGITAL LITERATURE, CREATIVITY, AND
LEARNING MOTIVATION ERA SOCIETY 5.0 ON STUDENT LEARNING
OUTCOMES KALAM KUDUS SD CHRISTIAN SD PEMATANG
SIANTAR REVIEW FROM A PARENT'S PERSPECTIVE
(CASE STUDY OF SCIENCE CLASS V SD)**

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Abstrak

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Tujuan penelitian ini untuk mengetahui: 1. Gambaran literasi digital, kreativitas, motivasi belajar, dan hasil belajar siswa kelas V pada SD Kristen Kalam Kudus Pematangsiantar pada mata pelajaran IPA. 2. Pengaruh literasi digital, kreativitas, dan motivasi belajar terhadap hasil belajar siswa kelas V pada SD Kristen Kalam Kudus Pematangsiantar pada mata pelajaran IPA baik secara simultan maupun parsial. Penelitian ini dilakukan dengan desain penelitian kepustakaan dan lapangan. Populasi pada penelitian ini adalah seluruh siswa kelas V SD sebanyak 138 orang. Jenis data yang digunakan adalah data kualitatif dan data kuantitatif. Sumber data yang digunakan adalah data primer dan data sekunder. Pengumpulan data dilakukan dengan menggunakan metode kuesioner, wawancara, dan dokumentasi. Uji instrumen yang dilakukan adalah uji validitas dan uji reliabilitas. Teknik analisis data yang digunakan adalah uji normalitas, analisis deskriptif kualitatif, dan analisis deskriptif kuantitatif. Hasil penelitian dapat disimpulkan: 1. Literasi digital, kreativitas, motivasi belajar, dan hasil belajar dapat dikatakan baik. 2. Hasil analisis regresi terdapat pengaruh positif antara literasi digital, kreativitas, dan motivasi belajar terhadap hasil belajar baik secara simultan maupun parsial. 3. Hasil korelasi terdapat hubungan yang sangat kuat antara literasi digital, kreativitas, dan motivasi belajar terhadap hasil belajar. 4. Hasil pengujian hipotesis yaitu uji F dan uji t menyatakan H₀ ditolak, artinya literasi digital, kreativitas dan motivasi belajar berpengaruh positif dan signifikan terhadap hasil belajar.

Kata Kunci: Literasi Digital, Kreativitas, Motivasi Belajar, Hasil Belajar

Abstract

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This research aims to recognize: 1. An overview of digital literacy, creativity, learning motivation, and learning outcomes of fifth-grade students at the Christian Elementary School of Kalam Kudus Pematangsiantar in a science subject. 2. The influence of digital literacy, creativity, and learning motivation on the learning outcomes of fifth-grade students at the Kalam Kudus Christian Elementary School Pematangsiantar on science, either simultaneously or partially. This research was conducted with a literature and field research design. This study's population was all fifth-grade elementary school students, as many as 138 people. The types of data used are qualitative and quantitative data. Sources of data used are primary data and secondary data. The data was collected using questionnaires, interviews, and documentation methods. The instrument test carried out is a validity test and a reliability test. The data analysis techniques used were normality test, qualitative descriptive analysis, and quantitative descriptive analysis. The study results can be concluded: 1. Digital literacy, creativity, learning motivation, and learning outcomes are categorized in a good category. 2. The regression analysis results positively influence digital literacy, creativity, and learning motivation on learning outcomes both simultaneously and partially, 3. The correlation results have a very strong relationship between digital literacy, creativity, and learning motivation on learning outcomes. 4. The results of hypothesis testing, namely the F test and t-test, state that H₀ was rejected, it means that digital literacy, creativity and learning motivation have a positive and significant effect on learning outcomes.

