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THE INFLUENCE OF DIGITAL COMMUNICATION COMPETENCE ON STUDENT MOTIVATION

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Abstrak
Transformasi digital telah secara signifikan mempengaruhi berbagai aspek kehidupan, terutama dalam komunikasi. Di era digital saat ini, banyak universitas telah mengadopsi pembelajaran digital melalui Learning Management System (LMS), bergeser dari metode komunikasi konvensional komunikasi konvensional ke metode komunikasi digital. Seiring dengan evolusi ini, komunikasi digital komunikasi digital menjadi penting bagi siswa untuk berkomunikasi secara efektif, bahkan efektif, bahkan dalam media digital seperti LMS. Penelitian ini menganalisis dan menilai bagaimana kompetensi komunikasi digital kompetensi komunikasi digital mempengaruhi motivasi belajar siswa. Penelitian ini menggunakan pendekatan metode campuran, memanfaatkan desain penelitian eksplanatori dengan dengan kerangka kerja eksplanatori sekuensial. Sumber data dikumpulkan melalui observasi, wawancara, dan penyebaran kuesioner. Wawancara Peserta wawancara dipilih secara purposive sampling. Data kuantitatif kuantitatif dilakukan dengan menggunakan SmartPLS 3.0, dilengkapi dengan analisis kualitatif. kualitatif. Kredibilitas data diuji melalui triangulasi sumber. Hasil Temuan menunjukkan bahwa kompetensi komunikasi digital secara signifikan mempengaruhi motivasi belajar siswa, dengan ukuran pengaruh sebesar 69,7%. Selain itu, hasil Selain itu, hasil penelitian ini mendukung teori Computer-Mediated Communication (CMC), yang menyatakan bahwa digitalisasi dapat menciptakan pola komunikasi baru yang difasilitasi oleh media digital. media digital. Rekomendasi yang diberikan adalah mendorong siswa untuk meningkatkan keterampilan komunikasi digital mereka. digital mereka, sementara universitas didesak untuk meningkatkan LMS mereka untuk mencapai yang lebih baik.

Kata Kunci: CMC, Kompetensi Komunikasi Digital, LMS, Motivasi Belajar

Abstract
Digital transformation has significantly impacted various aspects of life, particularly in communication. In today's digital era, many universities have adopted digital learning through Learning Management System (LMS) platforms, shifting from conventional communication methods to digital ones. As this evolution unfolds, digital communication competence has become essential for students to communicate effectively, even within digital media like LMS. This research analyzes and assesses how digital communication competence influences students' learning motivation. The study employs a mixed-methods approach, utilizing an explanatory research design with a sequential explanatory framework. Data sources were gathered through observations, interviews, and the distribution of questionnaires. Interview participants were selected through purposive sampling. Quantitative data analysis was conducted using SmartPLS 3.0, supplemented by qualitative analysis. Data credibility was tested through source triangulation. The findings reveal that digital communication competence significantly impacts students' learning motivation, with an effect size of 69.7%. Additionally, the results support Computer-Mediated Communication (CMC) theory, which posits that digitalization can create new communication patterns facilitated by digital media. Recommendations include encouraging students to enhance their digital communication skills, while universities are urged to improve their LMS to achieve better overall performance continuously.

Keywords: CMC, Digital Communication Competence, Learning Motivation, LMS

1. INTRODUCTION
Digital transformation is an ongoing process that profoundly affects individuals in various aspects of life, particularly how we communicate (Yu & Moon, 2021). The advancement of digitalization, especially within the realm of information and communication technology (ICT), has played a crucial role in shaping new experiences in daily communication through the emergence of new media (Aminu et al., 2022). This new media has become the primary channel for communication, shifting interpersonal exchanges from traditional methods to digital platforms. As a result, digital communication, characterized by its efficiency and speed in

transmitting messages, differs significantly from conventional communication methods (Asari et al., 2023).

