

Students' Perceptions in Using Edlink in Supporting 21st Century Skills Learning

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Abstract

Online learning has become an urgent necessity in current education, especially during the COVID-19 pandemic. The Sevima Edlink application is an educational platform that offers various features to support the online learning process. This research aims to evaluate student's perceptions of using Edlink in supporting 21st – century skills learning among students of the Faculty of Teacher Training and Education, Universitas Citra Bangsa Kupang (FKIP UCB). Through a case study approach, data was collected via questionnaires from FKIP UCB students who use the Sevima Edlink application. The research results indicate that the use of the Sevima Edlink application significantly supports 21st – century skills learning. This application helps facilitate easy access to learning materials, interaction between lecturers and student, collaboration among students, as well as quick assesment and feedback. Although there were some technical challenges faced by students, the benefits gained from using the Sevima Edlink application positively contributed to improving their online learning experience. This research provides valuaable insights for educational institutions in utilizing educational applications to support 21st – century skills learninggg.

Keywords: Student perception, Edlink, 21st-century skills, Learning support, Online learning.

INTRODUCTION

The era of the industrial revolution 4.0 has encouraged the world of education to transform and adjust learning approaches in order to be able to produce human resources who not only master science, but also have skills including critical thinking skills, creativity, collaboration, and communication (4C). Improving the quality of human resources through educational pathways starting from elementary and secondary education to higher education is the key to being able to keep up with the development of the Industrial Revolution 4.0 (Lase 2019: 29). Positive perceptions of learning technology will encourage optimal utilization, while negative perceptions can be an obstacle to the integration of technology in the learning process (Davis, 1989). Therefore, it is important to evaluate students' perceptions of the use of Edlink, especially in the context of developing 21st century skills. The development of digital technology has driven significant changes in the world of education, including in the use of online learning platforms. The use of appropriate and well-integrated learning technology can help improve the quality of learning, increase the effectiveness of learning, and encourage active student involvement (Said, S. 2023). In this

context, the use of learning technology is an important strategy. One of the ICT platforms that is widely used in the world of education is the Learning Management System (LMS). LMS provides an online environment that allows interaction between lecturers and students, distribution of learning materials, assignment collection, and evaluation (Bates & Poole, 2003). One of the digital learning platforms that is currently widely used is Edlink, an e-learning media that offers various interactive features to support online teaching and learning activities. 21st-century skills, such as critical thinking, creativity, collaboration, and communication, are essential for students to succeed in the complex world of work and society (Trilling & Fadel, 2009). The use of Edlink is believed to be able to support a more flexible, adaptive, and collaborative learning process, which is in line with the characteristics of 21st-century skills (Wibowo & Andriani, 2021). In theory, the use of edlink is believed to be an innovative solution to support the development of 21st-century skills because of its ability to provide discussion space, collaborative assignments, and direct interaction between lecturers and students. However, in practice, not all students show attitudes and behaviors that are in accordance with these

expectations. Several studies have shown that although edlink has been widely used, the level of student participation in this platform still varies. Some students feel helped and more actively involved, while others find its use confusing, ineffective, or even adds to the burden of learning.

This gap between expectations and reality is the main problem in this study. On the one hand, Edlink has been conceptually and feature-wise designed to support learning that is in line with the demands of the 21st century. 21st-century learning refers to a learning approach aimed at preparing students to face the challenges and needs of today's global and technological era. According to (Voogt, J., Roblin, N. P., Barak, M., & Tondeur, 2013), 21st-century learning focuses on developing skills and knowledge that are in line with contemporary demands, such as critical thinking and effective communication skills, collaboration, and problem solving. However, on the other hand, students' perceptions of edlink that are not yet uniform are a challenge in their implementation. In addition, several previous studies have shown inconsistent results. Some concluded that edlink was effective in increasing student engagement and understanding, but others found that technical limitations and lack of digital literacy were obstacles to its implementation.

Perception is a person's ability to organize observation results, such as: the ability to differentiate, the ability to differentiate, the ability to group, and the ability to focus (Soraya 2018). Students' perceptions of Edlink include their assessment of the usefulness, ease of use, use, and impact on the learning process. According to Dafis (1989), perceptions of the usefulness and ease of use of technology influence attitudes and intentions to use it. A study by Syahputra et al. (2020) shows that the use of Edlink can facilitate the lecture process and increase interaction between students and lecturers.

21st century skills include critical thinking, creativity, communication, and collaboration (4C). Edlink as a digital learning platform provides features that support the development of these skills through discussion forums, online collaboration, and access to

diverse learning resources. Research by (Nia Kalawi Chandra, 2023) shows that effective online learning can improve students' 21st Century skills.

Model TAM (Technology Acceptance Model) explains that perceptions of the usefulness and ease of use of technology affect attitudes and intentions to use it. Smarloka in Teo (2011) states that the technology acceptance model that can be used to measure computer usage beliefs and attitudes, namely: 1). Technology Acceptance Model (TAM) developed by Davis (1986, 1989, 1993); Davis, Bagozzi & Warshaw (1989) and 2). The Decomposed Theory of Planned (DTBP) developed by Taylor and Todd (1995). Smalorka explained that although TAM is a model that can predict well for computer use, DTBP is the best model to understand the determinants of computer use attitudes. In this context, student acceptance of Edlink will be influenced by the extent to which they feel that this platform is useful and easy to use in supporting 21st century skills-based learning. Herma Rosenfeld Mastoon defines curriculum development as a systematic effort to design educational programs, namely 21st century learning facilities.

