The Impact of Using Sevima Edlink E-Learning as A Media For Indonesian Language Learning

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Abstract: The aim of the current research is to describe and examine the impact of using Sevima Edlink e-learning as a medium for learning Indonesian at the junior high school level. The research method used in the current research is a qualitative method using a case study approach.. The data collected used observation and interviews with the aim of obtaining information about teacher and students' experiences regarding digital-based learning media. The primary data used is a description of the use of the Sevima Edlink application in Indonesian language learning activities. Secondary data is in the form of literature studies originating from books, articles, proceedings, theses and other media. The data that has been collected will be analyzed according to the discussion of related topics using data reduction, presentation and conclusion methods. The research results show that students prefer the learning process using digital media compared to conventional learning. One way is to use the Sevima Edlink application as a learning medium in class. There are advantages and disadvantages of the Sevima Edlink application from the perspective of teachers and students.

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Introduction

Education is essential for the nation's development because, through education, a person can provide progress and development of all potential human resources for the nation's prosperity (Simanjutak and Puspasari, 2020). Current developments in science and technology can support the development of the quality of the education system in Indonesia (Ajiatmojo, 2021). Information and communication technology are inherent in human life because using devices equipped with the internet has reached most of society, from children to adults (Anjarsari, Suchie, and Komaludin, 2021). Expanding the use of gadgets is the main factor in internet use, which increases daily and all the time (Ariesca et al., 2021). Efforts to fulfil needs in education currently require integration between technology and the world of education (Mawarsih, Soepardjo, Kurniawati, 2024).

One effort that can be used to integrate technology with education in the era of globalization is by utilizing digital or online-based learning media (Fatihahsari and Darujati, 2021). Learning material teachers teach will be easier for students to understand with the help of appropriate learning media (Marlina, 2020). This is supported by the emergence of applications that help learning in Indonesia. A learning approach that utilizes digital-based media can provide new learning experiences for students (Sari and Oktavia, 2021). The current learning process utilizes traditional methods and sophisticated technology with

online-based learning. Technology products can be used as learning media (Wolo and Nugroho, 2021).

The advantages of technological sophistication do not only lie in the speed of information obtained but also in multimedia facilities, which can create learning activities that are more interesting, visual and interactive between students and educators, one of which is online learning (online learning). Viargianti and Ristiadi, 2021). Online or online learning facilitates the learning process to be broader and more varied. Utilizing the current system can help students learn anywhere and anytime without the limitations of distance, space and time (Kadafi, 2021). In the 2013 curriculum that applies in Indonesia, the learning process can be carried out in a varied manner according to the students' conditions, as is the case with evaluation activities. The 2013 curriculum was evaluated by assessing three aspects: attitudes, knowledge and skills (Supriadi and Widyastuti, 2019).

Evaluation is an essential component in the learning process, so it must be considered and designed well to determine the level of achievement in mastery of the material taught by educators (Darwanto, 2021). Every educator also needs to understand the evaluation process to ensure that it aligns with the process's goals and benefits. Implementing the 2013 curriculum provides a forum for educators to develop creativity and innovation in learning activities by designing learning evaluation instruments because evaluation activities carried out by educators for students become a measure of the success of educating students to achieve predetermined competencies. (Idrus, 2019). The learning evaluation process can be created using many methods to create an exciting process and make students more interested, namely by utilizing technological developments (Nasution, 2021).

A form of technological science development that can be used as a medium for learning evaluation and learning media is e-learning, one of which uses the Sevima Edlink application. PT—Sentra Vidya Utama provided this application, founded in 2004 (Nurasiza et al., 2022). The Sevima Edlink application can be used as a learning medium and a medium for evaluating learning by connecting educators and students to carry out the learning process online (Wibowo and Rahmayanti, 2020). The advantages of using the Sevima Edlink application are 1) this application can be accessed for free, 2) the Sevima Edlink application can be used via any device as long as it is connected to the internet so that students can learn anywhere and anytime, 3) this platform provides a variety of learning materials (Rais, 2021). Of the various advantages of the Sevima Edlink application, an advantage that helps the learning evaluation process is the online test and assignment evaluation feature that can be used to measure students' understanding of learning material (Sadikin and Hamidah, 2020).

