

STUDENT'S PERSPECTIVE ON THE USE OF SEVIMA EDLINK AS AN ENGLISH LEARNING MEDIUM

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ABSTRACTS

In this modern era, the use of technology in education is growing, especially after the Covid 19 pandemic, which forced the educational world to adapt to technology so that learning can continue even though it is limited by space and time. So in the post-pandemic, education was used using technology, and student independence in learning has been well developed so that blended learning can be an alternative learning model in this new normal era. The Sevima Edlink application can be an alternative solution in blended learning because it is already integrated with the Siakad system on campus and can be accessed easily from a laptop and smartphone. This research aimed to describe the students' perspective on using Sevima Edlink as an English learning medium. It was descriptive qualitative research with a total sample of 70 students who took an English subject in the odd semester of the 2022/2023 academic year at Sekolah Tinggi Ilmu Kesehatan Banyuwangi. Based on the questionnaire results, student perceptions of using Sevima Edlink were generally positive. Interview results showed that the Sevima Edlink made the students easier to download learning materials, collect assignments more disciplined, and save data storage. Even though there were obstacles, including internet connection and weak signal, lack of information on using Sevima Edlink for new students, and task notifications were often late or did not appear, which caused students to be late in submitting assignments.

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INTRODUCTION

Communication and information technology is a means for providing information over long distances. Technology consistently innovates every year. Even in this technology-based industrial revolution 4.0 era, teaching and learning activities no longer must be in the classroom. One proof of technological developments' impact on the advancement of education is the emergence of various innovations in learning models. With the sophistication of technology, the implementation of learning is no longer only done conventionally but can also be done online. Not only that but the emergence of various kinds of technology products also can be used as learning media. The advantage lies in the speed of obtaining information and multimedia facilities that can make learning more enjoyable, visual, and interactive. Digital

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technology can be used during online learning because teachers and students can still interact even though they are in different places (Ilham, 2023).

The COVID-19 pandemic that has been going on for almost the last three years has changed society's culture, including the habits and culture of student learning. During a pandemic, institutions carried out online learning, lecturers provided the material from home, and so did students. Distance learning is a new obstacle that many students and educators feel is unfamiliar. At the beginning of implementing distance learning, many applications had to be used simultaneously to the point of confusion. For example, students and lecturers discuss materials via WhatsApp and Telegram. Students must use the Google Classroom application to submit assignments and use Zoom or Google Meet for video conferencing. With such a complicated system, the Edlink application was introduced to overcome these complications. Edlink is an application released on December 29, 2016, by PT Sentra Vidya Utama (SEVIMA) based on Android mobile, specifically used as a medium for tertiary education. It saves time, keeps classes organized, facilitates assignment collection, and improves communication between students and lecturers. Sevima Edlink can summarize all the functions of WhatsApp, Telegram, Google Classroom, Google Meet, and Zoom in one application (Nurginayah et al., 2022).

The COVID-19 pandemic has positively impacted the world of education, where educators and students were forced to utilize technology so that the teaching-learning process can run well (Setyawan, Sulistianoro, & Fajriyah, 2022). It aligns with the research result by (Ausat, 2022) during the COVID-19 pandemic, the integration of technology into the educational system stands out as one of the most significant positive outcomes of online learning, it significantly accelerates the transformation of education. Currently, students are used to carrying out learning activities independently. They are also used to exploring various learning sources and making several problem solutions to the material delivered by the lecturers online. Student independence in learning has been well developed so that during this new normal learning process, lecturers should not turn off student independence again. One alternative learning model that can be applied is blended learning. The blended learning model is a learning that combines face-to-face and online learning (synchronous and asynchronous learning). So far, we are more familiar with calling it blended learning. The Sevima Edlink application can be an alternative solution in blended learning because it is already integrated with the Siakad system on campus. Sevima Edlink is an application that interfaces directly with Siakad and can be utilized through a computer or Android device to facilitate and assist lecturers and students in online lectures.

