



**THE INFLUENCE OF TEACHER SKILLS IN USING ICT MEDIA AND  
SATISFACTION WITH TUTORING SERVICES ON STUDENT  
MOTIVATION IN LEARNING ISLAMIC EDUCATION AT JUNIOR HIGH  
SCHOOLS IN SEMARANG CITY**

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**ABSTRACT**

The objective of this study is to examine the impact of educators' skills in using ICT-based instructional media and the satisfaction with tutoring services on the learning motivation of students in Islamic Religious Education (PAI) at junior high schools. This quantitative research employs an associative approach, involving 120 students and 20 educators from 20 junior high schools in Semarang City. Data collection methods include questionnaires, observations, and documentation. Data analysis encompasses descriptive statistics, classical assumption tests, and multiple linear regression analysis. The findings indicate that educators' proficiency in utilizing ICT-based instructional media significantly influences students' learning motivation, evidenced by a t-value of 1.782 (greater than the t-table value of 1.740) and a significance value of 0.04 (less than 0.05). Additionally, satisfaction with tutoring services also significantly affects students' learning motivation, supported by a significance value of 0.00 (less than 0.05) and a t-value of 1.939 (greater than the t-table value of 1.658). These results underscore the crucial role of ICT skills and satisfaction with tutoring services in enhancing students' motivation in PAI education.

**Keywords:** ICT Media, Tutoring Services, Learning Motivation.

**ABSTRAK**

Tujuan dari penelitian ini adalah untuk mengkaji dampak keterampilan pendidik dalam menggunakan media pembelajaran berbasis TIK dan kepuasan terhadap layanan bimbingan terhadap motivasi belajar siswa pada Pendidikan Agama Islam (PAI) di sekolah menengah pertama. Penelitian kuantitatif ini menggunakan pendekatan asosiatif, yang melibatkan 120 siswa dan 20 pendidik dari 20 sekolah menengah pertama di Kota Semarang. Metode pengumpulan data meliputi kuesioner, observasi, dan dokumentasi. Analisis data mencakup statistik deskriptif, uji asumsi klasik, dan analisis regresi linier berganda. Temuan penelitian menunjukkan bahwa keterampilan pendidik dalam memanfaatkan media pembelajaran berbasis TIK secara signifikan mempengaruhi motivasi belajar siswa, yang dibuktikan dengan nilai t sebesar 1.782 (lebih besar dari nilai t-tabel sebesar 1.740) dan nilai signifikansi sebesar 0.04 (kurang dari 0.05). Selain itu, kepuasan terhadap layanan bimbingan juga secara signifikan mempengaruhi motivasi belajar siswa, yang didukung oleh nilai signifikansi sebesar 0.00 (kurang dari 0.05) dan nilai t sebesar 1.939 (lebih besar dari nilai t-tabel sebesar 1.658). Hasil-hasil ini menegaskan peran penting keterampilan TIK dan kepuasan terhadap layanan bimbingan dalam meningkatkan motivasi belajar siswa dalam pendidikan PAI.

**Kata Kunci:** Media TIK, Layanan Bimbingan, Motivasi Belajar



## INTRODUCTION

Various issues still occur in the field of education, such as the decline in the quality of education in Indonesia (Hendrizar, 2020). One of the problems leading to the decline in education quality is the deterioration in the quality of the learning process. This includes the teaching techniques of educators, an inappropriate curriculum, inefficient school management, and the low motivation to learn among students, which are all contributing factors to the decline in the quality of education in Indonesia. (Hendrizar, 2020).

The fact in the classroom is that students are not very enthusiastic about learning, whether it's mathematics or other subjects (Jusmawati, 2019). Many students feel uncomfortable in class and tend to wander around, unable to pay attention to what their teachers are teaching. This indicates that students lack a strong desire to learn (Dhe Syafira Andriani, 2016). As a result, they still find learning activities boring and prefer to participate in extracurricular activities or use their phones for entertainment (Usman, 2010).