Keywords: Digital Literacy, Creativity, Learning Motivation, Learning Outcomes

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INTRODUCTION

Education has a very important role in preparing and improving the quality of human resources as a whole and qualified to face competition in the era of society 5.0. The era of society 5.0 encourages people to collaborate with technology, namely Artificial Intelligent (AI) and the Internet of Things (IoT), to solve social problems that are integrated in virtual and real spaces. In facing education in the era of society 5.0, teachers as drivers must have adequate competence, be proficient in providing subject matter and be able to move students to think critically and creatively, have global competitiveness, and prepare students to compete (Yuliari, Sumiyati and Hanim, 2020).

Kalam Kudus Christian Elementary School Pematang Siantar is one of the private elementary schools located in the city of Pematang Siantar which has students ranging from grades I to VI with a clear vision and mission in building the character and achievements of their students so that they have the toughness and skills to step up to the next level ahead as a provision for the future. Holy Kalam Christian Elementary School Pematang Siantar makes one of the subjects, namely Science or Science as a subject a superior subject, and through science subjects, students can develop competence, critical thinking skills, and problem-solving so that students graduating from the Kalam Kudus Christian Elementary School Pematang Siantar are equipped to face the big challenges in the era of society 5.0.

Learning outcomes are goals to be achieved in the learning process and are used as indicators to measure success in achieving educational goals. According to Permendikbud Number 23 of 2006 (Juandi, 2019), assessing student learning outcomes in basic education includes aspects of attitudes, knowledge, and skills. Referring to the Minister of Education and Culture No. 23 of 2006, the assessment of learning outcomes at the Kalam Kudus Christian Elementary School Pematang Siantar includes an attitude assessment dimension that includes spiritual and social attitudes and knowledge, and skills assessment. The learning outcomes of the Kalam Kudus Christian Elementary School Pematang Siantar are seen from the knowledge assessment dimension, where there are students who do not master and understand the concepts of the material taught by the teacher. In addition,

it can also be seen from the skills assessment dimension that some students do not complete project assignments on time.

In the era of society 5.0, digital literacy is one of the factors that can improve student learning outcomes. This is in line with the opinion of Hague & Payton (Sormin, Siregar, and Priyono, 2017) who stated that to achieve maximum results in the learning process, a person is not only required to be able to use digital devices well but also understand all things related to digital technology, namely digital literacy. This study's digital literacy dimensions are Information Literacy, Computer Literacy, Media Literacy, Communication Literacy, and Visual Literacy. The phenomenon of the problem viewed from the dimensions of digital literacy at the Kalam Kudus Christian Elementary School Pematang Siantar is Information Literacy where there are students who abuse the use of the internet in searching for information resulting in students lacking good ethical and moral attitudes.

In addition to digital literacy, creativity in the learning process is another factor that affects learning outcomes. In facing the era of society 5.0 schools must provide education that can form creative, innovative, and competitive generations to create new ideas that can be used to improve life for the better in the future. According to Satiadarma (Wiyono, 2018), creativity is one of the assets students must own to achieve learning. Dimensions of creativity include dexterity, flexibility, originality, and elaboration. From these dimensions, the phenomenon of problems related to creativity is dexterity, where there are students who are less able to generate new ideas or questions, resulting in classroom learning that tends to be teacher-centered and students only receive information from the teacher, and flexibility where students are less able to think in new ways. Which generates many ideas resulting in students not having critical thinking and problem-solving skills.

In addition to creativity, learning motivation is also a factor that affects student learning outcomes. The development of science and technology is increasingly rapid in the era of society 5.0. change the order of life that is practical and fast. For this reason, students must be highly motivated to learn, focus, and last a long time. This is in line with the opinion

expressed by Sardiman (Sihombing et al., 2021) that students with good learning motivation will show good learning outcomes. Diligent efforts based on motivation will be able to give birth to good achievements for students who learn. The dimensions of learning motivation consist of student goals or aspirations, student abilities, student conditions, student environmental conditions, dynamic elements in learning and learning, and the teacher's efforts in teaching students. The phenomenon of learning motivation at the Kalam Kudus Christian Elementary School Pematang Siantar can be seen from the dimensions of students' abilities, where there are students who are less responsive in absorbing the lessons delivered by the teacher. This causes these students to miss lessons and lack self-confidence, affecting student learning outcomes. In addition to student abilities,

The purpose of this study was to determine the description of digital literacy, creativity, learning motivation, and learning outcomes of fifth-grade students at the Kalam Kudus Christian Elementary School Pematang Siantar in science subjects and to determine the effect of digital literacy, creativity, and learning motivation on fifth-grade students' learning outcomes at the Kalam Kudus Christian Elementary School Pematang Siantar on science subjects simultaneously or partially.

