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# THE MADIUN CITY GOVERNMENT'S LAPTOP PROCUREMENT POLICY FOR IMPROVING STUDENT MOTIVATION AND LEARNING ACHIEVEMENT IN ISLAMIC RELIGIOUS EDUCATION AND CHARACTER EDUCATION SUBJECTS

Abdul Zulfikar Ely<sup>1</sup>, Sudarmadi<sup>2</sup>, Afiful Ikhwan<sup>3</sup>

<sup>123</sup>Muhammadiyah University Of Ponorogo

Coresponding Author. E-mail: [zulfikarely@gmail.com](mailto:zulfikarely@gmail.com)

## ABSTRACT

This study aims to analyze policy efforts and obstacles in the laptop procurement program by the Madiun City Government to increase student motivation and learning achievement in the subjects of Islamic Religious Education (PAI) and Ethics at SDN 01 Taman Kota Madiun. The research uses a qualitative approach with data collection techniques through observation, interviews, and documentation. The validity of the data was tested using triangulation of sources, techniques, and time. The results of the study show that: (1) The laptop procurement policy that has been ongoing since 2020 provides significant support for the learning process, especially during the pandemic to post-pandemic, through the provision of 237 units of laptops along with supporting facilities such as school Wi-Fi, special technicians, and teacher training. The impact can be seen in increasing student motivation, independence, and achievement in PAI and Ethics learning. (2) Obstacles that arise include unstable internet networks, limited competence of technicians and teachers in the use of PAI learning applications, low digital literacy of students, and lack of teachers' focus on online learning. Overall, this policy makes a positive contribution to digital literacy, character, and student motivation, although it still needs optimization on technical aspects and supervision of laptop use.

**Keywords:** Ethics, Government Policy, Islamic Religious Education, Learning Achievement, Motivation Improvement

## **INTRODUCTION**

Motivation is an activity that transforms energy within a person, characterized by a strong desire to achieve a goal or ideal. This force strongly drives them to race, triggering reactions driven by the need for competition, both in terms of achievement and the necessities of life. Therefore, this allows people to exert considerable energy and effort to succeed in their studies, achieving satisfactory grades (Maryam, 2016, p. 45).

Motivation itself is essential for students in learning, as it fosters desires, aspirations, and hopes to become better and more superior individuals. Motivation itself is a feeling that arises from within a person, felt consciously or unconsciously, enabling them to achieve their life goals and aspirations. Self-motivation can be obtained in two ways (Syaiful, 2015, p. 32): first, Motivation that comes from within oneself such as a strong desire to succeed in achieving goals, second, motivation from outside, namely motivation obtained from the actions or words of a person or others who can stimulate the spirit to achieve other good things such as from teachers, friends, parents, even the surrounding environment, both living and non-living. Therefore, when in their learning activities students are able to obtain this high motivation, the tendency to succeed will also be higher because they will definitely be very challenged and expect success compared to students who have low motivation or even no motivation at all, it can be ensured that students with low levels of motivation will get bored more quickly and carelessly when doing a learning activity. Like a running engine, motivation is an additional fuel that can accelerate an effort to achieve goals, but sometimes uncontrolled motivation because it is too strong can cause problems that can be detrimental to the person himself (Amni, 2017, p. 67).

Motivation itself can also be defined as a strong effort to perform an activity under conditions contrary to one's own desires. A person may not actually want to do it, but with strong motivation, they are ultimately able to do it, even though they were initially unwilling or unable (Dalyono, 2015, p. 45). Therefore, this is evidence that motivation can arise from external factors, such as the environment. Both the environment and circumstances can easily change a person's motivation to want and be able to do or not do various activities.

