



PAPER – OPEN ACCESS

Implementation of Edlink as E-Learning Media in Teaching-Learning Online Process During Covid-19 at English Department, Universitas Lancang Kuning

Author : Afrizona Niken Trisna and Jismulatif
DOI : 10.32734/lwsa.v7i2.2042
Electronic ISSN : 2654-7066
Print ISSN : 2654-7058

Volume 7 Issue 2 – 2022 TALENTA Conference Series: Local Wisdom, Social, and Arts (LWSA)



This work is licensed under a [Creative Commons Attribution-NoDerivatives 4.0 International License](https://creativecommons.org/licenses/by-nd/4.0/).

Published under licence by TALENTA Publisher, Universitas Sumatera Utara



Implementation of Edlink as E-Learning Media in Teaching-Learning Online Process During Covid-19 at English Department, Universitas Lancang Kuning

Afrizona Niken Trisna*, Jismulatif

Department of English Education, Faculty of Teacher Training and Education, Universitas Riau, Riau, Indonesia

afrizona.niken7882@grad.unri.ac.id, jismulatif@lecturer.unri.ac.id

Abstract

The COVID-19 turning into a global pandemic impacted the world of education. This Provides as challenges for Educational Institutional Including Universitas Lancang Kuning (Unilak), Pekanbaru Riau. Distance learning was used for education during the COVID-19 epidemic. One of the Management Learning Systems (MLS) that Unilak used in online learning is the Edlink program from Sevima. There are various benefits of using Edlink as an E-learning media to assist in the teaching-learning process. This study aims to investigate the implementation of Edlink as an E-Learning Media in teaching English online during the COVID-19 in even semester 2021-2022 in English department. This study employed a literacy study approach to the results of monitoring and evaluating learning through Edlink. The implementation of Edlink in teaching learning process at Universitas Lancang Kuning is in high category meanwhile at English Department is in the medium or middle category.

Keywords: Edlink; E-Learning Media; Teaching Learning Process; COVID-19;

Abstrak

COVID-19 berubah menjadi pandemi global dan berdampak pada dunia pendidikan. Hal ini menjadi tantangan bagi Institusi Pendidikan termasuk Universitas Lancang Kuning (Unilak), Pekanbaru Riau. Pembelajaran jarak jauh digunakan untuk pendidikan selama epidemi Covid-19. Salah satu Management Learning System (MLS) yang digunakan Unilak dalam pembelajaran daring adalah program Edlink dari Sevima. Banyak sekali keuntungan yang diperoleh dengan menggunakan media E-learning yang membantu dalam proses belajar mengajar. Tujuan dari penelitian ini adalah untuk mengetahui implementasi Edlink sebagai Media E-Learning dalam pengajaran bahasa Inggris online selama pandemi COVID-19 pada semester genap 2021-2022 pada jurusan pendidikan bahasa inggris. Penelitian ini menggunakan pendekatan studi literasi dari hasil monitoring dan evaluasi pembelajaran melalui Edlink. Hasil yang diperoleh adalah implementasi pembelajaran dengan menggunakan Edlink secara keseluruhan di Unilak berada pada kategori tinggi sedangkan pada Jurusan Bahasa Inggris berada pada kategori menengah.

Kata kunci: Edlink; E-Learning Media; Teaching Learning Process; COVID-19;

1. Introduction

The globe is currently engaged in a battle against the crisis of the coronavirus pandemic, also known as COVID-19 (Corona Virus Disease 2019). The result of the disease's rapid spread, the field of education is being impacted by the COVID-19 outbreak. Even, exponential spread, which ends up in discomfort and a few cases, death for person inflamed sufferer. The COVID-19 has effectively handled modifications to the curriculum and educational delivery methods. Due to this pandemic, the government has implemented several regulations regarding education during outbreaks.

COVID-19, among other organizations, ended face-to-face instruction and learning in all educational settings, focusing on pandemic or "red area" zones (Djusrar et al., 2021). It offers demanding situations and opportunities for academic institutions inclusive of universities. To anticipate the transmission, spread, and breaking of the chain of this virus, the Indonesian government issued policies such as self-isolation, social distancing, avoiding crowds, working from home, community activity restrictions, and massive social restriction policies. Sembiring, et al. (2021) argued that face-to-face interaction between people has been reduced since keeping one another apart is one method of preventing the virus from spreading. Online communication has therefore taken on the status of a requirement.

The teaching-learning process seems to be an action that students engage in to achieve educational desire. This learning takes place through interaction between the components of students and educators with the content of educational goals. The change in the current learning process is finally by maximizing the use of e-learning models. Implementation learning across educational units switched to online learning or blended (semi-online). Murphy (2020) described each educational institution's curriculum as having undergone a fundamental revision to accommodate remote, distant, online, and digital modalities of delivery. All educational components are encouraged to utilize means and technology information to be able to do this online education. Technology-based learning media, also known as e-learning, is a type of technology that is utilized by teachers or other educators.

