

**The Evaluation of *Ed-Link* Implementation as LMS in Teaching
Students at STAIN Majene**



A Thesis

**Submitted in Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd) in English Education Study Program
Tarbiyah and Teaching Training Department
State Islamic College of Majene**

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ENGLISH EDUCATION STUDY PROGRAM

TARBIYAH AND TEACHING TRAINING DEPARTMENT

STATE ISLAMIC COLLAGE OF MAJENE

2022

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PENGESAHAN SKRIPSI

Yang berjudul “The Evaluation of Ed-Link Implementation in Teaching Students at STAIN Majene” yang disusun oleh RISMAWATI dengan NIM 10256118004, mahasiswa program studi Tadris Bahasa Inggris jurusan Tarbiyah dan Keguruan STAIN Majene, telah diuji dan dipertahankan dalam sidang Munaqasyah yang diselenggarakan pada hari Selasa, tanggal 16 Agustus 2022 M. dan dinyatakan telah dapat diterima sebagai salah satu syarat untuk memperoleh gelar sarjana pendidikan dengan beberapa perbaikan.

Majene, 22 September 2022

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ACKNOWLEDGMENTS

Alhamdulillahirabbil alamin, the researcher express her gratitude for the presence of Allah SWT. Thanks to His mercy and guidance so that the writing of the thesis entitled “The Evaluation of Ed-link Implementation in Teaching Students at STAIN Majene”. This can be solved even with the obstacles that must be faced. Sholawat and salam are always poured out to the prophet Muhammad SAW. As a role model that we look forward to very much for this intercession in Yaumul Qiyamah later.

The success in writing this thesis is supported by many people who have helped and provided invaluable guidance. The researcher realizes that this thesis will not be finished without the help and guidance. Therefore, the researcher would like to express a very special gratitude to my beloved family especially my parents **Samaruddin and Nasriah** who always pray for me, motivate, support, fight and endlessly provide the best support to me while completing my study at STAIN Majene. The researcher would also like to express her gratitude and deepest appreciation to:

1. **Prof. Dr. Wasilah Sahabuddin, ST. MT.,** rector of STAIN Majene
2. **Dr. Hamzah S. Fathani, S.Ag., M.Th.I.,** as he head of the Tarbiyah and Teacher Training Department of STAIN Majene
3. **Rabiatul Adawiah, S.Pd., M.Hum.,** the head of English program of Education of STAIN Majene

4. **Uswatunnisa, M.Hum.**, as the first examiner who have provided a lot of support and help in completed the thesis. And **Wahyuddin, S.Pd., M.Ed.**, as the second examiner who has guided the researcher during writing this thesis.
5. **Rina Marlina, S.Sos., M.Hum.**, as the first advisor and **Achmad Taqlidul Chair Fachruddin, M.Pd.**, as the second advisor. Thank you for giving the evaluable time and patient, support, advice, and guided in completing the thesis.
6. All students and lecturers that become my informants. Thankyou for helping researcher in completing the data so that the thesis finished.
7. My beloved friends from UN Sulbar, **Narmayani, Agustia, Santi, Aulia, Nilasari and Yuliana**. Thank you for the best support for me
8. My beloved person the one and only, **Mr. Kamaruddin, S.H.** thank you for the time, support, advice and patient in completing the thesis. Hope God give us the best planning in our future.
9. All the researcher friends in English Program and Education (2018). Thank you so much for the friendship, support and togetherness.
10. All of members in **Majelis Simpang M** from Luyo District. Thank you for the support and prayer.

The researcher really realize thar this thesis is not perfect, the error is the researcher's fault. Therefore, constructive criticism and suggestions

will be highly appreciated. May all our efforts always be blessed by Allah
SWT., Aamiin ya Rabbal Alamiin.

