A COMPARATIVE STUDY OF STUDENT LEARNING MOTIVATION WITH SEVIMA EDLINK AND GOOGLE CLASSROOM-BASED CLASSROOM MANAGEMENT

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Abstract: Learning motivation is one of the factors that support the success of learning. However, in reality, many students are still not motivated, especially since the Covid-19 pandemic, so the use of the Learning Management System application in learning can be a solution. This research aims to: (1) Describe the level of student motivation using class management based on Sevima Edlink and Google Classroom. (2) Describe the comparison of class management based on Sevima Edlink and Google Classroom. This research uses a quantitative approach with a comparative method. The data collection is a closed questionnaire, and the analysis technique is descriptive and inferential. The results of this study indicate that: (1) Students' learning motivation who use class management based on Sevima Edlink and Google Classroom has similarities, which is in the medium category. (2) There is a difference in the mean range between students' learning motivation using Sevima Edlink-based classroom management and Google Classroom. Still, the difference is not significant as indicated by the value of Sig. 2 tailed of 0.109 is greater than 0.025.

Keywords: Learning Management System; Sevima Edlink; Google Classroom; Islamic Religious Education; student motivation

Abstrak: Motivasi belajar merupakan salah satu faktor yang menunjang keberhasilan suatu pembelajaran. Kenyataannya masih banyak siswa yang masih belum termotivasi terutama sejak Pandemi Covid-19, sehingga penggunaan aplikasi Learning Management System dalam pembelajaran dapat menjadi solusi. Penelitian ini bertujuan untuk: (1) Mendeskripsikan tingkat motivasi belajar siswa yang menggunakan manajemen kelas berbasis Sevima Edlink dan Google Classroom. (2) Mendeskripsikan perbandingan manajemen kelas berbasis Sevima Edlink dan Google Classroom. Penelitian ini menggunakan pendekatan kuantitatif dengan metode komparatif. Pengumpulan data menggunakan angket tertutup dan teknik analisis data menggunakan analisis deskriptif dan analisis inferensial. Hasil penelitian ini menunjukkan bahwa: (1) Motivasi belajar siswa yang menggunakan manajemen kelas berbasis Sevima Edlink dan Google Classroom memiliki kesamaan yakni berada pada kategori sedang. (2) Terdapat perbedaan mean range antara motivasi belajar siswa yang menggunakan manajemen kelas berbasis Sevima Edlink dengan Google Classroom namun perbedaan tersebut tidak signifikan ditunjukkan dengan nilai Sig. 2 tailed sebesar 0.109 lebih besar dari 0.025.

Kata kunci: Learning Management System; Sevima Edlink; Google Classroom; PAI; motivasi siswa

INTRODUCTION

Learning motivation is one factor that supports learning success (Rumhadi, 2017; Sardiman, 2011). Students will be more active in studying the material and in the following learning optimally when learning motivation is embedded in them. Conversely, students will experience learning difficulties when they do not have motivation themselves (Nurhayani, Sudarmiatin, & Sunaryanto, 2017). This shows that motivation is important in creating a love for learning in every student. So ideally, students have high learning motivation to explore their desire to find knowledge from various learning sources around them so that students' abilities can develop (Nurhayani, Sudarmiatin, & Sunaryanto, 2017). This is in line with the goals of national education as stated in the Law of the Republic of Indonesia No. 20 of 2003 Article 3, namely developing the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. And in developing the potential of students, what is needed is not only the educational component but also the students' learning motivation (Syah, 2003).

However, the reality shows that many students still have low motivation, especially after the implementation of online learning since the Covid-19 pandemic. In Robandi & Mudjiran's research (2020), it is known that the learning motivation of junior high school students during the online learning period during the covid-19 pandemic in online-based learning, 11% of students are in the very high category, 38% of students are in the fair category, 27% of students are in the medium category, and 24% of students are in the low motivation category. The achievement of learning motivation results has not been maximized, so efforts are needed to increase student learning motivation. Cahyani, et al. (2020) also revealed that students' learning motivation during online learning decreased as indicated by the significance value of the Mann-Whitney U motivation questionnaire of 0.000.

