Digital Literacy and Learning Motivation: Impacts on Online Learning Outcomes in Fiqh Study

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Abstract: This study aims to investigate the effect of digital literacy skills and learning motivation on students' online learning outcomes in Fiqh subjects at Madrasah Tsanawiyah (MTs). The approach used in this study is quantitative with the data collection technique being a survey model. The sample includes 52 students, along with the corresponding teacher, from MTs Nurul Falah. The correlation data analysis is conducted using SPSS 25 software. The findings reveal a significant influence of digital literacy skills and learning motivation on online learning outcomes. Specifically, digital literacy skills account for a 90% influence on the online learning outcomes of MTs Nurul Falah students, while learning motivation accounts for an 88% influence. Moreover, the combined impact of both variables on online learning outcomes is 82%. The implications of this study underscore the necessity of enhancing digital literacy skills and nurturing learning motivation in online Fiqh courses at MTs Nurul Falah to improve students’ learning outcomes. This can be accomplished through adequate training and support for students and teachers to develop digital literacy skills and learning motivation. Additionally, it is crucial to address the internal factors influencing students’ digital literacy. Moreover, addressing factors such as technical issues and student motivation within the online learning environment is equally essential for optimizing online learning experiences.

INTRODUCTION
In the era of the Industrial Revolution 4.0, marked by rapid technological advancements, the education sector has undergone significant transformation. Traditional teaching methods have been replaced by digital alternatives such as e-learning, online courses, and web-based education. This shift was further accelerated by the COVID-19 pandemic. Various studies (Rashid & Yadav, 2020; Angelova et al., 2022) have highlighted the profound impact of digitalization on education, altering learning behaviors, learning resources, and learning models. This situation demands a greater focus on digital literacy and the ability to responsibly operate digital devices and the internet (Ali, 2020; Arsari, 2022).

The role of digital literacy becomes increasingly vital, encompassing not only mastering technology but also the ability to find, evaluate, utilize, share, and create online content (Isnawati et al., 2021). This becomes even more crucial when considering online learning (Famularsih, 2020; Afghani, 2021; Alvarez & Martinez, 2021; Yuzulia, 2021), which, while offering many benefits, poses
challenges related to a lack of IT knowledge, boredom, and ineffective assessment.

Even though digital literacy is extremely important, it alone cannot guarantee successful learning outcomes. Intrinsic motivation and students' enthusiasm for learning also play a significant role (Munna & Kalam, 2021; Arifin, 2012). Teachers must inspire students to foster interest, spirit, and perseverance, which collectively contribute to learning motivation. Several studies (Song et al., 2022; Nurmalisa et al., 2023) have highlighted the influence of motivation on academic achievement and the pursuit of personal goals.

Successful learning, as defined by Herpratiwi & Tohir (2022), includes the development of students' attitudes, skills, and cognitive abilities. In this context, teachers must successfully instill digital literacy in students while enhancing their motivation. Learning motivation has been found to have a significant influence on learning outcomes, stimulating students' dedication and enthusiasm (Chen, 2023; Öqvist & Malmström, 2018; Pelupessy et al., 2022).

However, there is a gap in research on digital literacy. Specifically, the impact of digital literacy on students' learning outcomes is not fully understood, especially in the context of online education. Furthermore, the relationship between learning motivation and digital literacy has not been fully explored in previous research. This research focuses on online Fiqh learning at Madrasah Tsanawiyah. We hypothesize that digital literacy and learning motivation can have a significant influence on students' learning outcomes in this context. Although digital literacy and learning motivation have been studied in various other educational contexts, there has been no research specifically targeting the context of online Fiqh learning. Thus, this research is designed to fill this knowledge gap.

This research is expected to provide new insights into how digital literacy and learning motivation influence students' learning outcomes in the context of online Fiqh learning. With this research, we aim to contribute to the literature in the field of digital pedagogy and Fiqh education, and to provide thoughtful material for the development of more effective strategies and tools to enhance students' digital literacy and learning motivation.

**METHOD**

This study employs a quantitative approach, wherein data collection was conducted using survey techniques, specifically by providing respondents with a set of instruments. This approach was adopted considering that the final data derived from this study are numeric or score-based, and were analyzed using statistical methods. This aligns with Sugiyono's assertion (2019) that quantitative research is used to address inquiries associated with numerical data and statistical programs. The survey technique was selected because it helps determine habitual activities within a community. As Adiyanta (2019) suggests, surveys can assess desired variables through various instrument questions. This study's variables include digital literacy skills, learning motivation, and online learning outcomes.