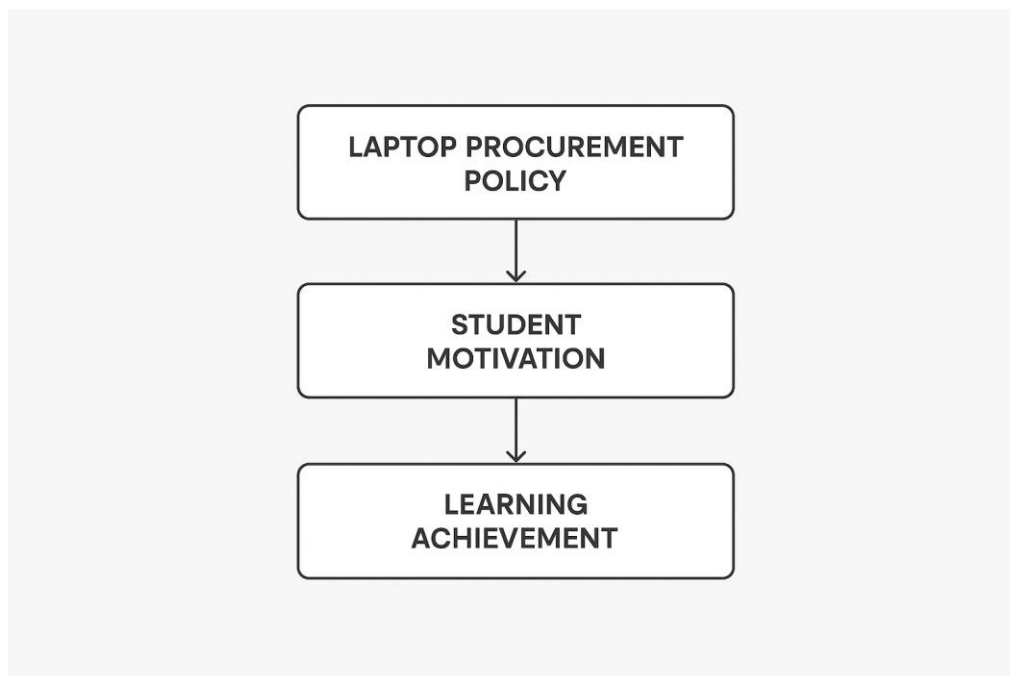
According to Wina Sanjaya, citing Woodworth's opinion, a motive is a strong desire to achieve something. The actions and activities a person undertakes or undertakes depend heavily on their aspirations; the strength of their passion and effort are also determined by the strength of their desires or aspirations (Emda, 2018, p. 33).

In this context, education certainly fosters a spirit of achievement and competition in

learning. The word "achievement" itself is composed of two words: achievement and learning. In the Popular Scientific Dictionary, "achievement" is defined as a result achieved or attained through various efforts and activities. Another with Noehi Nasution, who concluded that "learning in a broad sense can be interpreted as a process that allows the emergence or change of behavior as a result of the formation of a primary response, with the condition that the change or emergence of new behavior is not caused by a temporary change due to something" (Syafli'i et al., 2018, p. 13). From the various disciplines taught, of course, with various facilities and support, it is hoped that they will be able to maximally improve the quality of success or a high and satisfactory level of learning achievement, especially in Islamic religious education and character education, of course, things that can improve the quality and achievement of both materials must be considered, both external and internal factors need to be considered in order to improve both because whether they are realized or not, both are the main things where the majority of students who are diverse in Islam must get maximum quality learning and results and character which is one of the main foundations of humans in living life in this world must be mastered or owned completely.

Various efforts from both central and local governments in order to increase the enthusiasm for learning of students are expected to also improve the quality of education both from the process and from the results achieved. Often it is not realized that the policies implemented are still external to the students or learners themselves (external) for example improving teacher welfare and developing educational facilities and infrastructure, it is undeniable that these things are very important because everything must have a positive value prosperous teachers will be more comfortable in learning while adequate facilities and infrastructure will also greatly help students learn easily, however it is also necessary to pay attention to the internal aspects of the students themselves (internal) such as motivation and learning achievement because these are also important factors in the success of student learning or students, it is feared that with the existence of external factors alone such as facilities and infrastructure still have the potential to cause an impact of inequality and new problems between desires and reality that often occur in the field, for example with the existence of improvement policies in the field of Educational Technology with the Procurement of learning aids in the form of Laptops / Computers, therefore this researcher will examine in detail how the application of this policy has been very optimal or actually gives rise to new problems. The 2020-2021 academic year marks the start of the free laptop program for students at public elementary schools (SDN) and junior high schools (SMP) in Madiun City. The current budget for laptop procurement is Rp 39.7 billion, with a total of 5,335 laptops. 2,325 units, or

