A STUDY OF THE IMPACT OF DIGITAL LEARNING: LEARNING MOTIVATION AND LEARNING OUTCOME

Asst. Lect. Sanaa Rusly Rajab (M.A .)
Directorate General of Education in Anbar / Arts Institute
shamsalani74@gmail.com

Asst . Lect. Saad Jumaa Farhan (M. A.)
Bayan University in Erbil / Kurdistan - Iraq
saadjumaa406@gmail.com

Asst. Lect. Mayadah Abdusalam Rashid (M.A.)
Directorate General of Education in Anbar / Um Altubool School
mayadaalmshhadany@gmail.com.

DOI: https://doi.org/10.36473/ujhss.v60i4.1839
Received: 16/11/2020
Accepted: 19/1/2021

ABSTRACT

In today's society when smart mobile devices have become popular, the Internet is breaking barriers in time and space and has become a complete learning tool. Designing tutorials for digital education and the rapid use of technology tools, is a key topic for current information technology education. In this study, students are screened and asked questionnaires to understand the concept of digital learning. To successfully fulfill; the research objectives and to test the findings, in-depth studies are included in this study. A total of 116 students in four classes were selected as test subjects for teaching assessments. The findings of the study concluded that learning a lesson is more about learning than a culture of learning, a study that demonstrates positive learning and learning rather than a culture of learning, results, and motivation in looking for meaningful implications useful in learning and learning outcomes. It is hoped to integrate with the current teaching system and use the benefits of digital learning to develop an effective teaching system for effective teaching.

Keywords: digital learning, learning motivation, learning outcome.

دراسة في تاثير التعليم الرقمي حوافز التعليم ومخرجات التعليم

سناء رسلي رجب (ماجستير مناهج اللغة الانكليزية) مدرس مساعد
المديرية العامة لتربية الانبار – معهد الفنون

سعد جمعة فرحان (ماجستير الادب الانكليزي) مدرس مساعد
جامعة بيان الاهلية في اربيل / كردستان العراق

ميادة عبد السلام رشيد (ماجستير علوم الحاسوب) مدرس مساعد
المديرية العامة لتربية الانبار – مدرسة ام الطبول

المستخلص

في المجتمع الحالي عندما تصبح وسائل الهاتف الجوال الذكية شائعة ، والانترنت يتفجر لحامليه في الزمن والمدى ويصبح اداة تعليمية متكاملة . يكون لتعميم طرق التعليم بالأسلوب التربوي الرقمي وسرعة استخدام ادوات التقنيات كمفتاح لموضوع المعلومات الحالية في التربية التقنية . في هذه الدراسة ، يكون الطلاب امام الواجهة وتوجه لهم استبيانات لفهم تعبير التعليم الرقمي . ولغرض انجاز اهداف البحث بنجاح ولغرض اختبار مخرجات البحث في دراسة بحثية عميقة تتضمنها هذه الدراسة . مجموع 116 طالبا في اربعة صفوف تم اختيارهم كمواضيع بحثية اختبارية لتقييم التدريس . وان مخرجات الدراسة استنتجت بان تعليم الدرس يكون اكثر فعالية من التعليم التقليدي . هذه الدراسة عرضت التعليم الايجابي والذي يكون اوسع من التعليم التقليدي وبنتائج وحوافز تبحث عن التضمينات التي لها معنى ومفيدة في التعليم ونتائج التعليم . ومن المؤمل ان يتزامن هذا التعليم مع نظام التدريس الحالي ويستخدم فوائد التعليم الرقمي لتطوير نظام تدريس مؤثر .

مفاتيح الكلمات : التعليم الرقمي ، حوافز التعليم ، مخرجات التعليم .

INTRODUCTION

In the past, the rapid transformation of the Internet and wireless communication technologies has led to the development of integrated media, such as mobile learning, ringtones, and instant messaging. The use of digital content in the online format for the introduction of digital content and the realization of national competition objectives will replace traditional teaching. To this end, many researches learning are done to provide high performance as well as worldwide use. The technology behind developed mobile phones is growing with the advent

of mobile devices. Unlike traditional methods to browse the Internet, the user can connect to the server, through a network, to select the appropriate digital instruction for the learning; and the experiment enables students to control the content of digital lectures. As such, effective teaching methods can be improved by integrating them into the current teaching process and eliminating the value of in-depth learning to achieve effective teaching (Lai et al. 2012).

