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The Influence of the Utilization of Learning Technology on the Learning Motivation of Students majoring in Office Administration and Business Services

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ABSTRACT

The integration of technology in the learning process constitutes a significant factor contributing to the enhancement of students' learning motivation. This study aims to examine the effect of learning technology utilization on the motivation of students enrolled in the Office Management and Business Services (MPLB) program at SMK Negeri 1 Bantaeng. Employing a quantitative approach with descriptive and inferential methods, data were collected through questionnaires, interviews, and documentation, with 152 respondents selected from a population of 250 students using a simple random sampling technique. The results show a positive and statistically significant link between using learning technology and students' motivation. This is shown by a correlation coefficient of 0.554, which is in the moderate range, and a coefficient of determination (R Square) of 0.306, which means that 30.6% of the change in learning motivation is due to technology use, while the other 69.4% is due to other factors that are not covered in this study. Additionally, the level of technology utilization in learning is categorized as satisfactory, achieving 57% based on indicators such as message delivery, instructional strategies, and implementation forms, while students' learning motivation is also classified as excellent with a percentage of 64% derived from intrinsic and extrinsic motivational aspects. These findings imply that, although not the sole determinant, technology plays a substantial role in fostering active student engagement; therefore, optimizing its use in the learning process provides greater opportunities to enhance motivation, and teachers are expected to design technology-based learning that is creative, interactive, and aligned with students' needs.

Keywords: learning technology, learning motivation, office administration, and business services

INTRODUCTION

Education plays an important part in determining the quality of a nation's human resources. In Indonesia, education is seen as the most important way to prepare future generations to deal with the problems that come with living in the modern world. In the current phase of globalization, the function of education extends beyond the mere transmission of knowledge; it also encompasses the development of competencies and skills that are aligned with the demands of the labor market and the rapid advancement of technology.

Learning motivation constitutes a fundamental factor influencing students' academic success. It can be defined as both internal and external drives that encourage students to achieve their learning objectives. Students with high levels of motivation tend to demonstrate greater diligence, focus, and enthusiasm in engaging with learning activities, whereas low motivation is often associated with reduced persistence, a tendency to give up easily, and suboptimal academic performance. Therefore, educators and educational institutions are required to design appropriate strategies to enhance learning motivation, one of which involves the integration of technology into the learning process, such as using interactive

educational software and online resources that can make learning more engaging and accessible for students.

Based on Law Number 20 concerning the National Education System 2003, Article 3 states that the national education system functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of students to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, and independent, and become democratic and responsible citizens. Education plays a role in forming individuals who are competent, highly competitive, and able to adapt to the times.

The rapid advancement of technology today has a major impact on various areas of life, including education. In this context, learning technology has emerged as an alternative that can support improving the quality of the teaching and learning process in schools. Technology is a design or design for an aid to action that reduces uncertainty in the causal relationship in achieving a desired outcome (Dubey & Sahu, 2023; Hu et al., 2025; Ifenthaler et al., 2014) Various kinds of learning technologies, such as computers, laptops, projectors, digital learning applications, and so on have been used by teachers to make learning more interesting, interactive, and effective.

The use of information and communication technology is also included in the curriculum but in the form of learning services consisting of group and individual services" (Anderson, 2017; Aswari et al., 2025; Keengwe et al., 2009). Thus, the use of information and communication technology (ICT) is one of the important factors that can affect students' motivation to learn. The presence of ICT allows students to be more actively involved, gain a richer learning experience, and access various information more easily. The use of technology in learning also makes the teaching and learning process feel more interactive and fun, so that it can encourage increased student motivation to learn.

