



The Implementation of Sevima Edlink Platform on EFL Classroom in Higher Education

Implementasi Platform Sevima Edlink di Kelas Bahasa Inggris di Perguruan Tinggi

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ABSTRACT

This research aimed to know how the lecturer implements Sevima Edlink platform on EFL classroom and how the impacts of using this platform on affective aspect. This research used descriptive qualitative methods with a case study approach. The subjects of this research were one of the lecturer in IAIN Parepare and his students that consists of twenty two students. The data of this research was obtained by using interview and questionnaire as instruments. The results of this research showed that Sevima Edlink platform is a systematic platform to help and facilitate the learning process. This can be seen from the completeness of the features that are available in this platform which can be used to support the achievement of effective learning, such as conducting live video conferences, presentations, discussions, questions and answers, assignments, and attendance. In its implementation, the lecturer instructed the students to check and download the materials and the assignments on this platform. This is caused as when learning started, the students were ready and know the materials that they would learn.

Key Words: Implementation, Sevima Edlink Platform, EFL Classroom

ABSTRAK

Penelitian ini bertujuan untuk mengetahui bagaimana dosen menerapkan platform Sevima Edlink di kelas Bahasa Inggris dan bagaimana dampak dari penggunaan platform ini. Penelitian ini menggunakan metode deskriptif kualitatif dengan pendekatan studi kasus. Subyek penelitian ini adalah salah satu dosen di IAIN Pare-Pare beserta mahasiswanya yang berjumlah dua puluh dua mahasiswa. Data penelitian ini diperoleh dengan menggunakan instrumen wawancara dan kuesioner. Hasil penelitian menunjukkan bahwa platform Sevima Edlink merupakan platform yang sistematis untuk membantu dan memfasilitasi proses pembelajaran. Hal ini terlihat dari kelengkapan fitur-fitur yang tersedia pada platform ini yang dapat digunakan untuk mendukung tercapainya pembelajaran yang efektif, seperti melakukan live video conference, presentasi, diskusi, tanya jawab, penugasan, dan absensi. Dalam penerapannya, dosen menginstruksikan mahasiswa untuk mengecek dan mendownload materi dan tugas yang ada di platform ini. Hal ini di bertujuan jika saat pembelajaran dimulai, siswa sudah siap dan mengetahui materi yang akan dipelajarinya.

Kata Kunci: Implementasi, Sevima Edlink, Kelas EFL

1. BACKGROUND

The learning process is an interaction activity between teachers and students in the classroom. The learning process involves learning and teaching activities that can determine students' success and achievements in education. Generally, teaching and learning activities are carried out in schools through teacher's guidance. A teacher is someone whose job is to organize the quality of human resources who can compete the international level. Kusnandar (in Alawiyah, 2013) states that teachers are the forefront of the implementation of education in Indonesia. The teaching and learning process carried out by teachers and students, where they are usually met at school or through direct interaction without any intermediary media. However, in the last few months the teachers' duties mentioned earlier have changed in the learning process. This has happened because of the pandemic issue that has been spreaded globally, including Indonesia.

The Indonesian government has taken further action to follow up on reports from the World Health Organization (WHO) regarding the worldwide COVID-19 outbreak since this dangerous virus was first found in November 2019 in Wuhan, South China. Four days after WHO confirmed COVID-19 as a pandemic on March 15, 2020, President Joko Widodo orders the whole societies to keep their distance during this pandemic. He appealed the public to work, study, and conduct religious practices from home. This condition has an impact on various sectors, including education. As the Minister of Education and Culture of the Republic of Indonesia, Nadiem Makarim issued a circular to schools and other educational institutions including universities to temporarily dismiss all teaching and learning activities in schools and to instruct learning to be carried out from home through e-learning. He recommended that teachers need to use various e-learning platforms such as Rumah Belajar, Teacher Room, Google Classroom, Zoom, and so on.