A variety of digital indent materials are being developed, and the school has introduced a variety of digital teaching and learning strategies, with the hope of improving students' outcomes. The use of computer-assisted learning to reduce the educational gap in urban areas has become a global phenomenon. It is an inevitable option for educators combining information technology with topics to help students learn in a variety of teaching materials, teaching methods, and media. It is the responsibility of teachers to improve teaching, to allow students to have a better chance of learning, and to develop spiritual and mental development and strong thinking in new technologies and networks. Digital teaching aims to engage students in active participation in activities to achieve learning outcomes (Pai & Tu, 2011). Knowledge of teaching and translation of digital tools or digital studies is the first step in looking at integrated knowledge.

DIGITAL LEARNING

Essentially, computers and network technologies are integrated into the learning environment, including social learning and interactive learning, that blocking barriers to time, space, and programming, and achieving focused learning (Kaklamanou et al., 2012). Over the years the knowledge of information about this knowledge of science has covered their areas. Depending on the situation or opinion, the explanation may vary. The definition of the American Society for Education and Learning (ASEL) suggests being the most representative. It outlines e-learning how systemic learners apply it to digital learning. Digital media includes the Internet, corporate networks, computers, satellite media, audiotapes, videotapes, social TV, and computer disks. The app includes network-based learning, computer-assisted learning, advanced classes, and digital interaction. (Antilla et al. 2012) saw digital education as a digital application for receiving digital instruction for online or offline learning activities over wire or wireless networks (Hawkley, 2012).

The research has now been adapted from the translation of various interpretations of digital learning among domestic and national researchers. Digital education can be divided into four categories by exploring the perspectives of multiple researchers in more detail (Kane, 2012).

(1) Digital Tutorials: Emphasizes that peer-to-peer learning can be learned by extracting content from certain digital learning techniques. The content of what is called digital learning refers to content in e-books, digitized data, or other digital means.

(2) Digital devices: It focuses on promoting learning activities through digital devices such as desktop computers, notebook computers, tablets, and smart computers.

(3) Digital Delivery: Emphasizes that student learning services can be provided through the Internet, for example, intranet, internet, and satellite advertising.

(4) Discussed Education: It focuses on the students taking classes online or offline through digital learning. It emphasizes individual self-learning and requires students to engage in self-learning before starting learning.

LEARNING ENVIRONMENT

Students understand different physical, environmental, and cultural contexts. Where students can study in a variety of settings, such as in and out of school, the term is often used as a stand-alone or favorite in a class that is only in a row of desks. and has a traditional gymnasium in the closet for example.

The learning environment influences the culture of the school or classroom that preserves the process and identity, including how people interact and deal with group another as well as how teachers can customize the learning environment to make learning easier, by taking classes in a relevant environment, connecting tables in a somewhat defined way, using lessons that explore the wall, or using technology, audio, and digital technology. Also, because the behavior and characteristics of the learning environment determine many factors, school policies, resources, and other characteristics can also be considered in the non-learning environment. The teacher's early learning and learning experience and the satisfaction of the teacher and the motivation to teach the teacher, including their involvement in the teaching, their motivation to learn, and their sense of well-being, possession, and self-preservation. For example, a sun-drenched learning environment and a stimulating learning curve can be seen

as more helpful than learning without windows or ornaments, such as a home book with petty misconduct, disorderly conduct, bullying, and illegal activity. How adults students, and students interact, is described in the context of a learning environment, often referred to as a "learning environment" school or class (Grant School Association, 2013).

LEARNING ENVIRONMENT DEFINED:

The context refers to the totality of the environment and the situation where an object or person lives or works. Discussions about the learning environment begin with physical space, corresponding to, or at least a set of structural principles derived from this process related to the type of space. Whether it's a classroom, an island in a separate area, or a discussion area in a learning management system (LMS), this is primarily a link to other areas. These may be other learning spaces, but they may also be other than non-academic spaces. Classroom investments, for example, include a close link to a business location. Technology can also provide an immersive experience with language students and speakers by teleconference or by sending them on a tour of the ancient Roman world.

The teaching environment has many features related to learning. The perception gained in the learning environment reflects the foundation where objectives and plans cannot be held accountable for anything that happens; some things escape the control or the minimal and unforeseen. Round, then, is a mixture of caution and accidents, a combination of 34 of the unexpected events. To some extent, traditional teaching in the classroom may support this theory. Students may be given assignments to demonstrate their intelligence and creativity. Now, anyway, with the use of small amounts of knowledge will increase knowledge and have a positive social interaction with students, student hobbies can grow out of their learning and growth. Some of these changes come from domains; other aspects in it reflect the environmental changes brought about by technology and the management of energy for students regardless of their departmental objectives.