Learning technology encompasses a wide range of digital devices, applications, and modern approaches designed to support teaching and learning activities, offering numerous advantages such as the delivery of more interactive instructional materials, greater flexibility in accessing learning resources anytime and anywhere, and the availability of broader sources of information. Students can better understand what they are learning by using technology to interact with different types of media, like videos, simulations, and digital platforms. At the same time, teachers can come up with more creative and flexible ways to teach that meet the needs of their students, which encourages them to be more involved in the learning process. Consequently, the effective use of learning technology enhances the quality of instruction and plays a significant role in increasing students' motivation and active involvement in learning activities.

Vocational High School (SMK) is one of the levels of education that is very relevant to the use of learning technology. Vocational schools prioritize the development of students' skills and competencies, preparing them for the workforce. In this context, the application of technology plays an important role in helping students understand the material in depth, practice skills that suit the needs of the industry, and grow their motivation and interest in learning.

Based on the results of initial observations at SMK Negeri 1 Bantaeng, field facts show that Office Administration and Business Services students are a generation that is very close and accustomed to the use of technology in daily life. As prospective administrative personnel, they are required to have adequate abilities and skills in the field of information and communication technology. This is in line with the demands of today's world of work, which increasingly relies on the use of technology in carrying out various office activities, such as data management, communication, and remote collaboration. Vocational schools, particularly

MPLB, cannot overlook the necessity of technology in their learning process. Learning technologies, such as computers, the internet, projectors, and other digital devices, have become an integral part of teaching and learning activities. Teachers are required to be able to make optimal use of technology to create an active, interactive, and fun learning atmosphere for students.

There is still a gap in the optimal use of technology in various regions, including in Vocational High Schools (SMK). Research (Rohaetin, 2020; Rutherford, 2004; Zaitseva & Goncharova, 2022) highlights the gap in the optimal use of learning technology in various regions, including at the Vocational High School (SMK) level. These findings show that although the integration of technology in the learning process has been sought, its implementation has been uneven, limiting its impact on improving the quality of learning and student learning motivation. This is an important basis for further research to evaluate the effectiveness of the use of learning technology, as well as to find optimization strategies so that the technology used can truly support the achievement of educational goals and increase students' learning motivation.

Multimedia-based learning and information and communication technology have been implemented at SMK Negeri 1 Bantaeng; in fact, there are still students who are less motivated in learning. This can be seen from their low awareness in completing schoolwork and reduced focus when participating in learning. This event shows that the use of technology in learning has not fully succeeded in increasing students' learning motivation. Therefore, the author will conduct an analysis related to the influence of the utilization of learning technology on the learning motivation of students of the department of office administration and business services at SMK Negeri 1 Bantaeng. This study is very important as one of the ways to provide optimal use of technology to motivate students to learn.

METHODS

This study applies a quantitative approach with the type of associative research that aims to examine the extent to which the use of learning technology affects the learning motivation of students of the Department of Office Management and Business Services (MPLB) at SMK Negeri 1 Bantaeng. The implementation of the research was carried out after obtaining an official permit, with the consideration that the location was in accordance with the student's competencies, including office skills, archive management, and the use of information technology. In the framework of this study, learning technology is determined as an independent variable (X), while student learning motivation is used as a dependent variable (Y). Learning technology variables are measured through indicators of learning messages, learning strategies, and forms of application, while learning motivation is identified through two dimensions, namely intrinsic motivation and extrinsic motivation.

The research population includes all MPLB students at SMK Negeri 1 Bantaeng, as many as 250 people, with a sample of 152 respondents obtained through simple random sampling techniques based on Krejcie and Morgan tables. Data was collected using questionnaires, interviews, and documentation. The questionnaire instrument was arranged in the form of a five-level Likert scale to measure students' perception of the research variables. Semi-structured interviews were conducted with several students as reinforcement data, while documentation was used to obtain additional information from school archives and other supporting sources.

The data obtained were then analyzed with descriptive and inferential statistics. Descriptive statistics are used to calculate the average, percentage, and distribution of data.

