

Utilization of Edlink Application by Lecturers in the Learning Process at Citra Bangsa University

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Abstract

The development of information technology has encouraged the transformation of higher education systems, one of which is through the utilization of Learning Management System (LMS) applications such as EdLink. This study aims to analyze the utilization of the EdLink application by lecturers in the learning process at Citra Bangsa University. The problem raised in the field, such as technical obstacles and the need for training

Keywords: Edlink Utilization, Lecturers, Online Learning, Technical Constraints, Training Needs.

INTRODUCTION

The development of digital technology has brought significant influence in the world of education, especially in the learning process in higher education. One of the platforms that is currently widely used is the Edlink application, which allows lecturers and students to interact online with complete features, ranging from video conferences, interactive quizzes, to task management and attendance. (Wahyudin, 2023) However, even though this technology offers convenience, there is still a gap between the ideal expectations of using Edlink as an effective learning medium and the reality in the field, especially at Citra Bangsa University.

Many previous studies have shown that the use of online learning applications such as Edlink can increase student efficiency, motivation and involvement in the learning process. (Wahyudin, 2023). However, there are also a few who find obstacles, such as lack of lecturer supervision, low student participation, and the dominance of passive learning due to limited direct interaction. (Words of Muhammad, 2024). At Citra Bangsa University, although Edlink has been integrated into the academic system, not all lecturers have utilized the application's features optimally. This creates a gap between the potential of technology offered by Edlink and the reality of implementation in the field, where the learning process still tends to be traditional and less interactive.

The problem is thought to be caused by several factors, including lack of training in using Edlink, lecturers' resistance to change, and lack

of technical support from the institution. To overcome other things, an action plan is needed in the form of intensive training for lecturers in utilizing Edlink features, technical assistance, and periodic evaluation of the effectiveness of application users. This plan is based on the theory *Adaptive Structuration Theory And Computer Mediated Communication (CMC)*, which emphasizes the importance of technology adaptation and effective communication in the online learning process. (Wahyudin, 2023). Thus, lecturers are expected to be able to optimize EdLink features to create more interactive and meaningful learning.

Utilization of the Edlink application refers to the use of features available on the Edlink platform by lecturers to support the learning process, such as delivering materials, assignments, assessments, and interacting with students online. (Komang et al., 2022). Measurement of this variable can be done through observation of feature usage, user satisfaction questionnaires, analysis of learning activities in the application.

The learning process in this context is a series of activities carried out by lecturers and students to achieve learning objectives, both face-to-face and online. The learning process is measured through indicators such as student participation, activeness in discussions, assignment submission, and learning outcomes. (words of Muhammad, 2024).

Digital literacy is the ability of lecturers and students to use information technology to

support learning. Digital literacy is measured through competence in operating applications, utilizing digital features, and transforming learning materials into digital formats.(Komang et al., 2022).

Learning effectiveness refers to the extent to which the use of Edlink is able to improve the quality of the learning process and outcomes. Effectiveness is measured through the achievement of learning objectives, increased motivation, and positive responses from students and lecturers.(Words of Muhammad, 2024). Technology integration is the process of integrating digital technology into the learning system on campus. Integration is measured through the level of technology adoption by lecturers, institutional support, and its impact on the efficiency of academic administration.

METHOD

This study uses a mixed method with a Sequential Explanatory strategy, namely the quantitative stage followed by the qualitative stage to deepen the findings (Nasrum et al., 2024). The research subjects were several lecturers at Citra Bangsa University who actively use the Edlink application in the learning process. The research population includes all lecturers registered in the University's academic system in the current semester. Sampling was carried out by purposive sampling, with the criteria of lecturers who have used Edlink for at least one semester and are directly involved in the online and offline learning process.

Data collection techniques were carried out through several stages. Questionnaires were used to collect quantitative data related to the level of Edlink utilization, obstacles, and effectiveness of application use by lecturers. The questionnaire was compiled based on aspects of Edlink utilization and was developed from previous literature studies (RISMA, 2024).

Documentation includes Edlink usage records, learning activity records, and administrative data related to application use.

Data analysis techniques, quantitative analysis of questionnaire data was analyzed statistically descriptively to identify the level of Edlink utilization and the obstacles faced by lecturers. The analysis was carried out using statistical

software such as SPSS (DIKA ROPIANSAH, 2023). Qualitative analysis of documentation data was analyzed thematically with the stages of data reduction, data presentation, and drawing conclusions (Miles & Huberman model) (RISMA, 2024). Data triangulation was used to ensure the validity of the findings by comparing the results from various data sources and data collection methods (RISMA, 2024).