METHOD

This study uses a descriptive method with a qualitative approach involving quantitative as a questionnaire. According to Sukmadinata (2005), the basis of qualitative research is constructivism which assumes that reality is multidimensional, interactive in an exchange of social experiences that are interpreted by each individual. A questionnaire is a number of questions or written statements about factual data or opinions related to the respondent, which are considered facts or truths that are known and need to be answered by the respondent ((Suroyo Anwar, 2018). The population in this study were students of the faculty of teacher training and education. While the sample was 23 students consisting of 3 study programs with *random sampling*. Random Sampling is a sampling method that is widely used in quantitative research in survey instruments (Noor, Shagofah, Omid Tajik, & Jawad Golzar; 2022).

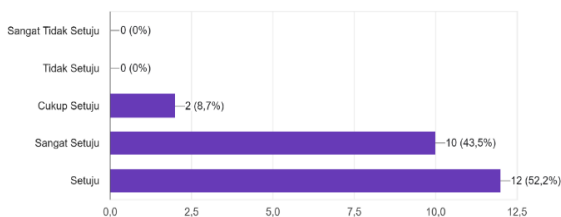
RESULTS AND DISCUSSION

Sevima Edlink is an online learning application used in the learning process at Citra Bangsa University. In this discussion, students' perceptions in using Edlink to support 21st century skills learning will be analyzed based on research results and feedback from students. This survey was conducted from Friday, May 23, 2025 to Monday, May 26, 2025. Based on the results of the analysis through observations that researchers have conducted from students' perceptions in using Edlink to support 21st century skills learning, the following analysis results can be concluded:

1. Ease of Access

The majority of students (52.2%) reported that they found it easy to access and use the Edlink application. This suggests that the intuitive user interface and simple navigation allow students to focus on learning without being hampered by technical difficulties.

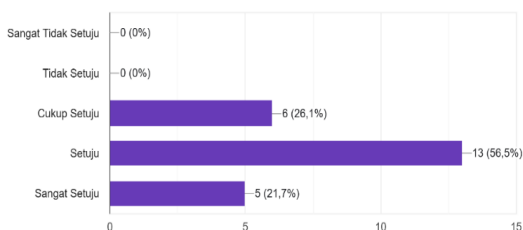
Apakah Edlink mudah diakses dan digunakan.
23 jawaban



2. Learning materials

Data shows that 56.5% of students feel that the material presented on Edlink encourages them to think critically. This shows that the content provided is not only informative but also designed to stimulate analysis and evaluation, which are important skills in the 21st century.

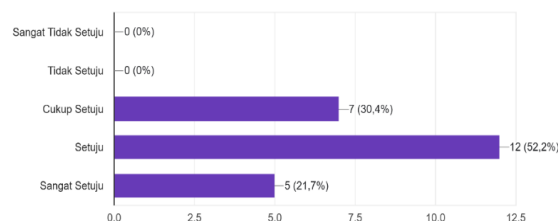
Materi yang disajikan di Edlink (misalnya, video, artikel, studi kasus) mendorong saya untuk berpikir kritis.
23 jawaban



3. Assignment Features

The assignment feature in edlink was rated very good by 52.2% of students for practicing the ability to analyze and evaluate information. Well-designed assignments can help students not only understand the material but also apply it in a broader context.

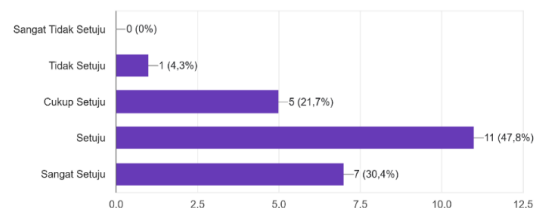
Fitur penugasan di Edlink melatih kemampuan saya menganalisis dan mengevaluasi informasi.
23 jawaban



4. Discussion Forum

As many as 47.8% of students felt that the discussion forums on Edlink were very helpful in developing arguments and solving problems. The forums provide a space for students to interact, exchange ideas, and learn from the perspectives of their classmates, which is important for developing collaborative skills.

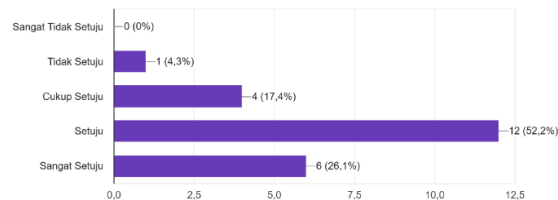
Forum diskusi di Edlink membantu saya mengembangkan argumen dan memecahkan masalah.
23 jawaban



5. Information Search and Processing

Most students (52.2%) feel helped in finding and processing information from various sources. Edlink facilitates access to various materials and references, which allows students to broaden their horizons and develop research skills.