LITERATURE REVIEW

Digital Literacy

Digital literacy is an activity of processing various information, understanding messages and communicating effectively with others in various forms, including creating, elaborating, communicating, working according to ethics, and understanding when and how technology should be used to achieve goals (Sulianta, 2020). According to Ozdamar-Keskin et al. (Rosalina et al., 2021) mention that there are several elements of digital literacy, including: 1. Information Literacy, namely the ability to find, analyze and summarize information, evaluate the credibility of information sources, and be aware of using and citing ethically and legally, focusing on topics and formulating research questions accurately, effectively, and efficient. 2. Computer Literacy, namely the ability to use computers and application software to complete goals. 3. Media Literacy, the ability to communicate information using digital media. 4.

Communication Literacy, the ability to communicate and work together both in individual work and in a team using digital media. 5. Visual Literacy, the ability to understand the information presented in the form of graphics/images,

Creativity

Creativity is needed in the world of education to hone one's abilities so that they can improve life skills in the face of ever greater challenges in the future, for that creativity is needed to be able to adapt to various demands of developments in education. Creativity is a mental process that comes from a person who gives birth to new ideas, processes, methods or works that are effective and imaginative, flexible, successional, and discontinuous, which are useful in various fields for problem-solving (Wiyono, 2018). According to Mayora et al (Saputra, 2020), the factors that affect creativity are 1. Agility, namely the ability to generate many ideas or questions. 2. Flexibility is the ability to generate various ideas and easily switch from certain ideas to other types of thinking. 3. Originality, namely the ability to think in new ways that produce more genius ideas than ideas that have been disseminated. 4. Elaboration, namely the ability to provide new things for his thoughts.

Motivation to learn

According to Karim (Lin, Chen and Liu, 2017) learning motivation as the inherent belief to guide individual learning goals, induce learning behaviors to make continuous efforts, reinforce cognition history, and strengthen and improve the learning outcome, continuously strengthen the cognitive background, and strengthen and improve learning outcomes). According to (Dimiyati and Mudjiono, 2013), factors influencing learning motivation include 1. The ideals or aspirations of students. Goals will strengthen intrinsic and extrinsic learning motivation. With the achievement of an ideal will realize self-actualization. 2. The ability of students will strengthen children's motivation to carry out developmental tasks. 3. Condition of students. Students' conditions which include physical and spiritual conditions, affect learning motivation. 4. Student environmental conditions. The student's environment can be in the form of natural conditions, living environment, peer association and social life. As community

members, students can be affected by the surrounding environment. With a safe, peaceful, orderly and beautiful environment, it is easy to strengthen the spirit and motivation to learn. 5. Dynamic elements in learning and learning. Students have feelings attention, will, memory and thoughts that change due to life experiences. Experience with peers affects motivation and learning behavior. 6. The teacher's efforts in teaching students. The teacher is a professional educator. He hangs out every day with tens or hundreds of students. The intensity of the association affects the growth and development of students' souls.

Learning outcomes

Learning outcomes are an indicator in measuring a person's development after learning. Evaluation and improvement programs can be carried out from the learning outcomes to achieve educational goals. According to Rosyid (Arima et al., 2021), that learning outcomes are a process to measure learning mastery after following the learning process. Referring to Permendikbud No.23 of 2016(Juandi, 2019)concerning Education Assessment Standards in chapter II article 2 that the scope of educational assessment in primary and secondary education consists of assessment of learning outcomes by educators, assessment of learning outcomes by education units, and assessment of learning outcomes by the government. Chapter II article 3 states that the assessment of learning outcomes by educators includes the following aspects: 1. Attitude assessment is an activity carried out by educators to obtain descriptive information about student behavior. Attitude assessment is divided into two, namely spiritual attitudes and social attitudes. Spiritual attitudes are related to the formation of students to become believers and pious to God Almighty. Spiritual attitude is an attitude always to accept, appreciate, appreciate, and practice the teachings of the religion he adheres to. Social attitudes are related to the formation of students who have a noble character, are independent, democratic, and responsible. Social attitudes include honesty, discipline, responsibility, tolerance, cooperation, courtesy, and confidence in interacting with the social environment. 2.