This study does not use a pure classroom action or experimental design, but rather an exploratory descriptive study with a Mixed Methods approach. However, if follow-up in the form of training or intervention is needed, the design can be developed towards action research in the future.

RESULTS AND DISCUSSION

The use of the Edlink application by lecturers at Citra Bangsa University is not just the use of technology, but is also part of the digital transformation in higher education. In this context, Edlink plays a role as *Learning Management System*(LMS) that facilitates the online learning process in a structured manner. The results of the study showed that lecturers felt the ease and effectiveness in managing classes, assignments, assessments, and communication with students through Edlink. This proves that the adaptation of educational technology not only changes the way of teaching, but also increases the efficiency of academic administration and learning interactions.

Theoretically, the findings of this study state that technology adoption is influenced by perceptions of usefulness.(*perceived usefulness*) and perceived ease of use (*perceived ease of use*).In this study, both factors were proven to influence the high utilization of Edlink by lecturers. Lecturers consider Edlink useful in facilitating the learning and administration process, and easy to use even with limited initial training.

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

1. Seberapa sering Anda menggunakan EdLink dalam proses pembelajaran? [Salin diagram](#)
12 jawaban

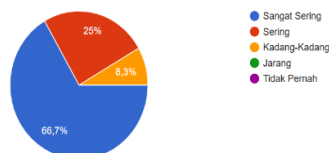


Figure 1.1

From the results of the questions above, it can be concluded that the lecturers' responses regarding how often they use Edlink, almost 66.7% chose to use Edlink very often in the learning process.

2. Fitur apa yang paling sering Anda gunakan di EdLink? [Salin diagram](#)
12 jawaban

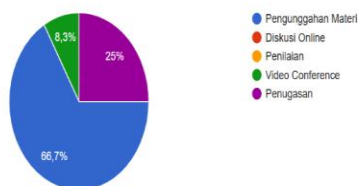


Figure 1.2

From the results of the questions above, it can be concluded that the lecturers' responses regarding the most frequently used features in Edlink, almost 66.7% chose Material Upload.

3. Menurut Anda, seberapa efektif EdLink dalam meningkatkan kualitas pembelajaran? [Salin diagram](#)
12 jawaban

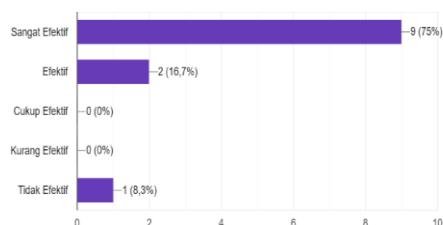


Figure 1.3

From the questions above, it can be concluded that the lecturers' responses regarding how effective Edlink is in improving the quality of learning, almost 75% chose very effective.

4. Apa tantangan yang Anda hadapi saat menggunakan EdLink?
12 jawaban



Figure 1.4

From the questions above, it can be concluded that the lecturers' responses regarding the challenges faced in using Edlink, almost all lecturers answered the internet network.

5. Apakah Anda merasa penggunaan EdLink berpengaruh terhadap kemandirian belajar mahasiswa? [Salin diagram](#)
12 jawaban

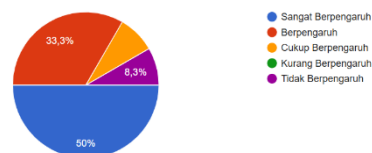


Figure 1.5

From the questions above, it can be concluded that the lecturers' responses regarding the influence of Edlink on students' learning independence, almost 50% chose very influential.

6. Seberapa puas Anda dengan fitur-fitur yang disediakan oleh EdLink? [Salin diagram](#)
12 jawaban

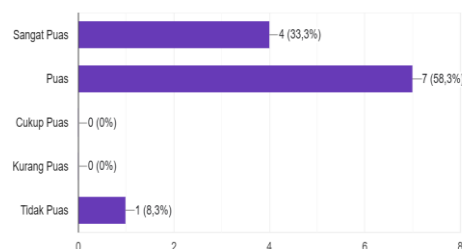


Figure 1.6

From the questions above, it can be concluded that the lecturers' responses regarding how satisfied they are with the features provided by Edlink, almost 58.3% chose.

