



The Use of Sevima Edlink as an Online Learning Media in Indonesian Language Subjects

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ABSTRACT

This study aims to describe: 1) the use of the Sevima Edlink platform as an online learning medium in Indonesian language subjects in grade VII; 2) the effectiveness of the Sevima Edlink platform as an online learning medium in Indonesian language subjects in grade VII. The study took place in the odd semester of the 2024/2025 academic year at SMP Negeri 33 Makassar. This study employed a qualitative approach, utilizing a case study method. The study's informants consisted of three Indonesian language teachers and six grade VII students. Data collection techniques were carried out through observation, interviews, and documentation. Observations were conducted using established observation guidelines. Interview guidelines were used for interview activities. All instruments were arranged objectively and systematically. Data were analyzed using a thematic approach. The results showed that the use of Sevima Edlink helped the learning process become more structured and flexible. Teachers felt helped in distributing materials and assignments systematically, while students found it easier to access and understand learning independently. Although several obstacles were encountered, such as internet connectivity issues and adapting to the use of applications, this did not hinder the teaching and learning process. Thus, Sevima Edlink is considered worthy and adequate for use as an online learning medium, especially in supporting the digitalization of education in the modern era.

Keywords: Sevima Edlink, online learning media, Indonesian language subject

Penggunaan Sevima Edlink sebagai Media Pembelajaran Online pada Mata Pelajaran Bahasa Indonesia

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan: 1) penggunaan platform *Sevima Edlink* sebagai media pembelajaran *online* dalam mata pelajaran Bahasa Indonesia di kelas VII; 2) efektivitas platform *Sevima Edlink* sebagai media pembelajaran *online* dalam mata pelajaran Bahasa Indonesia di kelas VII. Penelitian berlangsung di semester ganjil tahun ajaran 2024/2025 di SMP Negeri 33 Makassar. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus. Informan dalam penelitian terdiri atas 3 orang guru Bahasa Indonesia dan 6 orang siswa kelas VII. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Observasi dilakukan menggunakan pedoman observasi. Pedoman wawancara digunakan saat melakukan kegiatan wawancara. Semua instrumen disusun secara objektif dan sistematis. Data dianalisis menggunakan pendekatan tematik. Hasil penelitian menunjukkan bahwa penggunaan *Sevima Edlink* membantu proses pembelajaran menjadi lebih terstruktur dan fleksibel. Guru merasa terbantu dalam membagikan materi dan tugas secara sistematis, sementara siswa merasa lebih mudah dalam mengakses dan memahami pembelajaran secara mandiri. Meskipun ditemukan beberapa kendala seperti jaringan internet dan adaptasi penggunaan aplikasi, hal tersebut tidak menghambat jalannya proses belajar mengajar. Dengan demikian, *Sevima Edlink* dinilai layak dan efektif digunakan sebagai media pembelajaran *online*, terutama dalam mendukung digitalisasi pendidikan di era modern.

Kata Kunci: Sevima Edlink, media pembelajaran online, pelajaran Bahasa Indonesia

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INTRODUCTION

The development of information and communication technology has driven a significant transformation in the world of education, including the use of digital-based learning media. In general, learning media are tools used in the teaching and learning process to facilitate the delivery of information from teachers to students. According to Arsyad (2019), learning media serve as an intermediary in the learning communication process, stimulating students' thoughts, feelings, attention, and interests. This media can be visual, audio, audiovisual, or digital technology-based.

Digital-based learning is also increasingly developing, one of which is through online learning media, which is also known as e-learning. E-learning is a form of learning that utilizes information and communication technology, particularly the Internet, to deliver educational materials online. Fitriani (2020) and Karisma Azizah (2023) state that e-learning allows teachers to manage classes flexibly through platforms that provide features for teaching, evaluation, and two-way interaction between teachers and students.

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teaching, evaluation, and two-way interaction between teachers and students.