Based on the results of Purwanto (2002) research, it was stated that there were some obstacles experienced by students, teachers and parents in e-learning such as the lack of technology mastery, the addition of internet mobile data costs, the existence of obstacles for parents to accompany the students to learn and communicate. He also stated that socialization between students, teachers and parents was reduced and working hours that became unlimited for teachers because they had to

communicate with parents, other teachers, and principals. For students, studying at home mean school holidays, as they were not leave the house for school so as it made them felt lazy to learn.

Related to all the problems above, IAIN Parepare as one of the state universities in South Sulawesi decided to try various learning platforms. From Google Classroom to Moodle, this campus was trying to carry out their learning activities. As the use of this platform was not appropriate with the situation in Indonesia, this campus tried to find e-learning platform that was suitable with Indonesian culture. At the end, IAIN Parepare decided to use Sevima Edlink. The Sevima Edlink is an platform that is integrated with Siakad that can be accessed via computers or androids (Marlina, 2020).

Sevima Edlink aims to provide online learning spaces that are able to connect between the lecturers and the students in learning activities that can be carried out anytime and anywhere with more flexible study times. According to (Rosanti, A et al, 2020), the features completeness that are available in Sevima Edlink are class features, teaching material features, discussion forum features, assignment features, quiz features, and sharing features. All of the various features that contained in Sevima Edlink platform can help and support in carrying out various learning activities such as live conferences, presentations, discussions, questions and answers, assignments, attendance, and so on.

Furthermore, to implement edlink in online learning, educators are required to be experts in using all online-based learning media and ensure that teaching and learning activities are carried out properly even during the Covid 19 pandemic. Online learning is seen as having limitations due to a lack of emphasis on the affective aspect and tends to only focuses on the cognitive aspect. The weak emphasis on affective aspects in distance learning is caused by two reasons. First, the difficulty of applying distance learning to build affective or attitudes. Second, distance learning also has difficulties in using media and interactions (Kurnia & Prawira, 2020).

The process of implementing Sevima Edlink is not as easy as turning both hands. It takes a lot of effort to use this platform, especially in the learning process. The learning process that has been well planned will

achieve good goals as well. Therefore, from the explanation above, the researcher are interested in conducting a research that related to the implementation of Sevima Edlink platform on EFL classroom in IAIN Parepare.

2. LITERATURE REVIEW

2.1. E-Learning

In some definitions e-Learning encompasses more than just the offering of wholly on-line courses. For instance Oblinger & Hawkins noted that e-Learning has transformed from a fully-online course to using technology to deliver part or all of a course independent of permanent time and place. Also the European Commission (2011) describes, e-learning as the use of new multimedia technologies and the Internet to increase learning quality by easing access to facilities and services as well as distant exchanges and collaboration. E-learning refers to the use of information and communication technologies to enable the access to online learning/teaching resources. In its broadest sense, Abbad et al (2009), defined E-learning to mean any learning that is enabled electronically. They however narrowed this definition down to mean learning that is empowered by the use of digital technologies. This definition is further narrowed by some researchers as any learning that is internet-enabled or web-based (LaRose et al, 1998).

Liaw & Huang (2003) defined e-learning based on the summaries of its characteristics. In the first place, they propose a multimedia environment. Secondly, they incorporate several kinds of information. Thirdly e-learning systems support collaborative communication, whereby users have total control over their own situations of learning. In the fourth place, e-learning support networks for accessing information. And fifth, e-learning allows for the systems to be implemented freely on various kinds of computer operating systems.

Algahtani (2011) in his evaluation of the effectiveness of the e-learning experience in Saudi Arabia categorized the definitions of e-learning from three different perspectives: the distance learning perspective, the technological perspective, and also from the perspective of e-learning as pedagogy.

Therefore, it can be concluded that it is difficult to identify a common definition for e-learning. Some of the authors refer to e-learning as providing complete on-line courses only whereas comprise web-supplemented and web-dependent services for the provision of educational and support processes.

