Exploration of Student Experience in Utilizing Sevima Edlink in Hybrid Learning in the Informatics Education Department

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Abstarct

The implementation of hybrid learning in higher education requires effective learning management platforms such as Sevima EdLink. This study aims to explore the experiences of Informatics Education students at Citra Bangsa University in utilizing Sevima EdLink for hybrid learning. A mixed-methods approach was used, combining qualitative interviews and quantitative surveys. The results show that Sevima EdLink facilitates course management, material access, and assignment submission, although initial challenges exist in navigation and feature use. The announcement feature is effective for oneway communication, but chat and real-time collaboration require improvement. Students appreciate centralized academic information access, despite occasional technical issues. Overall, Sevima EdLink is considered effective in supporting hybrid learning, with recommendations for improving the user interface and real-time communication features.

Keywords: *Student Experience, Sevima Edlink, Hybrid Learning, Technology Utilization, Informatics Education.*

INTRODUCTION

The world of education continues to innovate, especially with the rapid development of information technology which has given birth to various adaptive learning models. One model that is now increasingly relevant and widely applied in learning hybrid. offers flexibility and the potential for increased accessibility of materials and interactions (Lestari & Nurafifah, 2021). However, the implementation of learning hybrid is not separated from the vital role *platform* learning management system (LMS) as a bridge connecting the two modes. Among the various LMS available, Sevima EdLink isone of the options that is widely used in Indonesian universities, including in the Informatics Education department (Purnamawati & Mahartika, 2023).

However, there is a gap between the theoretical potential of Sevima EdLink as a learning support hybrid which is effective with the reality of students' experiences in the field. Although Informatics Education students have good technological literacy, their experience in utilizing*platform*This can vary, influenced by the design, features, and stability of the system. This gap creates a need to dig deeper into the real experiences of students when using Sevima EdLink in a learning context *Hybrid.*

This study aims to explore the experiences of Informatics Education students in utilizing Sevima EdLink in learning *hybrid*.
The focus is on ease of use, effectiveness of communication features, accessibility of materials and challenges and solutions. With a qualitative approach, it is expected to obtain a comprehensive picture that is useful for optimizing the use of Sevima EdLink and improving the quality of learning.

Learning *hybrid* is to combine face-to-face interactions and online components to maximize both. This model offers flexibility and accessibility of materials, supported by technology as a bridge between offline and online modes (Gultom et al., 2022; Lestari & Nurafifah, 2021). Its success depends on careful curriculum design and user adaptation.

Sevima Edlink is *platform* integrated learning management system (LMS) for higher education *Platform* This facilitates various academic activities such as distribution of materials, discussion forums, assignments, and assessments (Purnamawati & Mahartika, 2023). The goal is to simplify administration and increase learning efficiency with centralized and easily accessible features (Fatihahsari & Darujati, 2021.)

Student experience refers to the overall interactions, perceptions, and learning experienced when utilizing Sevima EdLink in learning *hybrid.* This includes ease of use, feature relevance, system stability, and impact *platform* towards the learning process. Exploration of experiences is important to understand how educational technology affects students from their perspective (Putri & Kartikasari, n.d.; Sidhiq et al., 2022)

METHOD

This study uses a mixed methods approach (*mixed methods*) namely by starting with qualitative descriptive analysis techniques for in-depth exploration, and involving quantitative methods with questionnaires for broader measurements regarding student experiences in utilizing Sevima EdLink in learning *hybrid* (Creswell, 2018; Lestari & Nurafifah, 2021). A questionnaire is a data collection tool that involves a series of written questions addressed to respondents, with the aim of getting answers from them. (Putri & Kartikasari, 2021). In this study, the data used was primary. Primary data is defined as a source of data obtained directly, namely by observing and recording such as interviews, questionnaires and observations (Nurwanda & Badriah, 2021.)

The research subjects were active students of the Informatics Education Department. In the qualitative phase, the subjects were selected by purposive sampling for example 5 students for in-depth interviews. For the quantitative phase, a larger sample for example 20 students was taken by random sampling for the survey. This research was conducted at the Informatics Education Department of Citra Bangsa University, Kupang, East Nusa Tenggara.

With this research method, it is hoped that it can provide a more complete understanding and explanation of students' experiences in utilizing Sevima Edlink in learning *hybrid* in the Informatics Education department as well as stronger recommendations for improving Sevima EdLink and learning strategies *hybrid* in the future (Hermina et al., 2024).

RESULTS AND DISCUSSION

Sevima EdLink is an online learning application used in the learning process in Informatics Education at Citra Bangsa University. In this discussion, it will be analyzed from the qualitative phase, namely the results of interviews with respondents that respondents have various experiences with Sevima EdLink for lectures *hybrid*, which is generally described as quite helpful and efficient despite the initial learning curve. Many are enthusiastic about the platform's potential for organizing lectures, but some have also felt confused or frustrated by its busy and less intuitive interface when first used.

In using Sevima EdLink, respondents felt the ease after getting used to it, especially for downloading materials and uploading assignments. However, initial navigation was often confusing, difficulties were found when looking for hidden features or upload large files, which are overcome by self-exploration or asking friends. The announcement feature is very effective for one-way communication from lecturers, but the chat feature is less than optimal for real-time collaboration between students. The material is easy to access and Sevima EdLink helps organize it neatly, although sometimes there are loading problems. The main challenge is the initial navigation and chat notifications are not optimal, but the benefits of centralizing information and materials are very much felt. For improvement, it is recommended to increase *UI/UX* and real-team communication features.