1 Knowledge assessment is an activity to measure students' mastery of knowledge. 3. Skills assessment is an activity carried out to measure the ability of students to apply knowledge in carrying out certain tasks. Knowledge assessment is an activity to measure students' mastery of knowledge. 3. Skills assessment is an activity carried out to measure the ability of students to apply knowledge in carrying out certain tasks. Knowledge assessment is an activity to measure students' mastery of knowledge. 3. Skills assessment is an activity carried out to measure the ability of students to apply knowledge in carrying out certain tasks.

Relationship between Digital Literacy and Creativity

Ability in digital literacy is related to a person's creativity, where the ability to apply digital literacy in learning requires creativity. This is in line with Casey and Bruce (Kajin, 2018)who said that digital literacy is an individual's ability to apply functional skills in digital media so that they can find and select relevant information, evaluate critically, be creative, collaborate with others, communicate effectively, and still pay attention to aspects of electronic security and social context. - a growing culture in the wider community. In the context of education, good digital literacy also plays a role in developing one's knowledge of certain subject matter by encouraging students' curiosity and creativity.

Relationship between Digital Literacy and Learning Motivation

The development of the digitalization era in education is one of the causes of the need for digital literacy in learning so that it can follow developments and has high competitiveness. According to (Arima et al., 2021), that in the learning process, digital literacy is important to use in developing students' interest in reading about the subject matter and is supported by the curiosity that students have and has become a necessity in learning activities. This will increase students' learning motivation.

The Relationship between Creativity and Learning Motivation

According to Munandar (Listiani, 2017), creativity is the ability to make new combinations based on existing information data or elements, which will find many possible

answers to a problem, where the emphasis is on quality, effectiveness, and variety of answers. Creativity will also reflect fluency, flexibility, and originality in thinking and being able to elaborate on an idea. Thus creativity is the ability to think something new and different, creativity is not innate and not only possessed by geniuses, creativity can be owned if someone has the drive and motivation in him to move forward and develop.

The Effect of Digital Literacy on Student Learning Outcomes

The application of digital literacy in education on an ongoing basis will create competent students, which can be seen in the development of student learning outcomes. This is in line with Tarumasely's opinion (Di et al., 2022) that students with good digital literacy skills can facilitate learning because students can access the information needed, anywhere, with unlimited time and broad insight. Thus it can improve student competence, which will impact learning outcomes. The results of research (Kajin, 2018) show that digital literacy-based learning affects cognitive learning outcomes at MTs N Mojokerto and MTs N Sooko Mojokerto. The results of research (Arima et al., 2021) show an influence of digital literacy on student learning outcomes of SD Inpres Bangkala III Makassar City.

The Effect of Creativity on Student Learning Outcomes

Utami Munandar (Sihombing et al., 2021), suggests that creativity is fully functional towards improving learning outcomes. The higher the creativity of students, the greater the opportunity to achieve educational goals so that learning success will also be achieved. One of the success of learning can be measured from student learning outcomes. This is in line with the research results (Listiani, 2017) that creativity has a positive and significant influence on the learning outcomes of students' marketing productive subjects in class XI of SMKN 2 Tuban.

The Effect of Learning Motivation on Student Learning Outcomes

Sardiman (Sihombing et al., 2021) suggests that students with good learning motivation will show good learning outcomes. Diligent efforts based on motivation will give students good

achievements in the learning process. The intensity of motivation will greatly determine the level of student achievement. The results showed that the motivation to learn mathematics influenced students' mathematics learning outcomes. According to Palupi (Andriani, 2019), motivation always determines the intensity of the learning effort for students so that student learning outcomes will increase. This is in line with the study's results that learning motivation positively and significantly influences student learning outcomes.