E-learning is a type of digital learning that makes use of the internet network and a web server as the primary infrastructure (Syam et al., 2021). Therefore, the teaching and learning process can be finished at any time and from any area so long as there is an internet connection and access to the E-learning internet site. As Simandalahi et al., (2021) argued the learning process occurs in lots of methods, whether intentional or not, and, for this coming all the time undetermined. Through e-learning, teachers and students can communicate on a platform that modifies the traditional educational relationship between them, students can use the platform to conduct a joint study (Ja'ashan, 2020).

Finally, e-learning is an alternative strategy for modern learning methods that optimize the role and function of ICT but still refer to and lead to educational goals even during COVID-19. So as in English, there are a variety of subjects that should be conveyed to students. In a pandemic situation, teaching English using e-learning media is considered suitable for students. According to Darcy (2012) cited in Ja'ashan (2020), the application of ICT in English instruction courses allows for the essential usage of e-learning technologies. Accompanied by e-learning media, teachers can deliver materials, learning videos, and independent assignments to students.

Meanwhile, within the context of preventing and spreading this virus, Universitas Lancang Kuning (Unilak) issued a policy through the Rector's Circular in 2020 regarding the activities aimed at preventing the spread of the Coronavirus disease 19 (COVID-19). Distance learning was used for education during the Covid-19 epidemic. Online learning is one of the supports accomplished at some stage in the teaching and learning process at Unilak during the pandemic. A Management Learning System (MLS) used and advised to support online learning at Unilak is the Sevima Edlink program.

Furthermore, several previous studies have examined the assessment of implementation through E-Learning media and identified potential issues that may arise. There are several aspects related to the implementation of E-learning that have been investigated, including higher student performance associated with higher student satisfaction; however, the increase in performance is not solely attributed to the use of E-learning. Social and cultural factors influence the use of E-learning. This study aims to explain the success factors of E-learning. The research results indicate that higher student performance is associated with higher student satisfaction. However, the increase in performance is not solely due to the use of E-learning. Social and cultural factors influence the use of E-learning. Culture and social environment influence students' use of E-learning. The instructor's ability to implement E-learning has been shown to influence student satisfaction. The difference in the implementation of E-learning compared to face-to-face learning requires different teaching methods that can affect student performance. In addition, E-learning is used in all courses during the COVID-19 pandemic (Nuryatin et al., 2022).

Similarly, obstacles were found during the implementation of E-learning. This can be observed from the research results of Ichsan et al (2021) indicating barriers such as a lack of preparation in terms of facilities and infrastructure to implement E-learning. The development of media and teaching materials needs to be strengthened and must be in digital form, perhaps for developing supplementary books. Moreover, the biggest challenges for students include aspects like independent learning, time planning, and maintaining motivation. The study highlights another significant shortcoming, namely the decline in practical activities, a lack of general practice, and rather ineffective group-team work. This aligns with the findings of other researchers that there are problems in implementing practical courses when studying online. (Simsek et al., 2021). The findings refer to the loss of learning and lack of motivation, an increase in educational and social inequalities during COVID-19, and experiencing problems such as accessibility, digital divide, inequality, and mental/emotional/physical health (Shin & Hickey, 2021).

From the diverse reasons above, researchers concluded that throughout COVID-19, the transition of the teaching and learning process to know procedure became finished through utilizing new mastering equipment primarily based on E-Learning, including at Unilak. What became apparent in the process of this review, is that with the use of Sevima Edlink, this study seeks to assess the implementation of the English teaching and learning process as it is being implemented through this E-learning media and to identify any issues that could increase.

2. Research Question

Since 2021, A Management Learning System (MLS) that Unilak is accustomed to supporting in online learning is the Edlink program. This software remains applied nowadays even though this semester learning has begun offline learning but still maximizing it. This study focused on the following research questions below:

1. How is the implementation of Edlink in the process of teaching and learning Online at the English Department, Universitas Lancang Kuning during the covid-19 in even semester 2021-2022?

2. Are there any issues that may develop during the implementation of Edlink in teaching learning Online?

3. Theoretical Framework

3.1. Conceptual Framework

The following conceptual framework was developed in this study to show how the background, literature review, theories, and guiding principles related to the issues.

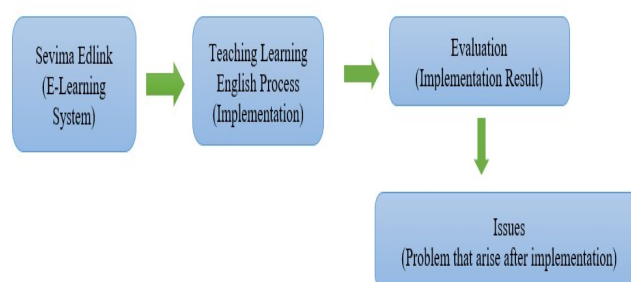


Figure 1. Conceptual Framework

3.2. Teaching Learning English-based E-Learning

The evolution of learning, which commenced with face-to-face instruction and changed into later refined by professionals using technology for information and communication, has had an enormous impact on human beings. Since the 2000s, media transformation strategies and the introduction of innovative user interaction channels have had a significant impact on e-learning media and internet platforms (Almagarbeh, 2022). Because of the COVID-19 outbreak, E-learning without in-person interaction was ultimately decided upon and codified into government policy.