Sevima Edlink is an internet-based application to allows lecturers and students easier to carry out online learning so that lecturers can monitor student learning activities without being constrained by space and time. Sevima Edlink is supported by various features, including material sharing, assessment and feedback, quizzes, private messages, discussion, and class features that accommodate subjects according to each class (Wibowo & Rahmayanti, 2020). The various features in the Sevima Edlink can truly assist lecturers in effectively managing to learn, such as delivering teaching materials, conducting various evaluation assessments, and being able to carry out learning using various methods. Sevima Edlink is extremely beneficial and assists in executing an organized learning process as initially planned, ensuring that the education is focused and aimed at accomplishing the learning goals (Fitriani et al., 2022).

Previous studies related to using the Sevima Edlink application have been conducted. The research conducted by (Wahyudi, 2020) showed that Sevima Edlink is a valuable platform that lecturers can use in their teaching. The student's midterm test result proves it was in a good category. (Novandini & Luta, 2018)'s research stated that remedial test scores could increase and effectively motivate students using Sevima Edlink e-learning media. (Rosanti et al., 2020) Research said that using Sevima Edlink can optimize learning more effectively, making it

easier for students to focus. Students' critical thinking skills are increased using Sevima Edlink than WhatsApp Messenger. Learning by Sevima Edlink positions students as learning subjects to provide broad opportunities to convey available information and reconstruct their prior knowledge into complete knowledge through discussions between students. (Nurasiza et al., 2022) Also utilized Sevima Edlink for their students in learning. The result showed that Edlink helped the students learn at IAIN Pare-Pare. This application can be accessed easily if there is no internet connection problem and offers flexibility as it can be utilized on both smartphones and laptops/computers. The research results by (Fitriani et al., 2022) showed that utilizing a project-based learning approach via Sevima Edlink can enhance students' performance in academic writing tests.

Sevima Edlink is an application that is easy to operate using a cellphone or a laptop/notebook. The application is simple (Sahlan, Donuata, & Fitriani, 2022): register for a Sevima Edlink media account or log in when you already have an Edlink account. For institutions with MoU with Sevima Edlink, there is no need to register again to log in, select continue with Siakad, choose a university, enter your Student ID Number and password, and then it will automatically enter on the Sevima Edlink application homepage. The lecture process will run when the lecturers give independent material or assignments to students. There are two ways to check the students' presence by responding to the material or tasks assigned by the lecturers, it will be automatically concurrent with attendance, and the second is by QR Code using the student ID card menu. Apart from that, there are many other menus to see the campus's administrative series, such as class schedules, Student Cards, KRS, KHS, transcripts, etc.

The Sevima Edlink has many features that will help the learning process. One of which is a room for conducting conversations between teachers and students. This medium is the latest innovation in flexible online learning. Stikes Banyuwangi has utilized the Sevima Edlink as a learning medium for approximately two years, starting at the end of 2019, and began to be actively used in 2020. This application has been integrated with Siakad. Siakad is an academic service designed for students to access information related to academic records during their course of study. The management of the academic bureau will become more effective and efficient with the support of information technology in the form of Siakad (Harleni & Marisa, 2018). Siakad and Sevima Edlink have a complementary relationship in supporting learning, especially online learning. Siakad is a platform focused on the management of academic information and education administration in higher education institutions. Sevima Edlink, on the other hand, is a platform that enables the integration of various educational tools and applications with existing Learning Management Systems (LMS), including Siakad. The relationship between Siakad and Sevima Edlink in supporting learning lies in Sevima Edlink's ability to integrate academic data from Siakad into other learning platforms. This integration minimizes the need for manual data entry and maximizes the use of academic information in the context of teaching and learning.

Learning through the Sevima Edlink is part of a strategy for utilizing technology to implement the learning process. Based on preliminary observations by researchers, the Sevima Edlink is expected to help lecturers and students conduct online and blended learning more easily. But in reality, several students complain because they cannot access and use the Sevima Edlink due to the absence of an internet network. Also, some students are still confused and do not understand using the Sevima Edlink. Based on the problems in this study, the researchers evaluate the use of Sevima Edlink as an English learning medium from the student's perspective. In the learning process with a blended system using the Sevima Edlink to achieve maximum student learning outcomes, students' perceptions are needed during the learning process to know the effectiveness of using Sevima Edlink as a learning medium.