Based on the results of the analysis involving quantitative data using a questionnaire, the results can be described as follows:

1. Perceptions of Ease of Use and Navigation

In the respondents' perception of ease of use and navigation, most agreed with using the Sevima EdLink application, namely 55%.

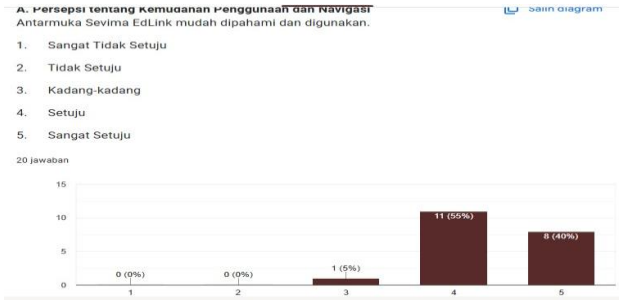

Figure 1 Perceptions of Ease of Use and Navigation

2. Perceptions about Communication and Collaboration Features

In the respondents' perception of ease of features and communication, most agreed with using the Sevima EdLink application, namely 60%.

Figure 2 Perception of Communication Features and Collaboration

3. Perceptions about Accessibility and Management of Teaching Materials:

In the respondents' perception of ease of accessibility and management, most of them strongly agree with using the Sevima application.

This EdLink, namely 60%

Figure 3. Perceptions of Accessibility and Teaching Material Management

4. Frequency of Experiencing Challenges

In the respondents' perception regarding the frequency of experiencing challenges, it is very rare in using the Sevima EdLink application, namely 40%.

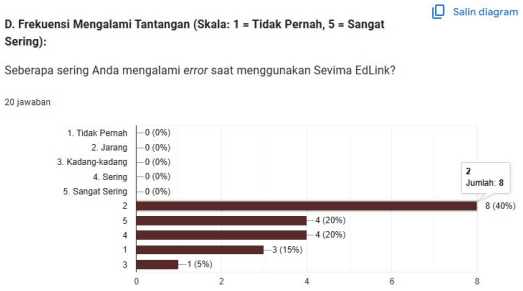

Figure 4. Perceptions of Accessibility and Teaching Material Management

5. Perception of General Effectiveness (Impact Indicator)

In the respondents' perception of the general effectiveness of increasing understanding of lecture materials, there are very many who use the Sevima EdLink application, namely 40%.

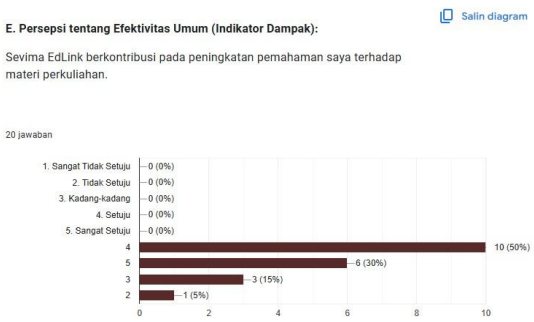

Figure 5. Perception of General Effectiveness

From the discussion above qualitatively, Informatics Education students at Citra Bangsa University have diverse but positive experiences with Sevima EdLink, feeling helped in hybrid learning even though the initial navigation is confusing. Use of the Sevima Edlink application in the learning process hybrid can provide significant benefits to students. This application allows ease of use, increases interaction and collaboration, provides easy access to learning materials, increases student engagement and

motivation, and supports continuous learning. However, technical and infrastructure challenges need to be considered so that the use of this application can run effectively. Thus, Sevima Edlink can be considered as an effective tool in supporting learning hybrid in Informatics Education, Citra Bangsa University.

CONCLUSION

This study shows that Informatics Education students at Citra Bangsa University have mixed but positive experiences in using Sevima EdLink for hybrid learning. Qualitatively, despite an initial learning curve and some navigational confusion, most students found it helpful and appreciated the ability platform in organizing lectures and materials. The announcement feature is very effective for one-way communication from lecturers, and students feel great benefits from the centralization of information and materials.

However, the communication features real-time and chat notifications still need to be improved for more optimal collaboration. The quantitative results further strengthen these findings. The majority of respondents (55%) agreed that Sevima EdLink is easy to use, 60% agreed with the effectiveness of the communication and collaboration features, and 60% strongly agreed with the accessibility and management of teaching materials. Although 40% of respondents rarely experienced challenges, another 40% felt that there was an increase in understanding of the lecture material thanks to the use of this platform. Overall data indicates that Sevima EdLink is effective as a bridge in hybrid learning, but improvements in*UI/UX*and real-time communication features will further optimize the student learning experience.

SUGGESTION

Based on the research results regarding the experience of Informatics Education students at Citra Bangsa University in utilizing Sevima EdLink in hybrid learning, it is recommended that the development of this platform be more focused on improving the user interface (UI/UX) and optimizing real-time communication features such as chat and online collaboration, so that students can adapt more easily and interact effectively. In addition, regular training and socialization of platform usage are also important to overcome initial obstacles in navigation and feature usage, especially for new users.

Obstacles such as confusion in initial navigation, suboptimal chat notifications, and technical constraints such as slow loading need to be the main concern of developers and campuses so that the student learning experience is better. Further research can expand the scope of the subject, for example in other departments or universities, in order to obtain a more comprehensive picture of the effectiveness of Sevima EdLink in supporting hybrid learning. By implementing these suggestions, it is hoped that the Sevima EdLink platform can be more optimal in supporting adaptive and efficient hybrid learning processes in the future.

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