approximately Rp 17 billion, were distributed to elementary school students and 3,010 units, valued at Rp 22.7 billion, to junior high school students. The thousands of laptops were distributed free of charge to students, allowing them to take them home with them for their studies. Furthermore, the laptops come with a three-year warranty, meaning any damage caused by external factors can still be claimed. The program to provide free laptops to students in Madiun is a program planned by the elected mayoral pair, Maidi and Inda Raya, commonly abbreviated as MADA, with the program titled Karya Utama Madiun Pintar (Smart Madiun Main Work Program 2019-2024), explained Heri Wasana, Head of the Madiun City Education Office (Dindik), on Monday (January 14th). The Madiun City Education Office collaborates with Pustekom to prepare learning materials (Madiun City Education Office Provides Free Laptops to Students, 2020).



## RESEARCH METHODS

This study uses a descriptive qualitative approach with a case study method. The location of the research is SDN 01 Taman Kota Madiun. The research informants consisted of the principal, curriculum representative, PAI teachers, several other teachers, education staff, students, and one guardian. The informant selection technique uses *purposive sampling* based on his involvement in the laptop program.

Data collection techniques are carried out through: (1) observation of learning activities, (2) in-depth interviews, and (3) documentation in the form of photos, school data, and archives related to the laptop program. Data analysis uses the Miles and Huberman model: data reduction, data presentation, and conclusion drawn. The validity of the data is tested through triangulation of sources, techniques, and time to ensure the consistency and validity of

the findings.

## **RESULTS AND DISCUSSION**

### ***Results***

This section presents a more detailed and comprehensive account of the empirical findings gathered from observations, interviews, and documentation at SDN 01 Taman Kota Madiun. The results describe how the laptop procurement policy was implemented, how it influenced student motivation and learning achievement in Islamic Religious Education (PAI) and Character Education, and what challenges emerged throughout the process.

### **1. Implementation of the Laptop Procurement Policy**

The laptop procurement policy initiated by the Madiun City Government has been implemented in SDN 01 Taman since 2020, during the height of the COVID-19 pandemic. Under this program, a total of 237 laptops were distributed to students across different grade levels. These devices were granted for both school-based and home-based learning, allowing students to remain engaged in educational activities regardless of physical restrictions.

The implementation process involved several coordinated steps. First, the school conducted a distribution phase in which students and parents signed agreements outlining responsibilities for device care and usage. Second, the school ensured the availability of Wi-Fi infrastructure to support digital learning activities. Third, teachers participated in several training sessions focused on enhancing their skills in using digital platforms such as Google Classroom, Google Meet, Teams, and Google Forms. These trainings were essential in enabling teachers to transition from traditional classroom-based instruction to technology-supported learning.

Field observations revealed that laptops were integrated into daily learning activities, especially in PAI lessons that required access to digital religious materials, online assessments, and interactive exercises. Teachers used laptops to provide multimedia content, such as videos on Islamic values, Qur'anic recitation examples, and character-building stories. Students were also encouraged to explore digital libraries and Islamic learning platforms to broaden their religious insight.

### **2. Student Motivation and Engagement**

A central finding in this study is the significant improvement in student motivation after the introduction of laptops. Interviews with teachers indicated that many students who previously showed low engagement became more active once learning activities were digitalized. Students expressed greater enthusiasm for completing assignments, participating in virtual discussions, and collaborating with peers.

The motivational increase is attributed to several factors: - Interactive Learning Experiences: Digital tools provided a variety of learning modes quizzes, videos, slides, and educational games that made PAI lessons more appealing. - Autonomy and Responsibility: Students reported feeling more responsible for their learning because the laptops were assigned individually, creating a sense of ownership. - Accessibility of Islamic Content: The ability to explore additional sources of Islamic knowledge independently made students feel more confident and curious.

Teachers observed a higher completion rate of assignments, more consistent participation in both online and offline learning, and an improvement in classroom discipline, particularly in tasks requiring focus and repetition such as memorizing short surahs or completing character-related reflection journals.

