

Perceptions of Arabic Students in Using the Sevima Edlink Application: Empirical Experience from Universitas Islam Negeri Imam Bonjol Padang

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Abstract: This research aims to investigate Arabic students' perceptions of the use of the SEVIMA Edlink platform in learning process. The object of this research was 161 students of the Arabic Language Education and Arabic Language and Literature UIN Imam Bonjol Padang study program. The method used in this research is a mix method. The results of the investigation in this research show that, in terms of use, this platform is easy to use, and students think that this platform provides good access to lecture materials and assignments. Other findings show that the level of interaction between students and lecturers on this platform is still lacking. However, overall, the majority of students are satisfied with the use of SEVIMA Edlink in their lectures and recommend it to other students. The researcher recommends to investigate lecturers' perceptions of using the SEVIMA Edlink platform and also strategies for developing it in higher education.

Keywords: *Technology based learning, Learning Management System, SEVIMA Edlink*

Abstrak: Penelitian ini bertujuan untuk menginvestigasi persepsi mahasiswa bahasa Arab terhadap penggunaan platform SEVIMA Edlink dalam perkuliahan. Objek penelitian ini adalah mahasiswa program studi Pendidikan Bahasa Arab dan Bahasa dan Sastra Arab UIN Imam Bonjol Padang sebanyak 161 orang mahasiswa. Metode yang digunakan dalam penelitian ini adalah mix methode, yaitu penggabungan penelitian kualitatif dan penelitian kuantitatif. Hasil investigasi dalam penelitian ini menunjukkan bahwa dari segi penggunaan, platform ini mudah untuk digunakan dan mahasiswa menganggap bahwa platform ini memberi akses yang baik terhadap materi kuliah dan tugas. Temuan lain menunjukkan tingkat interaksi mahasiswa dan dosen pada platform ini masih kurang. Namun secara keseluruhan mayoritas mahasiswa merasa puas dengan penggunaan SEVIMA Edlink dalam perkuliahan mereka dan merekomendasikannya kepada mahasiswa lain untuk menggunakannya. Penelitian ini masih terbatas kepada persepsi mahasiswa, selanjutnya peneliti merekomendasikan bagi peneliti selanjutnya untuk menginvestigasi persepsi dosen dalam pemanfaatan platform SEVIMA Edlink dan juga strategi pengembangannya di perguruan tinggi.

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Kata Kunci: *Pembelajaran Berbasis Teknologi, Learning Management System, SEVIMA Edlink*

INTRODUCTION

The integration of technology in universities is becoming increasingly essential in today's educational landscape (Turnbull et al. 2021). The use and utilization of online platforms are becoming increasingly common in various universities. The integration of technology in learning is very intensively carried out by universities. According to (Castro and Tumibay, 2021), online learning programs are a strategy to increase access to lecture activities and flexibility in higher education institutions, especially universities (Nie, 2020). This will have a positive impact on student perspectives as well as institutional perspectives (Fake and Dabbagh, 2020).

This is proven by the increasing number of universities that have adopted online learning platforms such as Learning Management Systems (LMS) in the form of Google Classroom, Moodle, Edmodo, and others (Tinungki and Nurwahyu, 2020). This allows flexible teaching and distance learning access (Hanafiah et al. 2022) (Husna, Febriani, et al. 2023). Apart from LMS, forms of technology integration in higher education include the use of video and multimedia, mobile applications, adaptive learning, and so on.

Online learning platforms with LMS are websites that can be accessed via computers and mobile devices (Zainuddin et al., 2022). This is the main place where students and lecturers interact. LMS can be used for various things. Tauffeek Mohammed explained in his research that LMS allows students to access study materials and interact with teachers or lecturers remotely (Mohammed, 2022). Zamzami Zainuddin further explained that students can study at any time according to their own schedule, which allows them to maintain work or other commitments

(Zainuddin et al., 2022). Ikhsan Fuady also said the same thing that using an LMS can develop online skills (Fuady et al., 2023).

