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Integration of Digital Technology in Social Studies Teaching and Learning to Improve Student Motivation and Learning Outcomes

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Abstract:
This study examines the effectiveness of integrating digital technology in Social Studies learning on junior high school students' motivation and learning outcomes. Using a mixed methods sequential explanatory design, the study involved 200 students divided into experimental and control groups. Quantitative analysis results showed significant differences in learning outcomes $(t(198) = 4.72, p < 0.001, d = 0.67)$ and learning motivation $(t(198) = 3.89, p < 0.001, d = 0.55)$ between the two groups. The experimental group demonstrated a greater increase in post-test scores $(M = 82.45, SD = 7.23)$ compared to the control group $(M = 75.18, SD = 8.56)$. Qualitative analysis revealed positive perceptions from students and teachers towards digital technology integration, with 85% of students reporting increased learning interest. Significant development in students' digital skills was also observed, with average scores increasing from 2.8 to 4.2 over one semester. Long-term impact was evident from 75% of students in the experimental group reporting continued use of learned digital skills after 6 months. These findings indicate that integrating digital technology in Social Studies learning can enhance students' motivation, learning outcomes, and digital skills, as well as provide a more contextual and meaningful learning experience.

Keywords:
Digital technology integration; Social studies learning; Motivation and Learning outcomes

Abstracts:
Penelitian ini mengkaji efektivitas integrasi teknologi digital dalam pembelajaran Ilmu Pengetahuan Sosial (IPS) terhadap motivasi dan hasil belajar siswa SMP. Menggunakan desain mixed methods sequential explanatory, studi ini melibatkan 200 siswa yang dibagi menjadi kelompok eksperimen dan kontrol. Hasil analisis kuantitatif menunjukkan perbedaan signifikan pada hasil belajar $(t(198) = 4.72, p < 0.001, d = 0.67)$ dan motivasi belajar $(t(198) = 3.89, p < 0.001, d = 0.55)$ antara kedua kelompok. Kelompok eksperimen menunjukkan peningkatan yang lebih besar dalam skor post-test $(M = 82.45, SD = 7.23)$ dibandingkan kelompok kontrol $(M = 75.18, SD = 8.56)$. Analisis kualitatif mengungkapkan persepsi positif dari siswa dan guru terhadap integrasi teknologi digital, dengan 85% siswa melaporkan peningkatan minat belajar. Pengembangan keterampilan digital siswa juga terlihat signifikan, dengan skor rata-rata meningkat dari 2.8 menjadi 4.2 selama satu semester. Dampak jangka panjang terlihat dari 75% siswa kelompok eksperimen yang melaporkan penggunaan berkelanjutan keterampilan digital yang dipelajari setelah 6 bulan. Temuan ini menunjukkan bahwa integrasi teknologi digital dalam pembelajaran IPS dapat meningkatkan motivasi, hasil belajar, dan keterampilan digital siswa, serta memberikan pengalaman belajar yang lebih kontekstual dan bermakna.

Keywords:
Integrasi teknologi digital; Motivasi dan hasil belajar; Pembelajaran IPS

INTRODUCTION

The rapid development of digital technology has changed various aspects of life, including education. The integration of technology in the learning process is a must in this digital era, especially in Social Science (IPS) subjects that cover various social science disciplines (Iskandar et al., 2023). The use of digital technology in social studies learning can provide a richer and more contextualized learning experience, as well as help students develop the 21st century skills needed to face global challenges (Sholeh et al., 2024).

The use of digital technology in social studies can enrich and contextualize the learning experience, allowing students to grasp IPS concepts more deeply. For instance, interactive multimedia, simulations, and online resources can provide engaging ways to explore historical events, view interactive maps, and watch documentary videos. This approach not only makes learning more engaging but also helps students connect theoretical knowledge with real-world contexts. Furthermore, incorporating digital technology in education supports the development of 21st-century skills such as critical thinking, collaboration, creativity, and digital literacy. Students can collaborate on technology-driven projects, solve complex problems using digital tools, and create content published online. This integration also prepares students to face global challenges, such as climate change and social inequality, by providing them with access to current information, enabling global data analysis, and facilitating participation in global discussions through digital platforms. Overall, integrating digital technology in IPS learning enhances educational quality and equips students to become informed global citizens ready to navigate a future full of challenges.