E-learning is an abbreviation for electronic learning, which is a type of learning that makes use of electronic media, particularly the Internet, as a learning system. E-learning is both the cause and result of the advancement of information and communication technology. E-learning can be defined as an online approach that makes knowledge or language output readily available to learners while removing time constraints or geographic proximity, which is commonly referred to as any-time and anywhere education (Rahim & Chandran, 2021; Syam et al., 2021). This leads to the conclusion that E-learning refers to the delivery of education through the use of interactive electronic technology. Online learning facilitated by computer technology is referred to as e-learning (Rabbanie et al., 2022). They said that the fourth industrial revolution, which emphasizes digital patterns, allows for the creation of learning media, and teachers can enhance their abilities by introducing technology into the classroom.

Nowadays, Rumah Belajar and SPAD are the government-recommended e-learning platforms in Indonesia (Mailizar et al., 2020). In teaching English, there are many interactive models and media Internet-based which collaborated with The Indonesian Ministry of Education and Culture including MejaKita, ICANDO, Ganeca Digital, Kelas Pintar, Quipper School, Teacher's Room, Sekolahmu, Zenius, Cisco Webex, Pahamify, Zoom, Google Classroom, Google Meet, Sevima Edlink, Learning House, Kahoot, Class Dojo, Moodle, Kelase, Edmodo, and many others (Divayana et al., 2021; Jannah et al., 2020; Mailizar et al., 2020). These media are quite effectively used by lecturers or teachers. Zaid (2009) in Encarnacion et al., (2021) described "E-Learning is a term for all types of technology-enhanced learning (TEL), where technology is used to support the learning process". Powered by Encarnacion et al., (2021) investigated that teachers and students both agreed that E-learning is a useful device for improving teaching delivery and fostering the improvement of expertise acquisition capabilities through the transfer of learning. Djusar et al., (2021) research has also shown the efficacy of online learning during the pandemic covid-19 on declared effective, where of the 6 indicators of effectiveness that were used, all the results are in the top 50%. It can be inferred that E-learning brings many benefits, (a). The learner can access any knowledge when unlimited time and vicinity, (b). Through e-learning, learners can establish communication through the internet so much extra expertise they can get get (d). E-learning allows for a more interactive learning process and innovation, and (e). Through e-learning, students are encouraged to explore so that creativity and a sense of desire for know-how continue to grow (Rahmasari dan Rismiati, 2013:69 in Sagita & Khairunnisa, 2019).

Thus, the forerunner of e-learning comes from the technology of information and communication. It is made of E-learning applications that are now widely used in the world of education, in particular within the instructional system (Wibowo & Rahmayanti, 2020). E-learning is a type of ICT implementation. Arif & Handayani (2021), found that we are acquainted with the consequential influence ICT integration has on the study of the English language, particularly among EFL students at high schools and universities. Today's pupils who do not speak English as their first language require access to ICT to improve their English language abilities. Pardede (2020), indicates that the use of ICT in EFL learning and teaching is very popular among EFL teachers in Greater Jakarta. The benefit that ICT use may bring to education is seen at the highest level.

3.3. *Sevima Edlink Platform as E-Learning Media*

Carolin & Luta (2018), described in their research, Edlink as an android-based educational application that aims to provide a learning space that connects teachers and students in learning activities that can be done anytime and anywhere with time flexibility. Darwanto & Khasanah (2021) argued that Edlink offers an online learning process to be more effective due to the fact the utility can be integrated directly with Academic Information System (Siakad) colleges for those who are colleges who use the Siakad. EdLink, as an e-learning facilitator for the needs of the digital age, develops teachers' and students' skills as skilled workers capable of adapting to demand while taking value into account, including economic, functional, psychological, creative, and innovation value (Suswandari, 2021; Wibowo & Rahmayanti, 2020). Edlink's goal for educators is to save time, organize classes, and enhance student communication. In addition to being beneficial for education, the benefits of this application for educated participants will be discussed, such as making it easier to collect tasks in a nutshell (Wibowo & Rahmayanti, 2020). Edlink online learning media can be discovered at <https://app.edlink.id/> or obtained for free from the Google Play store for Android devices.

In the use of Edlink, Nasution (2020), stated that EdLink is an application for online learning that includes discussing, video conferencing, or completing assignments and quizzes. It equipped the integration of Sevima SiAkad. Now distance is not an obstacle to conducting face-to-face lectures online with video conferencing. Student attendance is sufficient with a Smartphone. Suswandari (2021) in her research found that collecting bold assignments uses Edlink on PGSD Univet Bantara Student Learning Outcomes. Edlink innovates learning, especially a brave mission for students. Divayana et al., (2021), concluded in their research, that the research's impact is an easy-to-implement E-learning process for academic programs at higher education and institutions. Because the features provided are very supportive of the learning process, particularly at the lecture level, the Edlink application is an MLS as well as a very useful application for the learning process during the Covid-19 pandemic (Darwanto & Khasanah, 2021; Nasution, 2020). As a result, this platform is appropriate and free for use by any University in terms of supporting the online learning process during and after COVID-19.