According to data from the Indonesian Central Bureau of Statistics (BPSI), the level of internet and smartphone users in the field of education in 2022 was dominated by residents who had completed high school or equivalent (38.70%), followed by internet users with the last level of education being elementary school or equivalent (21.62%), junior high school or equivalent (19.85%), bachelor's degree (S1) (16.70%), diploma (3.15%), and those without a diploma (13.42%) (Tim Statistik Telekomunikasi Indonesia, 2022).

When viewed based on the purpose of internet access, it is evident that the primary purposes are for entertainment (69.79%), obtaining information about goods/services (20.53%), online learning (19.12%), creating digital content (1.31%), and other purposes (4.87) (Tim Statistik Telekomunikasi Indonesia 2022, 2022).

Based on this data, it can be concluded that the most significant use of digital technology (in the form of the internet) is for entertainment (69.79%), compared to obtaining information (20.53%) and online learning (19.12%). This needs to be addressed by educators; if students are guided and directed to seek information related to learning, it can maximize the use of digital technology in students' education.

Educators should use ICT in classroom learning because it motivates students in their studies. This is supported by Ina Magdalena's research titled "The Importance of Digital Learning Media to Increase Students' Learning Motivation at SMPN 206 Meruya." The research findings indicate that educators should utilize modern educational resources such as computers, projectors, speakers, and LCD screens in classroom learning to enhance students' learning motivation (Magdalen, 2021).

Learning is the process of transferring knowledge from educators to students, influenced by facilities, infrastructure, and the individual abilities of educators (Fitri, 2020). This process can utilize various media, ranging from simple ones like books and teachers to advanced media such as computers, the internet, LCDs, televisions, and e-books. Students' learning motivation is influenced by

various factors, including the available facilities, infrastructure, or classroom learning media (Mahnun, 2014). Therefore, adequate facilities, infrastructure, or learning media in the teaching and learning process can significantly enhance students' learning motivation (Surahmadi, 2016).

According to UNESCO, educators must guide students in using ICT media in the classroom, as without guidance, it may be used for entertainment rather than learning purposes. Educators must also guide students to use ICT properly, steering them away from negative aspects of the internet (Unesco, 2016).

According to Abi Syamsuddin, some students experience difficulties in learning and using ICT, and they need guidance from educators to use ICT media for classroom learning. If students master ICT media, it strengthens their learning motivation (Abi Syamsuddin, 2020). Therefore, educators should become guides for students in utilizing ICT in classroom learning.

Motivation is the process that transforms drives or desires into actions or behaviors to fulfill needs and achieve specific goals (J.H., 2008). In the context of learning, motivation refers to the overall force that drives students to engage in various learning activities to achieve established goals. The role of the educator is to stimulate and provide guidance to students so that they are willing to engage in a series of learning activities (Budiningsih, 2010).

Educators can employ various strategies such as giving praise, adjusting teaching methods to students' interests, creating a

pleasant and challenging learning environment, and skillfully using ICT media (Qomariyah, 2016). This not only aids students in learning but also makes them more enthusiastic and committed to the learning process (Budiningsih, 2010).

Based on various explanations earlier regarding educators' skills in using ICT learning media, tutoring services, and students' learning motivation, researchers establish several variables in this study.

The first variable, X1, is educators' skills in using ICT learning media. In this variable, researchers analyze educators' abilities to use various ICT media such as computers/laptops, projectors, Microsoft PowerPoint skills, creating instructional videos, using YouTube, and utilizing Canva for classroom learning.

The second variable, X2, is tutoring services. Here, it refers to the support provided by educators when students encounter difficulties in using specified ICT media for classroom learning. This tutoring service includes guidance, additional explanations, and practical solutions to help students overcome these difficulties.

The third variable, Y, is students' motivation in the subject of Islamic Religious Education (PAI). This variable refers to the extent to which students are motivated to learn and excel in the subject of Islamic Religious Education (PAI), including the factors that influence their enthusiasm and desire to participate in the lessons.