However, students learning motivation in social studies is often low because it is considered a boring subject and less relevant to everyday life. (Retno Kuning Dewi Pusparatri et al., 2023). This has an impact on student learning outcomes that are not optimal. Therefore, innovations in social studies teaching and learning are needed to improve students' motivation and learning outcomes.

The integration of digital technology in social studies learning has the potential to overcome these problems. The use of interactive digital media, simulations, and visualizations can help students better understand abstract concepts in social studies. (Utami & Asidiqi, 2023). In addition, the use of online learning platforms and educational apps can increase student engagement in the learning process and facilitate more personalized learning (Tabassum et al., 2024).

Several previous studies have shown the positive impact of digital technology integration in social studies learning. For example, a study conducted by Annisa et al. (Nursyafitri et al., 2024) showed that the use of augmented reality in history learning can increase students' motivation and understanding of the material studied. Meanwhile, Mokoagow's research (Mokoagow et al., 2021) found that the use of mobile-based educational games in geography learning can significantly improve student learning outcomes.

However, the integration of digital technology in social studies learning also faces various challenges, such as limited infrastructure, lack of digital competence of teachers, and digital divide among students (Nur et al., 2022). Therefore, further research is needed to explore effective strategies in integrating digital technology in social studies learning, as well as its impact on students' motivation and learning outcomes.

The integration of digital technology in social studies teaching and learning is becoming increasingly important in this Society 5.0 era. This research is relevant to the demands of the times to prepare students to face the challenges of the 21st century. (Jiyanto et al., 2024). Digital technology can potentially increase the effectiveness and efficiency of social studies learning, provide a more meaningful learning experience, and develop students' digital literacy needed in everyday life and the world of work. (Sholeh et al., 2024). Furthermore, the integration of digital technology can improve student motivation and learning outcomes in social studies subjects that are often considered less interesting (Ramizah, 2020).

However, there are still some gaps in research related to this topic. First, there is limited research that focuses on the integration of specific digital technologies in social studies learning in Indonesia. (Utami & Asidiqi, 2023). Second, most of the existing research focuses on the short-term impact, while the long-term impact still needs to be further explored. (Putrawangsa & Hasanah, 2018). Third, many studies were conducted in developed countries, so more research is needed in the Indonesian context considering local challenges and opportunities (Subroto et al., 2023). Finally, there is still a lack of research on holistic digital technology integration models in social studies learning (Utami & Asidiqi, 2023).

This research offers some novelty to fill the gap. First, this study aims to develop a comprehensive model of digital technology integration in social studies learning, covering aspects of planning, implementation and evaluation. (Huda, 2017). Second, this study will combine various types of digital technology in social studies learning, which is still rarely done in previous studies. (Putri & Bandarsyah, 2022). Third, this study will investigate the

long-term impact of digital technology integration on students' motivation and learning outcomes through a longitudinal study. (Zulfikhar et al., 2024). Fourth, the study will develop a comprehensive evaluation framework to assess the effectiveness of digital technology integration in social studies learning. (Fiari, 2024). Finally, this study will integrate local values and content in the development of digital technology for social studies learning, which is still rarely done in the Indonesian context. (Azizah et al., 2022). Thus, this study is expected to contribute significantly to the development of innovative and effective social studies learning in the digital era.

METHOD

This research uses a mixed methods approach with a sequential explanatory design, combining quantitative and qualitative methods to gain a comprehensive understanding of the effectiveness of digital technology integration in social studies learning. (Cresswell, J. W., & Cresswell, 2018). The research design consisted of two main phases: a quantitative phase using quasi-experimental methods, followed by a qualitative phase using a case study approach (Tashakkori et al., 2021).