Azhariadi explained that LMS can increase collaboration, meaning that LMS allows students to work together on group projects online so that they can increase their collaboration (Azhariadi et al., 2019). Furthermore, LMS can measure progress; lecturers or teachers can effectively track and assess student progress in real-time, which allows curriculum adjustments if needed (Sakkir et al., 2019), (Aldiab et al., 2019). Apart from that, LMS is also used in higher education and continuing education to provide access to pupils and students who want to continue learning and developing their skills.

One of the LMS-based online learning platforms is SEVIMA Edlink. This platform is an application that can be accessed via Android, which can facilitate the teaching and learning process (Purba, 2022). Besides making the learning process easier, this application can also maintain active communication between teachers and students (Divayana et al., 2021).

Suwandari further explained that SEVIMA Edlink is an application that has several main features to assist in the management and development of education. Furthermore, this application is designed to facilitate various aspects in the world of education (Ilham et al., 2021). This application includes a number of features and functions that can help schools, teachers, students, and parents manage and optimize the educational experience (Nurginayah et al., 2022). Some of the features included in this application include student data management, school announcements, academic calendars, communication services between schools,

teachers, and parents, and possibly also the provision of online learning materials or access to other educational resources (Marsen and Amini, 2023).

UIN Imam Bonjol has been utilizing SEVIMA Edlink for the past year. This application is integrated with Siakad in its learning, where all activities on Edlink can be seen on Siakad. Every lecturer and student can access SEVIMA Edlink through their respective accounts by entering the username and password provided by the campus. In practice, the use of Edlink is influenced by, among other things, students' limited knowledge of the use of digital technology, because not all students have the same technological knowledge. Then the second factor is the student's perception and purpose for using it. Do they use it just to follow recommendations from the campus, or do they really want to use online applications for learning.

The factors described above influence researchers in focusing research objectives. The aim of the research is to investigate and explore the use of the SEVIMA Edlink application at UIN Imam Bonjol Padang. This research is limited to Arabic students' perceptions of the use of the SEVIMA Edlink application at UIN Imam Bonjol Padang.

THEORY CONCEPT

The development of technology becomes new challenges and opportunities, especially for learners (Amadi and Sholikha). Access to information and learning is changing due to the transformation of digitalization (Putry et al., 2020). In addition, digitalization technology is one of the learning resources (Husna, Azkiya, et al., 2022). This is because technology has transformed into a basis for human life, especially in the world of education.

The era of revolution 4.0 is a disruptive era where information and communication technology, artificial intelligence, Internet of Things (IoT) and various other digital innovations have affected human life (Arti,

2020). This era affected all aspects of human life including education and teaching (Sun Astini, 2020). The education aspect is a land that is significantly affected by technological advances.

Technology-based learning refers to a learning approach that functions digital technology (All et al., 2021). Digital technology used is in terms of effectiveness, accessibility and interactivity of learning (Hussein et al., 2021). This technology functions software as a digital resource in supporting and enriching the teaching and learning experience (Aziz, 2019).

The implementation of digital-based learning can be seen in the Learning Management System (LMS) (Anti and Bahri). This system is a software platform formed and designed to track online learning activities (Fakhrudin et al., 2022). The learning process is flexible because it can be accessed and managed anytime and anywhere.

The learning process is flexible because it can be accessed and managed anytime and anywhere (Latip, 2020). In addition, this LMS system also allows for intense interaction and collaboration between educators and students (Rachmatullah et al., 2023). In addition, the system has features to monitor and assess online assignments, quizzes and exams done by students. With this feature, lecturers and teaching staff can track the progress of students or students directly.

Furthermore, LMS is facilitated with features for collecting and grading student assignments effectively and efficiently. Students can upload assignments through LMS, then lecturers can freely assess and monitor the incoming assignments. After monitoring and assessment, students can immediately access and monitor the results of the assessment.