The novelty of this research lies in its focus on the integration of Sevima Edlink with the Siakad system, emphasis on student perceptions, exploration of blended learning models, and provision of practical recommendations. These unique aspects contribute to the advancement of educational technology research, emphasizing the role of technology in enhancing learning experiences, capturing student feedback, offering practical implications for educators, and offering valuable insights for educators and researchers in the field.

RESEARCH METHOD

Research Design

This study applied the descriptive qualitative method to describe the object under the study accurately, clearly, and systematically. A descriptive qualitative method is utilized because it allows for an in-depth exploration of the student's experiences and perspectives. The nuances, complexities, and subtleties of how students perceive and interact with Sevima Edlink for their English learning can be effectively captured. Then it also enables the researcher to grasp the subjective experiences of the students, including their feelings, thoughts, and perceptions about using Sevima Edlink as a medium for English learning.

Unlike quantitative methods, qualitative research is flexible and dynamic (Busetto, Wick, & Gumbinger, 2020). It allows for open-ended questions during data collection, which can provide more detailed and elaborate responses from the students about their experiences with Sevima Edlink. The richness of qualitative data can lead to new insights and understandings about the use of Sevima Edlink for English learning which might not be possible through a purely quantitative approach. Additionally, this method allows the researcher to understand the context in which students use Sevima Edlink for learning English. It helps to understand the circumstances under which the platform is most effective or where it may fall short.

Population and Sample

The population in this study was the students of Sekolah Tinggi Ilmu Kesehatan (STIKes) Banyuwangi, and the sample was the students who were taking an English subject in the odd semester of 2022/2023 academic year, as many as 70 students. By employing purposive sampling, the researcher aims to gather deep, qualitative insights from a carefully chosen group of students. This method, while not statistically representative of the entire population, can provide valuable insights that reflect the complex realities of students' experiences with Sevima Edlink as an English learning medium.

Instruments

The data collection techniques were a questionnaire and an interview. A questionnaire is a data collection method that asks respondents a series of written questions (Sugiyono, 2018). The questionnaire was created via Google Forms. Questionnaires were given to students to find out their responses regarding blended learning in the English learning model by utilizing the Edlink application. The types of questionnaires used are open and closed-ended questionnaires. To find out student responses to the implementation of learning, a closed questionnaire where students were asked to fill in answers by selecting one of the available answers. In the open questionnaire, students were asked to fill in according to the events experienced during learning. Questionnaires serve as an effective method for gathering data when the researcher has a clear understanding of the variable to be assessed and knows what responses they can anticipate from the participants (Santoso & Lutfi, 2022)

To dig deeper into information, researchers also conducted interviews with respondents. After all students filled out the questionnaire and were successfully interviewed, the data was collected, and the data analysis stage was carried out. Data were presented descriptively based on the results of recorded questionnaires and interviews.

Data Analysis

The researchers collected data through questionnaires and interviews to gather students' perspectives on using Sevima Edlink. The questionnaire provided open and closed-ended responses. Collect data through open-ended questions that allow students to express their perspectives on using Sevima Edlink for learning English. This includes their experiences, what they find beneficial or challenging, and suggestions for improvement. The interviews allowed for more in-depth exploration of students' experiences. In this case, researchers conducted semi-structured interviews with a select group of students to dive deeper into their responses on the questionnaires. These interviews can explore their experiences, perceptions, motivations, and any barriers faced in greater detail.