The main cause of the loss of children's motivation is related to the mastery of teacher competence in the learning process. Nurdiyanti (2021) revealed that the problem of students' low motivation to learn could be caused by the teacher's lack of mastery of technology and the lack of good classroom management during online learning. Lack of teacher competence in mastering technology can be the cause of problems. Because if a teacher's competence develops and follows the development of ICT (Technology, Information, and Communication), then there is hope to update strategies and design learning media that keep students motivated to learn (Nur, Langi, & Hardianto, 2019; Wibowo & Rahmayanti, 2020).

The technology used by teachers can be in the form of E-Learning- based classroom management. Classroom management itself is one of the factors that influence students' learning

motivation (Nurdiyati, 2021). Class management that can be used in E-Learning-based teaching is by utilizing the Learning Management System (LMS) application, one of which is Google Classroom, the most popular application in the world of E-Learning education today. Google Classroom as class management makes it easier for teachers to manage virtual classes. Google Classroom can be used by teachers and students to carry out online learning as a substitute for face-to-face learning (Tarteer, Badah, & Khlaif, 2021). Google Classroom is also influential and effective in increasing students' learning motivation (Hanifah & Putri, 2020). The Google Classroom application positively influences 80% in increasing student learning motivation. It is suitable for use because it can arouse students' curiosity, interest, and motivation to learn, stimulate teaching and learning activities and make it easier for students to understand the subject matter (Khairunnisa, 2020).

In addition to Google Classroom, the Sevima Edlink application can also be used to solve the problem of low student motivation. The use of the Sevima Edlink application is quite effective in motivating and helping students in learning. Meilindha's research (2017) revealed that the Sevima Edlink application was effective for use in the PAI learning process. The benchmark used in measuring the effectiveness is the ability of educators to manage learning well, good student activities during learning activities, positive student responses to learning, and achievement of learning objectives.

From there, it can be seen that the application of class management based on Google Classroom and Sevima Edlink can be used as a solution to the low motivation of students learning. However, between the two it is not known with certainty whether there is a difference in increasing students' learning motivation. Therefore, the researcher wants to know whether there is a difference between the learning motivation of students who use Sevima Edlink-based classroom management and Google Classroom-based classroom management. Based on this background, the research in this paper is entitled: "Students' Learning Motivation in Islamic Religious Education Learning (Comparative Study of Sevima Edlink-Based Classroom Management and Google Classroom-Based Classroom Management)".

METHOD

This study uses a comparative quantitative method with a descriptive comparative design. This design was chosen because this study will describe the comparison between student learning motivation using Sevima Edlink-based classroom management and Google Classroom. The researcher used the independent variable (X), namely student learning motivation, which consisted of X1, namely student learning motivation using Sevima Edlink-based classroom management, and

X2, namely student learning motivation using Google Classroom-based classroom management. This variable is compared in this study, namely X1: X2.

The research procedure consists of pre-research by compiling proposals, conducting proposal seminars, determining research sites, administering permits, determining populations and samples, and making instruments. Then the research process by distributing student learning motivation questionnaires, and finally, post-research by processing and analyzing data, drawing conclusions, and providing recommendations and implications.

The research was conducted at SMP Negeri 1 Lembang, which is located at Jalan Raya Lembang No. 357, Jayagiri, Lembang, Kayuambon, Lembang, West Bandung Regency, West Java 40391, and carried out in the odd semester of the 2021/2022 academic year from October 2021 to December 2021. The distribution of the questionnaire was carried out on January 7-11, 2022. This study's population was all class VIII students335 students, where the population using Sevima Edlink-based classroom management was 66 students, and the population using Google Classroom-based classroom management was 269 students.

Determining the number of research samples refers to Arikunto's theory, where if the entire population can be sampled if the population is less than 100 population is more than 100, the sample can take 10-15% or 20-25% or more of the total population. So that the sample selected for classroom management with Sevima Edlink is 66 students, and those using Google Classroom-based classroom management are 67 students or 25% of the total population. So the number of samples in this study was 133 students (Arikunto, 2006).

The instrument used was a closed questionnaire which consisted of 30 items of learning motivation composed of positive and negative items. The preparation of the instrument refers to Hamzah B. Uno's theory regarding six indicators of learning motivation, namely (1) the desire and desire to succeed, (2) the encouragement and need for learning, (3) the hopes and aspirations of the future, (4) the existence of appreciation in learning, (5) the existence of interesting activities in learning, (6) the existence of a conducive learning environment (Uno, 2011). The scale used is a Likert scale, where each question has four alternative answers. Namely, each question has five alternative answers, namely strongly agree (SS), agree (S), disagree (TS), and strongly disagree (STS).