To gauge the research variables, namely learning motivation and online learning outcomes, an instrument in the form of a questionnaire was utilized. The tools and indicators measuring digital literacy skills are based on instruments developed by Selçuk et al. (2021). Meanwhile, the instruments assessing learning motivation and outcomes are adapted from those developed by Rijali (2019) and Dieu & Zhou (2021). Similar considerations were made for the instrument measuring scientific attitude proficiency.

The participants of this study comprised students and teachers from
Madrasah Tsanawiyah (MTs) Nurul Falah, totaling 52 students, inclusive of the relevant teacher. The researcher then sampled from this population by disseminating questionnaires, making the entire group the study's sample. Subsequently, the data analysis underwent several phases: a) the initial phase involved categorizing student abilities into various classifications such as very good (A), good (B), moderate (C), and less (D). Based on the scores from some variable measurements, b) the initial phase examined variable correlations using SPSS 25 software, encompassing bivariate correlation and F tests. The final phase entailed discussion, where acquired data was described and compared against established theories and prior research findings.

**RESULT AND DISCUSSION**

The research focused on measuring three variables: digital literacy, learning motivation, and Fiqh online learning outcomes among students during the COVID-19 pandemic. After data collection, it was analyzed to discern the proficiency levels of students at MTs Nurul Falah across these three variables. Specifically, the categorization of digital literacy skills, learning motivation, and online learning outcomes during the COVID-19 pandemic at MTS Nurul Falah can be viewed in Table 1.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Score</th>
<th>Number of Respondents</th>
<th>Percentage (%)</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital Literacy</td>
<td>76-100</td>
<td>19</td>
<td>36.54</td>
<td>Very Good (A)</td>
</tr>
<tr>
<td></td>
<td>51-75</td>
<td>17</td>
<td>32.69</td>
<td>Good (B)</td>
</tr>
<tr>
<td></td>
<td>26-52</td>
<td>10</td>
<td>19.23</td>
<td>Enough (C)</td>
</tr>
<tr>
<td></td>
<td>0-25</td>
<td>6</td>
<td>11.54</td>
<td>Less (D)</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>52</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Learning Motivation</td>
<td>76-100</td>
<td>18</td>
<td>34.62</td>
<td>Very Good (A)</td>
</tr>
<tr>
<td></td>
<td>51-75</td>
<td>19</td>
<td>36.54</td>
<td>Good (B)</td>
</tr>
<tr>
<td></td>
<td>26-52</td>
<td>10</td>
<td>19.23</td>
<td>Enough (C)</td>
</tr>
<tr>
<td></td>
<td>0-25</td>
<td>5</td>
<td>9.61</td>
<td>Less (D)</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>52</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Online Learning Outcomes</td>
<td>76-100</td>
<td>20</td>
<td>38.46</td>
<td>Very Good (A)</td>
</tr>
<tr>
<td>of Fiqh</td>
<td>51-75</td>
<td>19</td>
<td>36.54</td>
<td>Good (B)</td>
</tr>
<tr>
<td></td>
<td>26-52</td>
<td>9</td>
<td>17.31</td>
<td>Enough (C)</td>
</tr>
<tr>
<td></td>
<td>0-25</td>
<td>4</td>
<td>7.69</td>
<td>Less (D)</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>52</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

From Table 1, it is evident that the majority of MTs Nurul Falah students' digital literacy skills fall into the "A" category, accounting for 36.54%. This is closely followed by the "B" category at 32.69%, the "C" category at 19.23%, and the "D" category at 11.54%. This distribution indicates that students possess a commendable proficiency in understanding, selecting, and utilizing digital platforms. Concurrently, learning motivation yields positive results with the
“A” category dominating at 34.62%. Online Fiqh learning outcomes during the COVID-19 pandemic also show promising results, with the bulk of students fitting into the “A” category at 38.46%. However, to ensure the retention of high-quality online learning, continuous and robust efforts are crucial. On the whole, the data suggests that the digital literacy skills, learning motivation, and learning outcomes of MTs Nurul Falah students are generally impressive. Nevertheless, enhancing the quality of the online learning process requires a systematic and integrated bolstering of digital literacy skills and learning motivation, coupled with attention to factors impacting online learning, such as technical challenges and fluctuating student motivation. The subsequent analysis sought to determine correlations between these variables, using the Pearson Correlation test facilitated by the SPSS 25 software. The detailed outcomes of this test are presented in the following Table 2.