The researchers begin by organizing and coding the collected data. Start coding by identifying meaningful units of text that represent specific thoughts, feelings, or experiences related to using Sevima Edlink. Next, refine the codes by combining, expanding, or narrowing them down into more focused themes that clearly represent the data set. From the focused codes, develop themes that capture the essence of the students' experience with Sevima Edlink. Then analyze the coded data to identify and define key themes. Find patterns and relationships within and between themes related to the students' perspectives on using Sevima Edlink. After that, construct a comprehensive narrative that describes students' experiences, perceptions, and suggestions regarding Sevima Edlink. This qualitative analysis can offer a deeper understanding of students' experiences and perspectives on using Sevima Edlink.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

Student responses in learning English using the Sevima Edlink application were positive. It can be seen from their responses and interest in participating in learning English. The questionnaire result can be seen in figure 1.

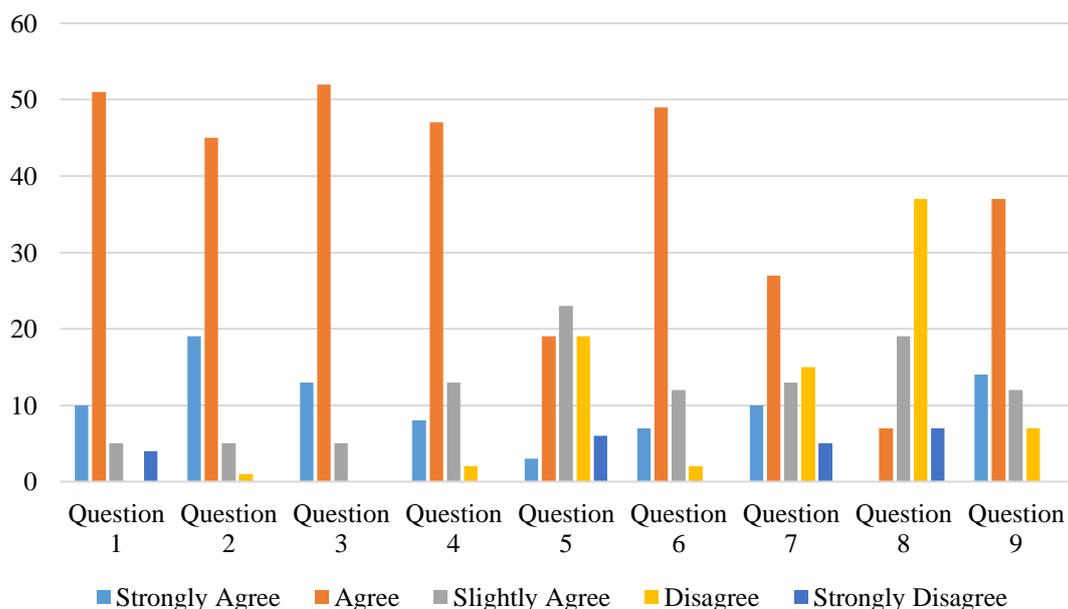


Figure 1. The result of the questionnaire on the use of Edlink for English learning

Note:

Question 1: Is Edlink easy to use in blended learning?

Question 2: Is Edlink easily accessible?

Question 3: Can you access learning materials easily on Edlink?

Question 4: Is the material provided through Edlink sufficient to help master learning competencies?

Question 5: is a lecture using Edlink more interesting than a face-to-face?

Question 6: Is a lecture with Edlink video conferencing better than just sending files?

Question 7: Do you feel disturbed if the lecturer sends assignments via Edlink outside of class?

Question 8: Is the collection of tasks at Edlink burdensome for you?

Question 9: Have you ever experienced network problems during the lecture process through Edlink?

Based on the chart in figure 1 about whether the Edlink Sevima application is easy to use in blended learning. 14% (10) students stated that they agree, 73% (51) students agree, 7% (5) students slightly agree, and 6% (4) students strongly disagree if the Edlink application is easy to use in the blended learning model. For easy access to use Edlink, 19 students (27%) strongly agree, 45 students (64%) agree, 5 students (7%) slightly agree, and 1 student (1%) disagree. It showed that Edlink is accessible for students because it can be accessed from a laptop/computer and smartphones. Then for easy access to learning materials when using the Edlink platform, 13 students strongly agree, 52 agree, and 5 slightly agree. Students can easily access learning materials because lecturers distribute materials on Edlink, which students can access at any time. Besides, the materials provided through Edlink are sufficient to help master English learning competencies because the material shared by lecturers in documents, PPT, audio, learning resource links, and videos help students learn English outside the campus. The questionnaire result proves that 8 students (11%) strongly agree, 47 students (67%) agree, 13 students (19%) slightly agree, and 2 students (3%) disagree if the materials provided through Edlink sufficient to help master English learning competencies.