The instrument was first assessed by three experts and then distributed to 334 respondents to test its validity and reliability. The result is that all items are declared valid Sig. (2-tailed each item < 0.05 and Pearson Correlation is positive and reliable in the "very high" category so that it can be used to collect research data on students' learning motivation.

The data analysis used is descriptive analysis and inferential analysis. Descriptive analysis is used to determine the level of student motivation using Sevima Edlink-based classroom management and those using Google Classroom-based classroom management in PAI subjects. For this analysis, learning motivation is classified based on the theory of Azwar (2003) with the following results as shown in Table 1.

Table 1. Classification of Students' Learning Motivation Levels

Score	Category
$X < 75$	Low
$75 \leq X < 105$	Medium
$105 \leq X$	High

Then inferential analysis using the help of IBM SPSS Version 25 by conducting prerequisite and hypothesis testing. The prerequisite test was carried out with the normality and homogeneity tests. Normality test is a prerequisite test used for parametric statistics. If the assumption of normality is not met, then use non-parametric statistics and do not need to do a homogeneity test but go directly to hypothesis testing (Misbahuddin, 2004). As for the hypothesis test, two methods can be used, namely the Independent Sample T-Test, which is used for parametric statistics, and the Mann-Whitney U Test for non-parametric statistics. The proposed hypothesis is:

- Null hypothesis (H_o): There is no difference between students' learning motivation in PAI and BP SMP subjects which uses Sevima Edlink-based class management with Google Classroom-based class management.

- Alternative hypothesis (H_a): There is a difference between students' learning motivation in PAI and BP SMP subjects which uses Sevima Edlink-based class management with Google Classroom-based class management.

To determine whether H_o is accepted, the assumption used is to look at the significance value. Namely, if $Sig > 0.025$, then H_o is accepted, meaning that there is no significant difference. If $Sig < 0.025$, then H_o is rejected, meaning that there is a significant difference.

RESULTS AND DISCUSSION

Student Learning Motivation Using Sevima Edlink and Google Classroom Based Classroom Management

Student learning motivation data is divided into two, based on the overall items and indicators in the variables. The following is the level of student learning motivation based on all items in Sevima Edlink-based classroom management:

Table 2. Students' Learning Motivation Scores Using Sevima Edlink Classroom Management

Range	Category	Frequency	Percentage
$X < 75$	Low	0	0%
$75 \leq X < 105$	Currently	55	83%
$105 \leq X$	Tall	11	17%

Based on table 2, it can be seen that there are no students who have low learning motivation with a range of scores below 75. Meanwhile, almost all students, 83% or 55 students, have moderate motivation with a score range of 75-104. Then 17% of students, or as many as 11 students, have high motivation with a range of scores above 104. So, in general, the learning motivation of students who use Sevima Edlink-based classroom management is in the medium category.

Figure 1 shows a graph of the percentage of students' learning motivation using Sevima Edlink-based classroom management in PAI learning.
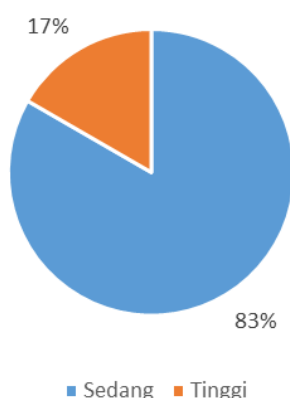
Figure 1. Graph of Student Learning Motivation Percentage Using Class Management Based on Sevima Edlink

While the findings related to student learning motivation using Google Classroom-based classroom management based on the overall item score are as shown in Table 3 below:

Table 3. Students' Learning Motivation Scores Using Google Classroom-Based Classroom Management

Range	Category	Frequency	Percentage
<75	Low	2	3%
75-104	Currently	55	82%
>104	Tall	10	15%

Based on table 4. above, it can be seen that 3% or two students have low learning motivation with a score range of below 75. Then almost all students, namely 82% or 55 students, have moderate learning motivation with a score range of 75-104. Meanwhile, 15% or ten other students have high learning motivation, scoring more than 104.