This paradigm shift represents a rapid evolution that profoundly affects various fields, particularly education. In education, digital communication has transformed the teaching and learning process, moving beyond traditional face-to-face interactions into the digital realm. This transformation will undoubtedly influence the dynamics between lecturers and students. Consequently, digital communication should not be viewed merely as a tool for facilitating communication. Instead, it is essential for students who are key participants in the educational process of the digital age to develop strong digital communication skills. It will enable them to adapt and foster productive learning environments while ensuring effective interactions across diverse digital-based educational platforms.

Implementing a Learning Management System (LMS) represents a significant form of digital transformation in education. An LMS streamlines the delivery of learning materials, assessments, and interactions between teaching staff and students, fostering a flexible learning experience that can take place anytime and anywhere (Putra et al., 2020). Consequently, numerous educational institutions, particularly universities, have adopted LMS technology to enhance the learning experience in this digital age. Moreover, online learning methods can promote increased student engagement and autonomy. Beyond merely facilitating the distribution of learning materials, an LMS also creates a digital communication platform that enables synchronous and asynchronous interactions between lecturers and students, for instance, through chat or video conferencing features such as Zoom that has been integrated with the LMS.

The growing integration of digital learning through Learning Management Systems (LMS) has made digital communication competence an essential skill that students are expected to possess (Ávila Sánchez et al., 2022). This competence is crucial for those pursuing higher education at the university level (Kim et al., 2018). The success and effectiveness of digital learning hinge on students' technological proficiency and their ability to communicate effectively in a digital context and have a positive impact on students' enthusiasm for their learning and academic achievement (Bastoni et al., 2025). Communication in digital learning occurs verbally and nonverbally, often relying on text, which can present certain limitations. Additionally, the phenomenon of information overload in the digital realm necessitates that students develop strong skills in filtering messages and information and a solid understanding of ethical considerations when using these platforms. Therefore, it is clear that students require strong digital communication competence to prevent misunderstandings of the messages or information they encounter.

Digital communication competence, introduced in the 2000s, refers to utilizing digital technologies effectively and prudently (Heidari et al., 2021). Ilomäki further explores the literature surrounding this concept, identifying several core components: (1) technical competence, (2) the capacity to use digital technologies efficiently in work, learning, and daily life, (3) the ability to assess digital technologies critically, and (4) motivation to engage in and participate in digital culture (Ilomäki et al., 2016). Additionally, the European Commission's Digital Competence Framework for Citizens outlines five key indicators of competence in digital technology usage: (1) information and data literacy, (2) communication and collaboration, (3) digital content creation, (4) safety, and (5) problem-solving (Carretero et al., 2017). This framework serves as a valuable reference for understanding the relevance of students' digital competencies within the learning process.

Communication competence in the digital realm is essential for both students and educators. For teachers, utilizing digital technology can provide innovative methods to engage students, enhancing their ability to meet educational needs more effectively (Shonfeld et al., 2021). While digital learning presents numerous advantages and conveniences, it also has limitations that hinder teaching staff from directly monitoring student activities during class (Rustandi, 2021). Consequently, it is crucial to recognize the significance of effective digital communication, allowing students and faculty to navigate these challenges and

maintain productive communication interactions, even without face-to-face contact.

In practice, many students continue to encounter challenges in the communication process during digital learning, facing both technical and non-technical obstacles (Malik, 2021). Initial observations indicate that some students report feeling awkward and embarrassed when expressing their opinions in an online learning environment. Additionally, many struggle with composing and delivering messages politely and effectively through digital platforms. Other issues, such as internet connectivity problems, inadequate technology, and varying interpretations of messages, can significantly impact the effectiveness of communication. This, in turn, may influence the motivation of both lecturers and students to participate in online classes (Malik, 2021). These communication barriers can potentially hinder the active participation of engaged students during digital learning, and a decline in participation may further diminish students' learning motivation.

Motivation is the fundamental drive that compels individuals to act in pursuit of their goals. In learning, motivation can be observed through the characteristics of student behavior, including interest, attention, concentration, and perseverance during the learning process (Pasaribu et al., 2020). Students with strong digital communication skills are often more motivated, as they feel more confident in their ability to communicate and are more actively engaged in the learning experience.