Then the students' responses on whether the use of Edlink in learning English is more interesting than face-to-face learning, 3 students (4%) strongly agree, 19 students (27%) agree, 23 students (33%) slightly agree, 19 students (27%) disagree, and 6 students (9%) strongly disagree. It showed that most students prefer face-to-face to online using Edlink. Usually, the lecturers only send the materials when they teach using the Edlink platform, so for students, it is better to conduct video conferencing as a substitute for face-to-face rather than just sending teaching materials via Edlink. Students supported it by answering that 7 students (10%) strongly agree, 49 students (70%) agree, 12 students (17%) slightly agree, and 2 students (3%) disagree if lecturing with Edlink video conferencing is better than just sending files.

Then the time distribution assignments to students through Edlink by the lecturers outside of class hours was disturbing for some students. The questionnaire results showed that 10 students (14%) students feel very disturbed, 27 students (39%) feel disturbed, 13 students (19%) feel slightly disturbed, 15 students (21%) feel undisturbed, and 5 students (7%) feel very undisturbed. So it is recommended that lecturers send the assignments or materials through class hours so that no one gets disturbed. Then for the assignments collection through Edlink, whether it is burdensome for students, 7 students (10%) agree, 19 students (27%) slightly agree, 37 students (53%) disagree, and 7 students (10%) strongly disagree. It showed that collecting assignments through Edlink is relatively easy. The next question in the questionnaire asked whether the students once experienced network problems during lectures using Edlink, 14 students (20%) strongly agreed, 37 students (53%) agreed, 12 students (17%) slightly agreed, and 7 students (10%) strongly disagreed. The network often becomes a severe problem during online learning.

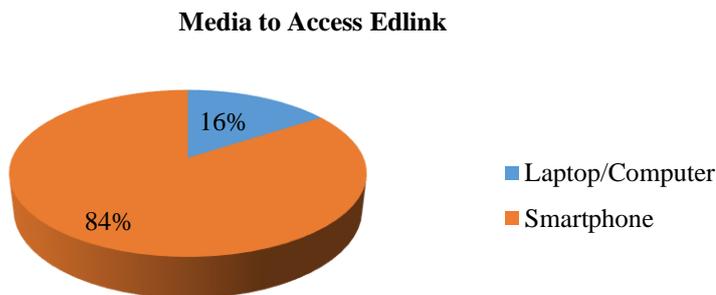


Figure 2. Media to access Edlink

Figure 2 shows that the most used media for students to access Edlink was smartphones, as many as 84% (59 students) and only 16% (11 students) accessed Edlink by laptop/computer. In figure 3, the learning model preferred by students was Blended learning (64%), which combines face-to-face and online learning. 36% of students preferred face-to-face learning, and no one chose full online learning. It is in line with the statement from (Sanjaya et al., 2022), who stated that online learning could be maximized if combined with offline learning, or what we usually call blended or blended learning.

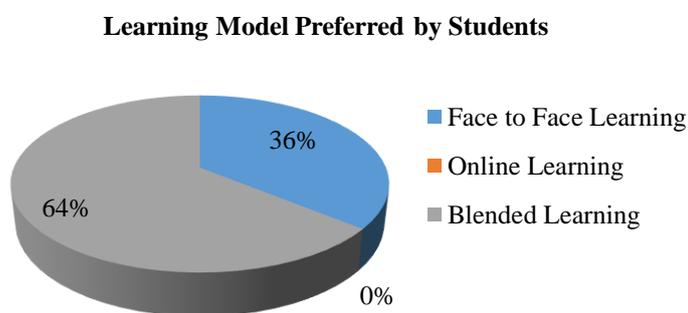


Figure 3. Learning model preferred by students.