The use of media in learning can serve as an aid for teachers who are unable to attend class or face other obstacles, allowing them to provide materials and assignments remotely. Additionally, it can be used as a teaching variation by teachers to alleviate boredom in learning activities. With the various conveniences provided, it is hoped that it will not replace conventional learning because technology, no matter how good and sophisticated, cannot replace the role of a teacher.

Sevima Edlink is a mobile and web-based platform developed by PT Sentra Vidya Utama in 2020 to support online learning during the COVID-19 pandemic. This platform is available on both Android and iOS, accessible via the link <https://app.edlink.id/> or through the Google Play Store and Apple App Store. The features available on Sevima Edlink are comprehensive and easy to learn, making it easier for students and teachers to engage to learning activities and support the success of the learning process (Khotimah & Maghfiroh, 2022). Wibowo and Indah's (2020) research also shows that Sevima Edlink strongly supports Indonesian language learning because it faci

litates interaction, material delivery, and evaluation in a flexible manner. Indonesian language learning aims to develop language skills that include receptive (listening, reading) and productive (writing, speaking) aspects. Here are some of the features available on Sevima Edlink, including:

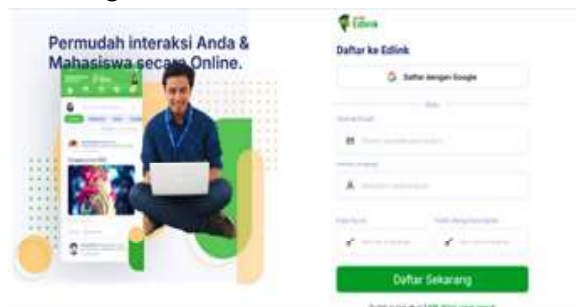


Figure-1
Sevima Edlink initial display

This section is the initial display before entering Sevima Edlink, namely by logging in first. However, if you do not have an account, you are required to register using an email or Google account.



Figure-2
Sevima Edlink Homepage

After successfully logging in, users are immediately directed to the homepage which displays several available features such as classrooms, material distribution, assignments, quizzes, and others.

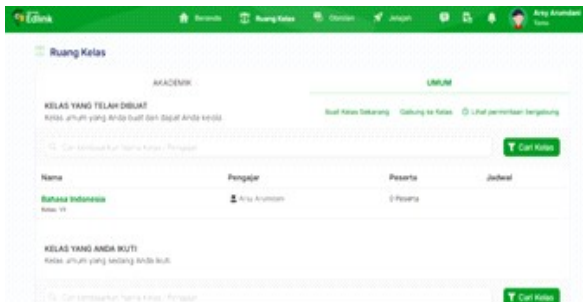


Figure-3
Sevima Edlink classroom display

In this feature, teachers create classes according to the lesson, then select a category that is public or private. After that, invite students as participants to join using the verification code that is shared.



Figure-4
Online attendance display

Equipped with an online presence with several descriptions to fill in the presence according to the student's condition, such as present, permission, absent, and sick



Figure-5
Creating a quiz on Sevima Edlink

Creating a quiz can be done manually, or you can import a quiz from an external source that has been previously provided, such as a Google Form.

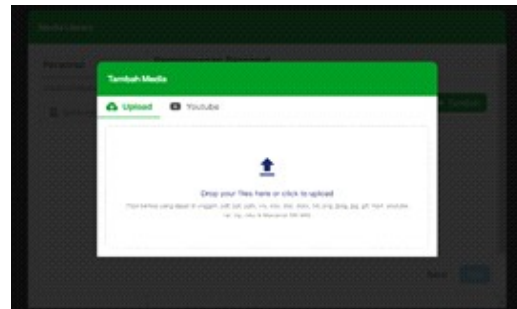


Figure-6
Upload materials and assignments

With this feature, it can make it easier for teachers to provide materials in various document formats such as Word, PDF, video links, or images. There is also a discussion feature that allows for comments to increase interaction, both with teachers and classmates.