2.2. The Implementation of Sevima Edlink as Online Learning

In a policy, there must be a policy formulation related to programs of implementation. A good policy without implementation is meaningless. Implementation according to Usman (2002) is activities that lead to activity, action, or action of the mechanism of a system. Implementation is not just an activity but a planned activity that is planned and to achieve the objectives of the activity.

Based on the statement above, it can be concluded that implementation is an action to carry out something that has been planned and mutually agreed in order to achieve the goals or targets that have been determined thus having a positive impact on everyone. Policy implementation is a crucial stage in the policy process. A policy program must be implemented in order to have the desired impact or goal, as policy implementation is one of the important variables that influence the success of a policy in solving problems. Therefore, the implementation of e-learning is an activity that was originally a mere policy that was realized or outlined in an activity where the process of implementing e-learning was carried out in an institution or agency.

Related to the explanation above, IAIN Parepare as one of the state Islamic universities in South Sulawesi is transforming the learning system using online methods. IAIN Parepare understands very well the importance of an online learning system. The online learning system is considered very important as it can advance the quality of education. Until early 2020, along with the increasing number of pandemic cases, this campus chose the right path to carry out online teaching and learning activities. Especially during this pandemic season, teaching and learning activities that cannot be done face-to-face can be replaced by using this method. Thus, the use of online learning methods is considered to be able to overcome this.

Determined to improve the learning system on campus, the campus decided to try various learning

platforms. From Google Classroom to Moodle, this campus tried to carry out their learning activities. As it was felt that the use of this application was not in line with the conditions in Indonesia, the campus was trying to find learning that fitted the Indonesian culture. At the end, IAIN Parepare decided to use Sevima EdLink.

Sevima EdLink is a distance learning tool that can help lecturers and students at all tertiary institutions to conduct teaching and learning activities online. This service is equipped with discussion rooms, learning by video conferencing, exam facilities, and online attendance. This greatly facilitates lecturers and students in carrying out teaching and learning activities.

Furtherore, various efforts had been made by the campus to successfully carry out this online learning. Unmitigated, the campus also created a content team to provide lecture material. It is hoped that this will help older lecturers to teach online.

Interestingly, the campus also provides facilities to support this activity. Such as providing studios, cameras, to editing the learning videos. It is hoped that this activity will enable these lecturers to be able and courageous to make lecture material while using the blended learning method. So, even though the activities are carried out online, the lecture material can still be implemented properly.

2.3. Sevima Edlink

In essence, learning is a communication process, namely the process of delivering messages from message sources through certain channels or media to message recipients. Messages, message sources, channels or media, and message recipients are the components of the communication process. The function of the media as a component of the learning system has a very viral function and role for the continuity of learning, which means that the media has a strategic position as an integral part of learning. Integral in this context implies that the media is an inseparable part of the lesson. Without media, learning will never happen (Gunawan & Murtopo, 2020).

Sevima Edlink is an platfrom or electronic learning media created by PT Sentra Vidya Utama (SEVIMA), an information technology consulting and development company founded in 2004. Currently the

offices are in Surabaya and Jakarta supported by competent young experts, innovative and experienced professionals in their fields. Sevima has a focus area in the education sector and the government sector. Sevima Edlink is an android-based media that is specifically for the world of education to help educators in the learning process (Wibowo & Rahmayanti, 2020).

The features in the platform that facilitate interaction between lecturers and students in the learning process are discussion forums, sharing features, assignments in class, info, events and surveys. The online class is specifically for the world of education which aims to provide space learning that facilitate teachers and students in learning activities that can be done anytime and anywhere with a more flexible study time. Online classes or virtual classes should not be substantially different from real classes (Novandini & Luta).

Sevima Edlink's online learning media can be found at the link <https://app.edlink.id/> or can be found in the Android device playstore for free. The front view of Sevima Edlink's electronic learning media is as follows:



Figure 1. Sevima Edlink Registration Page

When the user has downloaded the Sevima Edlink, they are required to create an account, enter an active e-mail owned by the user and create a password that is easy for the user to remember, after that the system will send a code to verify the account created as Wibowo said after sending the code for verification, then go to the main view of Sevima Edlink.