4. Method

This study applied in a way referred to as a literature study or review literature method. A literature review is a summary of the research body's analysis of a specific research issue by describing, evaluating, and clarifying knowledge that has been done in previous studies Easterby-Smith, et., al (2015:13) in Radiusman, (2020). Norin & Mike, (2007) stated the data gleaned from reputable articles or studies that are relevant, important, and valid can be summarized into a document by conducting a literature review. To review further, it additionally hired fact evaluation from the monitoring and evaluation report on the use of Edlink by English Department Universitas Lancang Kuning. This study investigated some of the earlier written materials, including books, journals, and scientific publications. This is done to improve the research. The information is then provided as a whole by synthesizing all of this data.

The focus of this research involves the identification and collection of data from the monitoring and evaluation report, which includes information related to the implementation of EdLink. The collected data is then analyzed in detail to understand the extent to which the implementation of the Edlink platform meets the needs and expectations. The gathered data is also supported by relevant sources of references related to the implementation and possible issues that may arise during the operation of Edlink.

5. Result and Discussion

5.1. *Implementation of Edlink in Teaching Learning Process at the Universitas Lancang Kuning.*

Referring to the Rector's policy about the online teaching-learning process, the Information Learning Technology Center Universitas Lancanf Kuning team collaborated with Sevima to use the Edlink platform as an LMS at Universitas Lancang Kuning. Edlink has been incorporated with The Academic Information System (SiAkad) at Unilak which is SMART Unilak. PTIP then conducts socialization with lecturers and students about the use of this application. In understanding this application, there are also guidelines given to lecturers and students.

Several features of Edlink in Universitas Lancang Kuning are (1) Distance learning conference video using Google Classroom and Google Meet, (2) Student Attendance, (3) Lesson schedule or lectures, (4) Creating an Interactive Quiz, (5) Indicator for lesson schedule (6) Class Groups for sharing materials and learning, (7) Students assignment, and (8) Learning or lectures for evaluation. Based on the guidance in the form of pdf files given to lecturers and students can be seen in the picture below:

5.1.1. Lectures Guideline



Figure 2. Display of Edlink Acces

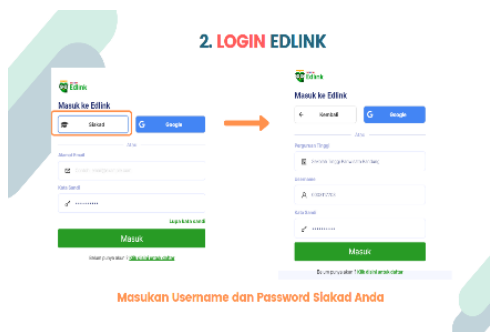
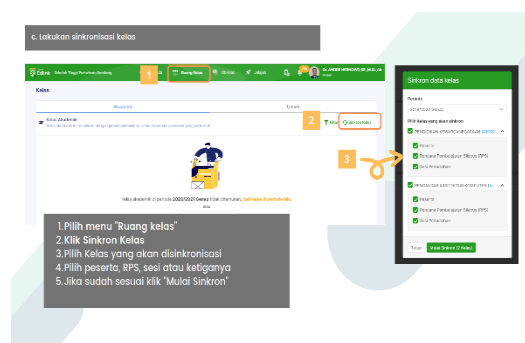


Figure 3. Display of LOGIN EDLINK



Figure 4. Display the Homepage of Sevima Edlink.



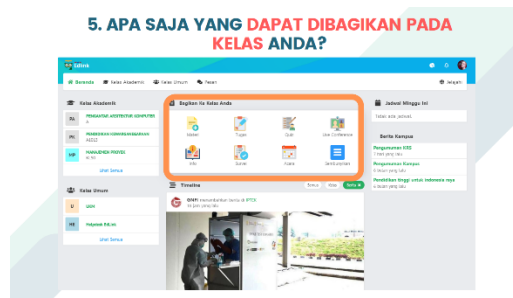


Figure 5. The activities can be done in class using Sevima Edlink.

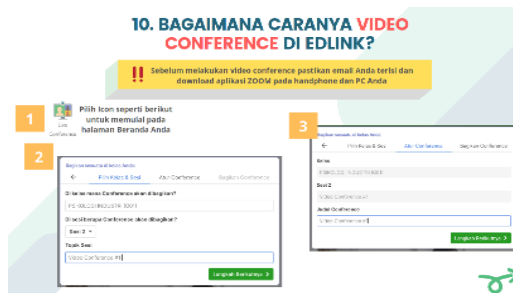


Figure 6. The way to use attendance, video conference, assignment, and quiz features.