Furthermore, parents noted that the laptops encouraged children to learn independently at home, especially during weekends. Some students used their devices to revisit recorded lessons, practice digital Qur'anic reading tools, or watch Islamic educational content recommended by teachers.

### **3. Learning Achievement in PAI and Character Education**

The laptop program not only elevated student motivation but also contributed to measurable improvements in learning achievement. Teachers reported that students performed better in assessments, particularly in areas related to digital literacy and comprehension of Islamic concepts. The availability of online resources allowed students to deepen their understanding by accessing alternative explanations, visual aids, and examples.

Students demonstrated improved performance in several aspects: - Cognitive Understanding: Students displayed greater accuracy when answering conceptual questions about Islamic teachings and morals. - Digital Assessment Skills: Students became proficient in completing online tests, submitting digital assignments, and navigating online platforms. - Application of Islamic Values: Teachers observed improved behavior related to responsibility, honesty, and collaboration, which are essential components of character education.

### **4. Challenges Faced During Implementation**

Despite the positive outcomes, the implementation of the laptop program presented several notable challenges that influenced its overall effectiveness.

- **Unstable Internet Connection:** Both teachers and students frequently experienced connectivity issues, especially those residing in rural or densely populated areas. This caused delays in virtual classes, disrupted online assessments, and limited access to multimedia content.
- **Limited Technical Expertise:** While a school technician was available, their knowledge was primarily hardware-focused. Teachers often faced difficulties resolving software-related issues, particularly those involving PAI applications, Qur'an learning software, and multimedia editing tools.
- **Digital Literacy Gaps:** Younger students had difficulty operating laptops, managing files, and navigating learning platforms. This required additional guidance from teachers and parents, thereby slowing the intended learning pace.
- **Variability in Teacher Readiness:** Some teachers adapted quickly to digital teaching, while others struggled. In particular, a few PAI teachers expressed challenges in integrating technology with religious content, especially when teaching abstract moral concepts.
- **Device Misuse:** Several cases were reported where students used laptops for playing online games or browsing entertainment sites. This indicates the need for parental supervision, digital ethics education, and stricter monitoring mechanisms.

These challenges demonstrate that while technology can enhance learning, it also requires comprehensive support in infrastructure, training, and oversight to ensure positive and sustained outcomes.

### **Discussion**

The findings of this study highlight the multifaceted impact of the laptop procurement policy on student learning, motivation, and character development. The results support motivational theories that emphasize the importance of learning tools and environmental support in enhancing students' willingness and persistence in learning activities.

The increased engagement observed among students aligns with intrinsic motivation theory, which suggests that enjoyable and meaningful activities lead to deeper learning. The laptops created opportunities for interactive and personalized learning experiences that were not present in traditional classroom settings.

From a pedagogical perspective, the integration of digital tools in PAI education reflects a shift toward modernized learning environments. This aligns with global trends in Islamic education, which encourage the use of multimedia and digital resources to strengthen students' religious understanding and moral reasoning.

The findings also resonate with previous research emphasizing that the success of educational technology programs depends on the readiness of teachers, the availability of technical support, and the consistency of infrastructure. The challenges found such as unstable internet connections and limited teacher readiness illustrate the systemic issues that must be addressed to ensure sustainability. Overall, this study demonstrates that the laptop procurement policy has strong potential to enhance motivation and achievement, but its long-term effectiveness hinges on continuous teacher training, strengthened digital literacy programs, improved infrastructure, and active involvement from parents and the school community.

### **CLOSING**

This study concludes that the policy of procurement of laptops by the Madiun City Government has a positive influence on the motivation and learning achievement of students in PAI and Ethics subjects at SDN 01 Taman. Students become more enthusiastic, independent, and have wider access to learning. However, this policy faces a number of obstacles such as network limitations, digital literacy, and understanding of technology by teachers and students.

The recommendations of this study are: (1) increasing technology-based PAI teacher training, (2) adding school technicians, (3) increasing parental supervision of laptop use at home, and (4) gradually strengthening students' digital literacy according to grade level. With continuous improvement, this policy has the potential to become a model of good practice for other local governments.

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