An individual's learning motivation does not simply emerge independently; various factors can influence development. According to Katz, Gurevitch, and Haas, several elements contribute to a person's learning motivation, including (1) cognitive needs, which pertain to the desire for knowledge, understanding, and analytical skills, and (2) affective needs, which relate to the need for attention and emotional comfort (Rakhmat, 2007). When students engage in meaningful communication experiences and have their cognitive and affective needs met, their interest in learning can significantly increase. The following is the framework of this research.

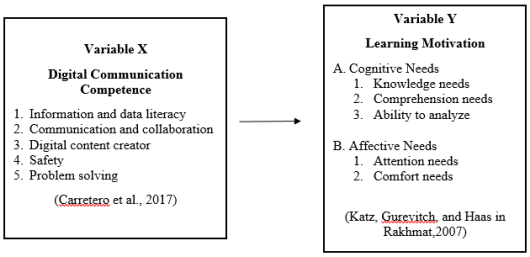

Figure 1 [Research Framework]

Student motivation in digital learning is significantly influenced by the communication processes occurring in digital spaces. The advancement of communication technology has now evolved into computer-mediated communication (CMC), which refers to the interaction between individuals via computers. This process takes place within specific contexts and involves various methods to create media for diverse purposes (Nugroho, 2020; Thurlow et al., 2004). According to other sources, CMC is defined as the transmission of messages between two or more people through digital technology, highlighting the mediating role of technology in human communication (Carr, 2020). From the perspective of communication experts, CMC represents the internet's impact on human interaction, transforming traditional communication patterns into new technological forms (Silvia et al., 2022). Research on CMC in the context of online learning emphasizes the effectiveness of integrating both synchronous and asynchronous learning methods. Recent technological developments have facilitated safe interactions between teachers and students in online environments (Khoshnevisan & Alipour, 2021).

Computer and internet-based technologies are essential components of distance education. In an online learning environment, learning activities and the interactions between faculty and students, as well as among students themselves, are facilitated through digital technology (Sun & Rogers, 2021). The adoption of Computer-Mediated Communication (CMC) in digital learning encourages a transformation in the roles of both lecturers and students. No longer passive recipients of information, students become more engaged and often outpace their lecturers in technological proficiency. This underscores the potential of CMC to enhance students' motivation to learn

through collaborative, reflective, and participatory learning experiences (Thurlow et al., 2004). To achieve optimal outcomes in digital learning, the role and features of the Learning Management System (LMS) are critical. Thus, employing this theory as a foundational framework for research is highly relevant, as it addresses the communication processes between individuals utilizing digital media.

As a pioneer in digitalization among private universities in Banten Province, Universitas Serang Raya is committed to continuous innovation to provide the best facilities for its students. According to the Chancellor's Decree Number 229/01.04/UNSERA/III/2020, the university implements a blended learning approach, with 70% of instruction delivered in person and 30% conducted online. Consequently, the research context surrounding digital communication competence remains pertinent. The digitalization of the learning process at Universitas Serang Raya is realized through a Learning Management System (LMS) via the academic portal and SPADA (Online Learning System). The LMS platform offers a variety of tools to enhance the digital learning experience, including quiz features, assignment capabilities, computer-based testing options, discussion forums, and material delivery features. During online learning sessions, these features enable lecturers to share text, images, audio, video, and Zoom links.

The system is designed and customized to enhance students' digital communication competencies. Its discussion feature is a powerful tool that facilitates effective two-way communication in a digital environment, instilling confidence in students' communication skills. The material delivery feature further supports these competencies by enabling students to convey and analyze information or messages received on the digital platform. The quiz and assignment feature boosts student motivation, encourages active engagement, and fosters independent learning. These features help students manage their time effectively and develop intrinsic motivation for sustainable, independent learning.

Previous research indicates that learning communication through LMS systems significantly enhances learning motivation (Prayogi et al., 2017). Additionally, another study found that digital literacy and self-regulated learning collectively impact students' levels of learning motivation (Mulyati, 2023). Furthermore, research demonstrates that E-Learning media via the LMS platform and lecturer competence significantly influence learning motivation (Nuraeni & Irawati, 2022).