We know that learning environments and performance buildings have a profound effect on learners themselves. But there are many gaps between schools, higher education, and the workplace. Perhaps a better learning curve and link can be developed. These developments will emphasize the need for flexible teachers, educators, and other staff who can support the movement of learners in new environments and respond to diverse students. A learning environment that supports an in-depth learning process may require greater support

among different types of service providers, whether school, college, or workplace. Whether the recommendation of an alliance or an alliance is in itself an expression. To meet the diverse needs of students and to develop a wide range of career options for people, some reform plans are creating more integration of schools, colleges, and workplaces than we see today. Those who are focused on strategy, finance, and support should all be united if this desire is to be achieved. Expensive coordination, where other predictions, as well as factors such as the existence of a performance table, can serve as a testament to the competition between school and college.

The learning environment has witnessed tremendous growth, growth, and international integration over the past three decades (Fraser, 1998a). An interesting aspect of this field is the availability of diverse, accurate, and applied economic questions that are used to develop and evaluate students' perceptions of the school environment (Fraser, 1998b).

The place of study is the learning environment where it is practiced. The learning environment is usually created by natural builders. Some facts about the beautiful school environment are schools, colleges, and universities (juo, 2013).

PLACE-BASED EDUCATION

Sometimes referred to as learning place, space-based learning, experimental learning, community learning, support, environmental or unusual learning, workplace learning is a learning philosophy developed by the Orion Society. Aerospace education seeks to help communities solve 37 community problems by enrolling students and school staff. Learning is based on a distinct gap in common textbooks and learning taught in the classroom and sees students as a source of learning for the community (Nature Literacy Series, 2011). Thus, learning from space supports learning that includes unique history, environment, culture, economy, literature, and the art of one place of origin. If we want a beautiful, exciting learning environment with a great learning curve for development and success. We should achieve a positive, environment, teachers set and discuss standards for expected behavior, assess student behavior, engage students, and teaches humor, care, and respect in student relationships, so that climate development is beneficial for student learning and, consequently, research. Given that a positive learning environment can transform student outcomes into an intellectual, motivational, emotional, and behavioral field (Fraser, 1982).

IMPORTANCE OF THE EDUCATIONAL ENVIRONMENT

The school environment is not an indicator of the environment. The school environment is a unique area that is designed to promote the teaching process. These well-developed conditions have many inhabitants. Emotional status refers to areas that support parts of a population that is young, old, or ill. From an environmental health perspective, a mild setting, such as a university or school or daycare facility, has a purpose where health outcomes manifest themselves in unfavorable conditions. Students and teachers at many universities and community centers often find themselves in a physical environment that affects their morale and, in some cases, their health, and physical well-being. Thus, the environment is so rigid that it ignores the importance of the knowledge that is considered a good place to be. Cleaning and repairing, repairs, and recovery are seen as more harmful than leaving the education system. This idea is small, but in the end, it makes education worse. (Berry, 2002).

DIGITAL TECHNOLOGY ON EDUCATION

Literacy is made up of schools, teachers and media outlets, teachers and libraries, and students who have access to it. Before the digital age, many people did not have access to information and even those who received it did not have access to current information in today's world. As a new society wants to know that when it does, the world goes from one information to another information society. Therefore, given the best education and the ability of this school is the best benefit of the organization. This paper describes the process of generation, creativity, and knowledge acquisition through technology. Introduced the use of tools to manage and organize information. This paper explains how to use technology to obtain and apply this information. The paper describes how these technologies are used in education and its impact in general. Using the example of the newspaper highlights some changes that have been made in the Sri Lankan education sector.

The teacher must be well educated that he can tell people things. He must also have the skills of keeping things in his mind and transfer content into material an effective way. So teaching is important work and respect people as they are guides and helps students to be effective citizens of the country. Out of respect because public education is one of the social services. Also, many do People used to live in the city in urban areas is also constructed in rural areas where people live.

Kaklamanou (2012) stated that the onset and tag of learning can be guided by motivation. Once it becomes independent, what makes a person more supportive will be irrelevant, but it is translated into independent learning. Meditation and respect for each other are not mutually exclusive. On the other hand, learning something that requires the ability to use its power and acceptance is more like learning about parental trust, additional motives, and gaining some motivation. Early learning is the mediator between motivation and reaction. On the other hand, literacy is a person's own opinion about things, and readers will come up with a source of different information because of different perspectives. (Karim 2011) viewed learning motivation as a natural belief to guide individual learning objectives, to learn to behave to keep all efforts moving forward, to make history act hard, and shoot and improve learning outcomes. (Gruzd et al. 2011) argued that students should expect encouragement from others for the practice; In this case, learning is intended but can be transformed from an explanation to an objective motivation.