The Influence of Digital Literacy, Creativity, and Learning Motivation on Student Learning Outcomes

The higher digital literacy will increase the latest knowledge and information obtained by students which will be used as references and sources in learning, thus students will have more ideas or ideas that will be conveyed when participating in the learning process which leads to increased creativity to come up with ideas. new. This is in line with the results of research conducted by (Kajin, 2018), that there is an interaction of digital literacy-based learning on students' motivation and cognitive learning outcomes and research results (Wiyono, 2018), namely learning motivation and creativity together affect learning outcomes. Thus digital literacy, creativity, and learning motivation can increase student scores and achievements and achieve a successful learning process.

METHOD

This research was conducted with a literature and field research design. The population in this study were all 5th-grade elementary school students, as many as 138 people. The types of data used are qualitative data and quantitative data. Sources of data used are primary data and secondary data. Data was collected using questionnaires, interview, and documentation methods. The instrument test carried out is a validity test and a reliability test. The data analysis techniques used were normality test, qualitative descriptive analysis, and quantitative descriptive analysis.

RESULTS AND DISCUSSION

Normality test

The normality test calculated using SPSS version 21 can be seen in table 1. below:

Table 1. Normality Test Results

One-Sample Kolmogorov-Smirnov Test

	Digital Literacy	Creativity	Motivation to learn	Learning outcomes	Total
N	138	138	138	138	138
Normal mean	58.07	47.724	72.862	53.18	231.8
Parameters, b	25	6	3	12	406
Std. Deviation	8.593	6.6362	9.1173	6.273	23.43
Most Extreme Absolute Difference	0.091	0.114	0.103	0.103	0.069
Positive	0.091	0.114	0.103	0.062	0.057
Negative	-	-0.104	-0.086	-	-
Kolmogorov-Smirnov Z	1.073	1.338	1.209	1.212	0.812
asymp. Sig. (2-tailed)	0.2	0.056	0.108	0.106	0.525

Source: Processed data (2022)

Based on table 1. the normality test of the One-Sample Kolmogorov-Smirnov Test above can be seen as Asymp. Sig. (2-tailed) is greater than alpha 0.05, thus it can be stated that the data from each variable is normally distributed.

Qualitative Descriptive Analysis Digital Literacy

The results of the qualitative descriptive analysis on digital literacy obtained an overall average score of 3.871 with a good answer category, the highest average value of 4.072 on the information literacy dimension with the indicator of the need for information getting the highest score. At the same time, the lowest average value is 3.739 on the dimension of computer literacy with indicators of student mastery of internet use.

Creativity

The results of the qualitative descriptive analysis on creativity obtained an overall average value of 3.979 with a good answer category, the highest average value of 4.181 on the elaboration dimension with indicators students curiosity about new things. While the lowest average value is 3.819 on the originality dimension with the indicator students ability to give ideas in learning.

Motivation to learn

The results of the qualitative descriptive analysis on motivation obtained an overall average score of 4.040 with a good answer category, the highest average score of 4.138 on the dimensions of students' abilities with indicators of ability students in absorbing lessons. While the lowest average value is 3.942 on the dimension student aspirations or aspirations with indicators parents efforts to motivate students.

Learning outcomes

The results of qualitative descriptive analysis on the results obtained an overall average value of 4.091 with a good answer category, the

highest average value of 4.399 on the dimension of spiritual attitude assessment with indicators of students ability to be grateful. While the lowest average value is 3.848 on the dimension skills assessment with indicators students ability to apply science concepts in the form of projects.