The research instrument is tested first through validity and reliability tests to ensure the feasibility of the measurement. The normality test was conducted with Kolmogorov-Smirnov, while the Pearson Product Moment correlation analysis was used to see the level of relationship between the X and Y variables. Furthermore, the significance of the influence of independent variables on dependent variables was tested by t-test and simple linear regression analysis.

RESULT AND DISCUSSION

Utilization of Learning Technology

The measurement of the variables of the use of learning technology (X) was carried out by considering 3 indicators. In total, the questionnaire was filled out by the respondents; there were 20 questions using 5 scales of 152 respondents. After the data collected is valid and reliable, a descriptive analysis is carried out to assess the maximum, minimum, average, middle value, and Std. deviation value. The following are the descriptive results of the policy variables of the independent campus learning program, as seen in Table 1.

Table 1: Descriptive Analysis Results of Indicator X

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
X total	152	59.00	98.00	81.8684	7.06140
Valid N (*listwise*)	152				

Source: Data processing using SPSS 20

Based on the results of the descriptive data of indicator x in table 1 by providing a questionnaire on the variables of the use of learning technology with a minimum value of 59, a maximum value of 98, and an average value of 81.8684, to determine the scale of the category of variables of the use of learning technology, it can be seen in Table 2.

Table 2: Variable Category X scale

Interval	Frequency	Precentage (%)	Category
20-35	0	0	Very bad
36-51	0	0	Not good
52-67	6	4	Enough
68-83	86	57	Good
84-100	60	39	Excellent
Total	152	100	

Source: Data Processing using Microsoft Excel

Based on table 2, the results of the data processing of the analysis of the use of learning technology in MPLB students showed a mean number of 81.86 in the interval of 68-83 categorized as good with a percentage of 57%. The data shows that the use of learning technology is carried out well based on the indicators of messages in learning, learning strategies, and learning manifestations, which suggests that a majority of MPLB students are effectively engaging with the technology to enhance their educational experience.

Learning technology is a discipline that combines theory, practice, and the use of digital media and resources to design, implement, and evaluate the learning process systematically. The development includes the use of hardware, software, and information networks that allow

the delivery of material in an interactive, flexible manner and support experiential learning, which enhances student engagement and improves learning outcomes. In the realm of vocational education, learning technology functions not only as a means of knowledge transfer but also as a tool for skill development that is relevant to the needs of the industrial world. Thus, the application of learning technology contributes significantly to improving the quality of learning outcomes, student involvement, and more sustainable learning motivation.

a. Messages in Learning

Learning messages are the core of the material that educators deliver to students during the teaching and learning process. The message's content encompasses information, concepts, principles, skills, and specific values, all compiled to facilitate the attainment of the intended learning objectives. Regarding the learning process, communication is said to be effective if the message, which in this case is the subject matter, can be accepted and understood, and causes positive feedback for students. (Annisa et al., 2025; Destafiana et al., 2024; Saleh & Ekaputri, 2026)

This study's results support this statement: the learning message indicators are good, showing that students understand the material well. Students' ability to answer questions, provide responses, and apply the material in the exercises and assignments demonstrates their understanding. In addition, the presence of positive feedback from students, such as enthusiasm and active participation during learning, reinforces evidence that the learning message has been effectively conveyed. This finding is in line with Masdul's theory that the effectiveness of communication in conveying messages is the key to the success of the teaching and learning process.

Thus, the results of this study confirm that the quality of message delivery in learning has a crucial role in creating meaningful educational interactions between educators and students. The delivery of messages that are structured, clear, and in accordance with the characteristics of students is able to increase their cognitive and affective involvement during the learning process. This is in line with the principles of educational communication, which emphasizes the importance of conformity between messages, media, and recipient characteristics so that the learning process runs optimally. Furthermore, the effectiveness of messages in learning not only impacts the understanding of the material but also contributes to increased learning motivation, which will ultimately affect the achievement of students' overall learning outcomes. These findings indicate that teachers need to continue to develop innovative and adaptive material delivery strategies, including utilizing learning technology, to ensure that messages can be received optimally by all students.