Drawing from the previous studies referenced, it is evident that research specifically focused on digital communication competencies and their influence on learning motivation remains limited. Most earlier investigations have primarily examined students' abilities to utilize digital technology and assessed the effectiveness of various platforms in enhancing learning motivation. However, effective communication is essential for facilitating interaction within the teaching and learning process. When communication falls short, the intended messages can fail to be effectively conveyed, leading to suboptimal interactions during the learning experience. In contrast to prior research, this study highlights the significance of mastering digital communication competencies in the context of learning management systems (LMS), which will, in turn, impact student learning motivation.

This research addresses an important gap by focusing on digital communication rather than merely the mastery of digital technology in enhancing learning motivation. Therefore, this study offers a novel perspective, presenting findings that have not been widely explored. Based on the discussion above, the primary research question is whether digital communication competence influences student learning motivation. Consequently, this study aims to analyze and assess how digital communication competencies impact student learning motivation.

2. RESEARCH METHODS

The paradigm employed in this study is the post-positivism paradigm, which posits that truth is not singular but rather complex, defying reduction to a single theory. Consequently, issues explored within post-positivism emphasize the importance of identifying and assessing the various factors that influence outcomes, as observed in experimental settings

(Creswell & Creswell, 2018). This paradigm is particularly suited for the mixed methods approach utilized in this research. A fundamental premise of mixed methods research is that integrating qualitative and quantitative data sources can yield more comprehensive findings than relying independently on either type of data (Creswell & Creswell, 2018). This methodology effectively achieves a broader and deeper understanding of research outcomes, as it allows for comparing different perspectives derived from quantitative and qualitative data, thereby enriching the overall research.

This study adopts a sequential explanatory design, a mixed methods approach that typically has a strong quantitative foundation or emerges from a relatively new area within qualitative methodologies. This design involves data collection in two phases: first, gathering quantitative data and analyzing the results, followed by a second phase in which these findings inform the development of qualitative data collection (Creswell & Creswell, 2018). In explanatory research, the aim is to elucidate the causal relationships between variables through hypothesis testing (Putri et al., 2024).

Data sources in the study were collected directly through observations, questionnaires, and interviews with students from Universitas Serang Raya. The purposive sampling technique was employed to select participants based on specific criteria, ensuring their appropriateness for inclusion in the research (Nugraha et al., 2020). The criteria for sampling included active students at Universitas Serang Raya who have utilized digital technology, particularly Learning Management System (LMS) platforms, to enhance their learning experiences, as well as those possessing a fundamental understanding of digital communication competencies.

The population and subjects for this study comprised all active students at Universitas Serang Raya, with a carefully selected sample of 155 respondents. The focus of this research is on digital communication competence and learning motivation. Data collection was conducted from October to December 2024, with all activities occurring at Universitas Serang Raya in Serang City.

The data analysis technique employed in this mixed-method research consisted of two stages. The first stage involved quantitative data analysis, while the second focused on qualitative data analysis. Both sets of results were then examined holistically using data triangulation techniques. As noted by Creswell, data triangulation in mixed-method research comprises four stages: (1) data collection, (2) data analysis and integration, (3) interpretation, and (4) data validity (Creswell & Creswell, 2018).

The questionnaire will incorporate two indicators based on the aforementioned research framework, which will be measured using a Likert scale from 1 to 5. Additionally, hypothesis testing will be conducted through Partial Least Squares (PLS) analysis utilizing SmartPLS 3.0 software.

3. RESULTS OF RESEARCH AND DISCUSSION

To enhance clarity, a table detailing the variables and indicators examined in this study will be provided prior to a more in-depth discussion of the research findings.

Table 1 [Variables and Research Indicators]

Variable	Item Measurement	Indicator
Digital Communication Competence	X1	*Information and Data Literacy*
	X2	*Communication and Collaboration*
	X3	*Digital Content Creation*
	X4	*Safety*
	X5	*Problem Solving*
Learning Motivation	Y1	*Cognitive Needs: Knowledge Needs*
	Y2	*Cognitive Needs: Comprehession Needs*

	Y3	*Cognitive Needs: Ability to Analyse*
	Y4	*Affective Needs: Attention Needs*
	Y5	*Affective Needs: Comfort Needs*

In reference to the established research framework, the following research model will be evaluated using SmartPLS 3.0.