5.1.2. Students Guideline

Accessing, logging in, and displaying the student homepage is similar to how the lecturer appears. Here are some perspectives on material downloading, task collection, etc

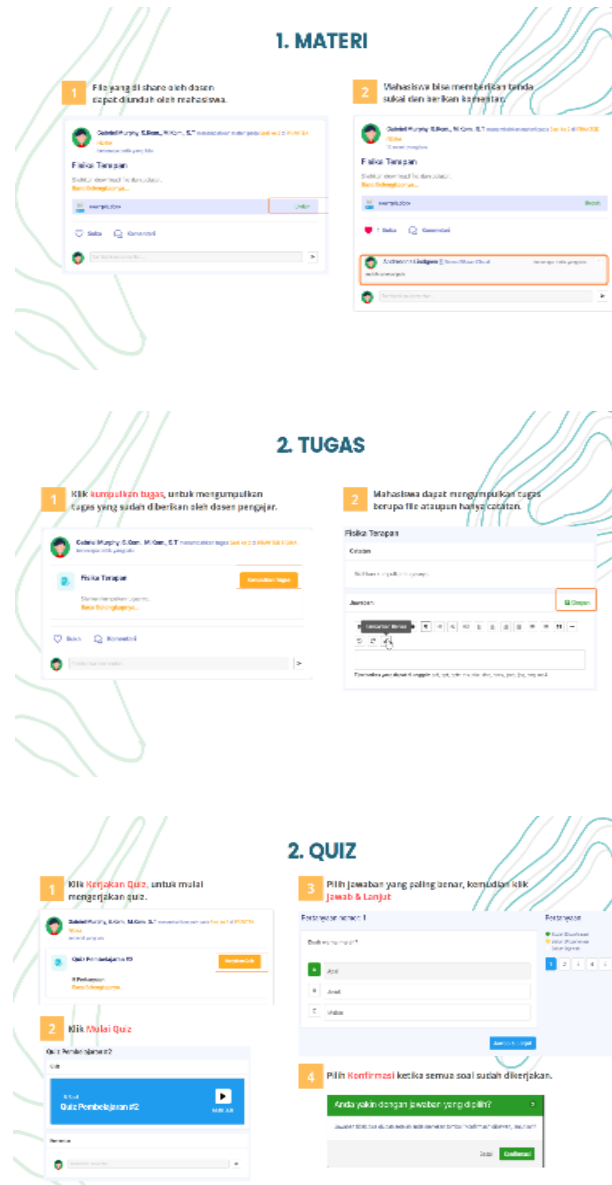


Figure 7. Display the way to download and upload lecture material, tasks, and quizzes.

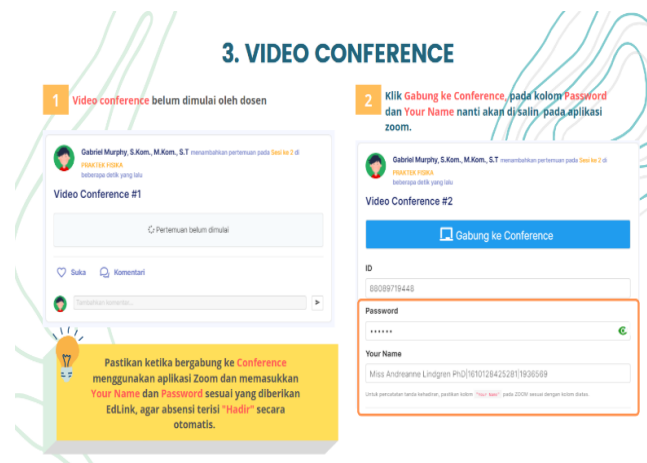


Figure 8. Display the way to join the video conference.

In its implementation, edlink is hired to aid the lecture when performing teaching-learning processes to students, including English lecturer in teaching English as a Foreign Language in the English Department. In the even semester of 2021-2022, Edlink helps with the teaching-learning process. According to a monitoring report on the implementation of teaching and learning using Edlink for that semester by PTIP, 8 components must be prepared and done by lecturers by maximizing this application (PTIP, 2022). Namely: (1) Learning Implementation Plan, (2) Lecture Implementation Time, (3) Learning Materials, (4) Learning Media, (5) Student Assignments, (6) Mid-term Exam Implementation and Materials, (7) Implementation and Material for Final Semester Exams, (8) Discussion Rooms and Feedback Forms. This also applied to teaching-learning for lecturers in the English Department Unilak.

These 8 components were also an assessment instrument for monitoring and evaluating the teaching-learning process. Then, broken down into sub-indicators and items on online learning monitoring and evaluation instruments. The total contained in the instrument amounted to 56 items.

5.2. Implementation Edlink in Teaching Learning Process at English Department

As a result, according to the report, the implementation of the usage of Edlink in Universitas Lancang kuning in the high category. This is based on the fact from the report that 84.09% of all classes at SMART Unilak use Edlink.