Polewali Mandar, 10 August 2022

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ABSTRACT

RESEARCHER : RISMAWATI
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Title : The Evaluation of Ed-Link Implementation in Teaching Students at STAIN Majene

Learning management system is a software system to create web-based online lecture materials and manage learning activities and the results. Learning management system has been implemented by several universities it was really helpful for students and lecturers. One of the learning management system that is used in the teaching and learning process at STAIN Majene is Ed-Link. The Existence of Ed-Link as a learning management system is also support the development of ICT-based learning among students and lecturers at STAIN Majene. As newly established university, this is certainly the most important aspect in developing the learning process for ICT-based at STAIN Majene. The purpose of this research is to evaluate the implementation of Ed-Link as learning management system in teaching and learning process between students and lecturers at STAIN Majene. Qualitative descriptive method was used by researcher in conducting this research. This research is a descriptive qualitative research which data collection is carried out by observing, interviewing and documenting. The research subject in this study is several students and lecturers in STAIN Majene that have implemented Ed-Link in their learning process. And the object of this research showed that there are positive and negative perceptions about Ed-Link from the informants. From that perception, it will be the evaluation for Ed-Link implementation and the evaluation consist in teaching process and the evaluation for Ed-Link features.

Keywords: Learning Management System, Ed-Link.

Learning management system adalah sistem perangkat lunak untuk membuat materi perkuliahan online yang berbasis web dan mengelola kegiatan pembelajaran lainnya. Learning management system telah diterapkan oleh beberapa perguruan tinggi. Salah satu learning management system yang diterapkan oleh STAIN Majene adalah Ed-Lin. Keberadaan Ed-Link sebagai LMS juga mendukung pembelajaran berbasis IT dikalangan mahasiswa dan dosen. Sebagai uperguruan tinggi yang baru berdiri, hal ini tentunya menjadi aspek penting dalam proses perkembangan di STAIN Majene. Tujuan dari penelitian ini adalah untuk mengevaluasi penerapan Ed-Link sebagai LMS dalam proses belajar mengajar antaramahasiswa dan dosen. Metode deskriptif kualitatif digunakan oleh peneliti dalam melakukan penelitian ini. Pengumpulan datanya dilakukan dengan cara observasi, wawancara dan dokumentasi. Subyek penelitian ini adalah adalah beberapa mahasiswa dan dosen di STAIN Majene yang telah mengimplementasikan Ed-Link dalam proses pembelajaran. Dan objek penelitian ini menunjukkan adanya persepsi negative dan positif dari narasumber. Dari kedua persepsi tersebut, akan dilakukan evaluasi terhadap implementasi Ed-Link dan evaluasi tersebut meliputi proses pembelajaran dan fitur-fitur yang ada pada Ed-Link.

Kata Kunci: Learning Management System, Ed-Link

CHAPTER 1

INTRODUCTION

A. Research Background

Information technology is rapidly developed in the current era of globalization. The development of technology is supported by existence of internet and also helpful for educators such as teachers and lecturers to conduct and collect learning material quickly. An example of the rapid development of information technology is the development of website technology which has a big impact, especially internet users.

Along with the development of website technology that is getting widely, the number of websites is increasing so it will be difficult to find various information with definite sources. One of the impact that often occurs among students is difficult in finding material that are exactly same as those taught by their lecturers. Thus, a platform is needed to accommodate the material taught by the lecturer so that students can access it anytime and anywhere.

In this era of information technology, the internet is easily available and accessible. Most university students nowadays also have access to the internet as their university provides internet access. University students are mostly independent in their learning as lecturers usually give out lecture notes, and further information are left for the students to discover on their own. Online learning is one of the 14 learning principles regulated in (Kemendikbud, 2016)

number 22, learning can delivered anyways by utilizing technology and communication.

One of the methods that can be used to accommodate learning materials is the Learning Management System (LMS). Learning Management system is a software system to create web-based online lecture materials and manage learning activities and their results (Riyadhi,2010). The Learning Management System (LMS) has been applied to help students and lecturers without the confines of the traditional classroom. It is an environment with digital software which is designed to manage learning process as well as deliver learning material and resources to students.