Figure 2 shows a graph of the percentage of students' learning motivation using Google Classroom-based classroom management in PAI learning:
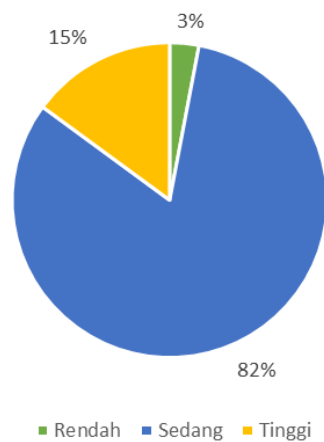
Figure 2. Graph of Students' Learning Motivation Percentage Using Google Classroom-Based Classroom Management

From there, it is known that, in general, there is no significant difference between the student's learning motivation using Sevima Edlink-based classroom management and Google Classroom-based classroom management. In Sevima Edlink-based classroom management, the average student has high motivation. Even in Google Classroom-based classroom management, the average student has high motivation. And both of them have a level of motivation that is in the medium category, which shows that they are quite motivated to learn PAI by using class management tools based on Sevima Edlink and Google Classroom. Even if viewed from the indicators that accompany the motivation dimension, it is known that they are more motivated by the learning process carried out by the teacher and the learning environment that the teacher creates.

Furthermore, based on the dimensions in the variables, it consists of two dimensions, namely internal and external. In the inner dimension, three indicators are then described in items. The first indicator, "There is a desire and desire to succeed," which is to continue to try to understand the PAI material even though it is difficult, do remedial work with special preparations when you get a bad score, a good PAI score makes you more enthusiastic in deepening the PAI material, a bad PAI score keeps you motivated learn PAI, use other learning resources in understanding PAI material, the maximum target value for PAI exceeds the KKM value, and ask the teacher or discuss with friends to understand PAI material. The second indicator, "There is an encouragement and need for learning in him," such as being often interested in asking questions in every PAI lesson meeting, being able to complete PAI assignments along with other subject assignments, actively answering in PAI learning discussions in class, reading material distributed by the teacher before studying, often watch videos about PAI subject matter, and try to complete each task well, and is also happy with PAI assignments. And the third indicator, "There are hopes and aspirations for the future in him," such as being happy

to learn PAI to get targeted grades, learning PAI with target values, trying to achieve PAI learning outcomes beyond the KKM, and being glad to learn PAI to become a more religious person, accustomed to reading PAI material before class starts, and taking notes on important points conveyed in PAI learning.

Then on the external dimension, there are also three indicators, namely, first, "There is an award in learning," such as the punishment given by the teacher makes it more enthusiastic about doing PAI assignments, any penalty given by the PAI teacher makes them stay active in doing PAI assignments, reprimands given by teachers in class make it more fun. Involved in learning PAI, awards given by teachers in class make learning PAI happy, and all forms of appreciation while in class make learning PAI enthusiastic. Second, "There are interesting activities in learning" such as the learning media used by the teacher to make learning PAI happy, the teacher using varied teaching methods/methods, eager to learn PAI, the teaching methods/methods used by the teacher to make learning PAI interested, quizzes in education make learning PAI fun. Third, "There is a conducive learning atmosphere," such as feeling comfortable when studying in class.

The following is the motivation for learning to use Sevima Edlink-based classroom management on the internal dimensions:

Table 4. Average Percentage of Sevima Edlink Students' Learning Motivation Related to Internal Dimensions

No.	Indicator	Percentage
1	There is a desire and desire to succeed	82.90%
2	There is a drive and a need for learning	87.23%
3	There are hopes and aspirations for the future	88.64%
	Average	86.26%

Table 4 above shows that as many as 86.26% of students are motivated to learn, have the desire and desire to succeed, have the drive and need to learn, and have hopes and aspirations for the future.