According to Rosanti, et al (2020), the following features in the Sevima Edlink application as follows:

- 1) Class feature
- 2) Teaching materials feature
- 3) Discussion forum feature
- 4) Task feature
- 5) Feedback feature
- 6) Quiz feature
- 7) Sharing feature
- 8) Private message feature
- 9) Informations, events, and surveys

2.4. Affective

The quality of learning can be increased by paying attention to the development of the affective domain (emotional intelligence) as whole humans do not only need intelligence development as expected in national education (Mulyasa, 2005). As learning and teaching have different meanings, in principle teaching describes the activities of educators while learning describes the activities of students. Therefore, in learning there is a process of developing students' morals, activities, and creativity through learning experiences (Nata, 2009). In the Indonesian Dictionary, affective is related to emotions and is associated with three meanings namely 1. Related to feelings, 2. Influencing circumstances, feelings and emotions, 3. It has a style and meaning that shows feelings. Benjamin Samuel Bloom (Benjamin Samuel Bloom) said that affective from a student's point of view, as quoted by Payong (2011), these students are classified as students in initial behavior that must be considered when providing educational services as the quality and learning outcomes are influenced by the affective aspects of students. The affective aspect in this case is positioned as a result of learning and process assessment that needs to be carried out on an ongoing basis in the hope that it will make it easier for teachers to make various improvements to optimize learning.

3. RESEARCH METHOD

3.1. Research Design

This research used descriptive qualitative research methods with a case study approach. According to Sturman (1997) a case study is a general term for the exploitation of an individual, group, or phenomenon. The definition of case studies varies according to the type of research. Creswell (2009) also states that case study is design of inquiry discovered in many fields in which the researcher develops an in depth analysis of case, such as a program, event, activity, process, or one or more individual. In other words, the problem is

not explored through one lens, however as a substitute a variety of lenses which approves for more than one sides of the phenomenon to be printed and understood. Therefore, case study tends to supply distinctive descriptions of precise learners inside their learning setting. The researcher applied this research design to collect, investigate, analyze, and interpret the data that can answer the questions of this research.

3.2. Research Instruments

In this research, the researcher used some instruments to obtain proper and accurate data that were interview and questionnaire. The interview answered the first research question while the second research question was answered by the questionnaire. Both of these instruments used open-ended questions.

3.3. Data Analysis

The researcher applied Miles, Huberman, & Saldana (2014) theory which defined data analysis as four concurrent flows of activities that are data collection, data reduction, data display, and conclusion.

4. FINDINGS AND DISCUSSIONS

4.1. Findings

After collecting and analyzing the data about the implementation of Sevima Edlink platform in EFL classroom, the researcher shows the findings of the data in each session in order to answer the research questions as follows:

1) The Lectures' Implementation in using Sevima Edlink Platform in EFL Classroom

From the data obtained through the interviews, in using the Sevima Edlink platform, it is a systematic platform that was very easy for lecturer to manage the learning process. The detail findings are presented below:

a. Pre-lecture

Before the lecture began, the lecturer instructed the students via Whatsapp to check their Sevima Edlink accounts as the lecturer had previously sent the materials and the assignments to students at this platform. This was done by the lecturer so that when the lecture started, the students were ready with the materials to be taught. To see the process of this activity, it can be seen in the extract below:

Extract 1: Giving the teaching materials and the assignments

“Sebelum memulai pembelajaran itu, kami gunakan wa grup hanya sebagai proses persiapan ke mahasiswa agar segera mengecek Edlink mereka terkait materi pembelajaran dan tugas mereka. Biasanya itu saya lakukan sehari sebelum pembelajaran ataupun beberapa jam sebelum memulai pembelajaran secara tatap mata”

“Before starting the lesson, we used wa group only as a preparation process for students to check their Edlink immediately regarding the teaching materials and their assignments. Usually I did that the day before the lesson or a few hours before starting online learning”.