The Learning Management System or popularly known as LMS has been applied by several universities, such as Indonesian Education University that applied *LMS Moodle*, Makassar Public University that applied *SYAM-OK (System and Aplication Management Open Knowledge)*, Hasanuddin University that applied *SIKOLA LMS*, UIN Alauddin University that applied *LMS flowchar design*, and ect. It provides an avenue for classroom materials or activities to be shared easily. It is also a portal that enables lecturers and students to interact out of the classroom, having discussions through forums that could otherwise take up too much of the time supposed to be spent learning in the classroom.

As well as one of the universities in Indonesia, STAIN Majene has started to use LMS to support the learning process. The

LMS in STAIN Majene is officially used in the early 2022. *Ed-Link* is a Learning Management System (LMS) that is developed by STAIN Majene in the Sevima siakad cloud (Academic Information System). This LMS is useful in learning management such as attendance, delivery material, collect assignment and student learning outcomes and also the other administrations. This link is available on the siakad account of every students and lecturer so that they can access it anytime and anywhere by using internet network to connect.

The existence of *Ed-Link* as a learning Management System is also support the development of ICT-based Learning among students and lecturers at STAIN Majene. Technology that is increasingly developing needs to be used as an innovation in learning to motivate students in learning process. As newly established university, this is certainly the most important aspect in developing the learning process for ICT-Based at STAIN Majene campus.

Currently, lecturers at STAIN Majene are starting to use *Ed-Link* LMS in teaching and learning process in the classroom. Interestingly, students will not only access it during learning process with the lecturer, but they can access it anytime and anywhere when they need. Procurement of *Ed-Link* as LMS in STAIN Majene requires as a fairly high cost, and as a new campus in te province of West Sulawesi, this is a great achievement for a university. Seeing

from the function of Ed-Link as Learning Management System, of course this really helps the academic process. Therefore, it is very unfortunate if Ed-Link is not used properly. This is the background so that the researcher is interested to conduct this research under the title “The Evaluation of Ed-Link Implementation Ed-Link as LMS in Teaching Students at STAIN Majene”

B. Research Problem

Based on the background of the problem, the researcher formulated the research problem as follow:

- How is the Evaluation of *Ed-Link* Implementation as LMS in teaching students at STAIN Majene?

C. Research Objectives

The objectives of this research is to find out the evaluation of *Ed-Link* Implementation as LMS (Learning Management System) in teaching students at STAIN Majene?

D. The Significances of the Research

1. Lecturer

For lecturers, the result of this research is aimed to be a reference for lecturers in their teaching model. Today, there are a lot of alternative media or websites that are used by lecturers and students to access online learning. They also move toward changing their role from lecturers to facilitators as guides for information not providers of it. Thus, by applying this LMS hopefully the students' quality at STAIN Majene will be better.

2. Students

For students, this research will help them to find out the learning result by applying the LMS *Ed-Link* in their learning process. Hopefully, they can take an avenue to be easier in learning and apply it in daily life. By knowing the process of

using *Ed-Link* as LMS, they can do learning process anywhere because it can be access anytime and anywhere.

3. Other Researchers

For other researchers who also want to conduct research on Learning Management Systems, this research is expected to be a material reference for their research.

4. Other University

For other universities, this research is expected to provide a new resolution in the development of modern learning media as well as being able to improve academic productivity.

E. The Scope of the Research

The scope of this research is restricted in the evaluation of *Ed-Link* Implementation as LMS (Learning Management System) in teaching students at STAIN Majene. In this case, the researcher focuses on the Ed-link as Learning Management System and the evaluations of teaching process and also for the features of Ed-Link.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previews Related Studies

There are some researches that have been done about Learning Management System. The researcher has learned from the following researches to conduct this study. The studies argue that Learning Management system has positive effects on students learning.