While the results of calculations from class management based on Google Classroom show that based on the internal dimensions in the variables, as many as 83.89% of students have internal motivations such as having the desire and desire to succeed, having the drive and need in learning, and having hopes and aspirations for the future, as shown in the table below:

Table 5. The average percentage of Google Classroom students' learning motivation related to internal dimensions

No.	Indicator	Percentage
1	There is a desire and desire to succeed	81.66%
2	There is a drive and a need to learn	82.94%
3	There are hopes and aspirations for the future	87.06%
	Average	83.89%

Table 5 above shows that most students already have the desire and willingness to succeed in themselves, but not all of them. So it can still be interpreted that in class management based on Sevima Edlink and Google Classroom, not all students have the desire and willingness to succeed. Especially the desire and willingness to succeed from the findings obtained on the item targeting a value exceeding the KKM score and doing remedial work with a particular target shows that many students still do not agree. It indicates that some students do not yet have that desire. Because if the willingness and desire to succeed in learning is embedded in students, they will be serious about achieving perfect learning outcomes, as one of the successful achievements of the learning process. Therefore, students must v.

In addition, in class management based on Sevima Edlink and Google Classroom, most students already have the drive and need to learn. The purpose and need for learning itself is a further indicator of the motivation to learn in students. After students have the desire and desire to succeed in themselves, this desire will encourage the emergence of curiosity which is a necessity in their learning. Uno (2011) stated that pressing learning needs in students will trigger their interest. So that students will have the willingness to find out all information related to learning.

The findings above also show that some students do not have hopes and aspirations for their future. In fact, these hopes and ideals are goals or goals that must be owned by every student. As stated by Sardirman (2011, pp. 92-5), in humans, plans must be instilled that are recognized and achieved. This will motivate student learning. This is because there is something that students want to achieve, and they will try hard to achieve it. Uno (2011, p. 23) also argues that goals in the form of ideals that students expect in the future will make students push themselves to seek ways to achieve their desires or ideals so that they will be more motivated and carry out activities learn to the fullest.

From the discussion above, it is known that although the average student has high motivation in each of the indicators, there are still some students who do not have the desire and desire to succeed in themselves, the encouragement and learning needs in themselves, as well as the hopes and ideals they want to achieve. Thus, teachers need to examine the condition of these students more. The use

of classroom management tools should not only help the implementation of the learning process but also indirectly contribute to the growth of internal motivation in students. However, internal motivation grows through the awareness and stimulation of the students themselves.

Then the acquisition of the level of learning motivation of students who use Sevima Edlink in the external dimension, as many as 95.10% of students already have an external reason because of exciting activities in learning, appreciation of education, and a conducive learning environment, as shown in Table 6.

Table 6. Average Percentage of Sevima Edlink Students' Learning Motivation related to External Dimensions

No.	Indicator Items 4	Percentage
1	There is an appreciation in learning	92.12%
2	There are interesting activities in learning	93.18%
3	There is a conducive learning environment	100.00%
	Average	95.10%

As for those who use google classroom in external dimension, on average, 93.36% of students have been externally motivated to learn because of the appreciation of learning, the existence of exciting activities in learning, and the existence of a conducive learning environment, as shown in table 7 below:

Table 7. The average percentage of Google Classroom students' learning motivation related to external dimensions

No.	Indicator	Percentage
1	There is an appreciation in learning	88.66%
2	There are interesting activities in learning	91.42%
3	There is a conducive learning environment	100.00%
	Average	93.36%

Based on the findings above, it is known that both Sevima Edlink and Sevima Edlikn have the result that for students, these rewards and punishments can make them more active in learning PAI. This is in line with what was stated by Sardirman (2011, pp. 92-95) that there are several ways to grow student learning motivation, namely by giving points, prizes, competition or competition, e - go-involvement, passing tests, knowing results, praise, punishment, desire to learn, interests, and recognized goals. Of the several methods above that are relevant to the findings of this study, students are motivated to learn when they receive appreciation from the teacher in the form of numbers, prizes, praise, and punishment.

In addition, teacher activities during the learning process affect student learning motivation. Students are more motivated to learn when teachers use varied methods, teaching media such as PPT,

videos, etc., and quizzes. Then the creation of conducive learning conditions or environment becomes one indicator that plays an external role in increasing student learning motivation. This is because, with a comfortable learning environment, students will enjoy learning and not feel bored during the learning process. The criteria for a learning environment that can motivate students are a class that is safe, and comfortable, support students learning in a calm atmosphere, and supports the learning process with the expected spatial layout. In this case, classroom management by the teacher has an important role. This class management activity is the ability or skill of the teacher in managing students in the classroom.