Table 1. Components and Items on Instruments

Aspect/Component	Amount Grain
Learning Implementation Plan	1
Lecture Implementation Time	2
Learning Materials	2
Learning Media	2
Student Assignments	2
Implementation and Materials for Mid-term Exam	2
Implementation and Materials for Final Semester Exams	2
Discussion Rooms and Feedback Forms	1

Table 2. Description of Components, Indicators, and Instrument Items

Aspect/Component	Amount Grain	Total Score
Learning Implementation Plan	1	Upload RPS
Lecture Implementation Time	2	<ol style="list-style-type: none"> Create Learning Sessions Absence or Presence
Learning Materials	2	<ol style="list-style-type: none"> The lecturer links the link to the learning material handout (PPT, WORD, PDF) Timeliness in uploading material learning
Learning Media	2	<ol style="list-style-type: none"> Include media such as audio/podcast/YouTube videos, linking from Google Drive, or self-generated video Using video conferencing as a medium of learning (zoom, jitsi, google meet, etc)
Student Assignments	2	<ol style="list-style-type: none"> Added task activity menu

Implementation and Materials for Mid-term Exam	2	2. Assignment grades 1. Added a UTS question activity menu on EDLINK
Implementation and Materials for Final Semester Exams	2	2. Giving UTS scores at EDLINK 1. Added UAS value in EDLINK
Discussion Rooms and Feedback Forms	1	2. Giving UAS grades at EDLINK There are discussions via chat/comments/likes on EDLINK

Table 3. The overall values in using component of Edlink

Aspect/Component	Total Score
Learning Implementation Plan	2786
Lecture Implementation Time	5068
Learning Materials	3881
Learning Media	4444
Student Assignments	4422
Implementation and Materials for Mid-term Exam	1764
Implementation and Materials for Final Semester Exams	2395
Discussion Rooms and Feedback Forms	1024

But, the use of Edlink in the English Department was in the middle. The average value obtained in the even semester turned to 41,82 (PTIP, 2022). As Overall, the highest component in the implementation of Sevima Edlink was the preparation for the lecture plan. Meanwhile, the lowest component was the feedback form and discussion room implementation.

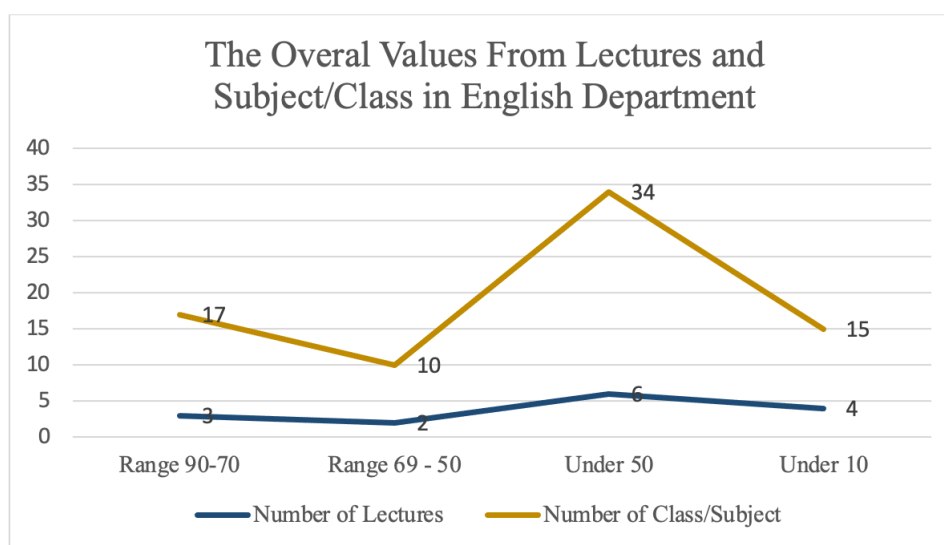


Figure 9. Graphic of The Overall Values From 8 Lectures and 77 Subjects/Class in English Department

From the graphic above, it can be seen that 3 Lectures with 17 Subjects/Classes got high values in the range of 90 – 70, 2 lectures with 10 Subjects/Classes got values in the range of 69-50, 6 Lectures with 34 Subject/Class got values under 50, meanwhile, 4 Lectures with 15 Subject/Class got the lowest score was under 10 From PTIP (2022) reported it was additionally apparent that the top score of the teaching and learning English employs Sevima Edlink with the subjects Introduction to Translation, Basic Linguistics, English Classroom Management, and Fieldwork in Translation. Sevima-Edlink is extremely useful in the online teaching and learning of English.

The research focus, namely, How is the implementation of Edlink in the process of teaching and learning online at the English Department, and are there any issues that may develop during the implementation of Edlink in online teaching and learning? The features are tremendous and were completely incorporated into the academic management system. Lecturers can also easily carry out teaching and learning activities such as creating teaching materials and administering tests. However, using a number of the existing features by the lecturer continues to be not optimal, and this needs to be stepped forward. Compared to previous research, the implementation and issues related to the use of e-learning during the COVID-19 period have been the focus of analysis. Many problems and shortcomings have been identified in the execution of e-learning, ranging from technical constraints and infrastructure availability (Qashou, 2022) to social and cultural challenges that affect student participation (Alnasraween & Shahadab, 2015). Some studies even highlight the lack of readiness to adapt to the sudden shift to online learning, resulting in

decreased student satisfaction and increased educational disparities (Malkawi & Mohailan, 2022). Therefore, this study emphasizes the need to continually improve the implementation of E-learning by considering key factors that influence its success.