(Abdul, 2015) on his thesis entitled "*Efektifitas Implementasi LMS (Learning Management System) Efront terhadap Minat dan Hasil Belajar pada Mata Pelajaran Pemrograman Web di Smk Negeri 8 Semarang*", found that based on the results of observation and posttest after treatment, the group experiment has an average interest in learning of 80.0238 and an average value of posttest of 60.9259. Based on these data, it can be seen that there is an increase in both groups and in interest in learning there was an increase in the experimental group with a difference greater than 3.00992 from the group control and it can also be seen that the learning outcomes in the experimental group occur a significant increase with the average difference or the mean of 11.93122. So it can be concluded that the implementation of Learning Management System is proven to be effective in increasing interest in learning and results learn students in learning web programming at SMK Negeri 8 Semarang.

Nurlisah (2019) on her thesis entitle “*Desain Dan Implementasi Learning Management System Berbasis Web (Studi Kasus : Jurusan Sistem Informasi Uin Alauddin Makassar)*”, found that from the results of research that has been carried out, it is concluded that, this system can carry out their functions properly and efficiently. Based on the results testing shows the functions in the application all work well and function buttons and other features have been adapted to the system *flowchar* design.(NurLisah, 2019)

Bonifasius Samongan (2021) on his thesis entitle “*Penerapan learning management system belajar dalam pembelajaran fisika*”, found that the effect of convenience, performance and student expectations as well as the factors that influence LMS learning have a positive effect in supporting physics learning. the higher the level of ease of use of the learning LMS, the higher the use of the learning LMS. (Bonifasius, 2021)

Based on some of the research above that discuss the Learning Management System (LMS), research conducted by Abdul Hamid (2015) who found that the Efront Learning Management System has been proven to be effective in increasing interest in learning on web programming. Nurlisah (2019) who found that LMS *flowchar* design can be carried out properly and efficiently. Bonifasius Samongan (2021) found that LMS had a positive impact in its application in physics subjects. The similarities of this research with the previous researches above is the same research on Learning

Management System, and the differences is in the subject, no one explains the implementation of Ed-Link in all subjects at campus. For this reason, researcher in this research will conduct a research about “The Implementation of Ed-Link in Teaching Students at STAIN Majene”.

B. Some Partinents Ideas

1. E-Learning

Various opinions were expressed in order to accurately define e-learning as follows:

- a. E-learning is a learning activity that uses networks (Internet, LAN, WAN) as a means of delivering, interacting, and providing various forms of learning services and other supporting methods (Brown, 2000)
- b. Efforts to change the teaching and learning process in schools into a digital form that is bridged by internet technology (Purbo, 2002)
- c. All training uses electronic media or information technology (Effendy, 2005)
- d. E-learning is an internet application that connects lecturers and students in an online learning room (Prakoso, 2005).
- e. E-learning is distance learning using computer technology, computer networks or the internet. E-learning allows students to study on computers at their respective locations without having to attend class (Lukmana, 2006).

According to several opinions expressed by experts, it can be concluded that e-learning is an Internet application that can bring together lecturers and students in one electronic learning room. E-learning in its implementation is supported by electronic services such as telephone, audio, video, etc.

E-learning with a virtual class has the same position as conventional classes in official schools. The equivalent understanding is that these electronic classes can replace classes in schools that have been known so far, not only as a complement to the existing school. E-learning was created to overcome the limitations between lecturers and students, especially in terms of time, space, conditions and environment. Through e-learning, lecturers and students do not have to be in one dimension of space and time. The educational process runs all the time, which can shorten the target time.

1.1 E-learning concept

E-learning systems are not only expected to replace, but will also enhance traditional learning methods and materials, such as class discussions, books, and non-internet computer training. Various elements are included in the e-learning system:

- a. Questions: Can be provided in the form of modules to ask questions and display work results. These results can be used as benchmarks and learn to get what you need.

- b. Community: Students can develop an online community to get mutual support and share information.
- c. Online tutors: Lecturers always provide online tutoring to students, answer questions and help with discussions.
- d. Multimedia: Use audio and video technology when delivering material to attract attention in learning.

Based on the statement above, it can be concluded that in e-learning, the main focus is students. Students need to be independent at certain times and be responsible for their learning so that the learning atmosphere Learning will force students to play a more effective in learning.