In the extract 1 above, it shows that in preparing the lesson, the lecturer need to use whatsapp group as a supported application in learning process. The students needed to check assignments or materials before the lesson would be started. The lecturer said ‘before starting the lesson, we used wa group only as a preparation process for students to check their Edlink immediately regarding the teaching materials and their assignments’. Which means that the students must access the materials or assignments via Edlink that given by the lecturer and it was a symbol that the students were ready to learn.

b. During the lecture

The implementation of Sevima Edlink platform was carried out in various ways depending on the learning indicators to be studied. The detail finding as follows:

Extract 2: Sevima Edlink was carried out in various ways

“Terkait cara penerapan Edlink selama mengajar di kelas Bahasa Inggris itu saya gunakan secara bervariasi tergantung indikator pembelajarannya. Jika pembelajarannya membutuhkan diskusi atau elaborasi yang mendalam biasanya saya menggunakan zoom atau video call conference yang menjadi salah satu fitur dari Edlink itu sendiri”

“In terms of how to apply Edlink while teaching English classes, I used in various ways depending on the learning indicators. If the learning required in-depth discussion or elaboration, I usually used zoom or video conference, that are one of Edlink’s features”

In the extract 2 above shows that the lecturer applied Sevima Edlink platform in various ways depending on the learning indicators to be achieved. If the lesson required discussions, the lecturer will use one of the features that are available in this platform, namely Zoom. The Zoom feature itself already integrates with Sevima Edlink platform, thus if the students or the lecturer used the video conferencing feature, it will connect to zoom automatically.

Moreover, the activities that carried out by the lecturer during the learning using this platform were doing assignment, giving assignment deadline, doing video conference as Sevima Edlink platform itself has collaborated with zoom. Thus when the lecturer and the students wanted to use the zoom feature, they could connect directly to zoom feature in Edlink. Furthermore, when using the Sevima Edlink platform in learning process, the lecturer used some features that were available in this platform. Thus, the features that were often used during the learning process were material distribution feature, attendance list feature, video conference feature, and the last was scoring feature

c. Evaluation Session

The evaluation activity was given after the lecturer shared the materials and the main activity in the learning process was done. To see the details of this activity, it can be seen in the extract below.

Extract 7: Evaluation session

“Untuk kegiatan evaluasinya kita lakukan secara singkat saja, apakah itu melalui zoom atau langsung di kolom tugas di edlink lagi. Mahasiswa melakukan tugas-tugas berkaitan dengan tujuan pembelajaran yang ada”

“In the evaluation activity, we would do it briefly, whether it was via zoom or directly in the task column in the edlink feature. Students carried out their tasks related to existing learning objectives”

In the extract 7 above shows that the students complete their assignment based on the learning goals. This activity is carried out either through zoom or the assignment feature in Edlink. It is intended to know the

students' understanding related to the materials that has given by the lecturer.

2) The Impacts of Using Sevima Edlink Platform on Affective Aspect in EFL Classroom

The impacts of using this platform on affective aspects as follows:

a. Perceived ease of use

Perceived easy of use is a level where someone believes that the use of a platform can reduce the efforts in doing something. In this research, both of the lecturer and the students said that the Sevima Edlink is easy to understand and operate.

Extract 8

"Iya, aplikasinya mudah digunakan, misalnya kita pakai e-mail, bisa masukkan e-mail dan kata sandi sudah bisa masuk. Dan kalau menggunakan NIM, tinggal masukkan nim dan kata sandi, bisa masuk aplikasi"

"Yes, the application is easy to use, for example, we have an email, we enter our email and password, and then we can login to our account. And if you have an NIM, just enter the username and password so we can log in to the application"

Extract 9

"Jadi tidak perlu lagi cari aplikasi-aplikasi lain, ada mi edlink. Kemudian, untuk dosen juga memudahkan komunikasi, misalnya kirim link tugas, tidak perlu lagi di WA bertumpuk-tumpuk bisa di edlink saja dikumpul tugasnya"