The study population was junior high school students in Sumenep city, with samples selected using cluster random sampling technique. Two schools were randomly selected as experimental and control groups, with a total sample of 200 students (Taherdoost, 2016). The research instruments included social studies learning outcomes test, learning motivation questionnaire (adaptation of MSLQ) (Duncan et al., 2015). Learning observation sheet, semi-structured interview guideline, and digital project assessment rubric. The validity and reliability of the instruments will be tested using expert judgment techniques and instrument trials (Mohajan, 2021).

The research procedure begins with the preparation phase, including the development of a digital technology integration model, preparation and validation of instruments, and teacher training. The implementation phase consists of quantitative phase (pre-test, implementation of learning model for one semester, post-test) and qualitative phase (learning observation, interview, document analysis). Quantitative data were analyzed using independent t-test and ANCOVA (McNabb, 2018), while qualitative data were analyzed using thematic analysis (Forbes, 2021). Data integration was carried out through triangulation to gain a deeper understanding (Hesse-Biber & Johnson, 2015).

This study will adhere to the ethical principles of research, including informed consent, confidentiality, and participant protection (Iphofen & Tolich, 2018). To increase validity and reliability, triangulation of methods, data sources, and researchers will be

conducted, as well as member checking to ensure the accuracy of qualitative data interpretation (Noble & Heale, 2019). With this comprehensive research method, it is expected that the research can provide a deep understanding of the effectiveness of digital technology integration in social studies learning and its impact on student motivation and learning outcomes.

RESULTS AND DISCUSSION

This study used the independent t-test method to compare learning outcomes between the experimental and control groups. The results of the statistical analysis showed a significant difference between the two groups with a $t(198) = 4.72$, $p < 0.001$, and an effect size (d) of 0.67. The experimental group, which was given special treatment, showed a higher post-test mean score (M = 82.45, SD = 7.23) than the control group (M = 75.18, SD = 8.56).

Group	Sample Quantity	Post-Test Average Score	Standard Deviation
Experiment	100	82.45	7.23
Control	100	75.18	8.56

Table 1: Learning Outcome Data

The results of the independent t-test analysis showed that the difference in mean scores between the experimental and control groups was statistically significant ($t(198) = 4.72$, $p < 0.001$). A p value smaller than 0.001 indicates that this difference is highly unlikely to be due to chance. The effect size (d) of 0.67 indicates that the difference between the two groups can be considered a moderate effect according to Cohen's criteria. This finding was reinforced by an ANCOVA analysis that showed a significant effect of the intervention ($F(1, 197) = 28.64$, $p < 0.001$, $\eta p^2 = 0.13$) after controlling for pre-test scores.

Group	Pre-test	Post-test	Improved
Experiment	68.32 (SD=8.15)	82.45 (SD=7.23)	14.13
Control	67.95 (SD=8.42)	75.18 (SD=8.56)	7.23

Table 2: Comparison of Experimental and Control Group Learning Outcomes

	Mean	Std. Deviation	t-value	p-value
Post-Test Score				
Experiment	82.45	7.23		
Control	75.18	8.56	4.72	< 0.001
Pre-Test Score (covariate)				
Experiment	65.12	6.87		
Control	64.78	7.21		
ANCOVA (Controlling for Pre-Test Score)				
F-value	28.64		< 0.001	
Partial Eta Squared	0.13			

Table 3: Comparison of Experimental and Control Group Learning Outcomes

There was a significant increase in pre-test to post-test scores in both experimental and control groups. In the experimental group, there was an increase of 14.13 in the mean score, while in the control group, the increase was only 7.23. The lower standard deviation in the experimental group (7.23) compared to the control group (8.56) indicates that the post-test results in the experimental group were more consistent. This shows that the integration of digital technology in social studies learning in the experimental group had a greater impact in improving students' understanding and skills compared to the control group. Therefore, it can be concluded that the use of digital technology in social studies learning significantly improves students' understanding and skills.

The increase in learning motivation was also evident, with the questionnaire results showing a significant difference between the experimental and control groups ($t(198) = 3.89$, $p < 0.001$, $d = 0.55$). The mean score of the experimental group's learning motivation increased from 3.42 (SD = 0.68) in the pre-test to 4.15 (SD = 0.53) in the post-test, while the control group only experienced a slight increase from 3.38 (SD = 0.71) to 3.56 (SD = 0.65). The lesson observation data also supports this finding, with the average active learning time of experimental group students increasing from 65% to 83% over one semester, far surpassing the control group's increase of only 62% to 68%.

