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A Study of Student Learning Attitudes and Motivation in Technological Processes in Learning

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ABSTRACT

The influence of technological processes is something that cannot be separated from human life today, including the field of education. Students' responses and acceptance of technological processes determine the extent to which this technology can be used in the learning process. The purpose of this study was to find out how the influence of attitudes and motivation to learn from students on the process of technology in learning. This study uses a quantitative method with a survey model. The tool used in this survey model is a questionnaire on the Google form. The results found in this study are the attitudes and motivation to learn in students greatly determine the development of the technological process in learning. From this study it can be concluded that the existence of a technological process in learning will shape student character for the better and increase student motivation. The limitation of this research is that researchers only conduct research on students' attitudes and motivation in the process of technology in learning. The researcher hopes that further researchers can conduct similar research at the level of education and other subjects.

Keywords: *Learning Attitudes, Learning, Technology Process*

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INTRODUCTION

The term technology is certainly no stranger to the ears of people these days (Brooks et al., 2020; Liu et al., 2019; Sclove, 2020). Many breakthroughs have occurred in all areas of life as a result of technology. Technology provides a way of convenience as well

as various kinds of reliable innovations to help human life (Eldridge et al., 2018; Prakash et al., 2018; Vaidya et al., 2018). Not only in big cities, but now the influence of this technology has entered small villages and has even begun to be introduced in remote areas. Humans seem to feel addicted to this technology. No one person can stop the pace and speed of technology in the era of society 5.0 (Narvaez Rojas et al., 2021; Potočan et al., 2021; Sołtysik-Piorunkiewicz & Zdonek, 2021). Therefore, instead of looking for opportunities to escape from the bondage of technology, it is better for humans to learn and train their skills to be able to adapt to technological processes.

The process of technology has now also become part of 21st century education activities (Almerich et al., 2019; Silber-Varod et al., 2019; Wrahatnolo & Munoto, 2018). The learning process which was previously only carried out in the classroom using whiteboards, books, pens and other writing tools, is gradually starting to be collaborated with technological processes. Not only ICT teachers, laboratory teachers and school administrative office employees, but all teachers are required to understand and be skilled in using technology today (Andryukhina et al., 2020; Gallego-Arrufat et al., 2019; Perifanou et al., 2021). Teachers must have the ability and expertise about technology to upgrade the learning process to be more interesting (Lobovikov-Katz, 2019; Suharno et al., 2020; Vidakis & Charitakis, 2018). The teacher's ability in technology is needed to create and apply learning media that can increase student enthusiasm for learning.

In addition to educators or teachers, students' knowledge and skills in the field of technology are also very necessary (Bond et al., 2018; Falloon, 2020; Pei & Wu, 2019). The point is that students can understand and capture what is being taught by the teacher. Students can also find out how to access an online learning media or application used by teachers in the teaching and learning process (Kulin et al., 2018; Mayer, 2019; Shakarami et al., 2020). Learning is an activity that occurs between two directions, namely between teachers and students. If one of the two components occurs a gap in the understanding of a material or about the learning media used, it will hinder the learning process and will not achieve the educational goals perfectly. (Jeong et al., 2018; Rahim Taleqani et al., 2019; van Dijk-Wesselius et al., 2020). Therefore, to use technology in the learning process, understanding and skills of teachers and students regarding technology are needed to be used as online-based learning media.

The junior high school level in Europe is a continuation of the basic education level. That is, at this time students are usually just entering their teens so that there are differences in terms of attitudes and learning motivation of students from the previous level of education (Dou & Shek, 2022; Moto et al., 2018; Yuen et al., 2019). Students at the junior high school level in Europe tend to have a behavior that is always changing and is more active in searching for their identity. The attitude or character of students is usually much influenced by the attitude of their friends (Huang et al., 2020; Tang et al., 2019; Zhou et al., 2020). Need more attention to students who are in their teens so that their psychological development remains controlled and takes place optimally (Alverson et al., 2019; Cheung et al., 2018; Zuckerbrot et al., 2018). For this reason, it is necessary to have guidance and moral education in each subject so that students' attitudes remain

focused and do not cross the line. In addition, it also needs a positive influence from the technological process so that students can actualize themselves in a responsible and useful way.