Learning Management System (LMS) has become an option taken by especially higher education in the implementation of learning. In higher education institutions, especially currently those that

accommodate Independent Learning-Independent Campus in accordance with Permendikbid Number 3 of 2020 concerning National Higher Education Standards accommodating Blended Learning (Vhalery et al., 2022; Tambak and Sukenti, 2024). The implementation of blended learning using LMS has and provides an integrated online learning environment. Higher education institutions consider it necessary to apply this system in their learning practices due to the effectiveness and efficiency of learning.

SEVIMA Edlink is one of the choices that can be taken by higher education institutions in an online-based learning scheme (Marlina, 2020). The SEVIMA Edlink application is an online learning application that can be accessed via computer and android so that it can make it easier for students and lecturers to carry out online lecture activities. According to Enggal et al in their research concluded that SEVIMA Edlink can support the effectiveness of online lectures even though there are several network obstacles (Mursalin et al. 2020).

Sections and Chaple theory recommend evaluation of technology and features Evaluation of technology and features contained in the SEVIMA Edlink application in the form of evaluation of students, easy to use, cost, teaching function, interaction, organizational, networking, and security. The result of this theory is that SEVIMA Edlink is recommended to be used as an electronic learning medium in learning (Wibowo and Rahmayanti, 2020).

RESEARCH METHOD

This research uses a collaboration of qualitative and quantitative approaches, or a mixed method. The mix method is a research approach that combines elements from two or more different research methods in one study (Nawaz et al. 2016). This approach is used to provide a more comprehensive understanding of a

phenomenon or problem being researched (Veygid et al. 2020; Tambak et al., 2022) by utilizing the respective advantages of the methods used.

Researchers used the mix method to obtain two main components, namely, data collection (Husna, Maiza, et al. 2024). Researchers started by collecting data in the form of observations and interviews. So that the data taken was more diverse and in-depth, the researchers continued by distributing abstracts via Google Form. Second, data integration After data is collected, researchers integrate data from various sources to better understand the phenomenon under study. Researchers combine qualitative and quantitative data with the aim of achieving a more comprehensive and in-depth understanding of this phenomenon. Next, the researcher carried out data enrichment to gain a deeper understanding of how to complete the qualitative data with the quantitative data that had been obtained.

Participant (Subject) Characteristics

The subjects of this research were Arabic students spread across the Arabic Language Education and Arabic Language and Literature study programs at UIN Imam Bonjol Padang, with a research sample of 161 students. Like students in other study programs, the characteristics of Arabic language students are also different and vary depending on their background, interests, and goals in learning.

Research Design

The research began by observing the use of SEVIMA Edlink for Arabic language students in two study programs, namely PBA and BSA. Followed by interviewing several students regarding their use and extent of understanding of using SEVIMA Edlink in lectures. Next, to collect more accurate data, researchers distributed a questionnaire via Google Form with questions that supported the research results. After the data was obtained, the

researcher continued by analyzing the data and describing the data in narrative form.

RESULTS AND DISCUSSION

SEVIMA, is owned by PT. Sentra Vidya Utama, operates in the field of educational technology (EdTech), which has the tagline revelation education (Fakhruddin et al., 2022). In its development, SEVIMA provided innovation in the form of SEVIMA Edlink as a Learning Management System (LMS), which can be used by lecturers and students with features available in distance learning.

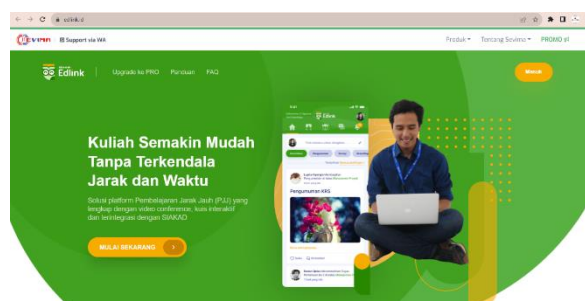


Figure 1: SEVIMA Edlink page view

In a quantitative approach, this research was conducted on students of the Pendidikan Bahasa Arab (PBA) study program and students of the Arabic Bahasa dan Sastra Arab (BSA) study program. 72% of PBA students filled out the questionnaire, and another 27.3% of BSA students. This survey was conducted after the observation and interview stages. The survey was distributed to obtain more in-depth and accurate data.