While students may not be independent, some acquisition of motivation or change in need of personal growth in the learning curriculum would be a good entry point. Those who are motivated to learn do not need encouragement, can make their own decisions, and then get lost in the feeling of fulfillment in the process. On the other hand, the motivation behind it is to learn what people are getting paid for or the punishment they receive for their identities. Motivation can be more independent in endurance and greater value, but an environmental factor can also affect motivation and important external support (Imale, 2012). (Kofe & Mullaies 2011) viewed learning motivation as a student's motivation or desire to participate in and engage in learning, and this resulted in a student's choice of learning activities and efforts. Therefore, the learning objectives in this study are explained, as they guide students in the progress and efforts of the teacher throughout the learning process. Chou . 2011 also showed that students choose to manually solve problems in certain tasks (behavioral stimuli), but teachers will help solve certain learning problems (the behaviors are promoted by motivation from the outside). In the study, students' goals and the teacher's or parent's reward may be aligned with each other to make the lesson. Based on advanced research, motivation is used to deepen the learning curve of this study.

IMPORTANCE OF MOTIVATION IN LEARNING!

The educator needs to understand the purpose and importance of motivation. The main purpose of promotion is to promote and make learning easier. Teaching is a work process that should motivate and guide students to positive goals. Education is self-knowledge, but it must be the goal of the seeker to remain firmly in the study. Obvious goals are useful in all endeavors, such as ready-made goals. It is important to try to get the learner ready because it lets people know they are strong, energetic, and wholehearted. The more goals you set, the more prepared you are, the more satisfying the answer will be.

One effective way to apply current rules is to help the student achieve his goals and objectives. A real challenge in motivating school work is finding strong values to engage students with real effort. The advantage is that someone else may make a small request or not ask for another. Also, values that please one person at a time may not be suitable the next. The teacher must constantly monitor these and other differences. Since not all students are the same, learning support must be different. Understanding the nature of inspiration is important because motivation determines not only the strength of the learning effort but also the extent to which this effort has been implemented.

Motivation programs help students focus on what they are doing, and thus gain satisfaction. Efforts are needed to help students concentrate on what they are learning. Motivation is found in its simplest form in experiments in the study of animals and humans. In the human race, the objectives that are often put in place are a stimulus to human rights and dignity. As experiments have shown, the motivation to be a father is the most active motive for learning. The objective can be used to guide the learning process by using the teacher's score, test scores and goals, and a record of progress. Demonstrated the ability to use different objectives through experiments conducted by Knight and Remmer students. First-year college students were humiliated for their extreme humiliation, general annoyance, hard work, and drowsiness.

As a result of this problem, the recruits will have to bear in mind their potential for acceptance into the school. What motivated them was their desire for community acceptance. The results of these tests were compared with those obtained from experiments with fifty college-age students who did not perform their duties exclusively.

It is important to remember that differences in achievement, and in favor of the ten students, are to be cited as the main reason for the goal-seeking to gain acceptance and social interaction. The importance of motivation and learning is seen in experiments and learning.

From experiments with a couple of high school students, Turney came to the conclusion "that the two major factors in school achievement are intelligence and motivation, and that the latter is most important." Book likewise asserts that "motivation is the control factor in every learning process." In the same manner, McMurry once said. "I believe that motivation is the most important principle in education." Thorndike makes the same point in explaining that "thought and action occur largely in the service of wants, interest, and attitudes and are stimulated and guided by them."

LEARNING OUTCOME

Many national and state-wide initiatives are being undertaken to provide quality education to undergraduate students, all to develop academic excellence and achieve excellence among students through the study of all students. makes a clear development plan, they can be promoted, but from observation, differences in perception are often seen, 25% of what is said to teachers and educators during training. Their schools do not distribute and impose traditional teaching styles, they do not understand that different approaches strengthen the quality of teaching and development, as well as opportunities for students to learn where to fear to enjoy from a well-organized educational program. Find out more, education is a lifelong process that takes place everywhere. According to Woodworth, "Learning is a process of development" over the past three decades from the book *Education for All* (EFA). He emphasized that education was a must. This is assessed from the perspective of appointment, presence, and fulfillment. Apart from this, the coveted plans of the learners, curriculum, educational institutions, administration and management, and learning rewards we have to improve the quality of education and the right to freedom and coercion of children in legal training.

Focusing on going forward. Goodness has been identified as a major goal in the national curriculum and other important government initiatives developed by the Council for Research and Training (NCERT). It ensures that all children have the necessary educational opportunities, as well as access to all transcendental rights to become a global citizen. It calls for clear, and definite goals. Therefore, it is important to inform national and state schools in

the education system as the system works on the decisions and policies of government officials, planners, and forecasters. Educational research conducted at the local and state levels is an objective in this regard. Apart from this, various partners in schools and local communities are also on the path of quality improvement and education.