Figure 2 [Research Mode]

Following the outlined research framework, the results of the data analysis are presented below.

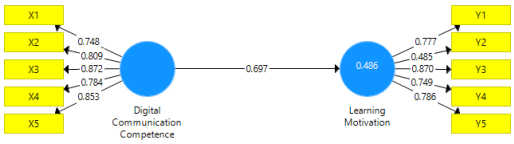

Figure 3 [Data Processing Result]

The quantitative data analysis shows that digital communication competence significantly impacts students' motivation to learn, with an effect size of 69.7%. Hence, this indicates that students' ability to understand digital communication competence plays a crucial role in influencing and enhancing their active participation in the learning process, ultimately increasing their learning motivation.

These findings are further supported by qualitative data obtained through interviews with research informants, who expressed:

> "Digital communication competence is crucial in the academic field, especially since our campus utilizes digital learning through the academic portal and SPADA. I feel that the learning process could be hindered without a good understanding of how to communicate effectively in a digital environment. Overall, I find the LMS platform beneficial in facilitating my communication with lecturers. Even though our learning occurs digitally, it does not diminish my motivation to learn." (Informant 1)

This statement aligns with the quantitative data, highlighting the interconnected relationship between the necessity of digital communication competence and its role in enhancing communication within digital learning. This connection is vital for fostering student learning motivation. Another informant remarked:

> "In my view, the effectiveness of digital learning is indeed tied to digital communication competence for both students and teaching staff. When digital learning and the communication process during material delivery function well, I tend to focus more on my studies. Conversely, suppose the lecturer only provides video recordings without any digital interaction. In that case, it hampers our ability to take effective notes on the material and can lead to disengagement, ultimately reducing our motivation to learn." (Informant 2)

It is important to emphasize that the Learning Management System (LMS) provided must effectively serve as a public space, facilitating communication between lecturers and students. One respondent noted a deficiency in interactive communication within the digital learning environment:

> "In my opinion, using the LMS sometimes diminishes communication between individuals. For example, when teaching staff attempts to explain learning materials, various obstacles can prevent effective communication. One of the most significant challenges often encountered is internet connection interruptions." (Informant 3)

Therefore, quantitative and qualitative findings underscore the need for strong digital communication skills to support the digital learning process. Students who demonstrate proficiency in digital communication feel more confident expressing their views and are more actively engaged in the learning experience. Establishing an interactive and practical communication process is undoubtedly key to enhancing student motivation in learning.

The first research finding to be discussed involves a descriptive statistical analysis. The primary objective of this analysis is to provide a comprehensive overview of the variables

utilized in the study, including the minimum value, maximum value, average (mean), and standard deviation for each variable (Ghozali, 2016).

The following table presents the results of the descriptive statistical tests obtained from the data analysis:

Table 2 [Descriptive Statistics Test]

Indicators	Mean	Median	Standard Deviation
X1	4.458	4.000	0.548
X2	4.361	4.000	0.543
X3	4.161	4.000	0.596
X4	4.252	4.000	0.540
X5	4.232	4.000	0.577
Y1	4.477	5.000	0.636
Y2	4.406	4.000	1.076
Y3	4.348	4.000	0.649
Y4	3.942	4.000	0.712
Y5	4.226	4.000	0.658

The data analysis indicates that indicator X1, which pertains to information and data literacy, achieved the highest mean value of 4.458. This result suggests that most respondents hold a favorable perspective on this indicator. It demonstrates that students who can effectively search for, sort, and evaluate the information they encounter are more likely to facilitate purposeful communication in the composition and delivery of messages. Consequently, effective communication in digital learning environments empowers students to engage more confidently and enhances their learning motivation.

In contrast, indicator Y1, concerning cognitive needs related to knowledge requirements, recorded an even higher mean value of 4.477. This finding reveals that most respondents regard their knowledge needs as pivotal in boosting their motivation to learn. Regarding communication, students require proficient digital communication skills to grasp learning materials thoroughly and meet their academic knowledge demands. Thus, it is unsurprising that the quest for academic knowledge emerges as one of the most significant motivators for enhancing students' learning motivation.