b. Learning Strategies

Learning strategy is a comprehensive plan that is systematically designed by educators to direct the learning process so that learning goals can be achieved effectively and efficiently. Learning strategies act as guidelines in determining how the material is presented, how students are actively involved in the learning process, and how learning outcomes are evaluated. "Learning strategies are learning that must be done by an educator and students so that learning objectives can run effectively and efficiently." (Hariri et al., 2020; Koller et al., 2006; Nguyen et al., 2021)

The findings of this study corroborate the previous statement, where the learning strategy indicators are in the good category. This illustrates that teachers have implemented teaching steps that are structured, varied, and adjusted to the characteristics of students. The strategies used, such as systematic delivery of materials, the use of interactive methods, and effective time management, have been proven to be able to increase student participation in learning

activities. This is in line with the theory of Ramdani et al. that the right strategy will facilitate the achievement of learning goals effectively and efficiently, which in this study is reflected in the learning outcomes of students who are in the good category.

Therefore, the results of this study confirm the importance of the role of learning strategies as a framework that directs all teaching and learning activities. Strategies designed by taking into account the characteristics of the material, the needs of students, and classroom conditions allow for the creation of a conducive and participatory learning atmosphere. The implementation of varied learning strategies, such as group discussions, questions and answers, simulations, and the use of technological media, contributes to increasing learning motivation and encourages students to think critically and be active in constructing knowledge. That learning strategies are not only a technical guideline but also a pedagogical instrument that plays an important role in improving the quality of teacher-student interaction. Therefore, educators need to continuously evaluate and update the learning strategies they use to ensure they remain relevant to the evolving curriculum and the characteristics of today's learners.

c. Learning Manifestations

Learning manifestation refers to the tangible manifestation of the results of the learning process experienced by students, both in the form of knowledge, attitudes, and skills that can be observed directly. The manifestation of learning can be reflected through students' active participation in the learning process, the ability to complete tasks independently, the application of character values in social interactions, and the improvement of learning outcomes. Learning manifestations can be understood as a tangible form of the implementation of a learning model designed to make it easier for students to understand learning materials through active involvement, communication between students, and the use of media that support learning. (Arhas & Aryandi Septian, 2023; Darwis et al., 2023; Hasyim et al., 2024; Maulidya et al., 2024)

The results of this study show that the indicators of learning manifestation are in the good category, which reflects that teachers have successfully implemented the learning model in real terms in the classroom. This can be seen from the active involvement of students in discussions, group work, and questions and answers, as well as positive interactions between students. In addition, the use of relevant learning media also helps students understand the material more deeply. These findings are in line with the theories of Rahayu, Maharani, and Ubaidah, that the manifestation of good learning is reflected in student engagement, effective communication, and appropriate media utilization, which ultimately supports the optimal achievement of learning objectives.

Therefore, the results of this study strengthen the view that learning manifestations are an important indicator of the success of the teaching and learning process, because it shows the extent to which the planning, strategies, and media used by educators are truly internalized by students. Positive manifestations not only reflect cognitive understanding, but also the development of students' affective and psychomotor aspects, such as the ability to work together, communicate, and apply concepts in a real context. The increase in active student participation found in this study is evidence that the learning process has created a meaningful learning experience and fostered a sense of responsibility for academic tasks. These findings also affirm the importance of teacher consistency in integrating innovative learning models and supporting media so that learning outcomes are not only stopped at conceptual understanding but also manifested in sustainable behavior and skill change.

Learning Motivation

The measurement of the learning motivation variable (Y) was carried out by considering 2 indicators, namely: intrinsic motivation and extrinsic motivation. Data was obtained from a questionnaire filled out by 152 respondents with 11 question items using 5 scales, then a descriptive analysis was carried out to assess the maximum, minimum, average, middle value and Std. Deviation. The following are descriptive results on the variables of learning motivation seen in Table 3.