According to a recent Global Monitoring Report (GMR-2015), there has been significant progress in 'access to education' in developing countries including India. Nevertheless, goodness is still a cause for concern. Various research studies conducted in India have reported differences in the implementation of student empowerment in different states. This has been confirmed by the National Achievement Survey of Class-3 (MHRD / 2014). The statement by Sarva Shiksha Abhiyan of the Joint Review Mission (JRM) in the last few watersheds also said that despite the appointment of teachers, timely provisioning and regular inspections by the State and Union Territories have also been made. space and level of education at the children's level. The report found that refusing to read to children and learning from them was the most worrying thing they have ever done. With that in mind, how to define a positive approach such as 'learning rewards' (accessible to all), primarily literacy, mathematical power, and life skills. The 15-year plan focuses on the learning as the primary goal of primary education as well as a periodic assessment of learning to achieve objective goals. This is also in line with the development and implementation guidelines of GMR-2015. Therefore, it is important to assess capacity through the assessment of learning outcomes locally, nationally, and internationally. At the same time, partners in the form such as parents and community members must be vigilant. The system recognizes the feedback the partners receive and will be accountable to the partners. Based on this, an appropriate procedure can be performed to improve the system. Teachers often do not know what kind of education is important and what to measure it for. They consider the textbook to be comprehensive and evaluate it based on the questions given in the tutorial. They do not take into account the differences between curriculum and different concepts of teaching. Any difference between reading and differences in the educational system is not accepted. Reimbursement for each classroom is not only for teachers to meet the required academic approach, but also helps others, parents, parents, members of the school, community, and state committees.

Katz et al. (2011) show that academic speech, learning outcomes, academic achievement, or academic achievement reflect a common concept, i.e., students 'academic achievement, or unbroken results from academic history. Learning outcomes are an indicator of what is

important for measuring learning outcomes (Lubega et al., 2014) as well as for assessing academic achievement. Learning outcomes will be influenced by the curriculum, curriculum planning, and learning (Jud et al., 2014) and many researchers have discussed the characterization of a person's personality or learning behavior and learning performance. For example, (Mostafa and Ismail 2012) discuss the results and interactions of the learning process and learning performance of medical students. (Kristen 2011) examines the results of self-efficacy and performance, self-efficacy, as well as effectiveness as well as research on learning outcomes that may affect learning behavior. (Chaser 2011) analyzed the results of learning methods, computer performance, as well as the type of learning and learning outcomes, and found higher learning performance than students for supporting non-existent ideas. (Martin and Herrero 2012) also found significant differences between curriculum and learning outcomes, but the outcomes of curriculum and learning outcomes became significant when teaching materials were widely used. that has defined two aspects of learning outcomes.

(1) Learning effects include test results, deadlines, and academic achievement.

(2) The value of learning - includes learning satisfaction, achievement, and choice. The learning outcomes and learning value in this study are used as a measure of learning ability.

COMPARISON BETWEEN TRADITIONAL TEACHING AND DIGITAL LEARNING

McKiranan (2011) points out differences in content, learning channels, and behavioral approaches between textbook learning and digital learning. For example, lessons that focus on excellence and change are good for digital learning, where practical activities or groups require a traditional curriculum. While digital learning has not completely changed the traditional learning process, it can provide good training and peers can be happy to build traditional learning through digital learning and learn by doing a lot of things in both teachings. Chou (2011) the difference between digital learning and the learning environment as well as traditional learning between people. Use the "tutorial" to use the first letter in the class is the traditional method of representation. Briefly, he taught the teachers to provide textbooks in their teaching by explanation. Throughout history, it has been applied in many places and is still one of the best teaching methods for teachers.

(1) **No learning difficulties:** Digital education does not limit time and space as students in fast learning so that peers can choose time and place for online learning and no time and space through the online teacher. (Jud et al., 2014).

(2) **Rich Network Wealth:** the internet includes rich and diverse information that students can access only by searching for articles. When digital microphones can configure the necessary equipment for students to use or connect to, network equipment works well through digital learning, and teachers or learners can access valuable information increased outside of the learning process to promote the effect of learning McKiranan 2011).

(3) **Digital learning and learning curriculum:** Students are treated equally in a traditional curriculum for the same curriculum and content regardless of the student's education but curriculum and instruction for digital learning are the result of learning and can choose to focus on teaching and learning as selected (Sun et al., 2012).

(4) **Full student history:** A good digital learning curriculum should be able to record student history so that teachers understand the learning environment and their peers understand the grade or learning outcomes for repairs and updates.

(5) **Collaborative learning**: Digital learning is self-study and creative learning should cover more photos, words, or images than traditional imagery to create a fun educational application in life. Besides, the digital learning platform will provide interactive services as a forum for discussion and discussion for further communication for learners and teachers and educators (Hawkley, 2012).