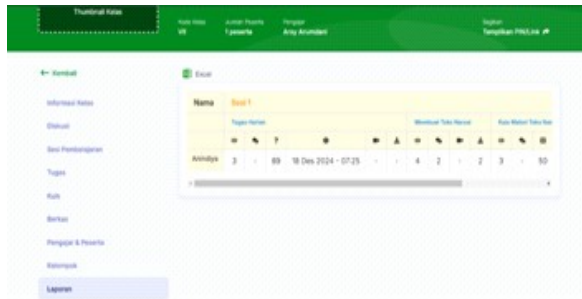


Figure-7
Student activity recap

By simply reviewing student activities online, teachers can immediately recap them based on the display of completed activities. “According to Riyanti et al. (2022), the use of digital media in Indonesian language learning can help students access a variety of text sources, write creatively, and engage in interactive discussions. Thus, the integration of digital learning platforms, such as Sevima Edlink, has the potential to increase student engagement and enhance the effectiveness of Indonesian language learning.

Based on initial observations at SMP Negeri 33 Makassar, it was found that teachers and students, especially in grade VII, were not familiar with the use of Sevima Edlink. The learning process is still predominantly based on textbooks and does not utilize technology as a support. This shows a gap between the potential use of digital media and learning practices in the field. Therefore, efforts are needed to evaluate how Sevima Edlink can be used and how effective this media is in supporting Indonesian language learning.

Thus, there are two problem formulations in this study: 1) How is the use of Sevima Edlink as an online learning media in Indonesian language subjects? 2) How effective is it in Indonesian

language subjects at SMP Negeri 33 Makassar? “This study aims to examine the use of Sevima Edlink as an online learning media in Indonesian language subjects and describe its effectiveness at SMP Negeri 33 Makassar. This study is expected to contribute to digital learning innovation, especially at the junior high school level.

METHOD

This study employs a qualitative approach, utilizing a case study method, to gain an in-depth understanding of the use and effectiveness of the Sevima Edlink platform in teaching Indonesian at SMP Negeri 33 Makassar. Qualitative research is a type of descriptive research that utilizes analysis, whereas case studies are a research approach that provides a deep and detailed understanding of the reasons why a phenomenon or situation occurs (Ramdhan, 2021; Fraenkel et al., 2012). This approach enables researchers to gather comprehensive information from the experiences of teachers and students who are direct users of the platform.

The research was conducted at SMP Negeri 33 Makassar from April to June 2025, spanning two months. The informants in this study employed purposive sampling, comprising 3 Indonesian language teachers from grade VII and six students from grade VII from classes VII E and VII F, with 3 participants from each class. The selection of informants was based on their direct involvement in using Sevima Edlink during the learning process.

Data collection was conducted through three primary data collection techniques: observation, interviews, and valid documentation. Razak (2020) and Fulcher & Davidson (2007) describe that every instrument must be valid.

Observations were conducted directly during the learning process in the classroom, while interviews were used to explore the views, experiences, and obstacles felt by teachers and students. Documentation in the form of screenshots and photos of learning activities was also collected as supporting data.

Data analysis was conducted using the Miles and Huberman technique, which involves data reduction, data presentation, and conclusion drawing. To ensure the validity of the data, source triangulation was employed by comparing information from teachers and students, and method triangulation was achieved through the comparison of interview results, observations, and documentation.

RESULT

1. Use of Sevima Edlink in Indonesian Language Subjects

The use of Sevima Edlink as an online learning medium has brought about significant changes and positive contributions to the Indonesian language learning process at SMP Negeri 33 Makassar. Before using this media, teachers and students were unfamiliar with the platform, but after being introduced to it and incorporating it into their learning, both showed increased enthusiasm and involvement. Teachers felt helped in compiling and distributing materials systematically, giving assignments, and monitoring student learning activities. Meanwhile, students found it easier to understand the material because it could be accessed at any time and from anywhere.