Table 3: Descriptive Analysis Results of Indicator Y

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Y total	152	32.00	55.00	46.9276	4.94486
Valid N (listwise)	152				

Source: Data Processing using SPSS 20

Based on Table 3, through filling out questionnaires for as many as 152 respondents on the learning motivation variable, the highest score was 55, the lowest score was 32, and the mean value was 46.9276. To find out the scale of the category of learning motivation variables, you can refer to the information presented in Table 4.

Table 4: Scale of Variable Categories Y

Interval	Frequency	Presentase (%)	Presentase
11-20	0	0	Very bad
21-30	0	0	Not good
31-40	13	9	Enough
41-50	98	64	Good
51-55	41	27	Excellent
Total	152	100	

Source: Data Processing Results using Microsoft Excel

Based on Table 4, it can be concluded that the learning motivation of MPLB students can be seen from the mean value of 46.92 in the interval of 41-50 with a percentage of 64% in the good category. This shows that students' learning motivation is both intrinsic motivation and extrinsic motivation.

Learning motivation refers to both internal and external drives that encourage students to actively engage in the learning process in order to achieve predetermined academic goals. From a psychological perspective, motivation functions as both a guiding and driving force of learning behavior, influencing the level of attention, persistence, and consistency demonstrated by students in completing academic tasks. Motivation can be categorized into intrinsic motivation, which originates from personal interest, curiosity, and a sense of satisfaction, and extrinsic motivation, which is shaped by external factors such as rewards, academic demands, and social influences. A high level of motivation is associated with improved learning achievement, whereas low motivation may impede the attainment of optimal academic outcomes.

Intrinsic Motivation

Intrinsic motivation can be understood as an individual's internal drive to learn because of interest, curiosity, and personal satisfaction in the learning process itself, not solely because of external pressure or reward. According to Darwis et al. (2019) "Intrinsic motivation is a driving factor that comes from within the individual himself".

This motivation arises because students feel that learning activities have meaning, relevance, and high personal value. In the academic context, intrinsic motivation plays an important role in forming an independent, consistent, and self-development-oriented learning attitude, so that it greatly contributes to the achievement of optimal learning outcomes.

The findings of this study align with this perspective, as the intrinsic motivation indicator is categorized as good, indicating that students possess a strong internal drive to learn independent of external influences. This is evidenced by students' initiative in seeking additional information, persistence in completing assignments, and the sense of satisfaction they experience when successfully understanding the subject matter. These results suggest that high intrinsic motivation significantly enhances student engagement in the learning process, thereby supporting the attainment of optimal learning outcomes.

Furthermore, the study highlights the critical role of intrinsic motivation in sustaining long-term learning success. Students with high intrinsic motivation are more likely to actively participate, think critically, and develop enduring self-directed learning skills. Such motivation also helps students maintain interest and perseverance in learning, even when faced with challenges, because it arises from personal satisfaction and curiosity rather than external rewards. This intrinsic drive fosters deeper engagement and a more meaningful connection to the learning material.

In line with humanistic learning principles, which emphasize the importance of meaningful and relevant learning experiences, educators play a pivotal role in nurturing intrinsic motivation. Teachers are encouraged to design learning environments that stimulate curiosity, provide appropriate challenges, and offer opportunities for students to explore and express their understanding. By doing so, intrinsic motivation can continue to grow, ensuring that students remain actively engaged and are better able to achieve optimal learning outcomes over time.

Extrinsic Motivation

Extrinsic motivation can be understood as a learning impulse that comes from external factors that are outside the individual. This encouragement can be in the form of the hope of getting high grades, passing exams, getting awards, or meeting the demands and expectations of parents, teachers, or the social environment. Extrinsic motivation is motivation that plays a role and functions because there are impulses from outside the student (Akib et al., 2024; Alzubi & Nazim, 2024; Kotera et al., 2023; Nasrullah et al., 2024; Suprianto et al., 2021)

In the educational context, extrinsic motivation serves a significant function in shaping students' learning behaviors, particularly for those who have not yet developed strong internal drives. While this form of motivation is often temporary and reliant on external factors, it can act as an effective initial stimulus to encourage students to participate more actively in learning activities.