"Thus we did not need to look for other applications, there was Edlink that could be used. Then, for the lecturer, it also facilitated the communication as when sending assignment links, we did not need to access Whatsapp to get the link, just submit the assignments in Edlink"

b. Effectiveness

Effective learning is defined as learning that allows students to learn easily and enjoyable in order to achieve learning objectives as expected. Based on the results of the interview, the use of Sevima Edlink as a substitute for conventional learning had been carried out by English Department, IAIN Parepare and both

students and lecturer as figures who played an active role felt that the use of Sevima Edlink was quite helpful and effective during covid-19 pandemic.

Extract 14

"Karena disitu kalau misalnya kan tidak mesti lagi print berkas untuk kumpul tugas, bisa word nya dikirim lewat edlink. kan nanti kalau misalnya dosen kasi tugas, kan ada disitu kolom tugas, jadi kita tidak perlu yang kayak print lagi, bawa lagi ke dosen, bisa kirim lewat edlink. Terus, Zoom/meet juga, kalau kita zoom/meet langsung tercatat otomatis. disitu kalau kita zoom, ada nama, kemudian, ada memang khusus yang di copy, ada nama baru nim baru adalah nomor kode nya biar tercatat otomatis ki. Jadi, menurut ku edlink lumayan efektif untuk digunakan"

"We did not need to print the assignment, we could send it via Edlink. For example, if a lecturer gave an assignment, we could submit it in the Edlink's assignment column feature. For the Zoom feature, we could connect automatically as long as we wrote our name, student registration number, and code number. Thus I thought it was quite effective to use"

Data above indicates that the students believe that using Sevima Edlink for learning is quite effective, it can be seen when they want to submit the assignment given by the lecturer. The students do not need to print their assignment anymore, but they can send it via the assignment column feature in Sevima Edlink. Furthermore, when using the video conference, they will also connect with zoom automatically.

Extract 15

"Pemanfaatan platform Sevima Edlink dalam proses pembelajaran saat ini sangatlah membantu karena kita bisa mengecek apapun yang diupdate oleh dosen, jadi tanpa Whatsapp pun pembelajaran online akan efektif"

"Using the Sevima Edlink platform in the current learning process was very helpful as we could check anything that had been updated by the lecturer, thus online learning will be effective even without Whatsapp"

In the extract 15 and extract 16 above explain that the students can check anything that has been sent by the lecturer via Sevima Edlink without having to go to campus. For example, the lecturer send English learning materials and assignments on Sevima Edlink.

c. Up to date teaching materials

The use of Sevima Edlink as an online learning medium provides many advantages for both lecturers and students. One of the benefits is that lecturers can send or update the materials quickly and accurately and it can be accessed at any time.

Extract 20

“Selama menggunakan Sevima Edlink saya menikmatinya, karena dengan adanya Sevima Edlink pembelajaran lebih teratur dan informasinya up to date”

“As long as I used Sevima Edlink, I enjoyed it as the learning was more organized and the information was more up to date”

In the extract 20, the student said that he enjoyed to learn English using Sevima Edlink platform as it was more organized and the material received was also more up to date. This means that Sevima Edlink is quite acceptable for students to use and many benefits that the students will get when using this platform, one of which is that the lecturer can send the learning materials on Sevima Edlink so that the materials received by students is more up to date.

d. Excitement

Utilization of the Sevima Edlink platform as an alternative learning in many situations, such as today, has had a good impact between lecturers and students. With online learning, interactions between lecturers and students will be more practical as they do not have to meet directly. Furthermore, there are no classrooms as a place for formal learning. The teaching and learning process can take place anywhere as long as it is conducive. As a result, students prefer to study online rather than face-to-face learning.