By establishing these three variables, the research aims to understand how educators' skills in using ICT media and tutoring services

can influence students' motivation in the subject of Islamic Religious Education (PAI).

The focus of this research is on the influence of educators' skills in using ICT learning media and students' satisfaction with tutoring services provided by educators on students' motivation in Islamic Religious Education (PAI). The objective of this study is to analyze the extent of the influence of educators' skills in using ICT learning media on students' motivation in PAI at junior high schools, and to analyze the extent of the influence of satisfaction with tutoring services on students' motivation in PAI at junior high schools in Semarang City.

The hope of this research is to address the aforementioned issues. To determine the existence of a reciprocal relationship between two independent variables educators' skills in using ICT-based learning media (X1) and satisfaction with tutoring services (X2) towards students' motivation in Islamic Religious Education (PAI) (Y), this study employs a quantitative method with an associative approach.

The research will be conducted in 20 junior high schools in the city of Semarang, including both public and private schools. In selecting these schools, the researcher chose institutions that already utilize ICT-based learning media and have well-functioning tutoring services.

The 20 junior high schools identified by the researcher are: SMPI Al-Azhar 29, SMPI Al-Azhar 14, SMPI Al-Azhar 23, SMP Nasima, SMP Institut Indonesia, SMP Kesatrian 1, SMP HJ. Isriati Baiturrohman, SMP Integrated Islamic PAPB, SMP Islam IT

Al-Fateeh, SMPN 1, SMPN 2, SMPN 3, SMPN 5, SMPN 6, SMPN 7, SMPN 9, SMPN 10, SMPN 11, SMPN 12, SMPN 13 in Semarang City.

This research is conducted at the junior high school level in Semarang City, titled "The Influence of Educators' Skills in Using ICT Learning Media and Satisfaction with Tutoring Services on Students' Motivation in Islamic Religious Education (PAI) in Junior High Schools in Semarang City." If there is an influence, whether it is positive, negative, or significant. This study aims to provide a good example for junior high schools outside Semarang City.

## RESEARCH METHOD

This research utilizes a quantitative research approach because the researcher selected not just one research site but 20 schools, aiming to explore the correlation or influence of educators' skills in using ICT media (X1) and satisfaction with tutoring services (X2) on students' motivation in Islamic Religious Education (PAI) (Y). The study is also associative in nature as the researcher aims to understand the impact of the relationships among the variables X1, X2, and Y.

The selection of the research population in this study is based on the availability of ICT facilities and infrastructure in schools, as well as the limitations imposed by the education department for conducting research in several schools. As a result of the selection and permission process, the education department allowed the research to be conducted in 20 schools. These schools then became the population used in this study.

This ensures that the research can be carried out effectively and efficiently, in accordance with the regulations set by the education department and considering the availability of relevant facilities to support the research.

This research employs random sampling technique. From each school, 6 students and 1 Islamic religious educator are selected as samples. The population of the study (N) consists of 20 schools. The margin of error (e) set is 5%. Therefore, the required sample size can be calculated using the relevant formula (Nikolaus Duli, 2019).

The selection of 6 students uses a random method from classes VII, VIII, and IX directly taught by the designated Islamic Religious Education (PAI) educators chosen by the schools as respondents. Additionally, 20 PAI educators are selected from 20 junior high schools in Semarang City.

**Tabel 1.**  
**Research Sample**

No.	Position	Amount
1.	Islamic Religious Education Teacher	1 Teacher
2.	Grade 7	2 Student
3.	Grade 8	2 Student
4.	Grade 9	2 Student

The data collection techniques used are distributing questionnaires, conducting observations, and documenting. The data analysis model for this research includes descriptive analysis, classical assumption tests, multiple linear regression analysis, and Pearson correlation tests. The data collection instrument for this research uses questionnaires.