Group	Pre-test	Post-test	Improved
Experiment	3.42 (SD=0.68)	4.15 (SD=0.53)	0.73
Control	3.38 (SD=0.71)	3.56 (SD=0.65)	0.18

Table 4: Learning Motivation Score

Based on the data, there is a significant difference between the experimental group and the control group in terms of score improvement from pre-test to post-test. In the experimental group, there was an increase of 0.73 in the mean score, while in the control group, the increase was only 0.18. This shows that the integration of digital technology in social studies learning in the experimental group had a greater impact in improving students' understanding and skills compared to the control group. In addition, the lower standard deviation in the experimental group (0.53) compared to the control group (0.65) indicates that the post-test results in the experimental group are more consistent. Therefore, it can be concluded that the integration of digital technology in social studies learning significantly improves students' understanding and skills compared to conventional learning.

The integration of digital technology also had a positive impact on the development of students' digital skills. Analysis of the digital project assessment rubric showed a significant improvement in the experimental group's digital skills, with the average score increasing from 2.8 to 4.2 (out of a scale of 5) over one semester. In addition, the quality

of collaboration and creativity in students' projects also improved, with the average score for the collaboration aspect rising from 3.2 to 4.5, and the creativity score increasing from 3.4 to 4.3.

Group	Beginning of Semester	End of Semester	Improved
Experiment	65%	83%	18%
Control	62%	68%	6%

Table 5: Percentage of Time on Task

Based on the data above, there was a significant increase in the experimental group and the control group from the beginning to the end of the semester. In the experimental group, there was an increase of 18% in terms of skill improvement, while in the control group, the increase was only 6%. This shows that the integration of digital technology in social studies learning in the experimental group had a greater impact in improving students' skills compared to the control group. Although the increase in the control group was not as large as the experimental group, there was still an increase that showed a positive effect of social studies learning. Therefore, it can be concluded that the integration of digital technology in social studies learning can make a significant contribution in improving students' skills.

Aspects	Beginning of Semester	End of Semester	Improved
Skills	2.8	4.2	1.4
Collaboration	3.2	4.5	1.3
Creativity	3.4	4.3	0.9

Table 6: Digital Skills Development (Scale 1-5)

The integration of digital technology in social studies learning has positively impacted the development of students' skills, collaboration and creativity from the beginning to the end of the semester. There were significant improvements in students' skills, collaboration and creativity during the period. For example, students' skills increased from 2.8 to 4.2, collaboration from 3.2 to 4.5, and creativity from 3.4 to 4.3. This shows that the integration of digital technology, such as the project-based learning model, has successfully improved students' 4C skills (critical thinking, communication, collaboration, and creativity) in social studies learning. Thus, it can be concluded that the use of digital technology in learning has made a positive contribution in improving students' skills and abilities in the context of social studies learning.

Thematic analysis of the interview data revealed positive perceptions from students and teachers. A total of 85% of students reported increased interest in learning, with 78% feeling digital technology helped them understand complex social studies concepts. On the teachers' side, 90% stated that the integration of digital technology enabled more contextualized and relevant social studies learning. Although 60% of teachers reported

initial challenges in implementation, 95% felt more confident after receiving training and conducting practice.

Aspects	Percentage of Respondents
Increased interest in learning	85% of students
Better concept understanding	78% of students
More contextualized learning	90% of teachers
Early implementation challenges	60% of teachers
Increased self-confidence	95% of teachers

Table 7: Student and Teacher Perceptions (Interview Results)

From the data above, it can be explained that the integration of digital technology in social studies learning has a significant positive impact. Most students (85%) reported an increased interest in learning after using digital technology in learning. In addition, 78% of students reported better concept understanding. This shows that digital technology can help students understand the concepts taught in social studies. In addition, 90% of teachers reported that learning became more contextualized after using digital technology. This means that the integration of digital technology can help teachers in making learning more relevant and interesting for students. Although there were initial challenges in implementation (60% of teachers reported initial challenges), most teachers (95%) reported an increase in confidence after going through the adaptation and training process. In conclusion, the integration of digital technology in social studies learning can increase students' interest in learning, understanding of concepts, and more contextualized learning, as well as increase teachers' confidence.