**Table 2.** Correlation between Digital Literacy, Learning Motivation, and Online Learning Outcomes of Fiqh Subject.

<table>
<thead>
<tr>
<th></th>
<th>Digital Literacy</th>
<th>Learning Motivation</th>
<th>Online Learning Outcomes of Fiqh</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital Literacy</td>
<td>Pearson Correlation 0.949**</td>
<td>0.000</td>
<td>0.906**</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>52</td>
<td>52</td>
</tr>
<tr>
<td>Learning Motivation</td>
<td>Pearson Correlation 0.949**</td>
<td>1</td>
<td>0.917**</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>52</td>
<td>52</td>
</tr>
<tr>
<td>Online Learning Outcomes of Fiqh</td>
<td>Pearson Correlation 0.906**</td>
<td>0.917**</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>52</td>
<td>52</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed).**

Based on the sig. (2-tailed) value, the correlation between digital literacy and student Fiqh online learning outcomes is significant, as indicated by a value of 0.000, which is less than 0.05. This signifies a significant relationship between variable X1 (digital literacy) and variable Y (online learning outcomes). Similarly, for the learning motivation variable, the sig. (2-tailed) value is 0.000, also less than 0.05. This indicates a significant correlation between X2 (learning motivation) and Y (Fiqh online learning outcomes).

Referring to the R-value, the calculated R-value for the X1 variable (digital literacy) is 0.924, which is greater than the R table value of 0.279 (for n = 52 at a significance level of 5%). This signifies a significant correlation between the X1 variable (digital literacy) and the Y variable (online learning outcomes). Similarly, the calculated R-value for the X2 variable (learning motivation) relative to variable Y (online learning outcomes) is 0.917, also greater than the R table value of 0.279 (for n = 52 at a significance level of 5%). This indicates a significant correlation between X2 (learning motivation) and Y (Fiqh online learning outcomes).

From the analysis, we can conclude that both digital literacy and learning motivation variables have a significant relationship with student Fiqh online learning outcomes. This suggests that a student's digital literacy skills and their learning motivation play a pivotal role in determining their online learning outcomes in Fiqh. Moreover, the analysis highlights a positive and significant relationship between digital literacy and student performance in the Fiqh subject. Overall, literacy competencies impact student motivation, which subsequently affects their Fiqh online learning.
outcomes. It remains essential to further cultivate digital literacy and learning motivation in a structured and integrated manner, always considering the factors influencing students' online Fiqh learning.

Table 3. Model Summary.

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. The error in the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.924 a</td>
<td>.853</td>
<td>.847</td>
<td>7.18821</td>
</tr>
</tbody>
</table>

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

Based on Table 3, the calculated R-value is 0.924, which exceeds the value from the R table, set at 0.279 (for n = 52, with a significance level of 5%). This indicates a significant relationship between the variables X1 (digital literacy) and X2 (learning motivation) in relation to variable Y (online learning outcomes). It can thus be inferred that 92% of the online learning outcomes for MTs Nurul Falah students during the COVID-19 pandemic are attributed to digital literacy and learning motivation, while the remaining 8% is influenced by other factors.

Statistical analysis reveals that digital literacy and learning motivation significantly impact online Fiqh learning outcomes for MTs Nurul Falah students amidst the COVID-19 pandemic. Approximately 92% of the variance in students' online learning outcomes can be accounted for by the interplay of digital literacy and learning motivation. This implies that as students' digital literacy and learning motivation rise, so do their online learning achievements. Conversely, the residual 8% is shaped by external factors not covered in this analysis, such as parental support, the learning environment, or individual attributes. Although these elements were not incorporated into the model, they still exert an influence on students' online Fiqh learning outcomes.

Table 4. Anova.

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Regression</td>
<td>14739.592</td>
<td>2</td>
<td>7369.796</td>
<td>142.631</td>
<td>.000 b</td>
</tr>
<tr>
<td>Residual</td>
<td>2531.852</td>
<td>49</td>
<td>51.670</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>17271.442</td>
<td>51</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: Fiqh Online Learning Outcomes
b. Predictors: (Constant), Learning Online Outcomes, Digital Literacy

Based on Table 4, the significance value (sig.) is 0.000, which is less than 0.05. This indicates that X1 (digital literacy) and X2 (learning motivation) both have a simultaneous impact on variable Y (online learning outcomes). This assertion is further supported by the calculated F value of 142.631, which exceeds the F table value of 3.18. Hence, both variables X1 and X2 jointly influence variable Y (online learning outcomes). We observe a significance value (sig.) of 0.000, which is lower than 0.05. This demonstrates that variables X1 (digital literacy) and X2 (learning motivation) together impact variable Y (online learning outcomes). Furthermore, with the calculated F value standing at 142.631, surpassing the F table threshold of 3.18, it can be concluded that collectively, variables X1 and X2 exert a significant effect on variable Y. In essence, both digital literacy and learning motivation substantially contribute to students' online outcomes in Fiqh.