In terms of learning too, students at this age have a sense of boredom and dislike certain subjects. This could be because the subject matter is difficult, the teacher is boring and seems monotonous or because the learning media used is not interesting. All of this is commonplace for students in their teens. Learning is one of the subjects that is less attractive to students, especially at the junior high school level in Europe. Apart from that, religious teachers are usually known to be grumpy. stiff and less fun, learning is also considered unattractive because it is considered not to keep up with the times and the learning media is less impressed with no development.

It is necessary to prevent these kinds of assumptions from being embedded in the minds of students further (Edwards et al., 2019; Walsh et al., 2020; Yang et al., 2020). A breakthrough is needed in the world of education to be able to restore and increase student or student learning motivation, especially in learning subjects. Religious teachers need to change teaching methods in order to change students' bad perceptions (Hidayat et al., 2018; Ridhwan et al., 2018; Sukmana, 2020). In addition, one way that has the greatest potential for success is to involve technological processes in learning activities. By utilizing technology in learning activities, this will be able to influence the attitude and motivation of student learning (Mahdavinejad et al., 2018; Pei & Wu, 2019; Scherer et al., 2019). For the record, boundaries and guidance are still needed from teachers and parents so that students' attitudes and motivation in this technological process continue to run in a straight line, produce positive things and can be maintained and developed further in the future. One of the schools that uses technological processes in learning activities is a junior high school in Europe. The process of technology has a significant influence on students' attitudes and motivation in learning. However, there are also some negative impacts from the use of technology in the learning process. Among them are some students who deviate from the use of technological processes in teaching and learning activities so that instead of making lessons more effective and efficient, they make learning more complicated and difficult.

There are several previous studies that are relevant to this research (Asrial et al., 2022) conducted research on the effect of attitudes and motivation of junior high school students in Europe on the science process, the results of the study showed that the attitudes and motivation of student learning had an influence on the skills of the science learning process (Rafiola et al., 2020) researching the effect of learning motivation, self-efficacy along with blended learning during the industrial revolution 4.0, stated that all of them had an important influence on increasing student achievement. Besides that (Puspitarini & Hanif, 2019) conducting research on the use of instructional media in elementary schools. The results found are that technology is needed as an alternative medium to increase student motivation. Furthermore (Sahin & Yilmaz, 2020) also conducted research related to the influence of augmented reality technology in secondary schools in science learning. The results obtained are that this application can make students happy

in learning and improve student achievement and improve student attitudes. Last research (Ahmadi & Guilan University, Guilan, Iran, 2018) has researched about using technology for English lessons. The results obtained are that technology is very effective in increasing student achievement in learning English.

The purpose of conducting this research was to determine the effect of attitudes and learning motivation of junior high school students in Europe on the technological process in learning. In addition, the research also aims to dig up information about the positive and negative values resulting from the technological process when used in learning activities, as well as the ways that need to be taken so that this technological process can be right on target when used in the world of education and can achieve the goals set as results of the teaching and learning process. Technology is considered capable of providing a major influence on the learning process of Islam. Issues or problems that often arise related to the use of technological processes in the educational realm are students often misusing technology to access something that is useless and negative content that can damage and influence students' minds. In addition, the existence of this technological process makes students tend to spend more time with their virtual world than with people in the real world. The lack of knowledge and expertise of students and teachers regarding the use of technology is also a major issue that is often at issue in this regard. Even in learning, many teachers do not really allow technology to interfere in learning because the technology is considered not in line with the goals of learning. There are so many problems that are sometimes used as excuses by educators and students for not using technology in teaching and learning activities. These arguments are growing, especially in this day and age where technological processes cannot be avoided in the world of education. Even though this technological process, if used in a positive circle, will also have a positive influence on students' attitudes and learning motivation. Due to the many issues and negative opinions that are emerging now, researchers are interested in studying the influence of student learning attitudes and motivation on technological processes in learning

RESEARCH METHODOLOGY

The method chosen by researchers in this research activity is a quantitative method using a survey model (Fernandez-Cassi et al., 2018; Zhang et al., 2018). This study aims to obtain and analyze data from informants or research objects so that this survey model is suitable for use in its application. The research was conducted during learning in the odd semester of 2022 at junior high schools in Europe. This time is considered very appropriate for conducting research because students' understanding of technological processes already exists and is starting to develop because previously there were online learning activities that became provisions in all schools in Europe, even around the world.