6. Conclusion

Edlink is a Learning System Management tool that can assist with the successful execution of teaching-learning activities, especially during COVID-19. Edlink itself has a huge array of features that aid in the learning process. This has additionally been determined in some research. Edlink has been integrated with SiAkad as an academic information system at Universitas Lancang Kuning. Consequently, as overall it can be said that this utility is very helpful and beneficial for the teaching-learning process.

Eventhough, from the results of monitoring and evaluation report analysis and inquiring with PTIP, it appears that the use of the discussion room media and the feedback form is also not very utilized. This is one of the issues that arose in the current semester and is certainly expected to increase in the coming semester. Hence, as overall Edlink itself as learning management system is more usefull in teaching learning online process.

References

- [1] Almagarbeh, B. (2022). Learners' Aptitude towards Using Digital Techniques in Learning EFL: Internet Discourse. *Journal of Practical Studies in Education*, 3(2), 1–6. <https://doi.org/10.46809/jpse.v3i2.42>
- [2] Alnasraween, M. S., & Shahadab, F. H. (2015). Obstacles of teaching distance universities courses in light of E-learning quality standards. *Cypriot Journal of Educational Sciences*, 10(4), 2. <https://doi.org/10.18844/cjes.v10i4.154>
- [3] Arif, T. Z. Z. Al, & Handayani, R. (2021). Factors Influencing the Use of ICT for English Language Learning of Indonesian EFL University Students. *Elsya : Journal of English Language Studies*, 4(1), 24–33. <https://doi.org/10.31849/elsya.v4i1.6882>
- [4] Carolin, D. N., & Luta, M. W. . (2018). Pemanfaatan Kelas Virtual Sevima Edlink Untuk Memotivasi Mahasiswa Pendidikan Matematika Semester 1 Matakuliah Aljabar & Trigonometri. *Prosiding Seminar Nasional Etnomatnesia*, 393–399.
- [5] Darwanto, & Khasanah, M. (2021). Pembelajaran Daring dengan Menggunakan Platform Edlink (Sebagai Salah Satu Alternatif Pembelajaran di Masa Pandemi Covid-19). *Jurnal Ekspone*, 11, <https://news.ge/anakliis-porti-aris-qveynis-momava>.
- [6] Divayana, D. G. H., Adiarta, A., & Suyasa, P. W. A. (2021). Journal of Technology and Science Education ASSESSMENT BASED ON THE SEVIMA EDLINK PLATFORM FOR. *Journal of Technology and Science Education*, 11(2), 498–512.
- [7] Djusar, S., Sadar, M., & Asril, E. (2021). Analisa Efektifitas Pembelajaran Daring Saat Pandemi Covid-19 Pada Fakultas Ilmu Komputer Universitas Lancang Kuning. *JURSIMA (Jurnal Sistem Informasi Dan Manajemen)*, 9(2), 12–20.
- [8] Encarnacion, R. E., Galang, A. A., & Hallar, B. J. (2021). The Impact and Effectiveness of E-Learning on Teaching and Learning. *International Journal of Computing Sciences Research*, 5(1), 383–397. <https://doi.org/10.25147/ijcsr.2017.001.1.47>
- [9] Ichsan, I. Z., Purwanto, A., & Rahmayanti, H. (2021). E-learning in new normal covid-19 era: Measure hots and pro-environmental behavior about environmental pollution. *International Journal of Evaluation and Research in Education*, 10(3), 790–797. <https://doi.org/10.11591/ijere.v10i3.21382>
- [10] Ja'ashan, M. M. N. H. (2020). The Challenges and Prospects of Using E-learning among EFL Students in Bisha University. *Arab World English Journal*, 11(1), 124–137. <https://doi.org/10.24093/awej/vol11no1.11>
- [11] Jannah, S. N., Sobandi, A., & Suwatno, S. (2020). The Measurement of Usability Using USE Questionnaire on the Google Classroom Application as E-learning Media (A Case study: SMK Negeri 1 Bandung). *Teknodika*, 18(2), 94. <https://doi.org/10.20961/teknodika.v18i2.42486>
- [12] Mailizar, Almanthari, A., Maulina, S., & Bruce, S. (2020). Secondary school mathematics teachers' views on e-learning implementation barriers during the COVID-19 pandemic: The case of Indonesia. *Eurasia Journal of Mathematics, Science and Technology Education*, 16(7). <https://doi.org/10.29333/EJMSTE/8240>
- [13] Malkawi, N. M., & Mohailan, M. H. S. (2022). E-Learning Adoption during COVID-19 Crisis and Its Effect on Achieving Students' Performance - Evidence from Business Collages - Jordanian Universities. *Journal of Technology and Science Education*, 12(2), 345–361.