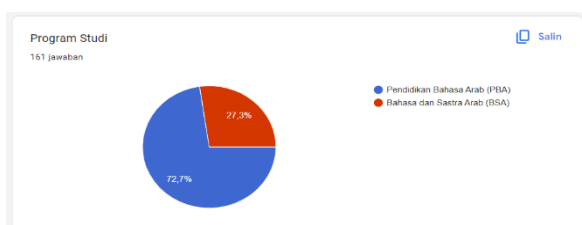


Figure 2: Number of research subjects

The researchers took samples from various objects. As many as 72% came from the fifth semester, and 28% came from the third semester. The aim of taking

diverse samples is to make the research population more diverse so that the results are more accurate.

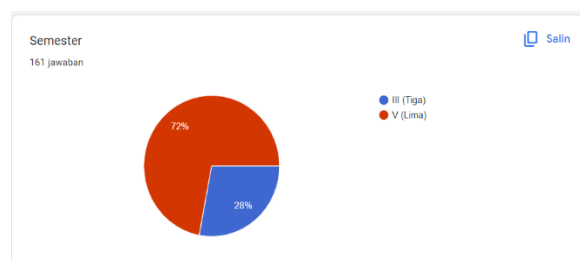


Figure 3: the data about research subjects

The results of this research will be described in several discussions. The first discussion is about the ease of use of the SEVIMA Edlink application. Second, the contents and features in the SEVIMA Edlink application are easy to access. The third section will describe the interaction of lecturers and students in the SEVIMA Edlink application. The final section will describe the overall user satisfaction of the SEVIMA Edlink application.

Ease of Use

One of the elements of utilizing a learning management system is that it is easy to use. Pillai explained that the LMS must be easily navigated by users, including students, such as lesson schedules, teaching materials, or modules, and assignments. Apart from that, the LMS also has a guide or tutorial for its use, so that it can make it easier for users to operate (Bayu Sayeti et al., 2022).

Furthermore, there must be integration of various supporting tools and resources with the LMS. These sources and tools are in the form of video, audio, and external learning materials in the form of other applications (Fernanda et al., 2022). This integration can make the distance learning process even easier.

From the results of observations made by researchers, it shows that the use of SEVIMA Edlink for Arabic language students is easy to adopt. This increases their participation in carrying out technology-based lectures. Related to this,

researchers also conducted interviews with several respondents. The interview results explain that SEVIMA Edlink is considered easy to use. The existing features can be easily accessed.

This is confirmed by the following survey results:

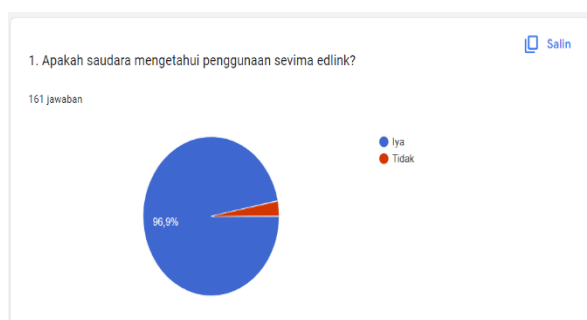


Figure 4: Student knowledge of the use of SEVIMA Edlink

The diagram above explains that, of the 161 respondents, 96.9% of students already know how to use SEVIMA Edlink. This means that almost all students understand how to use this application.