In this research, there are two independent variables: (X1) educators' skills in using ICT learning media, and (X2) satisfaction with tutoring services. The dependent variable (Y) is students' motivation in the subject of Islamic Religious Education (PAI).

Hypothesis 1 (H1): There is an influence of educators' skills in using ICT learning media on students' motivation in Islamic Religious Education (PAI). ICT learning media referred to include digital media such as computers/laptops, projectors, Microsoft PowerPoint skills, instructional videos, YouTube, and Canva skills. This hypothesis aims to assess to what extent educators' skills in utilizing information and communication technology can enhance students' motivation in the subject of Islamic Religious Education (PAI).

Hypothesis 2 (H2): There is an influence of satisfaction with tutoring services on students' motivation in Islamic Religious Education (PAI). This hypothesis tests whether students' satisfaction with tutoring services, especially when they encounter difficulties in using ICT media specified by educators, affects their motivation in learning PAI.

Hypothesis 3 (H3): Educators' skills in using ICT learning media and satisfaction with tutoring services simultaneously influence students' motivation in Islamic Religious Education (PAI). This hypothesis combines the two previous variables to assess whether the combination of educators' skills in utilizing ICT and satisfaction with tutoring services together has a significant impact on

students' motivation in the subject of Islamic Religious Education.

## RESULT AND DISCUSSION

### Result

Data processing is conducted using IBM SPSS version 26. The data analysis for educators' skills in using ICT learning media (X1) shows scores ranging from 38 to 50. The mean score is 44.650, the median is 46.00, with a standard deviation of 3.558. The minimum score is 38 and the maximum score is 50.

**Tabel 2.**

#### Maximum Value, Average (X1)

		Statistics		
		Keterampilan Pendidik dalam TIK (X1)	Kepuasan Bimbingan Belajar (X2)	Motivasi Belajar (Y)
N	Valid	20	120	120
	Missing	100	0	0
Mean		44.6500	36.8917	44.8167
Median		46.0000	37.0000	46.0000
Std. Deviation		3.55816	4.75765	5.05928
Minimum		38.00	17.00	32.00
Maximum		50.00	45.00	54.00

*Source: IBM SPSS 26 For Windows*

The data processing results for satisfaction with tutoring services (X2) show scores ranging from 17 to 45. The mean score is 36.891, the median is 37.00, with a standard deviation of 4.757. The minimum score is 17 and the maximum score is 45.

The data processing results for students' motivation in Islamic Religious Education (PAI) (Y) show scores ranging from 32 to 54. The mean score is 44.816, the median is 46.00, with a standard deviation of 5.059. The minimum score is 32 and the maximum score is 54 (SPSS, 2024).

Before the data is analyzed, several steps need to be taken, including classical assumption tests such as multicollinearity test, heteroskedasticity test, normality test, and linearity test (Bambang Sugeng, 2020). The multicollinearity test criterion indicates multicollinearity if there is a relatively high correlation (typically above 0.09) between independent variables (Imam Ghazali, 2016).

**Tabel 3.**

#### Multicollinearity test

		Coefficients <sup>a</sup>					
		Unstandardized Coefficients		Standardized Coefficients	Collinearity Statistics		
Model		B	Std. Error	Beta	t	Sig.	Tolerance VIF
1	(Constant)	14.662	17.346		1.045	.000	
	Keterampilan Pendidik dalam TIK (X1)	.392	.378	.339	1.782	.044	.840 1.064
	Kepuasan Bimbingan Belajar (X2)	.299	.283	.273	1.939	.000	.840 1.064

a. Dependent Variable: Motivasi Belajar (Y)

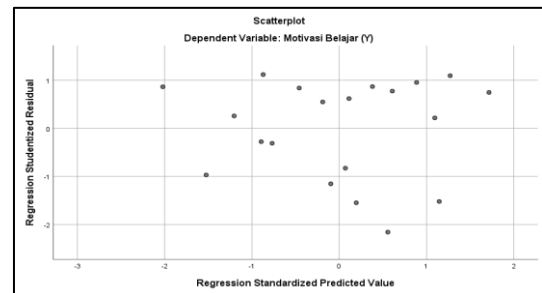
*Source: IBM SPSS 26 For Windows*

The results of the multicollinearity test indicate that there is no multicollinearity between variables X1 and X2 with respect to variable Y, as evidenced by a tolerance value of 0.84, which is below 0.90.