Despite its dependence on outside conditions, extrinsic motivation can significantly boost student engagement and involvement in the learning process. By providing incentives, recognition, or structured guidance, educators can leverage extrinsic motivators to stimulate interest and effort, which may eventually support the development of more enduring intrinsic motivation over time

The results of this study support this view, as the extrinsic motivation indicator falls into the good category, indicating that students' learning motivation is strongly influenced by external factors such as teacher praise, parental support, rewards, or test scores. This is evident in students' enthusiasm to complete tasks on time, their efforts to achieve good grades, and their active participation during assessments or when awards are involved. These findings align with the theory proposed by Sembiring and Nura, which posits that externally driven

motivation can serve as a significant factor in enhancing student engagement and improving learning outcomes.

Therefore, the results of this study confirm that extrinsic motivation has a strategic role in creating an initial stimulus that encourages students to actively participate in the learning process. External encouragement, such as teacher appreciation, healthy competition between students, and a clear assessment system, can trigger a sense of responsibility and learning discipline. Although they are temporary, appropriately managed extrinsic motivation can develop into intrinsic motivation as students' confidence and learning awareness increase. This is in line with the view of behavioristic theory which emphasizes the importance of positive reinforcement in shaping desired behaviors. Therefore, educators need to design learning strategies that provide proportionate external reinforcement, such as constructive feedback, symbolic rewards, or opportunities to compete healthily, so that extrinsic motivation can serve as an effective initial driver towards learning independence and the achievement of optimal academic outcomes.

The Influence of Learning Technology Utilization on Student Learning Motivation

To confirm whether the data in this study follows the normal distribution, normality testing is carried out. The test was carried out using the Kolmogorov-Smirnov method. The criterion used is that the data is considered to be normally distributed if the significance value (Asymp. Sig.) is greater than 0.05. The full normality test results are presented in Table 5.

Table: 5 Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		152
Normal Parameters[a,b]	Mean	0E-7
	Std. Deviation	4.11820966
Most Extreme Differences	Absolute	.049
	Positive	.049
	Negative	-.036
Kolmogorov-Smirnov Z		.606
Asymp. Sig. (2-tailed)		.856

a. Test distribution is Normal.
b. Calculated from data.

Source: Data Processing Results using SPSS 20

According to the procedure outlined in the methods section, data are considered normally distributed if the significance value exceeds 0.05, whereas values below 0.05 indicate non-normal data. Based on the table above, the test results showed an Asymp. Sig. value of 0.856, which is greater than 0.05, indicating that the data for variables X and Y satisfy the assumption of normality. This confirms that the dataset is appropriate for further statistical analysis.

Following the confirmation of normality, the analysis proceeded with a product-moment correlation test to examine the strength of the relationship between the variables under study. Conducting this test after establishing normality ensures that the correlation results are valid and can reliably describe the degree to which the variables are associated.

Table 6: Product Moment Correlation Test Results

Correlations			
		X	Y
X	Pearson Correlation	1	.554**
	Sig. (2-tailed)		.000
	N	152	152
Y	Pearson Correlation	.554**	1
	Sig. (2-tailed)	.000	
	N	152	152

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

Source: Data Processing Results using SPSS 20

The basis for decision-making is that if the significance value is <0.05, then the two variables are correlated, or if r is calculated > r table, then the two variables are correlated. Based on this, there is a strong relationship between the variables of learning technology utilization (X) and learning motivation (Y) because the calculated r value of 0.554 is at the degree of strong correlation and the significance value obtained is 0.000 < 0.05 and the r value of the table > r is 0.554 > 0.159. To further test this relationship, an analysis was carried out to understand how learning technology is utilized.