(6) **Cost reduction of curriculum:** the content of textbooks used in digital technology is stored as a digital file to be able to use the full curriculum over and over again. In other words, the content of what the teacher teaches before the lesson allows the reader to use it many times and learn over and over again. The total number of students should be collected at one time and in one place and the rate of tuition will increase.

(7) **Collection of knowledge:** The digital learning environment can organize all the material written in the student's textbook. For students, it is possible to combine well-rounded information step by step. For educators, the content of the learning material can be organized and secured through digital learning platforms and provided to students quickly for better information management (Jud et al., 2014).

(8) **Increased interest in education:** Through information technology and the demonstration of different interviewees, education can be made more enjoyable and more life-sustaining to increase the interest of students, making education better and encourage students (Kakalmano et al., 2012)).

(9) **The learning experience of new technologies:** Emphasis on different aspects of digital learning and learning new technologies.

In short, digital learning is a fun because there will be no change in the inquirers or values of the content so that its readers can learn and manage the end of time and space for complete learning and learning going well. Early learning helps students prepare for learning that will enhance the suffering and acceptance of new knowledge. Thus, to develop the best learning experience, Kuo (2011) devised a system of motivational influences on performance by understanding student learning motivations to explain the link between motivation and effectiveness. Shahbaz (2012) revealed that students with spirituality and inspiration will bring higher academic results, i.e., a positive relationship between learning motivation and learning outcomes. Therefore, additional suggestions are included in this study.

H1: Digital education has better outcomes and motivational learning than traditional learning.
H2: Digital learning has better outcomes and outcomes than academic learning.

H3: Learning objectives provide positive outcomes and learning outcomes.

H4: Learning objectives have a positive impact on learning outcomes.

RESEARCH METHODOLOGY

MEASURE OF RESEARCH VARIABLE

Learning motivation Referring to Chouaetal. (2012), it is divided in to:

(1) intrinsic orientation

(2) extrinsic orientation

Learning outcome Referring to Hasu (2012),

(1) learning effect

(2) learning gain

RESEARCH SUBJECT and SAMPLING DATA

To achieve a well-rounded research objective and research concept, a surprising post state score was used to conduct a semi-final analysis. A selection of 116 students out of four classes was selected as samples, while 2 classes (56 students) in the experiment continued to study digital and two classes (56 students) were in control. the body remained in their traditional teaching system. The 33-week study was performed 3 hours per week (66 hours). computer statistics software is used for data analysis and cause analysis, reliability analysis, performance analysis, and various tests to test different concepts.

ANALYSIS METHOD

References are applied to this study to explain the effects of digital learning on learning motivation and learning outcomes, and conversational research is used more than to understand the relationship between learning motivation and learning outcomes.

	Variable	F	P	Scheffe post-hoc	
Digital learning	Intrinsic orientation	9.38	0.000*	digital learning (4.12)>traditional teaching (3.31)	
	Extrinsic orientation	11.46	0.000*	digital learning (4.75)>traditional teaching (3.53)	

* stands for p<0.05

Table 1. Variance analysis of digital learning on learning motivation

	Variable	F	P	Scheffe post-hoc	
Digital learning	Learning effect	13.42	0.000*	digital learning (3.95)>traditional teaching (3.15)	
	Learning gain	15.16	0.000*	digital learning (4.27)>traditional teaching (3.38)	

* stands for p<0.05

Table 2. Variance analysis of digital learning on learning outcome

ANALYSIS RESULT

Reliability and validity analysis

With Factor Analysis, learning motivation is extracted two factors of "intrinsic orientation" (eigenvalue=3.263, α=0.88) and "extrinsic orientation" (eigenvalue=2.841, α=0.83). The covariance accumulated achieves 81.623%.

Learning outcome, with Factor Analysis, is extracted two factors of "learning effect" (eigenvalue=2.533, α=0.86) and "learning gain" (eigenvalue=2.375, α=0.82). The covariance accumulated reaches 84.283%.

Effects of digital learning on learning motivation and learning outcome

1. Different perspectives on digital learning and learning motivation

The application of different studies to discuss differences in digital learning and learning motivation, Table 1, shows significant differences in the dynamics of digital learning (4.12), and is greater than in traditional learning systems (3.31); And, digital learning reveals a big difference between meditation (4.755) and beyond traditional learning (3.53).

2. A review of digital learning and learning outcomes

Further research is used to bridge the gap in digital learning and learning outcomes. From Table Two, the results of digital learning (3.95) show significant differences in learning and are greater than in curriculum; In digital learning shows a significant difference in learning value (4.27) and more than traditional learning system (3.38).