A tolerance value below 0.90 signifies the absence of multicollinearity.

**Chart 1.**

#### Heteroscedasticity Test Results with Scatterplots



*Source: IBM SPSS 26 For Windows*

In the heteroskedasticity test, the researcher utilized two methods: scatterplots and Glejser (Sofiyen Siregar, 2013). The scatterplot criterion indicates no heteroskedasticity if the data points are scattered above and below or around the number 0, meaning the data points are not clustered only above or below, and the spread of data points is not patterned (Imam Ghazali, 2016).

The results of the heteroskedasticity test using scatterplots show that there is no heteroskedasticity between educators' skills in using ICT media (X1), satisfaction with tutoring services (X2), and students' motivation in Islamic Religious Education (PAI) (Y). This is evidenced by the SPSS output indicating that the data points are scattered above and below or around the number, the data points are not clustered only above or below, and the spread of data points is not patterned (SPSS, 2024).

**Tabel 4.**

**Heteroscedasticity Test with Glejser**

Coefficients <sup>a</sup>					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	-8.189	7.292	-.1123	.277
	Keterampilan Pendidik dalam TIK (X1)	.335	.159	.469	.051
	Kepuasan Bimbingan Belajar (X2)	-.062	.119	-.117	.607

a. Dependent Variable: Abs. Res

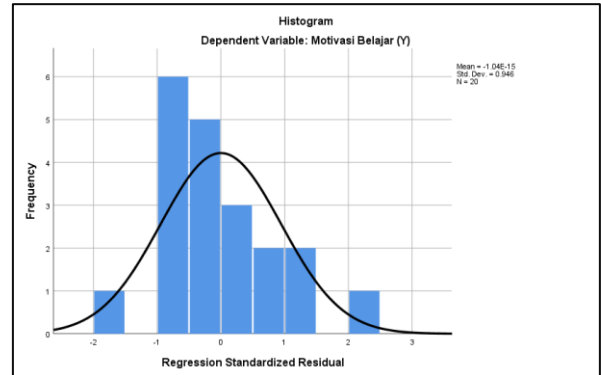
*Source: IBM SPSS 26 For Windows*

As for the Glejser method criteria: if the significance probability is above 0.05, there is no heteroskedasticity. If the significance probability is below 0.05, it indicates heteroskedasticity (Sugiyono, 2017).

The heteroskedasticity test using the Glejser method for variables X1 and X2 with

respect to variable Y shows no heteroskedasticity, as evidenced by the tolerance value of 0.84, which is below 0.90. A tolerance value below 0.90 indicates the absence of heteroskedasticity (SPSS, 2024).

**Chart 2. Data Normality Test with Histogram**



*Source: IBM SPSS 26 for Windows*

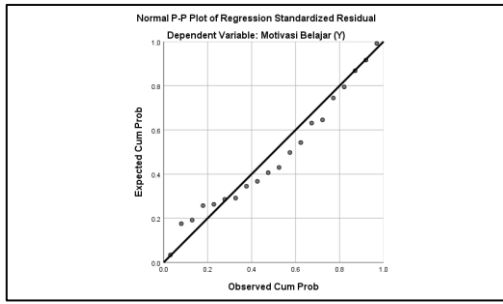
The researcher conducted a test of data normality using 3 methods: histogram, P-P plot, and Kolmogorov-Smirnov test. The histogram criterion states that the histogram graph is considered normal if the data distribution forms a bell-shaped curve, not skewed to the left or right (Imam Ghazali, 2016).

Based on the SPSS output above, it shows that the data forms a bell-shaped curve and is not skewed to the left or right, hence concluding that the data is normally distributed (SPSS, 2024).