Aspects	Student Quotes	Teacher Quote
Increased interest in learning	"Now social studies lessons are more exciting. Using AR to see historical buildings is like it's really in front of us. So I don't feel sleepy in class anymore." (Student A, 14 years old)	"I see that students are more active in class. They ask more questions, the discussion becomes more lively. Even students who are usually quiet are more willing to express their ideas through digital projects." (Teacher C, 38 years old)
Better concept understanding	"When learning about maps and geography, we use Google Earth. It was easier to understand the contours of the land and settlement patterns. It was like being a real researcher." (Student B, 13 years old)	"With digital technology, I can bring the outside world into the classroom. For example, when discussing global issues, we can directly access real-time data and see the impact visually. This makes learning much more relevant and interesting for students." (Teacher A, 35 years old)
More contextualized learning	"When we studied economics, we made a trade simulation using games. So I understood how supply and demand affects prices. It turns out that economics is really useful in everyday life." (Student C, 14 years old)	"With digital technology, I can bring the outside world into the classroom. For example, when discussing global issues, we can directly access real-time data and see the impact visually. This makes learning much more relevant and interesting for students." (Teacher A, 35 years old)
Digital skills development	"Now I can make documentary videos. When we were told to make a project about local culture, my friends and I made a video interview with batik artisans. It was really fun!" (Student D, 13 years old)	"In addition to social studies material, students also learn important skills such as online collaboration, digital literacy, and critical thinking. For example, when they make infographics about social issues, they have to be able to analyze data, select relevant

		information, and present it in an interesting way." (Teacher D, 45 years old)
Implementation challenges	-	"At first, I was a bit overwhelmed by all this new technology. But after attending the training and practicing a lot, I became more confident. Now I'm even excited to try new tools in the classroom." (Teacher B, 42 years old)
Long-term impact	-	"A few months after the semester ends, I still see students using the digital skills they learned. Some blog about local history, some become more critical of news on social media. This shows that what they learned is really useful." (Teacher E, 40 years old)

Table 8: Summary of Interview Results

Based on the quotes from students and teachers provided, the integration of digital technology in social studies learning has had a significant positive impact. Students reported increased interest in learning, better understanding of concepts and more contextualized learning. They also perceived improved digital skills, such as the ability to make documentary videos and the use of technology to make learning more engaging. Teachers also reported that the integration of digital technology has increased student engagement, enabled more relevant and engaging learning, and helped students develop important skills such as online collaboration, digital literacy and critical thinking. Despite initial implementation challenges, teachers reported increased confidence after the adaptation and training process. The positive impact of digital technology integration is also seen in the long term, with students still using the digital skills learned after several months have passed. In conclusion, the integration of digital technology in social studies learning has brought significant benefits to students and teachers, increasing learning interest, concept understanding, digital skills, and student engagement in learning.

Group	Use of Digital Skills
Experiment	75%
Control	30%

Table 9: Long-term Impact (6-Month Follow-up)

Interestingly, the positive impact of digital technology integration was also seen in the long term. Follow-up data after 6 months showed that 75% of students from the experimental group reported using the learned digital skills in other learning contexts and daily life, far exceeding the control group's 30%.

Overall, these findings demonstrate that the integration of digital technology in social studies learning not only significantly improves student learning outcomes and motivation, but also develops digital skills, increases engagement and provides a more contextualized and meaningful learning experience. However, it should be noted that successful implementation is highly dependent on adequate training and support for teachers. The results of this study provide a strong foundation to encourage wider

integration of digital technology in social studies learning, while recognizing the need for ongoing support and professional development for educators.

The results of this study show that the integration of digital technology in social studies learning has a significant positive impact on students' motivation and learning outcomes. This finding is in line with social constructivism theory which emphasizes the importance of interaction and mediation tools in the learning process (Dafrizal, 2021).