Additionally, in the SmartPLS 3.0 data processing application utilized for this study, two types of evaluations were conducted for the measurement model: the reflective measurement model evaluation (outer model test) and the structural model evaluation (inner model test). The outer model test, which is conducted first, encompasses validity and reliability assessments. Generally, outer loading results ranging from 0.40 to 0.70 are acceptable, with composite reliability and Cronbach's alpha expected to be ≥ 0.70. Furthermore, convergent validity is evaluated using the Average Variance Extracted (AVE), which should be ≥ 0.50. Discriminant validity is assessed through the Fornell-Larcker criterion and the Heterotrait-Monotrait Ratio (HTMT), with values below 0.90 regarded as satisfactory (Hair et al., 2021).

Table 3 [Validity and Reliability Test]

Item Measurement	Outer Loading	Cronbach's Alpha	CR	AVE
X1	0.748			
X2	0.809			
X3	0.872	0.872	0.907	0.663
X4	0.784			
X5	0.853			
Y1	0.777			
Y2	0.485			
Y3	0.870	0.794	0.858	0.555
Y4	0.749			
Y5	0.786			

Based on the findings from the validity test, it can be concluded that all outer loading values for both variable X and variable Y have met the minimum threshold, thus affirming that the results are valid. Furthermore, the Average Variance Extracted (AVE) values for the X indicator at 0.663 and the Y indicator at 0.555 indicate that the results of the tests are indeed valid. The validity assessment for indicators X and Y is deemed acceptable, as it fulfills all specified evaluation criteria related to the outer model testing. Consequently, all indicators for X and Y are consistently validated as measurement items representing digital

communication competence and learning motivation.

In addition, the reliability test results, assessed through Cronbach's Alpha and Composite Reliability (CR), demonstrate that both X and Y indicators have met the minimum standard limits. This indicates that all test data results can be regarded as valid. In summary, the outcomes of the outer model test, encompassing both validity and reliability assessments, confirm that the entire research data is valid, as all criteria and testing standards have been appropriately fulfilled.

After completing the outer model test and analyzing the results, the next step is the inner model test. We can achieve valid data processing outcomes by integrating evaluations of both measurement models. The inner model test is conducted in three stages, beginning with assessing multicollinearity. An inner Variance Inflation Factor (VIF) value of less than 5 signifies the absence of multicollinearity among the research variables (Hair et al., 2021). Below is the inner VIF table generated from the research.

Table 4 [Multicollinearity Test – Inner VIF]

	Digital Communication Competence	**Learning Motivation**
Digital Communication Competence		1.000

The inner VIF results in the table indicate a low multicollinearity among the variables. This finding ensures that the parameter estimation in the Structural Equation Modeling (SEM) using Partial Least Squares (PLS) is robust and unbiased. Next, we will discuss the results of the hypothesis testing.

Table 5 [Hypothesis Test]

Hyphothesis	**P Value**	**95% Path Coefficient Confidence Interval**		**F-Square**
		Lower Limit	**Upper Limit**	
H1. Digital Communication Competence → Learning Motivation	0.000	0.585	0.801	0.945

The findings from the hypothesis tests suggest that the relationship between the two variables is positive and statistically significant. Therefore, H1 is accepted, indicating that digital communication competence positively influences student learning motivation. Additionally, the F-square value of 0.945 signifies a strong influence of the independent variable on the dependent variable within the structural model.

Table 6 [R Square and Q Square]

	R Square	**Q Square**
Digital Communication Competence → Learning Motivation	0.486	0.244

According to the table above, the R Square value stands at 0.486, implying that the digital communication competency variable accounts for 48.6% of the variance in learning motivation. This indicates that nearly half of the variation in student learning motivation can be attributed to digital communication competence, while various external factors influence the remainder.

Furthermore, the Q-square serves as a metric for predictive accuracy, reflecting how effectively changes in exogenous and endogenous variables can forecast the outcomes of endogenous variables. A Q-square value greater than 0 suggests that the model possesses predictive relevance. (Hair et al., 2021) state that the Q-square result of 0.244 indicates a moderate effect.