Quantitative Descriptive Analysis Linear Regression

This analysis was conducted to determine the effect of the independent variables on digital literacy (X1), creativity (X2), and learning motivation (X3) and the dependent variable on learning outcomes (Y) using SPSS version 21 with the following results

Table 2. Multiple Linear Regression Results

Model	Coefficients	Unstandardized Coefficients		Standardized Coefficients
		B	Std. Error	Beta
1	(Constant)	9,122	2,979	
	Digital Literacy	,111	,039	,152
	Creativity	,643	0,057	,680
	Motivation to learn	,095	,038	,139

a. Dependent Variable : Learning Outcomes

Source: Processed data (2022)

Based on the results of data processing in table 2. above, the multiple regression equation models is obtained = 9.122 + 0.111 X1 + 0.643 X2 + 0.095 X3, where if X1 increases by one unit then Y will increase by 0.111 units, if X2 increases by one unit then Y will increase by one unit, increases by 0.643 units, and if X3 increases by one unit then Y will increase by 0.095 units, meaning that there is a positive and significant influence between digital literacy (X1), creativity (X2), and learning motivation (X3) on student learning outcomes (Y) class V Christian Elementary School Kalam Kudus Pematang Siantar on science subjects. From the results of the analysis, it is known that the most dominant influence is creativity.

Table 3. Simple Linear Regression Results Digital Literacy (X1) on Learning Outcomes (Y)

Model	Coefficients	Unstandardized Coefficients		Standardized Coefficients
		B	Std. Error	Beta
1	(Constant)	33,733	3,265	
	Digital Literacy	,335	0,056	,459

a. Dependent Variable : Learning Outcomes

Source: Processed data (2022)

From table 3. above, a simple regression equation is obtained = $33.733 + 0.335 X_1$, where if X_1 increases by one unit then Y will increase by 0.335 units, meaning that there is a positive and significant influence between digital literacy (X_1) on learning outcomes (Y) of class students. V SD Kristen Kalam Kudus Pematang Siantar on science subjects.

Table 4. Results of Simple Linear Regression Creativity (X2) on Learning Outcomes (Y)

Model		Unstandardized Coefficients		Standardized Coefficients
		B	Std. Error	Beta
1	(Constant)	16,456	2,269	
	Creativity	,770	0,047	,814

a. Dependent Variable : Learning Outcomes
Source: Processed data (2022)

From table 4. above, a simple regression equation is obtained = $16.456 + 0.770 X_2$, where if X_2 increases by one unit then Y will increase by 0.770 units, meaning that there is a positive and significant influence between creativity (X_2) on learning outcomes (Y). V SD Kristen Kalam Kudus Pematang Siantar on science subjects.

Table 5. Results of Simple Linear Regression Learning Motivation (X3) on Learning Outcomes (Y)

Model		Unstandardized Coefficients		Standardized Coefficients
		B	Std. Error	Beta
1	(Constant)	27,766	3,735	
	Motivation to learn	,349	0,051	,507

a. Dependent Variable : Learning Outcomes
Source: Processed data (2022)

From table 5. above, a simple regression equation is obtained = $27.766 + 0.349 X_3$, where if X_3 increases by one unit then Y will increase by 0.349, meaning that there is a positive and significant influence between learning motivation on student learning outcomes in class V Christian Elementary School Kalam Kudus Pematang Siantar on science subjects.

Correlation Coefficient and Determination

Correlation analysis was used to calculate whether or not there was a strong relationship between digital literacy, creativity, and learning motivation with learning outcomes using SPSS version 21, the following results were obtained:

Table 6. Correlation and Determination Coefficient Results Digital Literacy (X1), Creativity (X2), and Learning Motivation (X3) with Learning Outcomes (Y)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,833a	0,693	0,686	3,51328

a. Predictors: (Constant), Learning Motivation, Digital Literacy, Creativity

b. Dependent Variables: Learning outcomes

Source: Processed data (2022)

Based on the results of the correlation coefficient in table 6. above, the correlation value of r is 0.833, meaning that there is a very strong and positive relationship between the variables of digital literacy, creativity, and learning motivation with the learning outcomes of fifth graders at the Kalam Kudus Christian Elementary School Pematang Siantar on subjects science. Then the value of the coefficient of determination r square is 0.693, meaning that student learning outcomes can be explained by the contribution of digital literacy, creativity, and learning motivation of 69.3%, the remaining 30.7% explained the contribution of other factors not included in this study. .