Content Accessibility

Universities often already have policies and guidelines for organizing and compiling content accessibility in LMS. According to Ferri et al., there is an important aspect that covers the accessibility of content in an LMS, namely technological accessibility (Ferri et al., 2022). Devices such as computers, tablets, and smartphones must be able to access the LMS. This must also be supported by various other types of software, such as layer readers, voice recognition, or other software (Scull et al., 2020).

In this case, researchers also obtained results that the device used by students in utilizing the SEVIMA Edlink application at UIN Imam Bonjol Padang was Android. This proves that this application can be accessed anytime and anywhere because the ones used are devices that students usually carry

everywhere. We can see this data in the following diagram.

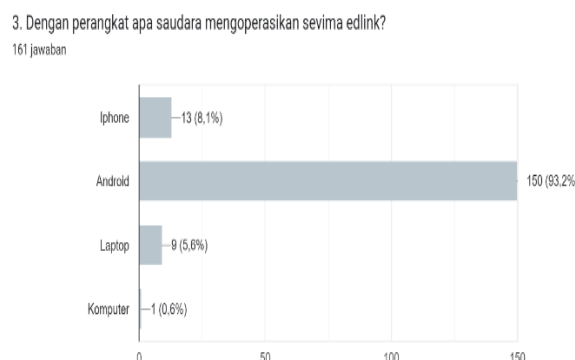


Figure 5: Device to access the SEVIMA

This diagram explains the various devices used by students to access the SEVIMA Edlink application. As many as 93.2% of students use Android devices to access it. This indicates that Edlink can be accessed easily anytime and anywhere.

The next aspect that also supports content accessibility is visual and auditory (Pressley, 2021). The material in the LMS must be designed in such a way that it can be accessed well by users, namely students (Reisoglu & Cebi, 2020). This can involve the use of image descriptions, varied and appropriate font sizes, and the preparation of attractive layouts. From an auditory perspective, students do not experience any problems hearing the audio in this application. This can be done with using the help of text translation, sign language translation, and appropriate transcription (Fansury et al., 2020).

At the observation and interview stage, researchers found easy access for respondents with features that were also easy to use. When asked them about the layout and images available in the application, respondents gave a positive impression by saying that the appearance of this application was good and easy to understand. This shows their interest and enthusiasm in using this application easily, as confirmed by the diagram below, which states that 93.2% of students answered

that the features in the SEVIMA Edlink application were interesting.



Figure 6: The level of ease of the SEVIMA Edlink application

Apart from the features in SEVIMA Edlink, which are quite interesting, it was found that 95.7% of respondents stated that these features made the learning process easier. This indicates that when the lecture process uses this application, students use it for fun and excitement. The feeling of joy and happiness when learning will foster an attitude of love for the lesson itself, so that learning objectives can be achieved well.



Figure 7: The level of ease of the SEVIMA Edlink application

Furthermore, an important aspect is intuitive navigation (Haug & Mork, 2021). The data processing system in the LMS must be navigated and use descriptive labels on menus and features. Next, which is no less important, is the time aspect.

Providing time flexibility greatly influences flexibility in accessing content (Aldiab et al., 2019). Students can use this option if they need more time to access this application.

The application can be used at any time. Lecturers give assignments by providing time settings so that students can do assignments at that time. Furthermore, results were also found that prove that this application is supported by menus and features that suit students' needs in online or distance learning, so that 88.8% of respondents answered that this application is easy to use, as shown in the diagram below.



Figure 8: The level of ease of the SEVIMA Edlink application

Lecturer and Student Interaction

According to Ramli, lecturer interaction in using LMS can be seen in the form of communication and involvement of lecturers and students on the LMS platform (Ramli et al., 2023). Lecturers can at any time upload lesson materials in the form of lecture slides, videos, audio, and reading texts on the platform page. Apart from that, lecturers can also use the announcement feature on the platform (Surbakti & Pamungkas, 2021). Apart from that, what is more important is that lecturers can process assignments and exams through this platform and can also discuss and collaborate on a project. After that, lecturers can monitor student activities,

such as attendance, study time, assignment work, and learning achievements.