Referring to the data in Table 1, it indicates that the digital literacy abilities...
of MTS Nurul Falah students were dominated by "A" category (36.54%), followed by "B" category (32.69%), "C" category (19.23%) and "D" category (11.54%). It means that in general, the digital literacy skills such as students' ability to understand, choose and use digital platforms are relatively good. Therefore, these capabilities need to continue to be developed in a planned and integrated manner. This is because digital literacy skills are needed in the global era or the current internet era. With good digital literacy skills, students will also be able to choose and use digital devices wisely. This is as stated by Sari et al. (2021), that filtering information while using digital devices such as internet involves technical abilities and cognitive intelligence.

Based on the results of the Pearson Correlation Test that has been done (Table 2), it depicts that digital literacy skills have a significant effect (0.906) on student learning outcomes while carrying out online learning. This is understandable by considering that students' main capital in carrying out online learning is their knowledge of digital devices, starting from the types of tools, software used, learning resources needed, how to process learning resources, and how to present teaching materials. As mentioned by (Chama & Subaveerapandiyan, 2023) that the types of electronic publications are very diverse, such as electronic books (e-books), electronic periodicals (e-periodicals), electronic databases (e-databases), electronic publications on CD -ROM, POD (Print On Demand), digital content, and electronic ink (e-ink) and these are all media to support learning activities. In addition, Al Amri et al., (2020) explained that online learning that was carried out during the COVID-19 pandemic required students to be able to use various kinds of digital media to conduct learning process. In this regard, students could access websites and search and share learning information. Students also are expected to be able to be actively involved and have a contribution to teaching and learning activities despite the COVID-19 pandemic.

In implementing learning in each subject, digital literacy occupies a strategic role. As several studies show that digital media is important to be applied in education as part of the technological developments. According to Arsari (2022), the technological development can be utilized in the field of education, especially in the process of teaching and learning activities to achieve educational goals in accordance with the skills needed in the 21st century, particularly the innovation skills. Even Ririen & Heriasman (2021), argued that digital literacy must be included in one of the formal education goals. This is also in line with the statement (Amarulloh et al., 2020) that the development of students' literacy levels and their digital competence is very crucial to increase information, interest, and motivation to learn, so learning process can run efficiently and dynamically.

Meanwhile, according to Lusianai et al., (2022), the role of digital literacy can make teachers and students communicate effectively although not face to face. Therefore, digital literacy skills play a very important role in the online learning process during this pandemic and the industrial revolution. Several studies have proven that the use of internet networks or digital media plays an important role in the learning process and assessment of learning outcomes. This was conveyed by Novitasari (2020), for example, the research found that digital literacy skills can improve student learning outcomes. In addition Diehl and Golann, (2023) also argued that digital literacy-based
Learning also much influences students’ motivation and learning outcomes (Wahyuni et al., 2023). Thus, digital literacy skills can have a positive influence on the online learning process in the form of motivating students and achieving learning outcomes.

Therefore, students have to understand what digital literacy is so that they can help to gain management, and communicate between teachers and students during online learning. As stated by Chama & Subaveerapandiyan (2023), that digital literacy is the knowledge and skills to apply digital media, communication tools, or networks in finding, evaluating, using, creating information, and using it in a healthy, wise, intelligent, careful, precise, and comply with the law to foster communication and interaction in daily life. Digital literacy can also be interpreted as an individual’s ability to apply functional skills to digital devices. Students can find information, think critically, be creative, collaborate with others, communicate effectively, and still pay attention to electronic security and the evolving socio-cultural context. Sari (2020) said that the development of digital literacy is defined as the practice of communicating, associating, thinking, and being connected with digital media.