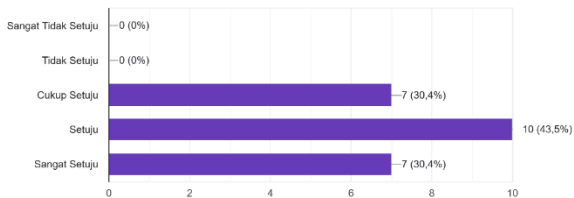
Edlink memfasilitasi saya untuk mencari dan mengolah informasi dari berbagai sumber.
23 jawaban



6. Innovation and Creativity

Assignments given through Edlink encouraged 43.5% of students to generate new ideas or innovative solutions. This shows that Edlink not only serves as a platform for completing assignments, but also as a tool to stimulate creativity.

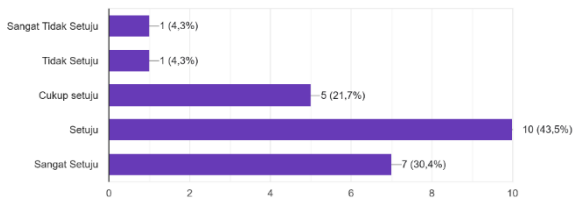
Penugasan yang diberikan melalui Edlink mendorong saya untuk menghasilkan ide-ide baru atau solusi inovatif.
 23 jawaban



7. Motivation and Teamwork

Students felt more motivated and helped in teamwork thanks to the collaboration features (43.5%).

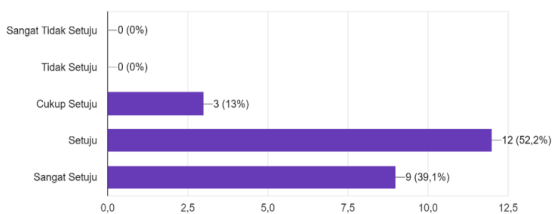
Fitur kolaborasi (misalnya, grup diskusi, proyek bersama) di Edlink memudahkan kerja tim.
 23 jawaban



8. Interaction and Communication

Edlink facilitates better interactions with lecturers and classmates, with 52.2% of students finding it helpful in effective communication.

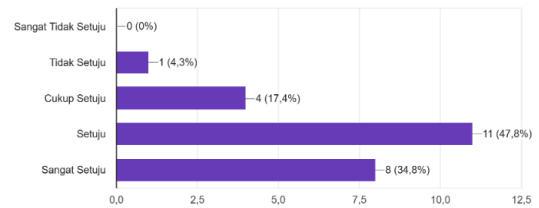
Edlink mempermudah saya untuk berkomunikasi secara efektif dengan dosen mengenai materi perkuliahan.
 23 jawaban



9. Feedback

Feedback from lecturers via Edlink helps students understand the material (47.8%).

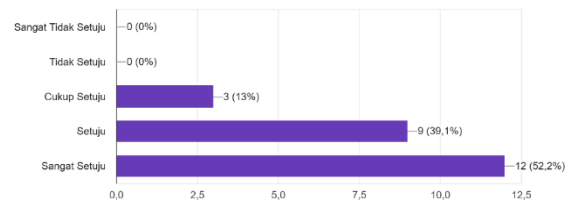
Umpan balik (feedback) yang diberikan dosen melalui Edlink membantu saya memahami cara berkomunikasi yang lebih baik.
 23 jawaban



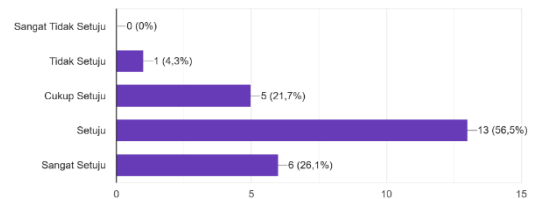
10. Skills Development

Most students (52.2%) felt Edlink made a positive contribution to the development of 21st century skills and felt more independent in learning (56.5%).

Secara keseluruhan, Edlink berkontribusi positif terhadap pengembangan keterampilan abad ke-21 saya.
 23 jawaban



Saya merasa lebih mandiri dalam belajar berkat penggunaan Edlink.
 23 jawaban



Overall, Edlink has proven to be an effective tool in supporting online learning and the development of skills relevant to 21st century needs.

CONCLUSION

The results of this research are expected to provide a better understanding of students' perceptions of using Edlink to support the learning of 21st century skills. This research will provide important insight for the development of better educational technology and provide a practical combination for the use of this application in an online context. In addition, this research is expected to contribute to higher education, in this case the perception of students in using edlink in learning 21st century skills.

Thus, this study provides useful recommendations and guidelines to support effective 21st century skills learning. In an effort to improve the quality of education in the digital era, applications such as Sevima edlink can be a valuable tool to facilitate more interactive, structured, and participatory learning in online learning.

SUGGESTION

To optimize online learning and make it more engaging, it is essential to improve digital literacy for both lecturers and students. Although students have shown increasing interest in flexible online learning, their understanding of available learning applications is still limited. Lecturers may also be less familiar with how to use these applications effectively. Therefore, improving digital literacy is essential to fully utilize online learning platforms.

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