The source of the results obtained in this study were students attending junior high schools in Europe who had filled out the questionnaire that was distributed. The choice of this technique makes it easier for these students to become resource persons in research (Johnson & Khoshgoftaar, 2019; Tan et al., 2018). It was from this questionnaire that the

results of the research questions were answered by 13 students. Based on these numbers, it can be concluded that this questionnaire has been filled in by students from different classes at the school. The questions posed by the researchers in the questionnaire were considered clear and understandable by the answerers. All responses given by the informants were also obtained clearly.

The data obtained in this study used a survey process, where previously the researcher made questions related to the influence of attitudes and student learning motivation on the technological process in learning on Google form. (Malka et al., 2021; Wiyono et al., 2021). The questions in the questionnaire are distributed in the form of a link. Questionnaires that have been filled in by students are automatically entered into the answers section of the Google form that has been created. The data that has been obtained from this study is also automatically presented in the form of a percentage according to the answers given by the people who filled out the questionnaire. The percentage data obtained was then analyzed and explained in the researcher's own words in the form of a table, followed by a discussion using the opinions of experts and researchers who conducted similar research before. The discussion section on the results of this research requires the researchers' personal opinions and arguments to be built and narrated in order to be able to draw conclusions from the many opinions that existed in previous research.

RESULT AND DISCUSSION

This research was conducted to determine the effect of attitudes and motivation of junior high school students in Europe on the process of technology in learning. The results of this study were obtained from the results of a survey conducted by distributing questionnaires on the Google form which had been filled in by around 13 students. The questionnaire distributed relates to student attitudes and learning motivation in the technological process. The results of the analysis of the research data are used as a reference for further research related to the influence of attitudes and learning motivation of junior high school students in Europe on technological processes in learning subjects. The renewal in this study was to determine the influence of attitudes and learning motivation of junior high school students in Europe on technological processes in learning.

Table 1 A Study of Students' Attitudes and Learning Outcomes on Technology Processes in Learning

No.	Question	Answer(Percentage)	Information
1.	Level of knowledge of students about technology	23.1% really know, 61.5% know, 7.7% know	3 people know very well about technology, 8 people know, 1 person knows enough, 1 person knows

		enough, 7.7% don't know and 0% don't know	little and 0 people don't know.
2.	The level of understanding of students related to technology that is developing at this time	30.8% really understand, 53.8% understand, 15.4% quite understand, 0% do not understand and 0% do not understand	4 people really understand the technology that is currently developing, 7 people understand, 2 people understand enough, 0 people don't understand and 0 people don't understand
3.	The level of technology utilization in the learning process	23.1% really use it, 38.4% use it, 30.8% use it enough, 0% use it less and 7.7% don't use it	3 people really take advantage of technology in the learning process, 5 people use it, 4 people just use it, 0 people don't use it less and 1 person doesn't use it
4.	Level of Agree or Disagree with the use of technological processes in learning	53.8% strongly agree, 30.8% agree, 7.7% quite agree, 7.7% disagree and 0% disagree	7 people strongly agree if using technological processes in learning, 4 people agree, 1 person quite agrees, 1 person disagrees and 0 people disagree
5.	The level of suitability of the technological process used for learning	46.3% very suitable, 46.3% suitable, 0%	6 people considered it very suitable if the technological process was used for the learning process, 6 people