1.2 Components and Characteristics of E-learning

Similar to distance learning, as mentioned above, e-learning is a system made up of several components that interrelated.

There are several elements of e-learning that are interconnected and affect one system to another. These elements can be described as follows:

- a. Organization (institutional issues); who is in charge? The focus is on the existence of organizing factors ranging from planning, budgeting, overall implementation, evaluation, monitoring, etc., to student affairs, and administration. dealing with academic problems.
- b. Management system (problem management); what about management? This means that there is a management system

related to the management of the learning environment and the distribution of information.

- c. Learning system (teaching problem); how is the learning system? This means that there is a teaching and learning process system, which includes the knowledge learned, the learning objectives to be achieved, the people who learn, learning strategies (design, methods, media or technology) how to achieve these goals, and how to measure learning outcomes. (Evaluation).
- d. Technology used (technical problem); What technologies are needed to support the e-learning delivery system? It includes planning and preparation of necessary infrastructure (Internet, LAN, WAN, connection, bandwidth, etc. Hardware and software.
- e. Evaluation system (evaluation questions); how to measure the success of e-learning implementation? This includes the evaluation of learning outcomes and the overall evaluation of the e-learning implementation itself.
- f. E-learning interface (interface design problem); what are the ongoing e learning projects like? This includes interface design, which includes the appearance, navigation, content, ease of use, interactivity, loading speed of website pages.
- g. Learning support services (resource support issues); how students can get help immediately (quickly and accurately).

- h. Ethical issues; How is the ethics of implementing e-learning that applies? In practice, e-learning is carried out with various models.

In other words, the implementation of e-learning must pay attention to at least eight aspects in Lus. These eight aspects are systems that are interconnected and influence each other(Salma Prawiradilaga, 2013).

1.3 E-learning Implementation Model

Experts divide e-learning delivery models into various types from various perspectives. In this article, we will discuss the classification of e-learning models from the perspective of a delivery system model. E-learning is divided into three forms or models(Rasthy, 1999), namely:

- a. Adjunct Model: This model can be said as a process traditional learning plus. This means that traditional learning supported by an online delivery system as an additional.
- b. Model : Mixed/Blended; Model, blended put system online delivery as an integral part of the complete learning process. It means that the face-to-face learning process or online learning as a whole.
- c. Full Online Model (Fullyonline); In this model all interactions learning and delivery of teaching materials takes place online.

1.4 Advantages and disadvantages of E-learning

a. Advantages of E-learning

Lukmana (2006) suggests several advantages of e-learning as follows:

- 1) Personal learning experience.
- 2) Flexibility: Online learning provides flexibility to choose when and where to take classes. Students do not need to go to a place where learning is provided, E-learning can be done anywhere regardless of whether they have access to the Internet. Flexibility is also supported, as free Internet connections using Wifi or Wimax or hotspots are currently available everywhere.
- 3) Autonomous learning: e-learning gives students the opportunity to independently control their learning success. Students are free to decide when to start, when to finish and which part of the module they want to study first. If there are still things that are not understood after repeating, students can contact lecturers and consultants via email, chat, or participate in interactive dialogues at some point. You can also read the results of the message board discussions available in the LMS (Learning Management System).
- 4) Cost effectiveness. Much cost effectiveness can be obtained

- 5) Through e-learning. For the organizers in this case such as universities can save costs, including: management costs (salaries and allowances during training, lecturers and education and training organizers, food during training).
- 6) Providing sports facilities and learning facilities (for example: renting or providing classrooms, chairs, blackboards, LCD players, OHP).
- 7) For students as mentioned above, it can be obtained efficiency in transportation and accommodation costs.
- 8) Level up, testing, evaluation and confirmation can be tracked automatically, and all participants (students, developers and owners) can be responsible for their own obligations in the teaching process.