Extract 22

“Saya merasa sangat senang dalam menggunakan Sevima Edlink dalam pembelajaran, karena banyak

fitur-fitur yang disediakan dan kita juga dapat mengecek keadaan kelas secara langsung”

“I felt very happy in using Sevima Edlink for learning as it has many features and we can also check the class conditions directly”

In the extract 22 indicated that the student felt happy when using Sevima Edlink. This is due to the fact that Sevima Edlink has many features that are very useful for learning. The students could use these features for their learning interests and they could check materials or assignments on this platform.

4.2. Discussions

In this section, it focuses on discussion that deals with the interpretation of the findings derived from the data analysis. In this section, the researcher presents the theoretical arguments and further interpretation of the findings which are presented systematically based on the findings. The details are presented as follows:

1) The lecturers' implementation in using Sevima Edlink platform in EFL classroom

The Sevima Edlink is a systematic platform that allows the lectures to manage the learning process easily. The implementation of Sevima Edlink platform in learning process are:

a. Pre-lecture

Before starting the learning, the lecturer asked the students to check the learning materials and the assignments in Sevima Edlink platform, which had been sent by the lecturer previously. This was done as the students were ready and know the materials to be studied.

Teaching materials are the most important component of learning. Meilindha (2017) stated that in delivering the materials, the lecturer makes every effort so that the students are expected to master the teaching materials that have been delivered. Sevima Edlink platform is very helpful and supportive in delivering teaching materials, it can be seen from the features that are available in this platform which can be utilized by the lecturer to deliver the teaching materials to be taught.

The use of learning media will certainly have an impact on students' comprehension of receiving teaching materials from the teacher (Ekayani, 2017). With the use of learning media, the teaching and learning

activities will run effectively and efficiently. Furthermore, some students believe that the learning will be more effective if the lecturer explains the material for learning using video conference by providing concise but easy to understand. It is supported by Meilindha that this platform provides live conference learning which allows the lecturer to explain learning materials effectively, hold discussions, and ask questions during the learning process. Learning using Sevima Edlink platform was more varied, allowing the students to focus on observing what the lecturer conveyed and developed critical thinking skills (Rosanti, et al 2020).

b. During the lecture

Sevima Edlink platform was very helpful and supportive in delivering teaching materials, it can be seen from the material features contained in this platform which can be used by the lecturer to convey the teaching materials to be taught. The lecturer can include the teaching materials in the form of videos, images, links, and documents in the teaching material feature. Moreover, class features, teaching material features, discussion forum feature, assignment features, quiz features, and sharing features are all included in Sevima Edlink platform. As Meilindha stated that with the various features contained in Sevima Edlink platform, it can help and support in carrying out various learning activities such as assignment, attendance, and others so the learning process was more effective.

Not only that, this platform also supports live conference learning, where the learning would be effective as the lecturer could explain the learning materials, hold discussions, and ask questions optimally during the learning process. This was supported by Meilindha who said that the students believed learning would be more effective if the lecturer explained the materials for learning using video conference by providing concise but easy to understand. If the students did not understand the materials presented, they could use the discussion feature to discuss and ask questions in the comments column so that the students could master the teaching material well.

In the learning process, to find out whether the materials conveyed or informed to students is successful or not, an evaluation must be carried out. Fauzi (2020) stated that evaluation is a very urgent

component in the learning process. Therefore, with evaluations or assignments, the student will know the level of understanding of the materials taught by the lecturer. Sevima Edlink platform has assignment and assessment features that assist the lecturer in conducting evaluations. In the assignment feature, the lecturer could enter files in the form of documents or daily tests, videos, or images for students to work on with a deadline for submission in the assignment feature. In terms of assessment feature, there is a column that is devoted to provide value and direct feedback to students who had collected the assignments or daily tests, thus this can be used as reference in evaluating students understanding.

c. Evaluation session

In evaluating, not only the assignment but also there are various assessments such as attendance, students activity which can be assessed during discussions or questions and answers on live conferences and discussions features. Sevima Edlink platform is a medium that is very helpful and supportive in evaluating the learning process and the students as said by Gunawan & Murtopo (2020) that without media, the learning will never occur.