Table 7. Correlation and Determination Coefficient Results Digital Literacy (X1) with Learning Outcomes (Y)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,459a	0,21	0,205	5,59529

a. Predictors: (Constant), Digital Literacy

b. Dependent Variables: Learning outcomes

Source: Processed data (2022)

Based on the correlation coefficient results in table 7. above, an R-value of 0.459 is obtained, meaning that there is a moderate and positive relationship between digital literacy and learning outcomes at the Kalam Kudus Christian Elementary School Pematang Siantar. Then the value of the coefficient of determination r square is 0.210, meaning that the learning outcomes of fifth-grade students at the Kalam Kudus Christian Elementary School Pematang Siantar in science subjects can be explained by the contribution of the digital literacy variable by 21%, the remaining 79% explains the contribution of other factors not included in the study.

Table 8. Correlation and Determination Coefficient Results Creativity (X2) with Learning Outcomes (Y)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,814a	0,663	0,66	3,6579

a. Predictors: (Constant), Creativity

b. Dependent Variables: Learning outcomes

Source: Processed data (2022)

Based on the results of the correlation coefficient in table 4.22. above, the value of r is 0.814, meaning that there is a very strong and positive relationship between creativity and the learning outcomes of fifth graders at the Kalam Kudus Christian Elementary School Pematang Siantar in science subjects. Then the coefficient of determination r square is 0.663, meaning that whether or not the learning outcomes of fifth-grade students of SD Kristen Kalam Kudus Pematang Siantar in science subjects can be explained, the contribution of the creativity variable is 66.3%, the remaining 33.7% is explained by the contribution of other variables that are not be researched.

Table 9. Results of Correlation and Determination Coefficients Learning Motivation (X3)with Learning Outcomes (Y)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.507a	0.257	0.251	5,42788

a. Predictors: (Constant), Motivation to learn
 b. Dependent Variables: Learning outcomes
 Source: Processed data (2022)

Based on the results of the correlation coefficient in table 4.23. above, the value of r is 0.507, meaning that there is a moderate and positive relationship between learning motivation and learning outcomes at the Kalam Kudus Christian Elementary School Pematang Siantar. Then the coefficient of determination r square is 0.257, meaning that the learning outcomes of fifth-grade students at the Kalam Kudus Christian Elementary School Pematang Siantar can be explained by the contribution of the learning motivation variable by 25.7%, the contribution of other variables explains the remaining 74.3%. who were not included in the study.

Hypothesis test

Hypothesis testing was carried out to test the acceptance or rejection of the hypothesis by using SPSS version 21, the following results were obtained:

Table 10. Estimated Value of Fcount

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	3738,494	3	1246,165	100,96	.000b

Residual	1653,977	13	12,343		
Total	5392,471	13			

a. Dependent Variables: Learning outcomes
 b. Predictors: (Constant), Learning Motivation, Digital Literacy, Creativity
 Source: Processed data (2022)

Based on table 10 above, the Fcount value is 100.960 > Ftable with dF = n-2-1 (138-2-1=135) of 2.67 with a significance of 0.000 < alpha 0.05 then H0 is rejected, meaning digital literacy, creativity, and learning motivation have a positive and significant effect on learning outcomes in students 5th grade students of Kalam Kudus Christian Elementary School Pematang Siantar on science subjects. This follows research (Kajin, 2018) and (Wiyono, 2018) that there is an interaction of digital literacy-based learning on students' motivation and cognitive learning outcomes. Motivation and creativity to learn together affect learning outcomes. Thus digital literacy, creativity, and learning motivation can increase student scores and achievements and achieve a successful learning process.