The use of features available in Sevima Edlink, such as material sharing, online attendance, quizzes, and discussion forums, is highly beneficial to the learning process. Teachers are not only able to manage the class in a more structured way but are also able to provide feedback to students quickly. From the student's perspective, they feel more engaged and motivated in their learning because the presentation of materials and assignments is more interesting and interactive. With access to materials anytime and anywhere, students become more independent in understanding lessons. They can repeat material that they have not understood without having to wait for the teacher to explain it again. This convenience gives them the confidence to participate actively in the learning process.

One of the features utilized is the comments column in the online class, which allows students to express their opinions or ask questions in writing. This feature is beneficial for students who tend to be passive in face-to-face learning environments. Based on documentation and field observations, some students who were initially reluctant to participate in class discussions became more active when the technology was used to mediate their participation.



Figure-8
Introduction of Sevima Edlink by teachers to students

Furthermore, teachers also said that through Sevima Edlink, they can provide more varied materials, for example, by inserting images, audio, or video links that are relevant to the topic. This not only enriches students' learning experiences but also strengthens the relevance of the material to students' daily lives, making learning more contextual. The learning process is no longer just about providing information but has become a process of exploration and collaboration that encourages active involvement from both parties. Thus, the use of Sevima Edlink as an online learning medium has shifted the learning paradigm from a teacher-centered to a student-centered approach.

2. The Effectiveness of Sevima Edlink in Indonesian Language Subjects

The effectiveness of Sevima Edlink in learning Indonesian is reflected in the increase in student participation, independence, and learning outcomes after the platform was implemented.

Teachers and students understand that Sevima Edlink has features that support online learning processes, such as creating online classes, sharing materials and assignments, and facilitating class discussions through the comment column.

Furthermore, students also stated that they felt more independent in accessing and understanding the material. Additionally, the material and assignment upload feature enables teachers to design learning activities that assess students' abilities in various ways, including writing skills, understanding texts, and critical thinking. This illustrates a relationship between the class management features on Sevima Edlink and the principle of learning effectiveness, as outlined in cognitive theory, which posits that organized information is easier for students to understand and remember.



Figure-9
Materials and assignments uploaded in online classes

Additionally, by compiling materials and assignments based on sessions or meetings, teachers can effectively manage learning time. Where teachers can organize teaching schedules to be more orderly and reduce administrative burdens. In this case, Sevima Edlink is not only a teaching aid but also supports more effective classroom management.



Figure-10
Students take notes and work on assignments

Based on the observation results, it can be seen that students collect assignments through the comments column on Sevima Edlink. The comment column feature can enrich students' learning experience. This feature can serve as a space for students to provide responses or express their opinions on materials or assignments. In Indonesian language learning, which emphasizes active language skills, this feature is very supportive. Even students who are usually passive in class become more active through written



Figure-11
Students answer assignments through the comments column.



However, some technical constraints were still encountered, such as unstable internet connections and a limited ability for students and teachers to initially operate the application. However, these constraints can be overcome over time and with the increasing use of the platform in teaching and learning activities. This application continues to make a positive contribution to enhancing the learning experience by utilizing Sevima Edlink effectively and accurately. A combination of technical support and user readiness also determines the success of using online learning media. The adaptation process went quite well, mainly because of the user-friendly and straightforward appearance of Sevima Edlink.

DISCUSSION

Use of Sevima Edlink in Indonesian Language Subjects

The study's results show that the use of Sevima Edlink facilitates the implementation of Indonesian language learning, particularly in terms of class management and material distribution. This supports Arsyad's (2019) statement that learning media serve as a means of communication to convey learning messages that stimulate students' attention and motivation. Teachers feel helped in designing systematic learning, while students find it easier to follow the learning flow through independent access to materials and assignments.