Correlation analysis of learning motivation and learning outcome

(1) Correlation analysis of learning motivation and learning effect

To test H3, the analysis result, **Table 3**, reveal the remarkable effect of intrinsic orientation (β=2.136**) and extrinsic orientation (β=1.838*) on the learning effect that H3 is supported.

Dependent variable→	**Learning outcome**			
Independent variable↓	**Learning effect**		**Learning gain**	
Learning motivation	**B**	**Beta**	**β**	**Beta**
Intrinsic orientation	2.136**	0.202	1.916*	0.182
Extrinsic orientation	1.838*	0.173	2.386**	0.217

F	28.46	36.25
Significance	0.000***	0.000***
R2	0.342	0.388
Adjusted R2	0.031	0.036

Note: * stands for p<0.05, ** for p<0.01.

Data source: Self-organized in this study

Table 3. Analysis between learning motivation and learning outcome

(2) Correlation analysis of learning motivation and learning gain

To test H4, the analysis results, **Table 3**, present notable effects of intrinsic orientation (β=1.916*) and extrinsic orientation (β=2.386**) on learning gain that H4 is supported.

CONCLUSION

The study revealed that students believe in the help of digital learning and the learning process. In particular, increasing student learning time, including digital learning, increases academic performance at the same time. Teachers are expected to create a classroom learning environment based on classroom climate as well as to create a learning environment for students to enjoy and use digital education so that students can confidently ask questions and promote learning with teachers online. Starting digital education will not only benefit the students, but also the teachers. In addition to promoting self-employment, teachers found that students appreciated teachers ’efforts and greater understanding.

SUGGESTION

The following is recommended in a nutshell looking at the results of the study above. The effectiveness of learning can be increased when the functions of the systems are large and varied close to the user's understanding and attracting students to the system for learning. School management can provide software and hardware support and assistance as needed to reduce the

skepticism of digital education about the problems encountered in the digital education sector and to make teachers more motivated. Most importantly, team integration can extend the management of digital learning more than the team to elevate the impact of learning. In the absence of a computer-assisted tutorial for software development, instructors can assemble appropriate software on the internet and create self-built software or web pages to achieve the results of tutorial information. What is more, promoting team learning and promoting learning web pages for social development among teachers will be beneficial and can benefit many students.

The key to developing digital learning is educators. On the other hand, the promotion of digital learning can provide a whole new opportunity for students. There will be some difficulties in changing traditional teaching methods, but these problems will also occur when teachers often share with their colleagues or professionals the experience of learning to improve the learning process and classroom management system. and show them. Such a professional will be defeated in personal development. With the advancement of information technology and relevant technologies, students and educators will embrace digital learning. It is the aim and mission of educators to help students gain knowledge and ideas of how to use it appropriately through the network.

References

- Antilla, M., Valimaki, M., Hatonen, H., Luukkaala, T., & Kaila M. (2012). Use of web-based patient education sessions on psychiatric wards. International Journal of Medical Informatics, 81(6), 424- 433.
- Berry, Mostafa, P., & Esmaeel, A. (2002). Teacher motivational practice, student motivation, and possible L2 selves: An examination in the Iranian EFL context. Language Learning, 62(2), 571-594.
- Chaser, S.Bolkan, College teacher Misbehaviours: Direct and Indirect Effects on Student Communication Behaviour and Traditional Learning Outcomes, Western Journal of Communication, Vol. 73, No 2, April – June, 2011, pp. 204 – 219).
- Chou, Yien, J. M., Hung, C. M., Hwang, G. J., & Lin, Y. C. (2011).A game-based learning approach to improving students' learning achievements in a nutrition course. Turkish Online Journal of Educational Technology, 10(2), 1-10.
- Fraser, G.P.Lathams, A Theory of Goal Setting & Task Performance, Prentice Hall 1998, 413.
- Hawkley,Miyoshi, M., & Tsuboyama-Kasaoka, N. (2012). School-based "Shokuiku" program in Japan: Application to nutrition education in Asian countries. Asia Pacific Journal of Clinical Nutrition, 21(1), 159-162.
- Imale,Hockly, N. (2012). Substitute or redefine? Modern English Teacher, 21(3), 40-42.
- Jud, H. S., & Herrero, A. (2012). Influence of the user's psychological factors on the online purchase intention in rural tourism: Integrating innovativeness to the UTAUT framework. Tourism Management, 33(2), 341-350.
- Jud, L. T., Kajura, M. A., & Birevu, M. P. (2014). Adoption of the SAMR model to assess ict pedagogical adoption: A case of Makerere University. International Journal of e-Education, e-Business, eManagement and e-Learning, 4(2), 106-115.
- Jud,B. N. Frisby, S.A. Myers, The Relationships among Perceived Instructor Rapport, Student Participation, and Student Learning Outcomes, Texas Speech Communication Journal, Vol.33, No 1, Summer 2014, pp. 2 – 34.
- Juo, L., Jesness, R., & Schools, M. P. (2013). One-to-One Learning with iPads: Planning & Evaluation of Teacher Professional Development. College of Education, Leadership & Counseling. University of ST.Thomas Minnesota.
- Kakalmano, D., Pearce, J., & Nelson, M. (2012). Food and Academies: A Qualitative Study. Department for Education, 1-23.
- Kaklamanou,Şahbaz, N. K. (2012). Evaluation of reading attitudes of 8th grade students in primary education according to various variables. Educational Research and Reviews, 7(26), 571-576.
- Kane, D. T. (2012). Leading with Technology. The Australian Educational Leader, 34(2), 44.
- Karim, S. (2012). Dynamic assessment of L2 learners' reading comprehension processes: A Vygotskian perspective. Science Direct, 321-328.
- Karim,Im, I., Hong, S., & Kang, M. S. (2011). An international comparison of technology adoption testing the UTAUT model. Information & Management, 48(1), 1-8.
- Katz, D. L., Katz, C. S., Treu, J. A., Reynolds, J., Njike, V., Walker, J., & Michael, J. (2011). Teaching Healthful Food Choices to Elementary School Students and Their