2) The Impacts of Using Sevima Edlink Platform on Affective Aspects in EFL Classroom

In this section, it is focus on the impacts of using Sevima Edlink platform in EFL classroom. Based on the findings, there were four impacts that were perceived ease of use, effectiveness, up to date teaching materials for students, and the students felt excited to use this platform.

Perceived Ease of Use. According to Jogiyanto (2008), perceived ease of use is defined as a person's belief that using a technology will be free effort. In this research, perceived ease of use is based on students' assumptions that the new system or medium would be simple to use in learning. Based on the findings that had mentioned previously, in using the Sevima Edlink platform as an English learning medium can make the lecturer and the student easier to communicate each other. The lecturer can send the materials and the assignment links on Edlink, as well as the students can submit their assignments according to existing deadlines. Then, the student felt when using Sevima Edlink platform in learning English are making and helping the students in every access to lectures. This is supported by Mustikawati (2020) who said that the use

of e-learning can provide many benefits to its users as it is flexible, it can also save time and can help the lecturers or students as it does not require face to face in the teaching and learning process. Moreover, Nurginayah et al (2022) stated that in the virtual learning period, the learning atmosphere must be built by the lecturer properly through Sevima Edlink platform as the learning medium, with materials and learning system that are more understandable.

Effectiveness. Kyriacou (in Setyosari, 2014) stated that effective learning is defined as learning that succeeds in achieving students' learning objectives as expected by the teacher or the lecturer. Related to that, effective learning should allow students to learn easily and enjoyable in order to get the learning objectives as expected. The findings of this research showed that in using Sevima Edlink platform, the students can check anything that has been sent by the lecturer via Sevima Edlink without having to go to kampus. For example, the lecturer send English learning materials and assignments on Sevima Edlink, then the students can immediately check or even download the learning materials any time and from any location without having to access other applications or platforms as good cooperation between lecturers and students can be a determining factor for more effective online learning (Fauzi, 2020).

Moreover, the students can view their student cards on this platform as Sevima Edlink itself is automatically connected to the campus information system as Darwanto & Khasanah (2021) stated that Sevima Edlink offers an online learning process to be more effective as this platform can be integrated directly with the university's Academic Information System (Siakad) for those universities that use Siakad.

In addition, the students believe that using Sevima Edlink for learning is quite effective, it can be seen when they want to submit the assignment given by the lecturer. The students do not need to print their assignment anymore, but they can send it via the assignment column feature as Sevima Edlink is a systematic platform that can support to implement the effective learning (Meilindha, 2017).

Up to Date Teaching Materials. The use of Sevima Edlink as an online learning medium provides many advantages for both lecturers and students. One of the benefits is that lecturers can send or update the materials quickly and accurately and it can be accessed

at any time. Furthermore, the material received by students was also more up to date as the lecturer sent the material on this platform directly.

Excitement. Learning media are all types of communication tools that can share messages from message sources to students in order to stimulate students' thoughts, interests, feelings, and willingness to participate in learning process (Asmarani in Aisyah & Kurniawan, 2021) . The findings of this research showed that Sevima Edlink platforms had a good impact for students who were shy and lack confidence in presenting live discussions in the classroom. The students felt excited when using this platform as no one could see them when they wanted to do a presentation or discussion as Aisyah & Kurniawan (2021) stated that the use of learning media has an important role as it can generate interests and motivations in students learning if used correctly, so that the learning objectives can be achieved effectively and efficiently.

5. CONCLUSIONS

Based on the data analysis, the researcher presents the conclusions as follows:

- 1) Sevima Edlink platform is a systematic platform to help and facilitate the learning process. This can be seen from the completeness of the features that are available in this platform which can be used to support the achievement of effective learning, such as conducting live video conferences, presentations, discussions, questions and answers, assignments, and attendance.
- 2) Sevima Edlink platform can be said to be effective in the learning process for English Education students, IAIN Parepare. This is supported by the results of interview which show that this platform can facilitate and assist the lecturer and the students in conducting the teaching and learning by delivering materials, assignments, and assessments.

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