Table 7: Hypothesis Test

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	15.194	3.913		3.883	.000
	Learning Technology	.388	.048	.554	8.140	.000

a. Dependent Variable: learning motivation

Source : Data Processing Results using SPSS 20

Based on the results of the analysis above, it shows that in the coefficients of learning technology significance 0.000 means < 0.05 and the t-value of 8.140 with t table of 2,609 means t table > t table (8,140 > 2,609), then it can be concluded that there is an influence between the variables of the use of learning technology on student learning motivation. So in this case H0 is rejected and Ha is accepted. To understand more about the extent of this influence, a simple linear regression analysis was performed, the results of which are presented in Table 8:

Table 8: Determinant Coefficient Test

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.554[a]	.306	.302	4.13191

a. Predictors: (Constant), learning technologies

Source: Data Processing Results using SPSS 20

Based on the results of data analysis, a correlation value between the two variables can be obtained of of 0.554 which indicates a significant relationship. The value of the determination coefficient (R Square) is 0.306, which means that 30.6% of students' learning motivation is influenced by the variable of learning technology utilization. As for the rest, 69.4% were influenced by other factors that were not explained in this study.

The use of learning technology is one of the important aspects of educational transformation in the current digital era, which aims to increase the effectiveness of the teaching and learning process in schools. Learning technology includes various devices, applications, and digital media that are used to support the delivery of materials, interactions between teachers and students, and the achievement of learning goals. At SMK Negeri 1 Bantaeng, the use of technology in learning is part of efforts to improve the quality of education, especially for students majoring in Office Management and Business Services (MPLB), who are required to master technology-based skills. The main goal of the use of learning technology is to strengthen student involvement in the learning process, increase learning motivation both intrinsically and extrinsically, and encourage students to be more active, independent, and adaptive to information technology developments. Therefore, it is important to examine the extent to which the use of learning technology affects students' motivation to learn, in order to provide a clear picture for the development of more innovative and contextual learning strategies in vocational school environments.

Based on the results of the statistical test, a correlation coefficient value of 0.553 was obtained, which was in the medium category. This shows that the use of learning technology is quite strongly related to increasing students' motivation to learn, although not at the maximum level. This condition is in line with respondents' answers who tend to be in the sometimes category, so that the use of learning technology has not been completely consistent in supporting learning activities.

These findings are supported by opinion Akib et al. (2021) which explains that "Online learning has a positive effect on learning motivation, because the variety of e-learning media can increase student engagement". One of these factors is the availability and utilization of learning support facilities, including technology. If technology is used optimally, it can encourage student involvement, attention, and active participation in the learning process. However, if its use is not carried out consistently, then the effect on learning motivation is only at a moderate level.

This confirms that the use of learning technology has a positive effect on students' learning motivation, although in this study the relationship formed is in the medium category. This shows that the consistency of technology use is an important factor in determining the strength of the relationship between variables. The more intensive and targeted the use of technology is carried out, the greater its contribution to increasing learning motivation.

CONCLUSION

The results of the study regarding the influence of the use of learning technology (X) on students at SMK Negeri 1 Bantaeng are in the good category. This shows that students have used technology as a learning support medium even though there are still some obstacles in the consistency of its use. The learning motivation (Y) of students at SMK Negeri 1 Bantaeng is also in the good category. This condition illustrates that students have a fairly high level of encouragement, interest, and enthusiasm in participating in learning activities, even though they are not completely consistent. The results of the statistical test showed that there was an effect of the use of learning technology on student

learning motivation, with a correlation coefficient value of 0.553 which was in the medium category. This means that the better and more consistent the use of learning technology is carried out, the greater its contribution to increasing student learning motivation. However, this study has limitations, including only focusing on the MPLB department and the research method used is an associative quantitative approach, so the study only analyzes the relationship or influence of the use of learning technology on students' learning motivation, without examining other factors outside the research variables.

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