Parents: The Nutrition Detectives™ Program*. Journal of School Health, 81(1), 21-28.

- Katz,Chesser, W. D. (2011). Chapter 5: The E-textbook Revolution. Library Technology Reports, 47(8), 28-40.
- Kofe, L., & Mullaies, R. (2011). Nutrition Education and Technology: Can Delivering Messages via New Media Technology Effectively Modify Nutrition Behaviors of Preschoolers and Their Families? Journal of Nutrition Education and Behavior, 43(4), S40-S40
- Kristen, E. R. (2011). Analytical Evaluation of the Health Belief Model and the Vulnerable Populations Conceptual Model Applied to a Medically Underserved, Rural Population. International Journal of Applied Science and Technology, 1(2), 15-21.
- Kuo, Ya-Chu (2011). Intrinsic/Extrinsic motivation and perfectionism of EFL College Freshman student in Taiwan (thesis). Retrieved from http://ndltd.ncl.edu.tw/cgibin/gs32/gsweb.cgi/login?o=dwebmge
- Lai, Y. H., Huang, F. F., & Yang, H. H. (2012). The Effect of Nutrition Education System for Elementary School Students in Nutrition Knowledge. Journal of Oriental Institute of Technology, 32, 115-123.
- Lie , G. R. Pike, J. C. Smart, C. A. Ethington (The Mediating Effects of Student Engagement on the Relationships Between Academic Disciplines and Learning Outcomes: An Extension of Holland's Theory, Research Higher Education (2012) 53:550 – 575.
- Lubega, D., Philipp, A., & Kunter, M. (2014). How teachers' self-efficacy is related to instructional quality: A longitudinal analysis. Journal of Educational Psychology, 105(3), 774-786.
- Martin and Herroro, Chou, C. C., Block, & Jesness. (2012). A case study of mobile learning pilot project in K-12 schools. Journal of Educational Technology Development and Exchange, 5(2), 11-26.
- McKiranan, G. (2011). Configuring the 'Future Textbook'. Search, 19(4), 43-47.
- Mustafa and Ismail, A., Staves, K., & Wilk, A. (2012). Connected scholars: Examining the role of social media in research practices of faculty using the UTAUT model. Computers in Human Behavior, 28(6), 2340-2350.
- Pai, J. C., & Tu, F. M. (2011). The acceptance and use of customer relationship management (CRM) systems: An empirical study of distribution service industry in Taiwan. Expert Systems with Applications, 38(1), 579-584.
- Shin, D. H., Shin, Y. J., Choo, H., & Beom, K. (2011). Smartphones as smart pedagogical tools: Implications for smartphones as u-learning devices. Computers in Human Behavior, 27(6), 2207- 2214.
- Sun, J. Y., Han, S. H., & Huang, W. (2012). The roles of intrinsic motivators and extrinsic motivators in promoting e-learning in the workplace: A case from South Korea. Computers in Human Behavior, 28(3), 942-950.
- Sun, Sebastian, D., Ali, S., Ivo, B., Jan, M. L., & Helmut, K. (2012). Determinants of physicians' technology acceptance for e-health in ambulatory care. International Journal of Medical Informatics, 81(11), 746-760.
- Yen, Hsu, T. H. (2011). An Investigation into University Students' English Reading Motivation. Journal of Far East University General Education, 6(2), 98.