7. Apakah Anda merasa EdLink mendukung pembelajaran kolaboratif di antara mahasiswa?
 12 jawaban

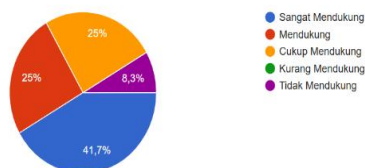


Figure 1.7

From the questions above, it can be concluded that the lecturers' responses regarding Edlink supporting collaborative learning between students, almost 41.7% chose to strongly support it.

8. Apakah Anda merasa perlu pelatihan lebih lanjut untuk memanfaatkan EdLink secara maksimal?
 12 jawaban

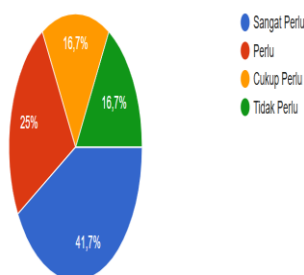


Figure 1.8

From the questions above, it can be concluded that the lecturers' responses regarding the need for training to utilize Edlink optimally, almost 41.7% chose to strongly support.

9. Apa saran Anda untuk meningkatkan pemanfaatan EdLink dalam proses pembelajaran?
 11 jawaban

Perlu dilakukan sosialisasi lagi kepada mahasiswa
Dengan berbagai kegunaan yang sangat bermanfaat dari edlink saya rasa ed link tidak perlu
Coba tambahkan fitur AI, VR dan AR dalam Edlink
Jika edlink menjadi salahsatu pilihan pembelajaran yg disiapkan PT, maka siapkan juga jaringan yg memadai
Saran kedepannya mungkin perlu diperhatikan kembali beberapa fitur seperti untuk penilaian perlu dipertimbangkan untuk dapat mengakomodir semua aspek penilaian (kognitif, afektif, dan psikomotor). Pengelolaan ruang diskusi mungkin perlu dihadirkan ke setiap pertemuan bukan secara umum sehingga dosen lebih mudah mengelola diskusi.
Adanya workshop cara penggunaan
Sosialisasi kepada mahasiswa terkait pemanfaatan edlink

Figure 1.9

From the questions above, it can be concluded that the lecturers' responses

regarding suggestions for improving the use of Edlink, almost all lecturers suggested that there should be socialization or workshops.

10. Bagaimana perbandingan penggunaan aplikasi EdLink antara perangkat smartphone dan laptop dalam proses pembelajaran?
 12 jawaban

Dengan laptop lebih mudah diakses
Laptop lebih mudah diakses
Tidak ada perbandingan yg signifikan.
Sama saja
dengan laptop lebih mudah di akses
EdLink lebih nyaman digunakan di Laptop karena berkaitan dengan kemudahan mengakses semua menu dan fitur yang ada dengan cepat
Smartphone menawarkan aksesibilitas dan portabilitas tak tertandingi, memungkinkan mahasiswa dan dosen untuk mengakses materi, berdiskusi, mengikuti kuis, dan presensi kapan saja dan di mana saja.

Figure 1.10

From the questions above, it can be concluded that the lecturers' responses regarding the comparison of the use of the Edlink application between smartphones and laptops in the learning process, almost all of them chose laptops because they were easier to access.

CONCLUSION

Based on the results of the research and discussion that has been done, it can be concluded that the use of the Edlink application by lecturers at Citra Bangsa University has been running well and has provided significant benefits to the online learning process. The majority of lecturers feel that Edlink is easy to use, effective in managing classes, and supports assignments, assessments, and communication with students. The level of satisfaction with Edlink is also quite high.

However, there are still some challenges, such as internet network constraints, the need for further training, and optimization of collaborative features on Edlink. The results of this study strengthen the theory *Adaptive Structuration Theory*, which emphasizes the importance of perceived usefulness, ease of use, and infrastructure and training support in the adoption of educational technology.

Overall, Edlink has proven to be effective as an online learning medium in university environments, but optimization of its use needs to be continuously encouraged through training, infrastructure improvements, and collaborative

feature development so that the quality of learning continues to improve.

SUGGESTION

Based on the results of research on the use of the Edlink application by lecturers at Citra Bangsa University, suggestions that can be given for future development, so that the use of Edlink is increasingly optimal, it is necessary to design an intensive and ongoing training program for lecturers, especially in operating and maximizing all available features. This training is expected to improve lecturers' digital literacy and reduce resistance to changes in learning methods from conventional to digital. In addition, routine technical assistance is also important so that lecturers can immediately overcome technical obstacles that arise during the use of the application.

ACKNOWLEDGEMENT

The author would like to express his deepest gratitude to the parties who provided research funding, namely to the parents who provided financial support so that this research could be carried out properly.

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