From the discussion above, it can be concluded that students' learning motivation is based on dimensions in both internal and external variables; in general, there is no significant difference between the results of the student's learning motivation questionnaires using Sevima Edlink-based classroom management and Google Classroom-based classroom management. In Sevima Edlink-based classroom management, the average student has high motivation. Even in Google Classroom-based classroom management, the average student has high motivation. The difference between the two is the percentage of students who are motivated, as seen from the items that accompany these indicators. Then from the two dimensions, namely the internal and external dimensions, both from the motivation of students who use Sevima Edlink-based class management and the motivation of students to use Google Classroom-based classroom management, it shows that students are more motivated by external encouragement by the teacher such as giving awards/appreciation. and punishment, interesting activities in learning such as the use of learning methods and media by the teacher, as well as the learning environment that the teacher creates so that they are comfortable learning in class.

This shows that they are more motivated by the learning process carried out by the teacher and the learning environment that the teacher creates. These results are in line with the research conducted by Anwar (2011) that the teacher's role about the teacher's personality competence is to be a motivator for his students. Arianti (2018) stated that teachers have an essential role in fostering student learning motivation; these roles are: (1) Teachers must be able to create a lively learning atmosphere with student activity, such as opening up discussion spaces between teachers and students or students with students and giving interactive quizzes. (2) Creating conducive classroom conditions due to a conducive classroom environment. (3) Creating varied learning methods. (4) Increase enthusiasm and enthusiasm in teaching; this is because the enthusiasm of teachers in teaching will affect student learning motivation in class. (5) Giving rewards can be in the form of reinforcement, appreciation with praise, values, prizes, and so on. (6) Creating activities that involve students in the classroom.

So that to increase student learning motivation, teachers must be able to give appreciation to students and punishment according to the place and conditions, maximize resources in the learning process such as the use of methods, media, quizzes, and so on, and create a conducive learning atmosphere.

Comparison of Student Learning Motivation Using Classroom Management Based on Sevima Edlink and Google Classroom

The first thing to do in comparing students' learning motivation is the normality test, which is a prerequisite test that must be met when using parametric statistics. So if you want to use parametric statistics, the data to be analyzed must be normally distributed. If the data is not normally distributed, then the statistics used are non-parametric. The decision-making criteria are if the value of Sig> 0.05, then the normality assumption is met, or the data is normally distributed. If the value of Sig < 0.05, then the assumption of normality t is not met or the data is not normally distributed. Table 8 shows the results of the normality test calculation with IBM SPSS version 25:

Table 8. Normality Test Results

Tests of Normality							
		Kolmogorov-Smirnov [a]			Shapiro-Wilk		
	Management_Class	Statistics	df	Sig.	Statistics	df	Sig.
Motivation	Sevima Edlink	.113	66	.037	.970	66	.111
	Google Classroom	.081	67	.200 [*]	.965	67	.059

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The assumption of normality of the data in the table above can be determined by looking at the significance value of the Sevima Edlink class management variable and the Google Classroom class management with Kolmogorov-Smirnov. The use of Kolmogorov-Smirnov is because the data in this study were above 50, namely 66 on the Sevima Edlink variable and 67 students on the Google Classroom variable. The significance value of Sevima Edlink's class management at Kolmogorov-Smirnov is 0.037, which is less than 0.05, so the data is not normally distributed. While the significance value of Google Classroom class management on Kolmogorov-Smirnov is 0.200, greater than 0.05, then the data is normally distributed. Between the two variables, there is one variable whose data distribution is not normal, namely the Sevima Edlink class management variable, so it can be concluded that the assumption of normality of the data is not met in the sense that the data on student learning motivation is not normally distributed. So for the different test using non-parametric statistics with the Mann-Whitney Test.

In the Mann-Whitney Test, the decision-making criteria are to compare the value of Sig. with a probability value of 0.025 (2-tailed), i.e., if the value of Sig. > 0.025, then Ho is accepted (there is no significant difference between the two groups), and if the value of Sig. < 0.025, then Ho is rejected (there is a significant average difference between the two groups).

Table 9. Results of mean range

Ranks				
	Management_Class	N	Mean Rank	Sum of Ranks
Motivation	Sevima Edlink	66	72.39	4778.00
	Google Classroom	67	61.69	4133.00
	Total	133		

Based on table 9 above, it is known that there is a difference in the mean rank between students' learning motivation using Sevima Edlink class management and those using Google Classroom class management.