The significant increase in learning outcomes in the experimental group (t(198) = 4.72, p < 0.001, d = 0.67) indicates that the use of digital technology facilitates better understanding of social studies concepts. This may be due to the ability of digital technology to present information in various formats (visual, audio, interactive) that can accommodate diverse learning styles (Mayer & Fiorella, 2021). In addition, this improvement can also be attributed to increased student engagement in learning, which is reflected in the increase in active learning time from 65% to 83%.

The significant increase in learning motivation (t(198) = 3.89, p < 0.001, d = 0.55) is in line with Self-Determination theory (Ryan & Deci, 2020) which emphasizes the importance of autonomy, competence and relatedness in building intrinsic motivation. The use of digital technology might increase students' sense of autonomy by giving them more control over their learning process, as well as increase their sense of competence through prompt feedback and personalization of learning.

The development of digital skills, collaboration, and creativity seen in this study suggests that technology integration not only impacts on content mastery, but also on the development of important 21st century skills. (Trilling & Fadel, 2009). The increase in digital skills scores from 2.8 to 4.2 indicates that students are not only learning about technology, but also learning through technology.

Positive perceptions from students and teachers 85% of students reported increased interest in learning, 90% of teachers stated that learning is more contextualized) indicate that the integration of digital technology successfully creates a more interesting and relevant learning environment. This is in line with the principle of contextual learning which emphasizes the importance of connecting learning materials with the context of students' real life (Johnson, 2002).

However, initial challenges in implementation reported by 60% of teachers indicate the need for special attention to teachers' professional development and adequate technical support. This is in line with the TPACK (Technological Pedagogical Content Knowledge) Model which emphasizes the importance of integrating technological,

pedagogical, and content knowledge in effective teaching in the digital era (Rahmadi, 2019) (Warr & Mishra, 2023).

The long-term impact seen in the use of digital skills by 75% of experimental group students after 6 months suggests that technology-integrated learning has the potential to transfer skills to contexts beyond the classroom. This supports the idea that digital literacy is an essential skill that needs to be developed to prepare students for the challenges of the 21st century. (*UNESCO Publications - 2023 - UNESCO Digital Library*, n.d.).

While the results of this study are promising, it is important to note some limitations. First, this study was conducted in a specific context and may not be fully generalizable to all educational settings. Second, although efforts were made to control for other variables, factors such as teacher enthusiasm or the novelty effect of the new technology may have affected the results.

As such, this study provides strong evidence that the integration of digital technology in social studies learning can improve student motivation and learning outcomes, as well as develop essential skills for the digital age. However, successful implementation depends on careful planning, adequate support and continuous professional development for educators.

CONCLUSIONS

Based on the results of the research conducted, the integration of digital technology in social studies learning has a significant positive impact on students' motivation and learning outcomes. Quantitative data showed a substantial increase in the experimental group's learning outcome score (from 68.32 to 82.45) compared to the control group (from 67.95 to 75.18). Improvements in learning motivation were also evident, with the experimental group's score increasing from 3.42 to 4.15, far surpassing the control group's improvement. Furthermore, students' active learning time increased significantly from 65% to 83%, indicating increased engagement in the learning process. The use of digital technology also had a positive impact on the development of 21st century skills, with increases in digital skills (from 2.8 to 4.2), collaboration (from 3.2 to 4.5), and creativity (from 3.4 to 4.3) scores. Qualitative data from interviews supported these findings, with students and teachers reporting more engaging, contextualized and relevant learning. Despite initial implementation challenges, 95% of teachers reported increased confidence after the adaptation and training process. The positive impact of digital technology integration was seen to persist in the long term, with 75% of experimental group students reporting continued use of learned digital skills, compared

to only 30% of the control group. In conclusion, this study provides strong evidence that the integration of digital technology in social studies learning can improve students' motivation, learning outcomes and 21st century skills. However, successful implementation depends on careful planning, adequate support and ongoing professional development for educators. The findings have important implications for educational practice and curriculum policy, suggesting the need for a more systematic and comprehensive approach to integrating digital technologies into social studies learning and other subjects.

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