Table 11. Estimated Value of Digital Literacy tcount

Model	t	Sig.
1 (Constant)	10,331	0,000
Digital Literacy	6,02	0,000

a. Dependent Variable: Learning outcomes
 Source: Processed data (2022)

From table 11. above, it can be seen that the tcount value of digital literacy is 6.020 > t-table with dF = n-2 (138-2=136) of 1.978 or a significance of 0.000 < alpha 0.05 H0 is rejected, meaning that digital literacy has a positive and significant effect. on learning outcomes grade students of Kalam Kudus Christian Elementary School Pematang Siantar on science subjects. This is in line with the opinion (Di et al., 2022) that the ability in good digital literacy can facilitate students in learning because students can access the information needed very easily, anywhere, with unlimited time and broad insight. Thus it can improve student competence, which will impact learning outcomes.

Table 12. Estimated Value of t-count Creativity

Model	t	Sig.
1 (Constant)	7,253	0,000
Creativity	16,341	0,000

a. Dependent Variable: Learning outcomes
 Source: Processed data (2022)

Table 12 above shows that the t-count for creativity is 16.341 > t-table with $df = n-2$ (138-2=136) of 1.978 or a significance of $0.000 < \alpha 0.05$, then H_0 is rejected, meaning that creativity has a positive and significant effect on the results. study 5th grade students of Kalam Kudus Christian Elementary School Pematang Siantar on science subjects. This aligns with the opinion (Listiani, 2017) that creativity affects student learning outcomes.

Table 13. Estimated t-value of Learning Motivation

	<i>Model</i>	<i>t</i>	<i>Sig.</i>
1	(Constant)	7,435	0.000
	Motivation to learn	6,858	0.000

b. *Dependent Variable:* Learning outcomes
Source: Processed data (2022)

Table 13 above shows that the t-count value of learning motivation is 6.858 > t-table with $df = n-2$ (138-2=136) of 1.978 or a significance of $0.000 < \alpha 0.05$ then H_0 is rejected, meaning that learning motivation has a positive and significant effect. on learning outcomes grade students of Kalam Kudus Christian Elementary School Pematang Siantar on science subjects. This is in line with the opinion (Andriani, 2019) that motivation determines the intensity of the learning effort for students so that student learning outcomes will increase.

CONCLUSIONS AND SUGGESTIONS

Conclusion

The multiple linear regression analysis results show a positive influence between digital literacy, creativity, and learning motivation on the learning outcomes of fifth graders at the Kalam Kudus Christian Elementary School Pematang Siantar in science subjects. The correlation analysis results show a very strong relationship between digital literacy, creativity, and learning motivation with learning outcomes grade students of Kalam Kudus Christian Elementary School Pematang Siantar on science subjects. The coefficient of determination results indicates whether or not the learning outcomes of fifth-grade students of SD Kristen Kalam Kudus Pematang Siantar in science subjects are influenced by digital literacy, creativity, and learning motivation. The results of hypothesis testing show that H_0 is rejected, meaning that digital literacy, creativity, and learning motivation have a positive and significant effect on learning outcomes in

students 5th grade students of Kalam Kudus Christian Elementary School Pematang Siantar on science subjects.

Suggestion

To improve the dimensions of computer literacy with indicators of student mastery of internet use, synergistic collaboration between school principals and teachers is needed. The principal supports the improvement of teacher competence by providing seminars or training to teachers so that later teachers can improve digitalization-based learning to students in the classroom. Empowerment of expert computer teachers so that they can provide services on optimal use of computers to students. The school also provides extracurricular computer activities to train students' skills in using computers. To increase the dimension of originality with indicators the ability of students to provide ideas in learning, teachers should provide more innovative learning. To increase dimensions of student aspirations or aspirations with indicators parents' efforts in motivating students should be teachers and parents establish good cooperation and communication to provide motivation and time to assist students in learning. To increase dimensions skills assessment with indicators of students' ability to apply science concepts in the form of projects teachers should be in providing understanding to students to apply and apply the science concepts that have been learned into project-based activities in a tangible form in everyday life. Due to the limited time available to the author, the results of this study still need further refinement. Therefore, the authors suggest that further researchers can examine the variables in this study in more depth to be more useful and add insight to the readers.

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