Table 10. Mann-Whitney U . Test Results

Test Statistics [a]	
	Motivation
Mann-Whitney U	1855,000
Wilcoxon W	4133,000
Z	-1,604
asymp. Sig. (2-tailed)	.109

a. Grouping Variable: Management_Class

The calculation results above (see table 10) show the Asymp value. Sig. (2-tailed) of 0.109, which is greater than 0.025, so it can be stated that Ho is accepted or there is no significant difference between the learning motivation of students using Sevima Edlink-based classroom management and those using Google Classroom-based classroom management. So it can be concluded that there is a difference between the average learning motivation of students who use Sevima Edlink and those who use Google Classroom. Still, the difference is insignificant, so the proposed null hypothesis (Ho) is accepted.

Although the findings show no significant difference, classroom management using Sevima Edlink and Google Classroom still affects students' learning motivation. These results are in accordance with the research conducted by Novandini and Luta, which resulted in the finding that the utilization of the Sevima Edlink application was quite effective in motivating and helping students in learning (Novandini & Luta, 2018). Then Meilindha's research (2017) also showed that the Sevima Edlink application was effective

for use in the PAI learning process. Then Nirfayanti and Nurbaeti (2019) also revealed a significant influence on student learning motivation after learning using Google Classroom was applied. And in Khairunnisa (2020), the Google Classroom application has a positive influence of 80% in increasing students' learning motivation and is suitable for use because it can arouse students' curiosity, interest, and motivation, as well as stimulate teaching and learning activities and make it easier for students to understand the subject matter.

However, the results of this study indicate that the use of E-Learning- based classroom management applications are not the main factor that distinguishes students' learning motivation. There are other factors that influence such as the learning process carried out by the teacher in the classroom, including the awarding and the learning environment that the teacher creates. Thus, teachers can choose any E-Learning class management application without considering the advantages of increasing student motivation. Teachers can think in terms of ease of use and other benefits of the Learning Management System application that further supports PAI learning in the classroom. Moreover, in this digital native era, PAI teachers are required to master technology more because innovations in PAI learning based on Digital Media can further support effective and efficient learning. In addition, the knowledge that is adapted to technological developments can attract students' enthusiasm to participate in the learning process (Nugraha, Supriadi, & Anwar, 2014). Technology has been used to support and enhance teaching and learning in recent decades (Liu, Chen, & Pugh, 2021). As a learning medium, various internet-based learning application platforms can be a favorite choice for teachers and students. These technology-based platforms can become a set of online learning tools that enable collaboration between teachers and students (Callaghan, 2021). And of course, using learning tools such as LMS is essential in the online learning environment (Reyes, Galura, & Pineda, 2022).

So it can be emphasized that the applications provided to support learning can be selected and used to keep learning in the classroom. Some applications can be alternatives such as Sevima Edlink, Google Classroom, and others similar applications such as Edmodo, Moodle, Sociology, etc. Teachers can freely choose class management tools such as the Learning Management System application that will be used by only needing to weigh the advantages and disadvantages of these applications.

CONCLUSION

From the series of findings and discussions discussed in this study, it can be concluded that students' learning motivation using Sevima Edlink and Google Classroom-based classroom management has in common, namely being in the moderate category. While the difference is that

there are no students who have low motivation in class management Sevima Edlink. Still, there are 3% of students who have low motivation in class management Google Classroom. And there are 17% of students who have high motivation in class management based on Sevima Edlink, while in class management based on Google Classroom, there are only 15% of students. On average, students have high motivation externally than internally.

There is a difference between the motivation of students who use Sevima Edlink-based class management and those who use Google Classroom, but the difference is not significant. The calculations indicate this with *IBM SPSS Version 25,* which produces a mean rank of student learning motivation in Sevima Edlink-based classroom management of 72.39, and the mean rank of student learning motivation in Google Classroom-based classroom management of 61.69. However, when tested with the Mann-Whitney U test the results of the Asymp value. Sig. (2-tailed) of 0.109 which means greater than 0.025 so that Ho is accepted.

Looking at the results of the research, it is known that it is not only class management that affects student learning motivation, but there are other factors that influence it. Therefore, for further research it is recommended to add another variable to variable X or to be able to examine more deeply about other variables that affect students' learning motivation.

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