Discussion

The data indicated that students overall have a positive perspective towards the use of Sevima Edlink for their English language learning. The majority of the respondents appreciated the flexibility and accessibility of learning English through this platform, indicating it allowed them to learn at their own pace and time, which is particularly beneficial considering the variety of learners' schedules and learning preferences. Students highlighted the platform's ability to provide them with continuous access to learning resources, enabling learning beyond the traditional classroom setting. Many found the interactive elements of SEVIMA Edlink, such as quizzes, discussion forums, and video lessons, to be engaging and beneficial for enhancing their language skills. The adaptability of the platform to cater to individual learning needs and pace was another advantage pointed out by the students.

Sevima Edlink is an Android-based application specifically tailored for the realm of education. Its objective is to create a learning environment that connects teachers and students in educational activities. This can be conducted at any time and from any location, offering greater time flexibility (Permatasari, Juniati, & Fitriani, 2022). The features within this application that enable interaction between teachers and students include discussion forums and class functionalities, teaching materials features, assessments, quizzes, sharing, in-class assignments, info, events, and surveys. With many features in the Sevima Edlink application,

it can This tool can assist and facilitate a range of educational activities such as live conferencing, presentations, discussions, Q&A sessions, assignments, attendance tracking, and others. It follows the (Darwanto & Khasanah, 2021) opinion that the Sevima Edlink application includes features designed to make learning easier for lecturers and students. In addition, researchers utilized the private message feature for communicating personally with students and motivating students related to lecture activities.

The benefits of Sevima Edlink are very diverse, starting from its easy use, ease of operation, and ability to store learning results so that students can review the material presented by lecturers. The student's opinion through the Edlink application was that students and lecturers could hold conferences and send messages for discussion, send assignments directly via Edlink, have clear deadlines, and save cell phone data storage. The Sevima Edlink application is beneficial for students to access teaching materials whenever and wherever (Amus, Noni, & Jabu, 2023) because in the teaching material feature, lecturers can include teaching material in the form of videos, images, links, and documents. This application also supports live conferences where learning is carried out effectively because lecturers can explain learning material optimally. They can hold discussions, so if students find the presented material unclear, the discussion feature aids them in engaging in dialogue and posing questions in the comment section, ensuring a thorough understanding of the material. Even the results of discussions can still be accessed and reviewed again.

Students stated that they were more orderly and disciplined in doing assignments because if they were late, they could no longer collect work from lecturers & did not get scores. There was also an assessment feature in which there is a designated section for providing grades, immediate feedback, or evaluations to students who have submitted their assignments or daily tests. This can serve as a reference for assessing students' progression in their learning. The students could see schedules and task notifications from lecturers more quickly because they can be accessed directly using a mobile phone. Submitting assignments through Sevima Edlink was more efficient (Suswandari, 2021), and even if the material that has been downloaded is accidentally deleted, it can still be downloaded again. Then the materials from lecturers and collected assignment files are still stored in Edlink and can be downloaded whenever we need them. So there is no need to scroll up to WhatsApp or Telegram group to get the files back or look for them one by one if they are paper. In addition, students' attendance can be done automatically by scanning a QR code, or when conducting a live conference, it will systematically record attendance in the learning report.

Some students stated that Sevima Edlink helps them a little, but not entirely because they are still confused about how to use it. In contrast, in using the SevimaEdlink application, one must understand how to use and utilize it to be used optimally. This application is not yet appropriate for helping students study online. It still needs improvement in the application (Anwar, Wati, & Supriadi, 2022) because sometimes there are no notifications on students' mobile phones, which causes us to be late in getting assignments or quiz information. This application already has a notification if there is information, but sometimes it does not appear on student cellphones. This application is the same as WhatsApp or other social media applications. Even for some students, WhatsApp is better because it is more straightforward. Besides, the use of video conferencing sessions is only 40 minutes long. Although it can be used many times, it is pretty disruptive to the learning process, especially when the lecturers explain the material, the participants are limited to only 100 people, and this feature can only be done in academic classes.