		quite suitable, 7.7% less suitable and 7.7% not suitable	were suitable, 0 people were quite suitable, 1 person was not suitable and 1 person was not suitable
6.	The level of helping or not technology in learning	38.5% very helpful, 46.1% helpful, 0% quite helpful, 15.4% less helpful and 0% not helpful	5 people think the technological process is very helpful in Islamic religious learning activities, 6 people are helpful, 0 people are quite helpful, 2 people are less helpful and 0 people are not helpful
7.	The level of influence of technology on students' attitudes in Learning	38.5% very influential, 38.5% influential, 15.4% quite influential, 7.7% less influential and 0% no effect	5 people think the technological process is very influential on students' attitudes in learning, 5 people are influential, 2 people are quite influential, 1 person is less influential and 0 people are not influential
8.	The level of influence of technology on students' learning motivation in learning	38.5% very influential, 46.3% influential, 7.7% quite influential, 7.7% less influential and 0% no effect	5 people think the technological process is very influential on student learning motivation in learning, 6 people are influential, 1 person is quite influential, 1 person is less influential and 0 people are not influential

9.	The level of suitability of the positive value of technology with learning objectives	30.8% very suitable, 46.3% suitable, 7.7% quite suitable, 15.4% less suitable and 0% not suitable	4 people think the positive value of the technological process is very suitable for learning objectives, 6 people are suitable, 1 person is quite suitable, 2 people are not suitable and 0 people are not suitable
10.	The level of acceptance of the technology process by all Islamic religious teachers in the school	38.5% very able, 46.3% able, 15.4% quite able, 0% less able and 0% unable	5 people think that the technological process is very acceptable to all students and all Islamic religious teachers, 6 people can, 2 people can quite, 0 people can't and 0 people can't
11.	The level of student craftsmanship in Learning if using technological processes	23.1% very diligent, 53.8% diligent, 23.1% quite diligent, 0% less diligent and 0% not diligent	3 people think that students will be very diligent in learning Islam if they use technological processes, 7 people are diligent, 3 people are quite diligent, 0 people are less diligent and 0 people are not diligent.
12.	The level of goodness of students' attitudes in learning Islamic religion when using technological processes	30.8% very good, 46.3% good, 23.1% good enough, 0% not good and 0% not good	4 people considered that students' attitudes would be very good in learning if using technological processes, 6 people were good, 3 people were good enough, 0 people were not good and 0 people were not good.

13.	The level of students' bad attitudes when using technology	15.4% very bad, 15.4% bad, 30.8% moderately bad, 7.7% not bad and 38.5% not bad	2 people think the student's attitude will be very bad if using technology, 2 people are bad, 4 people are quite bad, 1 person is not bad enough and 5 people are not bad

The knowledge of junior high school students in Europe about technology in general is just knowing. Among them there are also three students who know very well, and a small number of students know enough and do not know enough about this technology. Most of the students also claimed to understand how to access this technology in learning. Even though students are in the range of very understanding and quite understanding, still, in essence, students in this school generally understand technology. Students at junior high schools in Europe also answered that in their schools the teachers had used and utilized technology in the learning process. When the technology is used in the learning process, most of the students admit that they agree and consider that technology is indeed suitable when used in the learning process.

Students who have filled out a questionnaire on the Google form whose link has been distributed by researchers generally assume that this technological process helps teachers to teach in the learning process and has also helped students understand material in learning subjects. Students also acknowledge that the technological process in learning also helps in shaping students' attitudes to be better and heading in a positive direction. This technology is also considered to be able to increase and foster student learning motivation in learning. Technology is able to influence the two important aspects needed from a learner in teaching and learning activities. The ultimate goal of learning is of course to form students who have high religious knowledge and attach themselves to akhlakul karimah. If it can influence the students and the teacher personally and in accordance with learning objectives, then of course the technological process that is currently developing can be accepted by teachers and students, especially in learning subjects.

The basic attitude that is expected from individual students to shape the attitude and motivation to learn is the student's personal self-development and kindness. Student crafts can grow from high learning motivation. So that with the help of technological processes this attitude can be embedded little by little in students. The good attitude that is expected to grow and settle in each student is also considered to be able to be obtained from the use of this technological process. From the results of the study it can be concluded that the technological process can indeed grow and influence the two main attitudes of students in learning. This of course will result from a straight and directed technological process. However, if what arises is a student's bad attitude, then this arises because of

technological processes that are not directed and not controlled in educational activities. Judging from the results of research in junior high schools in Europe, the bad and not bad attitudes of students because of the technological process, the percentage difference is very small. So it needs better guidance to cover the potential for the emergence of these bad attitudes.