Table 7 [T-Statistics Test]

	Path Coefficient	**Mean**	**STDEV**	**T Statistics**
Digital Communication Competence → Learning Motivation	0.697	0.706	0.055	12.586

The statistical T-test yielded a result of 12.586, accompanied by a P-value of 0.000, which can be considered significant. This indicates a strong positive relationship, suggesting that as students' digital communication competence increases, their

learning motivation also rises. Therefore, we can accept the hypothesis asserting a positive and significant influence between digital communication competence and learning motivation.

The comprehensive research data analysis shows that digital communication competence significantly influences student learning motivation. The primary focus of this study is not on the degree of technological proficiency students possess when utilizing educational platforms such as Learning Management Systems (LMS) but on their understanding of the importance of digital communication competence in enhancing their learning experience. This implies that students should be adept at receiving and conveying messages effectively, managing digital communications with attention to account security, and maintaining ethical communication even without face-to-face interactions.

In line with the findings of this research, the use of Computer-Mediated Communication (CMC) theory can support the research results. This theoretical foundation can provide a deeper understanding of the research problem, where when digital learning occurs, the teaching staff and students are separated between different times and spaces. However, they can still communicate and interact with each other by using digital media such as LMS. The application of this theory is reflected in the indicators of digital communication competence (X). For instance, indicator X4 (communication and collaboration) directly describes the basic principles of CMC, namely how individuals can build social interactions through digital media. In the CMC theoretical framework, communication effectiveness is not only determined by the content of the message but also by the ability of the sender and receiver to adjust the style, time, and structure of communication according to the characteristics of the digital media used. Therefore, this theory supports the research findings regarding the importance of understanding good digital communication competence.

Qualitative data obtained from interviews with students further corroborate these findings. Informants indicated that digital learning facilitates educational opportunities, which can be accessed anytime and anywhere. However, it is crucial to pay attention to the effectiveness of the established communication. As previously discussed, digital communication has inherent challenges that can impact the overall communication process. Therefore, effective communication in the learning environment must be a shared responsibility between students and lecturers.

This finding is consistent with previous research by (Prayogi et al., 2017) which indicates that using digital platforms, particularly Learning Management Systems (LMS), significantly impacts learning motivation. The study found that students with strong digital communication skills exhibit greater confidence in engaging with digital communication and utilizing LMS features to enhance their learning experience. Furthermore, it emphasizes the importance of addressing cognitive and affective needs to encourage student engagement in the learning process.

Overall, the results suggest that digital communication competence extends beyond merely being a technical skill in using platforms like LMS; it also equips students with a deeper understanding necessary to thrive in today's digital education landscape.

4. CONCLUSIONS AND SUGGESTIONS

Analyzing quantitative and qualitative data, we can conclude that the research problem was effectively formulated and the objectives were successfully met. The findings indicate that digital communication competence significantly impacts student learning motivation, accounting for 69.7% of the variance. The results of the statistical T-test further confirm that the research hypothesis is valid and can be accepted. This underscores the importance of students understanding digital communication competence in order to communicate effectively without the need for face-to-face interactions. When students can communicate proficiently, they experience greater freedom and comfort in meeting their needs. This comfort in digital interactions is closely linked to one of the indicators within the learning motivation variable. Therefore, when students select and utilize digital platforms while ensuring effective communication, their motivation for learning significantly improves.

This research offers a fresh perspective on digital communication, particularly within educational communication. Unlike previous studies that primarily focus on digital educational platforms, this study addresses a significant gap by examining changes in communication patterns.

Researchers recommend that institutions pay close attention to the feedback provided by students regarding the Learning Management System (LMS). In this study, students identified several shortcomings of the LMS, emphasizing its limitations as a public space for fostering optimal communication to enhance face-to-face digital interactions. Additional platforms are necessary to support the learning process, so students suggest that the institution develop an LMS platform with integrated discussion forums and video conference features so that the communication process can run more effectively. Furthermore, the findings of this research have been submitted to the institution for further review and evaluation. The institution has responded affirmatively, indicating that the results will be thoroughly examined and discussed with relevant stakeholders to enhance the design and features of the LMS. This effort aims to better meet students' needs in navigating digital learning.

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