To improve digital literacy skills, several things need to be done both by the government through various policies and by educators (teachers, lecturers, and so on) through digital literacy-based learning programs. Through various policies, including the development of digital system infrastructure, the digital literacy capability of citizens can be increased. This is in line with the results of research Haimah et al., (2021) that the development of digital facilities can encourage increased digital literacy skills in students at the Al-Amin-Malang People’s Islamic Boarding School. In addition, through policies, the government can also develop curriculum policies oriented toward digital literacy skills. In addition, the development of digital literacy skills can also be carried out through Lin et al., (2023) by using certain learning models, for example, PjBL (Rochmawati et al., 2019), STEM models Fiteriani et al., (2021). In addition, Minhas et al., (2021) can also use blended learning with digital literacy insights to improve learning and build a golden generation of 2045.

As for the learning motivation variable (Table 1), it is also dominated by students with a level of learning motivation in "A" category (34.62%), "B" category (36.54%), "C" category (19.23%) and "D" category (9.61%). Referring to these data, it indicates that students’ interest or motivation during online learning is relatively good. This motivation includes seriousness to direct oneself to be able to develop oneself and achieve the desired results. Therefore, learning motivation for students continues to be carried out by a teacher in a planned and integrated manner.

In the field of education, a teacher must always motivate his students in learning because motivation is an indication of changing behavior, attitudes, interests, and student activity in learning. As stated by Nurmawati et al., (2020) an effort to achieve behavior change requires a motivation. Motivation is one of the factors that encourage students to want learning. In addition, Kompri (2016) also said that the position of motivation in learning does not only provide the correct direction of learning activities, but with motivation, one will receive positive consideration in learning activities. Motivation is very important because it gives enthusiasm to a student in his learning activity. This statement is reinforced by Wina Sanjaya, (2010) who says that the modern view of the learning process places motivation as an
important aspect in arousing student motivation.

Meanwhile, according to Kompri (2016), learning motivation is a psychological aspect, affected by the physiological conditions and psychological maturity of students. As formulated by Uno, (2014:) in his research, the indicators of learning motivation include: (1) the desire to succeed; (2) there is encouragement and need to learn; (3) there are hopes and aspirations for the future; (4) there is appreciation in learning; (5) there are interesting activities in learning; (6) the existence of a conducive learning situation, enabling students to learn well. Learning motivation plays an important role in the learning process because with learning motivation students will behave and think positively and optimistically in their lives. It has an impact on student learning outcomes in the learning process.

In addition to seeing the success of students, it can be seen after going through learning process. As stated by Oktaviantoro (2019) learning outcomes are the abilities a person after studying. In other words, learning outcomes are achievements that are owned by someone after carrying out the learning process. Then to measure the success of student learning can be seen in various forms both in the form of values, attitudes, behaviors, and characteristics. As said by Alhadi & Saputra (2017), the learning process that occurs will give results to someone who carries out the learning process. These results can be in the form of changes in behavior that include habits, attitudes, and also skills. The same thing was said by Susanto, (2015) that this change includes three aspects, namely aspects of knowledge (cognitive), aspects of attitude (affective), and aspects of skills (psychomotor). In addition, achieving all of this in the learning process is never separated from the motivation given by the teacher and parents. As explained by Amaliah (2020), that the learning process will achieve success if students have good learning motivation. Therefore, learning motivation is one of the keys to success in achieving learning goals.

Some of the teacher's efforts to generate motivation and online student learning outcomes of Fiqh during the COVID-19 pandemic can be seen by various experts. Dwinalida & Setiaji, (2022), for instance, stated that student motivation and learning outcomes can be done by: A) clarifying the objectives to achieve; B) create a pleasant atmosphere in learning; C) give reasonable praise for each student's success; D) give an assessment and give comments on the results of student work; E) create competition and cooperation. Besides that, some of the results of research conducted by Rahayu et al., (2022) show that learning communication with computer media can increase students' learning motivation and computer skills. In addition, Wardani (2020) also stated in their research that utilizing the Google Classroom program for educational lectures can increase student motivation and learning outcomes, while also increasing student achievement. Meanwhile, (McGrew, 2022) in her research said that the application of the STAD model was very effective in increasing student motivation and learning outcomes. Then in another study done by Suriati et al., (2022) showed that the application of the Scientific approach to the Discovery Learning model was a very effective effort to increase students' motivation and Thematic learning outcomes. Septiani et al. (2021) said that increased motivation has been proven to positively affect student learning outcomes. Meanwhile, according to (Andriani and Rasto 2019), learning motivation is
reflected in the indicators of activity duration, activity frequency, persistence, devotion and sacrifice, fortitude, tenacity and ability, level of inspiration, level of result qualification, the direction of attitude towards activity goals. This means that an increase in student learning motivation can be followed by an increase in student learning outcomes. Teachers have a strategic role in motivating students. Teachers’ ability to motivate students also determines student learning outcomes. The same thing is said by Sofia et al. (2022), that it can also increase student learning achievement.