However, the results of the research conducted by researchers stated that the perception of Arabic students regarding the use of the SEVIMA Edlink application at UIN Imam Bonjol Padang in the interaction between lecturers and students was not very good. This is caused by the lack of users of the application itself. At the interview stage, the researcher received students' opinions, which stated that only a small number of courses utilized the SEVIMA Edlink application. This indicates that interaction between lecturers and students is still minimal. Further data can be seen in the following diagram.



Figure 9: Number of courses

The diagram explains that of the 161 respondents, 42.2% of students stated that only one course used SEVIMA Edlink, 26.7% stated two courses, and 25.5% stated more than one courses. This data explains that almost half of the respondents stated that only one course used SEVIMA Edlink in their lectures. As many as a quarter of all respondents answered more than three courses, which means that not all courses utilize this application in their lectures.

Ideally, in distance learning or blended learning, the LMS allows lecturers to interact with students more flexibly and affordably. This can support the use of technological media and accessibility for lecturers and students outside working

hours. Lecturers can also enrich the learning experience by utilizing LMS so that they can improve guidance to achieve student academic goals. However, according to Arabic language students at UIN Imam Bonjol Padang, the use of the Sevima Edlink application in lectures is still low. This can be seen from the diagram below.



Figure 10: Number of students using SEVIMA Edlink

The diagram above explains that 56.9%, or more than half, of the respondents said they rarely use SEVIMA Edlink in lectures. This indicates that this application is still of little use for Arabic language students at UIN Imam Bonjol Padang. As many as 29.8% said they often use it. The researcher concluded that the meaning of this data is that in some courses, students often use this application, not for all courses.

Overall Satisfaction

Overall satisfaction involves positive evaluations and perceptions from all aspects, namely stakeholders such as students, lecturers, administrative staff and institutional administrators. Factors that can influence satisfaction are ease of use, quality of learning content, interaction and engagement, technical support in training, reporting, and analytics, as well as performance and reliability.

Wicaksono and Khoiriyah explained that it is very important to know overall satisfaction with using the LMS. This can affect the motivation and participation of LMS users themselves, so institutions must try more actively to meet the needs, desires, and expectations of all elements involved in using the LMS (Wicaksono & Kusuma, 2021).

In all aspects, students are satisfied with the SEVIMA Edlink application. This is proven in the following diagram, which states that 72% of students answered that SEVIMA Edlink had a positive impact on the lecture process. This respondent's opinion indicates that SEVIMA Edlink has received a positive response from the user perspective.



Figure 11: Number of students using SEVIMA Edlink

CONCLUSION

The use of learning management systems (LMS) in learning in higher education is very helpful in the context of utilizing information technology. UIN Imam Bonjol Padang, as one of the universities, considers it necessary to utilize this LMS for learning. In its efforts to develop technology-based learning, UIN Imam Bonjol has implemented the use of SEVIMA Edlink in the lecture system. The use of this application is, of course, a concern for various parties, including researchers themselves. Researchers see that the use of the SEVIMA Edlink

application, especially for Arabic language students, needs to be researched. The results of researchers' investigations regarding student perceptions of using this application show several things, namely that, in terms of ease of use, this application is considered easy to use. Meanwhile, in terms of accessibility, this application can be accessed using Android, so it can be used anywhere and anytime because it provides convenience to users. As for the interaction between lecturers and students at UIN Imam Bonjol Padang, this application is not yet used too much in lectures, meaning that the interaction between lecturers and students in lectures is not too intense. However, overall, this application has many benefits and is easy to use.

This research is limited to Arabic students' perceptions of the use of the SEVIMA Edlink application at UIN Imam Bonjol. The researcher recommends that further researchers identify lecturers' perceptions of the use of this application. Apart from that, further research can also be developed towards more effective strategies for using learning technology at UIN Imam Bonjol Padang.

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