The era of society 5.0 is an era where it is very rare for us to meet people who are not familiar with technology. Starting from small children who basically can only play to parents who are called the elderly in general are familiar with technology. All human activities that are usually carried out by sweating and tiring, are now sufficient only with the help of technology. Humans no longer need to bother doing work that was previously considered heavy. Everything will feel light with the help of technology that is growing today. Human knowledge about this technology is inseparable from the development of information and communication technology which is increasingly easily spread and sometimes even difficult to control because the flow is very strong and almost without obstacles.

The world of education is also not spared from the touch of technology that is actively moving and developing in all corners of the world. Every living person who wants to be in an educational institution is required to understand technology and cannot be separated from the bondage that is so strong today. Students are required to understand technology if they want their personality to develop and not be at the same point as time goes by. Students' understanding of technology is not enough just to understand the word. Adequate skills and expertise are needed so that students can be recognized as learners in this technological process. So that a good attitude and high motivation are needed from students to learn and understand technological processes. Because the technological process cannot be reached only by understanding, but there needs to be a positive attitude from students and passionate motivation to learn in today's technological processes.

The use of technology is also needed as an implication of students' understanding of technological processes. It is impossible for a developing technological process to be known and understood, but not utilized. Technology needs to be utilized optimally and on a positive path so that its development is not hampered and is right on target. The benefits of technology that students can feel in the learning process are numerous and of course positive. Students can learn from a distance with the help of technology, so they don't have to bother attending class and participating in learning as usual. The process of developing technology also helps to facilitate the student learning process. Students can learn through various online learning media in the form of sophisticated, interesting and fun applications that are especially accessible to students. The knowledge or cognitive level of students is also called increasing and increasing with the help of technology during the teaching and learning process. If observed closely, technology is also considered to be very effective in being able to hone students' skills in learning activities and being able to bring out hidden talents in students. The influence of student learning attitudes and motivation is also very large on the process of technological progress and development.

The main attitude that is expected of a student as a result of the educational process is a good and diligent attitude in learning as a manifestation that the student's learning motivation exists. This good attitude of students is not only in the learning process, but needs to be shown in students' daily lives. This good attitude has many branches, such as honest, disciplined, responsible, compassionate and so forth. This attitude is needed to interact with teachers, fellow students, parents of students and the community around students. Meanwhile, the diligent attitude of students can be seen from the strong desire of students to complete school assignments, read study materials and be able to make the best use of their free time for useful activities. If these two main attitudes have been seen from each student's personality then this can be evidence of the success of the learning process and the achievement of educational goals.

The existence of a technological process in the midst of the learning process makes students like it or not and whether they like it or not, they have to be able to accept it. Students are guided to be able to adapt to the occurrence of technological processes in educational circles. There is nothing that students can do now, especially in the future, to escape from technological contamination. Not only at school, in the daily life of other students they are not far from technology. This technological process, which without any doubt will continue to develop, will continue to touch human life. Students who do not agree with the technological process in educational institutions will feel constantly haunted by shadows of the future that cannot be separated from technology. Therefore, it takes students' readiness and seriousness to face the progress of the technological process rather than being busy thinking about how to stop it.

Serious steps also need to be taken by the Learning teachers. Points of Learning in public education institutions such as the First Middle School in Europe need technology to be able to progress and survive in the midst of the upheaval of the modern age which has been filled by people who do not care and do not care about religious teachings in every part of their lives. Learning in the First Middle School in Europe is considered unpleasant and interesting for the teenagers who occupy the school benches. Students who are in the transition period from childhood to adolescence make psychological and physical development difficult to control. Students who are at this point feel they need their friends more than others. Because teenagers feel they can find their identity with the help of their friends. At this time of upheaval, it is necessary to lend a hand from the teachers of Learning to guide and direct the students of the First Middle School in Europe so that they do not take the wrong step and do not take the wrong space to actualize themselves. However, with the help given by the Learning teacher, it even made students feel disliked for Learning with their teachers.