This can be seen in the variable of online Fiqh learning outcomes (Table 1), also dominated by students with a level of learning motivation in the category "A" (38.46%), the category "B" (36.54%), the category "C" (17.31%) and category "D" (7.69%). Referring to this data, it means that learning outcomes of MTS Nurul Falah students during online learning have been relatively good. Therefore, to maintain student learning outcomes, it is necessary to encourage learning motivation and digital literacy conveyed by the teacher in a planned and integrated manner.

Based on the correlation test (Table 2), it can be seen that the sig. (2-tailed) between digital literacy variables and online Fiqh, learning outcomes is 0.000<0.05. Likewise, the learning motivation variable also obtained a sig. (2-tailed) value of 0.000 <0.5. Thus it can be understood that there is a significant correlation between variable X1 (digital literacy) and variable Y (Fiqh online learning outcomes) and there is also a significant correlation between X2 (learning motivation) and Y (fiqh online learning outcomes). In addition, based on Table 4 (ANOVA test) it is also known that the sig. 0.000 which means less than (<) 0.05, it can be said that X1 (digital literacy) and X2 (learning motivation) simultaneously affect variable Y (fiqh online learning outcomes). This is also reinforced by the calculated F value of 142,631> F Table 3.18. This means that the two variables, namely X1 and X2, simultaneously affect the variable Y (the results of learning online Fiqh). Therefore, in a nutshell, it can be said that the level of student learning outcomes at the MTS Nurul Falah in carrying out online learning is influenced by digital literacy ability and learning motivation with a level of 92%.

As the results of the analysis and testing of data in this study found that 92% of the online learning outcomes of MTS Nurul Falah students while carrying out learning during the COVID-19 pandemic were influenced by digital literacy skills and learning motivation. The remaining 8% is influenced by other factors. Thus it can be said that students' online learning outcomes while carrying out learning during the COVID-19 pandemic were greatly influenced by digital literacy ability and learning motivation. The motivation given by the teacher during online learning carried out by MTS Nurul Falah students through the development and ability of digital literacy is a success. Digital literacy abilities affect student learning outcomes. This is in line with the research results of Karagözoglu & Gezer, (2022) which show a significant relationship between information, content creation, communication, and security competences with student achievement. In addition, Yustika & Iswati (2020) also said that a high level of digital literacy has a positive effect on the high output of learning outcomes on student academic achievement.

This research has several limitations that need to be considered. First, this study was only conducted in one school, so the results cannot be
widely generalized. This means that the research results only apply to students in the same school and cannot be applied to students in other schools. Second, this research only focuses on one subject, namely Fiqh. Therefore, the results of this study can only be applied to the same subject and cannot be applied to other subjects. Third, this study uses quantitative research methods, so it cannot provide an in-depth understanding of the phenomenon under study. Quantitative research methods focus more on quantitative data and cannot explain phenomena in detail. Fourth, this study only used a random sample, so it could not represent the entire population of students in the same school. Therefore, further research can be carried out by involving more schools and different subjects to broaden the generalization of the research results. In addition, further research can also consider other factors that can affect student online learning outcomes, such as technical factors and psychological factors. In addition, further research may consider using different research methods, such as qualitative methods or a combination of qualitative and quantitative methods to gain a deeper understanding of the study.

CONCLUSION
Based on the conducted data analysis, there is significant evidence that digital literacy (X1) and learning motivation (X2) simultaneously impact online learning outcomes (Y). This is substantiated by the significance values (2-tailed) for both variables, each being less than 0.05. The ANOVA test results further bolster this finding with a significance value of 0.000. Moreover, the calculated F value of 142.631, exceeding the table F value of 3.18, indicates that both variables, X1 and X2, jointly influence online learning outcomes (Y) with a contribution of up to 92%. This conclusion underscores the importance of enhancing digital literacy and learning motivation in the context of online education, particularly for the Fiqh subject at MTs Nurul Falah. Therefore, it is recommended to augment training and support for students and educators in developing digital literacy skills and learning motivation, while also considering internal and external factors that might influence the quality of online learning.

REFERENCES