**Chart 3.**

**Test Data Normality with P-Plots**





Source: IBM SPSS 26 For Windows

The criteria for normality test using P-P Plot graph are considered not meeting the normality assumption if the items spread far from the diagonal line and do not follow the direction of the diagonal line (Imam Ghazali, 2016).

The educators' skills in using ICT media (X1) and satisfaction with tutoring services (X2) with respect to students' motivation in Islamic Religious Education (Y) exhibit normally distributed data, as evidenced by the SPSS output showing that the P-P Plot curve is around the regression line, and the data points scatter around the diagonal line and follow its direction, meeting the criteria mentioned earlier (SPSS, 2024).

Tabel 5.

### Normality Test with Kolmogorov-Smirnov

One-Sample Kolmogorov-Smirnov Test				
		Keterampilan Pendidik dalam TIK (X1)	Kepuasan Bimbingan Belajar (X2)	Motivasi Belajar (Y)
N		20	120	120
Normal Parameters <sup>a,b</sup>	Mean	44.65	36.89	44.82
	Std. Deviation	3.558	4.758	5.059
Most Extreme Differences	Absolute	.198	.067	.134
	Positive	.129	.044	.062
	Negative	-.198	-.067	-.134
Test Statistic		.198	.067	.134
Asymp. Sig. (2-tailed)		.040 <sup>c</sup>	.200 <sup>c,d</sup>	.110 <sup>c</sup>

a. Test distribution is Normal.  
b. Calculated from data.  
c. Lilliefors Significance Correction.  
d. This is a lower bound of the true significance.

Source: IBM SPSS 26 for Windows

In conducting the Kolmogorov-Smirnov test, the conditions that must be met are: the research data should be normally distributed if the significance value is greater than 0.05. Conversely, if the significance value is less than 0.05, it means that the data used is not normally distributed (Juliandi A, Irfan, 2014).

The results of the normality test using Kolmogorov-Smirnov indicate that the skill of educators in using TIK-based learning media (X1) has a Sig value of 0.40 ( $> 0.05$ ), indicating a normal distribution. Therefore, the conclusion is that variable X1 is normally distributed (IBM SPSS Statistics, 2024). Satisfaction with learning guidance (X2) has a Sig value of 0.200 ( $> 0.05$ ), indicating a normal distribution. Hence, the conclusion is that variable X2 is normally distributed. The motivation of students in learning PAI (Y) has a Sig value of 0.110 ( $> 0.05$ ), indicating a normal distribution. Therefore, the conclusion is that variable Y is normally distributed (SPSS, 2024).

Table 6.

### Hypothesis Test H1, H2, and H3

Coefficients <sup>a</sup>						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	14.662	17.346		1.045	.000
	Keterampilan Pendidik dalam TIK (X1)	.392	.378	.339	1.782	.004
	Kepuasan Bimbingan Belajar (X2)	.299	.283	.273	1.939	.000
a. Dependent Variable: Motivasi Belajar (Y)						

Source: IBM SPSS 26 for Windows

This study proposes three hypotheses that need to be empirically tested. These hypotheses are tentative assumptions regarding the influence of educators' skills in



using TIK-based learning media (X1), satisfaction with learning guidance (X2), both individually and collectively, on the motivation of students in learning PAI (Y).

**H1: The influence of educators' skills in using TIK-based learning media (X1) on the motivation of students in learning PAI (Y).** Testing criteria: if  $t_{\text{calculated}} < t_{\text{table}}$  and significance value  $> 0.05$ , then variable X does not influence variable Y and is not significant, thus  $H_0$  is accepted and  $H_a$  is rejected (Imam Ghzali, 2016).