- [14] Murphy, M. P. A. (2020). COVID-19 and emergency eLearning: Consequences of the securitization of higher education for post-pandemic pedagogy. *Contemporary Security Policy*, 41(3), 492–505. <https://doi.org/10.1080/13523260.2020.1761749>
- [15] Nasution, W. S. L. (2020). ICT-Based Learning Support Applications By Utilizing Sevima Edlink At SMPIT INSAN RABBANI. *Abdimas Talenta*, 5(2), 622–627.
- [16] Norin, A., & Mike, D. (2007). Research Methods for Business. *Education + Training*, 49(4), 336–337. <https://doi.org/10.1108/et.2007.49.4.336.2>
- [17] Nuryatin, A., Mukhibad, H., & Tussyah, T. (2022). Effectiveness of Online Learning at Universities: Do Sociocultural Differences Matter? *European Journal of Educational Research*, 11(4), 2153–2166.
- [18] Pardede, P. (2020). Secondary School EFL Teachers' Perception of ICT Use in Learning and Teaching: A Case Study in Greater Jakarta. *Journal of English Teaching*, 6(2), 144–157.
- [19] PTIP. (2022). *Laporan Monitoring dan Evaluasi Pembelajaran Melalui Edlink Semester Genap 2021/2022*.
- [20] Qashou, A. (2022). Obstacles to effective use of e-learning in higher education from the viewpoint of faculty members. *Turkish Online Journal of Distance Education*, 23(1), 144–177.
- [21] Rabbanie, M. D., Katni, K., & Fadil, K. (2022). Experience and Expectation During E-Learning of Islamic Religion Education: The Students' Response. *Utamax : Journal of Ultimate Research and Trends in Education*, 4(2), 122–134. <https://doi.org/10.31849/utamax.v4i2.10031>
- [22] Radiusman, R. (2020). Studi literasi: pemahaman konsep siswa pada pembelajaran matematika. *FIBONACCI: Jurnal Pendidikan Matematika Dan Matematika*, 6(1), 1–8.
- [23] Rahim, M. N., & Chandran, S. S. (2021). Investigating EFL Students' Perceptions of E-learning Paradigm-Shift During Covid-19 Pandemic. *Elsya : Journal of English Language Studies*, 3(1), 56–66. <https://doi.org/10.31849/elsya.v3i1.5949>
- [24] Sagita, M., & Khairunnisa. (2019). PEMANFAATAN E-LEARNING BAGI PARA PENDIDIK DI ERA DIGITAL 4.0 UTILIZATION OF E-LEARNING FOR EDUCATORS IN GIGITAL ERA 4.0. *Jurnal Sosial Humaniora*, 2(2), 1–7.
- [25] Sembiring, E. M. B., Sianturi, S., Simanjuntak, F. M. P., & Tarigan, S. N. (2021). The Students' Strategies in Online Learning Interaction: Exploring Politeness in Google Classroom during Covid-19 Pandemic. *Elsya : Journal of English Language Studies*, 3(3), 205–214. <https://doi.org/10.31849/elsya.v3i3.6725>
- [26] Shin, M., & Hickey, K. (2021). Needs a little TLC: examining college students' emergency remote teaching and learning experiences during COVID-19. *Journal of Further and Higher Education*, 45(7), 973–986. <https://doi.org/10.1080/0309877X.2020.1847261>
- [27] Simandalahi, L., Silaban, P. J., & Sinaga, R. (2021). the Effect of Blended Learning Model on Students' Learning Outcomes on the Theme of "Lingkungan Sahabat Kita" At Grade V Sd. *JURNAL PAJAR (Pendidikan Dan Pengajaran)*, 5(5), 1267. <https://doi.org/10.33578/pjr.v5i5.8448>

- [28] Simsek, I., Kucuk, S., Köse Biber, S., & Can, T. (2021). Online Learning Satisfaction in Higher Education Amidst the Covid-19 Pandemic. *Asian Journal of Distance Education*, 16(1), 247–261.
- [29] Suswandari, M. (2021). The Influence of the Discipline of Online Assignment Collection Assisted by Edlink Sevima on the Learning Outcomes. *Journal of Education Technology*, 5(4), 596. <https://doi.org/10.23887/jet.v5i4.41015>
- [30] Syam, F. A., Yuvi Darmayunata, & Lucky Lhaura Van FC. (2021). Pelatihan Penggunaan Aplikasi E-Learning Berbasis Web Di Sd It Imam Asy-Syafi`I Pekanbaru. *J-COSCIS : Journal of Computer Science Community Service*, 1(1), 13–17. <https://doi.org/10.31849/jcscis.v1i1.5618>
- [31] Wibowo, A., & Rahmayanti, I. (2020). Penggunaan Sevima Edlink Sebagai Media Pembelajaran Online untuk Mengajar dan Belajar Bahasa Indonesia. *Imajeri: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 2(2), 163–174. <https://doi.org/10.22236/imajeri.v2i2.5094>