Furthermore, the use of features such as uploading materials, discussion rooms, and submitting assignments shows the functional use of technology in learning. This finding aligns with Khotimah and Maghfiroh (2022), who stated that teachers and students can easily use Sevima Edlink due to its user-friendly design and comprehensive features. This convenience is essential in schools that were previously not accustomed to using online learning media, as it is relatively simple. In addition, teachers also consider that this application can help facilitate more structured learning, while students feel that it makes it easier to access materials and submit assignments

flexibly. This finding aligns with Maharani Meynawati (2023), who stated that flexible learning in various places and at different times is necessary in the education process as an implementation of digital technology. "In the context of the Independent Curriculum, this platform is also relevant because it supports differentiated learning and digital literacy. The two-way interaction facilitated by the comments column provides space for students who are usually passive in class to become actively involved in writing. This supports the findings of Riyanti et al. (2022) that the use of digital media encourages students' receptive and productive skills in a balanced way. In addition, the findings of Anti & Aliem (2022) also revealed that digital media has the potential to shape students' disciplined and independent character if used with a targeted approach.

The advantage of these results is the increase in students' independent learning initiatives facilitated by technology, which demonstrates adaptation to the learning habits of the digital generation. However, limitations still exist in the initial adaptation of users and the uneven condition of the internet network.

Effectiveness of Sevima Edlink in Indonesian Language Subject

The effectiveness of Sevima Edlink in Indonesian language learning is demonstrated through three key indicators: increased understanding of the material, student engagement, and the efficiency of learning management by teachers. These findings strengthen the cognitive learning theory, which states that the structure of information presentation greatly influences students' understanding and retention (Setyosari, 2019; Wandani et al., 2023; Badi'ah, 2021; Fithriyah, 2024; and Badi'ah (2021). Teachers believe that presenting material in a structured order on the platform is very helpful in the process of students absorbing the material.

In addition, the activity and comment features not only enrich interactions but also serve as tools for rapid assessment and feedback. This supports the opinion of Wulandari et al. (2023) that effective digital media should not only facilitate the delivery of materials but also enhance administrative efficiency and monitoring.

Sevima Edlink has also been shown to help students improve their writing and critical thinking skills through text-based exercises and literacy projects. In this case, learning does not occur in only one direction, from teacher to student, but rather through collaborative interactions. This finding aligns with the results of research by Kamridah & Dakhlan (2023), which state that Sevima Edlink is highly effective in supporting hybrid learning, including face-to-face learning enriched with technology.

However, this effectiveness was not achieved without challenges. Initially, there were obstacles in the form of limited internet networks and low initial abilities of students in using digital applications. Some students do not have personal devices and must borrow their parents' devices or rely on the school network. However, after several weeks of mentoring and adaptation, most students began to get accustomed to it.

Sevima Edlink has provided students with new experiences that are relevant to their learning. Students reported that their learning aligns with their digital habits. This is important, considering that the current generation is more familiar with mobile devices than print media. In line with Nurdyansyah's (2019) opinion, digital learning media can create a more contextual and adaptive learning atmosphere for changing times. Khairunisa & Sodiq (2022), Kertamuda et al., (2024) also revealed that technology-based media can increase the efficiency of the learning process. Thus, not only do students experience changes in the way they learn, but teachers also experience a transformation in the way they teach.

The weakness of this study lies in its limited sample size, which involved only one school with a small number of students and teachers. Therefore,

for stronger generalizations, further research can involve several schools with more varied contexts.

CONCLUSION

The use of Sevima Edlink in learning Indonesian is something new for teachers and students. However, after being used, both teachers and students have come to understand the function and benefits of this application as a digital learning tool that supports the distribution of materials, collection of assignments, and structured learning interactions.

Sevima Edlink is effective for use in learning because it enables teachers to manage online classes in a more organized manner and allows students to access materials and assignments independently and flexibly. The effectiveness of this application is also inseparable from the readiness of the device, the user's digital skills, and the quality of the internet. Overall, the use of Sevima Edlink in learning Indonesian has proven to provide a more enjoyable and meaningful learning experience. This platform not only increases student engagement but also encourages teachers to be more innovative in designing learning that is adaptive to technological developments.

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