Learning teachers who intend to pull students' hands so they don't fall into moral decline are considered incapable because they are not liked by their students. Learning teachers are often labeled as stiff, grumpy, monotonous and lecturing teachers. Because of this, instead of the students' morals becoming better, they are deteriorating more and more because they do not respect and appreciate their teachers. Learning materials are also widely disliked because they are judged to contain only religious writings and advice.

So many of the students avoid studying Islam by truancy or staying in but ignoring the teacher's explanation.

All the assumptions that arise need the right means to be able to cover them and even eliminate them. Technological process is one of the good ways out for the issues of Learning in today's age. In addition to changing the nature of religious teachers so that they can be fun and not boring in the eyes of students, the use of technology can also be an assistant access for problems that arise. Technology can help teachers to provide understanding, knowledge and guidance related to Learning through the process of technology. For example, teachers can use educational applications to provide material to their students. The application can be in the form of videos or educational online games that can sharpen students' intelligence and provide good character values to students.

Learning materials that usually only take the form of long writings can now be presented in a more creative form. With the existence of online-based learning media, it is possible to pour the materials that are in the textbook into applications or platforms that attract students' interest and can capture all the students' attention in the learning process. In addition to video and educational online games, the learning media can also be in the form of multimedia, online learning houses, online learning guidance, such as teacher's room, video quepper and so on. So that with the help of these applications it is hoped that students can more easily and quickly learn learning materials and can attract students' interests and talents more. The technological process besides having many positive impacts and benefits in learning activities, it turns out that it also has negative impacts. This negative impact can be seen from the bad behavior shown by students after getting to know this technology. The existence of a technological process can make students lazy to interact with the people around them. Students are more happy and engrossed in their own virtual world than hanging out with friends, family and the surrounding environment. Communication that should be maintained properly with the people closest to it is neglected and deemed unnecessary. Because of this, the term appears when close feels far, while far feels close. This tends to happen to students who have introverted or closed personalities. Using technology when learning also makes students sometimes out of control so instead of attracting students' attention to a material, it makes it even more difficult to deliver the material because students easily leave the application used to other sites.

The emergence of prohibited sites that actually should not be visited by underage students is also another bad impact of technology. These illegal sites sometimes do not use strong protection or access so that students can easily enter them. Especially at the junior high school level in Europe, students' curiosity is getting higher to find out something and to find their identity. The result of this is the disruption of students' minds with negative content or useless shows that are watched by students. If these forbidden contents continue to be watched by students freely, it will damage students' minds. The concentration of students needed in the learning process is even disturbed because of the obscene scenes and pictures that they enjoy too often. Expertise and skills in managing

technology that should be applied and used in the learning process are misused to open and browse sites that are not educational.

Looking at the benefits, the positive value of technology and the negative impacts of technology, it is enough to make students understand the good and bad of using technology in the learning process. Students can find out how the influence of the technological process on the attitudes and motivation of student learning in the learning process. Students can also see the influence of these students' learning attitudes and motivation on the development of technological processes. Both of these have a mutually sustainable relationship in the scope of education. There needs to be strict boundaries and control from the subject teacher and student guardians if technological processes are to be involved in teaching and learning activities. Students also need to instill good attitudes and strong religious norms within themselves so they don't fall into the scary abyss of technology. Thus, the technological process continues to have a good influence on the learning attitudes and motivation of junior high school students in Europe, especially in learning.

CONCLUSION

Students' learning attitudes and motivation have a big influence on the technological process in learning. The attitude that needs to be applied and shown from a student is a good attitude and a diligent attitude as a form of the success of the educational process carried out. The process of technology has positive and negative impacts that can be felt and seen by students and teachers of learning subjects. Therefore, the steps that need to be taken by students, Islamic religious teachers and student guardians are not to distance the technological process from learning activities, but the three parties need to work together to control each other so that the negative impacts of technology do not become the dominant thing in the technological process. in Learning. But instead it becomes a positive impact and produces thousands of benefits in the subject of learning. Because strictly speaking, any party will not be able to avoid technology or even stop the technological process. So what needs to be done is to prepare, learn, train and control ourselves against the progress of the technological process.

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