Based on initial observations and interviews with several SMPN 2 Jabon, Sidoarjo students, the ongoing learning process is still traditional without utilizing sophisticated technology such as Sevima Edlink. Some students feel that there is a lack of variation in the learning process, so innovation is needed to increase student interest in the learning process. Several studies are related and can be used as references for current research. The first research was conducted by Sela Purnamawati and Ira Mahardika (2023). The research showed that class X-science students at SMA Cendana Pekanbaru had an excellent perception of using Sevima Edlink. This research implies that the use of Sevima Edlink can provide benefits for teachers and students. The second research was conducted by Giri Verianti, Jhoni Albert, Iskandar Sipayung, Kohar Pradesa, and Hesti Mintawati (2023), who showed an excellent response to using Sevima Edlink so that the application could be used to facilitate the learning process.

Further research was conducted by Sri Anti, Aliem Bahri, and Natsir (2022), who showed the results of observing the activities of students in Indonesian language subjects using the Sevima Edlink application, which makes it easier to assess and complete assignments because there are quizzes and grade features in the application. Based on the background that has been explained, using the Sevima Edlink application is one solution that can be implemented in Indonesian language learning at the junior high school level. The research focuses on the perspectives of teachers and students regarding the use of these applications in learning. The current research aims to describe the impact of using the Sevima Edlink e-learning application as a medium for students at the junior high school level to learn Indonesian.

Research Method

The current research method is qualitative, using a case study approach at SMPN 2 Jabon. The qualitative approach refers to the reality in the field and the experiences experienced by the respondents themselves. Then, it looks for references to the theory used (Kurniawan, 2017). The qualitative method in this research involves assessment procedures to produce data that can be described in verbal and spoken sentences from the sources involved in the research. Data was collected through observation and interviews to obtain information about students' experiences regarding digital-based learning media. The primary data describes using the Sevima Edlink application in Indonesian language learning activities. Secondary data is literature studies originating from books, articles, proceedings, theses, and other media that can support the availability of information related to related topics. The data that has been collected will be analyzed according to the discussion of related topics using data reduction, presentation, and conclusion methods.

Result and Discussion
1. Overview of the Use of Learning Media in Schools

In the research process, researchers conducted observations and interviews with grade 7 students regarding the Indonesian language learning process at school. The resource persons in this process were ten students from different classes and 5 Indonesian language teachers. The researchers asked questions about the learning process that had been taking place at school. The first question is regarding the process of learning activities. Of the ten students, eight stated that the learning process in class in Indonesian language subjects had used digital-based learning media. Meanwhile, two others stated that the learning media used were still traditional, such as texts and lectures. The same question was also asked of the Indonesian language subject teacher. Five resource persons and teachers said the Indonesian language learning process combined digital and traditional media.

The follow-up questions to the answers given by the resource person were about the resource person's knowledge regarding digital-based learning media, such as the Sevima Edlink application, an e-learning application with features that can be utilized in the learning process. The answer obtained from 10 student sources was that six students were familiar with the Sevima Edlink application, while four other students were still unfamiliar. Of the five teachers the researchers interviewed, five stated that they knew the Sevima Edlink application and had used it. Then, regarding the interest of teachers and students in learning media. The majority of answers from interviewees stated that they were interested in using digital-based learning media.

Based on observations and interviews at the beginning of the research, it was discovered that the interviewees' answers tended to use digital-based learning media compared to traditional learning. Media that interest students and teachers needs to be realized by providing facilities in the form of digital-based learning media, one of which is by utilizing Sevima Edlink. The existence of this application provides renewal in the world of education and provides a breath of fresh air as an answer to the current challenges of the times.

2. Overview of the Sevima Edlink Application

Sevima Edlink is an Android-based application specifically for education which aims to provide a learning space that allows teachers and students to participate in learning activities anytime and anywhere with more flexible learning time (Novandini & Luta, 2018). Sevima Edlink can be used as a tool in the evaluation process. Rosanti et al. (2020) stated that the Android-based application Sevima Edlink was designed to make online learning more accessible for teachers and students to use. This application can be used anywhere and anytime with more flexible study times, which helps teachers save time, keep classes organized, and facilitate communication with other students.The Sevima Edlink application can be downloaded for free on Android or iPhone phones.

Figure 1. The initial appearance of Sevima Edlink

On the initial display of the Sevima Edlink website, users will be given the option to register or log in. If you don't have an account, you must register first to create one on the Sevima Edlink page. The registration process is free, and using this application is also free.
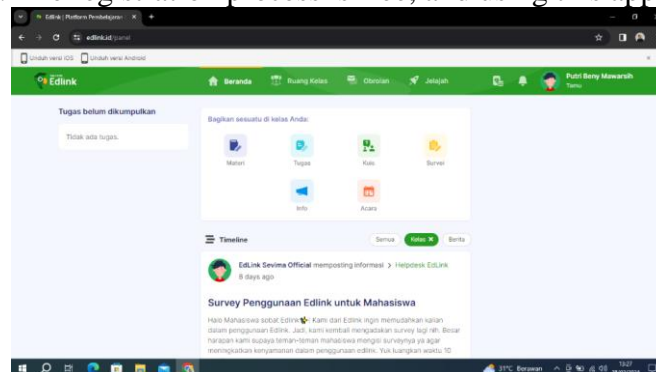