The student constraints on using the Sevima Edlink in the English Learning process include notifications that sometimes do not appear, poor and inadequate internet network, and limited internet quota. Internet network is the essential thing in the online learning process. Sevima Edlink required an excellent signal, so the students whose homes were far from good

signs would be constrained to participate in learning through Sevima Edlink because it took a long time for each process to be carried out. It supports the research result from (Apriani, 2021) that students could not access the Sevima Edlink if their network was terrible, and they complained because they had to spend money to buy quota. Some students' smartphones were inadequate to support installing the Sevima Edlink because they had to install it when opening from their smartphones. The limited space for interaction in online learning using the Sevima Edlink is not optimal for English conversation practice.

Some students experienced problems logging out automatically from Sevima Edlink, which required them to re-login. The loading was slow. Sometimes when accessing a server error message appears, even though a student cannot open and access Sevima Edlink for more than a week, even though the internet network is good enough. Furthermore, the too-large file size was difficult to upload. It often failed, which caused delays in submitting assignments. Even though it was just a second late, the feature for collecting duties has been closed.

Then, they can attach images or files such as Excel, word, ppt, and PDF for the student assignments collection. Still, they cannot attach the file in voice note format (Kodrat, 2020), so it becomes an obstacle when there is an English conversation assignment which usually must be collected in the form of voice. Apart from that, in group assignments, all students must collect them individually so that the lecturer can give a score in Sevima Edlink, even though usually only one representative collects a project in each group. The interview results also showed that some students stated that Edlink was less effective when used as a learning medium, especially if the lecturers only posted material without explanation. For typical students who like offline learning, Sevima Edlink did not help them conduct daily lectures. They thought face-to-face learning was better so they could better understand the material and the lectures' assignments.

The limitation of this study is it may have a limited sample size, it does not consider all contextual factors that could influence students' experiences with Sevima Edlink, such as varying levels of technological proficiency or access to resources. The study does not have sufficient time to delve deeply into all aspects of students' experiences with Sevima Edlink, potentially limiting the depth of understanding. There could be a potential for response bias in the questionnaire and interview responses, where students may provide socially desirable answers or responses that do not fully reflect their true experiences. External factors such as other ongoing educational initiatives or changes in the learning environment could have influenced students' perceptions but were not accounted for in the study. By acknowledging these limitations, future research can address these gaps to provide a more comprehensive understanding of students' perspectives on using Sevima Edlink for learning English.

CONCLUSION

The integration of Sevima Edlink with the Siakad system has provided students with a convenient and efficient platform for accessing learning materials, submitting assignments, and engaging in discussions. Despite some challenges such as internet connectivity issues, students have shown a high level of interest and participation in learning English through this innovative medium. If the Sevima Edlink application features are used optimally, they can help and support the achievement of learning objectives. It proves that in this modern era, technology plays a vital role in the world of education. Now the learning process does not always have to be face-to-face but can be combined with online learning, or we often call it blended learning, where learning can be done without direct contact between lecturers and students. It can be done anytime and anywhere with the help of using virtual classes such as the Sevima Edlink application. Overall, the study emphasizes the importance of embracing technology in education to enhance learning outcomes and adapt to the changing educational landscape in the modern era.

It is suggested that future researchers investigate the impact of improved internet connectivity and network infrastructure on students' experience with Sevima Edlink to address issues related to access and usability, explore strategies to enhance student engagement and interaction within the Sevima Edlink platform, particularly in activities such as English conversation practice, examine the effectiveness of incorporating multimedia elements, such as voice notes, in assignments to facilitate English language learning and communication skills development, conduct comparative studies to evaluate the differences in learning outcomes between fully online, blended, and face-to-face learning approaches using Sevima Edlink, and assess the role of instructor support and guidance in maximizing the benefits of Sevima Edlink as a learning medium for English education. By addressing these areas in future research, a more comprehensive understanding of the potential of Sevima Edlink in English language learning can be achieved, leading to further improvements in educational practices and student outcomes.

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