If  $t_{\text{calculated}} > t_{\text{table}}$  and significance value  $< 0.05$ , then variable X significantly influences variable Y, thus  $H_0$  is rejected and  $H_a$  is accepted. H1 is accepted, indicating that educators' skills in using TIK-based learning media (X1) significantly influence the motivation of students in learning PAI (Y), as evidenced by a Sig value of 0.04 ( $< 0.05$ ) and a t value of  $1.782 > 1.740$  (t table). The contribution of variable X1 to variable Y is 33.9% (IBM SPSS Statistics, 2024).

**H2: The influence of satisfaction with tutoring services (X2) on the motivation of students in learning PAI (Y).** Results of Hypothesis 2 (H2): H2 is accepted, indicating that satisfaction with tutoring services (X2) significantly influences the motivation of students in learning PAI (Y), as evidenced by a Sig value of 0.00 ( $< 0.05$ ) and a t value of  $1.939 > 1.658$  (t table). The contribution of variable X2 to variable Y is 27.3%, indicating that variable X2 provides a smaller contribution to variable Y (IBM SPSS Statistics, 2024).

**H3: The combined influence of educator skills in using TIK (X1) and**

**satisfaction with tutoring services (X2) on the motivation of students in learning PAI (Y).** H3: The combined influence of educator skills in using TIK (X1) and satisfaction with tutoring services (X2) on the motivation of students (Y) is accepted, indicating that X1 and X2 jointly influence variable Y. This is evidenced by a Sig value of  $0.01 < 0.05$  and an F value of  $4.451 > 3.07$  (F table) (IBM SPSS Statistics, 2024).

## Discussion

H1 is accepted and it has a significant positive influence of educator skills in using TIK (X1) on the motivation of learning PAI (Y), evidenced by a Sig value of 0.04 ( $< 0.05$ ), and a t value of  $1.782 > 1.740$  (t table). The contribution of variable X1 to variable Y is 33.9%. It can be concluded that educator skills in using TIK positively influence learning motivation.

H2 is accepted and it has a significant positive influence of satisfaction with tutoring services (X2) on the motivation of learning PAI (Y), evidenced by a Sig value of 0.00 ( $< 0.05$ ), and a t value of  $1.939 > 1.658$  (t table). The contribution of variable X2 to variable Y is 27.3%. It can be concluded that satisfaction with tutoring services positively influences learning motivation.

H3: The combined influence of teacher skills in using ICT-based learning media (X1) and satisfaction with tutoring services (X2) on learning motivation (Y) is accepted. Based on the output, the simultaneous effect of X1 and X2 on variable Y is significant with a Sig value of  $0.01 < 0.05$  and an F value of  $4.451 > F_{\text{table}} 3.07$ . This indicates that both X1 and X2 have a simultaneous influence on variable Y.

The combined contribution of the influence of teacher skills in using ICT-based learning media (X1) and satisfaction with tutoring services (X2) on student learning motivation (Y) is 70.1%, with the remaining 29.9% ( $100 - 70.1 = 29.9\%$ ) of the variance in PAI learning motivation being influenced by other variables or factors.

## CONCLUSION

In conclusion, this study investigated the impact of educators' skills in using ICT learning media and satisfaction with tutoring services on the learning motivation of PAI students in Semarang City Middle Schools. The findings reveal that both educators' skills in utilizing ICT learning media (X1) and satisfaction with tutoring services (X2) significantly and positively influence students' learning motivation (Y). Specifically, educators' skills in using ICT learning media demonstrated a significant impact on students' motivation ( $t: 1.782$ , Sig. 2-tailed: 0.04), accounting for 33.9% of the variance.

Similarly, satisfaction with tutoring services exhibited a significant effect on students' motivation ( $t$  count: 1.939, Sig. 2-tailed: 0.00), explaining 27.3% of the variance. Together, these variables (X1 and X2) contribute to 70.1% of the variance in students' learning motivation. However, it's essential to acknowledge that approximately 29.9% of the variability in PAI learning motivation may be influenced by other unexplored factors. These findings underscore the importance of enhancing educators' ICT skills and improving tutoring services to foster students' motivation in PAI learning contexts.

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