Figure 2. Home page in Sevima Edlink

After registration and login, teachers and students can enter the Sevima Edlink service, where learning features are automatically available. Teachers have access to create a class on the page and get an access code that can be distributed to students so that students

can join the class provided by the teacher. Giving teachers access codes to students ensures that the classes used by teachers in the learning process take place safely.
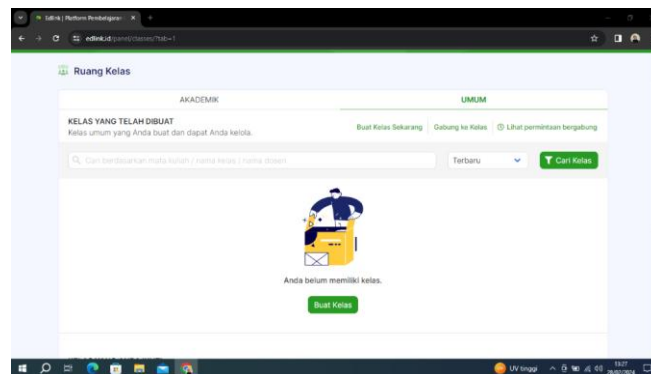

Figure 3. Classroom view

The classroom created by the teacher can be used to provide learning material. The features provided by Sevima Edlink help teachers distribute learning materials to students. Students can directly access the material provided by the teacher and work on questions by getting direct feedback on the questions they have worked on. The teacher designs this method by providing signs for the answers entered the system so that the system can automatically scan the answers entered by students.

3. Impact of Using the Sevima Edlink Application as a Learning Media

The research stage to follow up on initial observations is to apply the Sevima Edlink application to the learning process. After the learning activities took place using the Sevima Edlink media, the researchers interviewed teachers and students again to obtain personal responses regarding using the Sevima Edlink application. Questions are divided into two types, namely questions regarding the advantages of the Sevima Edlink application, and the weaknesses felt when using the application. In applications that are still developing, of course, it is normal if, in addition to the advantages of the application, there are weaknesses that can be improved later through the development process.

Based on the teacher's perspective, the advantages felt when using the Sevima Edlink application as a medium for learning Indonesian are 1) the process of inputting material and questions is easy, and this is because of the many features presented in the Sevima Edlink application so that teachers can adjust the learning material that will be distributed with the features available, 2) time efficiency, using the Sevima Edlink application can optimize the teacher's time so that the teacher is not only focused on the answer correction process because the system in the application will automatically scan the answers received, 3) class privacy security, by using access codes can help secure ongoing class sessions, 4) teachers can be creative freely. Teacher creativity can be channelled into the learning media provided by the Sevima Edlink application, 5) the video feature helps teachers in the distance learning process, and 6) Teachers can monitor student activity and timeliness when submitting assignments.

The weaknesses of the Sevima Edlink application felt by teachers are as follows: 1) the internet network for uploading material needs to be of sufficient capacity because the use of this application is still limited to an online basis, 2) teachers cannot check plagiarism on answers sent by students because a plagiarism checking feature does not support the application, 3) the Sevima Edlink application is currently not integrated into the school

system so the process of entering grades and recording grades from students still has to combine manual methods, 4) not all teachers use the application during the learning process, 5) teachers need to supervise students so that cell phones are not misused entirely. Furthermore, the advantages of the Sevima Edlink application felt by students are 1) the application can be downloaded for free, 2) there is a learning material storage feature so that students can repeat the material taught by the teacher, 3) practice questions given by the teacher can be accessed anywhere and anytime, 4) there are video and quiz features that add variety to learning methods so that students do not get bored quickly. Apart from the advantages, there are weaknesses of the Sevima Edlink application based on the student's perspective, namely, 1) the internet network at school is not fast, so sometimes the application is difficult to open, 2) not all students carry cell phones when in class, 3) not all features can be accessed for free, there are particular features that can only be accessed if you have upgraded to premium

Conclusion

Based on the presentation of the results and discussion, most students are more interested in using digital-based learning media during the learning process, such as the Sevima Edlink application. Observations and interviews conducted at the beginning of the research showed that the Sevima Edlink application had yet to be used optimally in schools. There are advantages and disadvantages to using the Sevima Edlink application based on the teacher and student perspective.

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