Based on the statement above, it can be concluded that the availability of LMS Learning facilities where lecturers and students can communicate easily through internet facilities on a regular basis or anytime the communication activities are carried out without being limited by distance, place and time. Lecturers and students can also use textbooks or structured and scheduled study guides via the internet so that both parties can evaluate the level of learning from the textbooks. Given that teaching materials are stored on

computers, students can also study or view teaching materials anytime and anywhere as needed.

b. Disadvantages of E-learning

The following are the disadvantages of e-learning, including:

1. Technology is an important part of learning, but if you focus more on technology than education, then there is a tendency to pay more attention to aspects of technology or commercial business, and neglect education, thereby changing students' academic abilities, behavior, attitudes, societies or skills.
2. The learning process tends to be in the form of training and education, the latter of which focuses more on the knowledge or psychomotor aspect, and pays less attention to the emotional aspect.
3. Lecturers are required to understand strategies, methods or learning techniques based on information and communication technology. If you can't understand it will hinder the process of learning knowledge or information, even hindering the learning process
4. The learning process through e-learning uses internet services that teach students to learn independently without depending on the teacher. If students don't can

learn independently and have low learning motivation, it will be difficult for them to achieve their learning goals.

5. Technically, not all students have access to Internet facilities because they are not available or the lack of computers connected to the Internet. Not all educational institutions can provide manpower and infrastructure to support e-learning. If students try to provide their own equipment or rent equipment at an internet cafe, they may be facing financial problems.
6. If you don't use open source software, it can cause the problem of limited availability of software, which is relatively expensive.
7. Lack of best computer and Internet playback skills. (Sari. Pusvita, 2015)

Based on the explanation above, it can be concluded that direct interaction between lecturers and students will be reduced. and the learning process will tend to lead to training rather than education. Academic or social aspects will be neglected. And students who are not motivated to learn will also experience failure. Although there are still many obstacles, especially in Indonesia, Such inter-regional education quality disparities can at least bridged with model school past internet, e-learning. Condition, change paradigm teaching Becomes Learning (learning) is different from teaching (teaching). In essence,

learning is about changing oneself, change behavior, do discovery (uncover what closed).

2. The concept of Learning Management system

a. Definition of LMS

There are several definitions of LMS (Learning Management System) that has been carrying out by the experts:

1. Learning management system (LMS) is a software for administrative purposes, documentation, reports on an activity, teaching and learning activities and online activities, e-learning and training materials which are all done online. (K. Ryann, 2009)
2. The learning management system platforms have learning tools and resources which enable adult learners to complete and submit assigned tasks for evaluation and grading by the instructor . (Kumari, 2016)
3. Learning management systems are used for eLearning purposes, which enable adult learners to acquire college education face-to-face or through distance learning (Cudanov et al., 2012).

Based on the defenitions above, researcher can conclude that Learning Management System is one of online platform application that is used for tracking, managing learning and administrating system, and especially used in a learning environment. LMS has been one of the solutions which are useful

for both students and lecturers in online learning environment. LMS as a tool for communication and interaction among students and lecturers. LMS will help the lecturers to deliver the learning materials, management task such as deliver rapidly and tracking, and examination.

The Learning Management System or popularly known as LMS in the community of higher institutions is an online portal that using by lecturers and students to interact. It provides an avenue for classroom materials or activities to be shared easily. It is also a portal that enables lecturers and students to interact out of the classroom, having discussions through forums that could otherwise take up too much of the time supposed to be spent learning in the classroom.

The LMS can also be described as a high level web based technology solution for planning, conveying and managing learning online environment, virtual classroom and instructor-led courses that can assess a specific learning process.

International universities have transformed the way they deliver college education to adult learners by utilizing learning management system platforms which makes learning process experience smooth and relatively comfortable for instructors and adult learners (Johnson, 2007).

LMS provides features that can accommodate all user needs in the learning process. Currently, many types of LMS are offered, each LMS has its own features according to the facilities provided. LMS can contain material packaged in the form of multimedia (animation, video, text, sound) which is provided as a supplement and enrichment for the development of learning competencies.

b. Characteristics of LMS

LMS has several functions as follows:

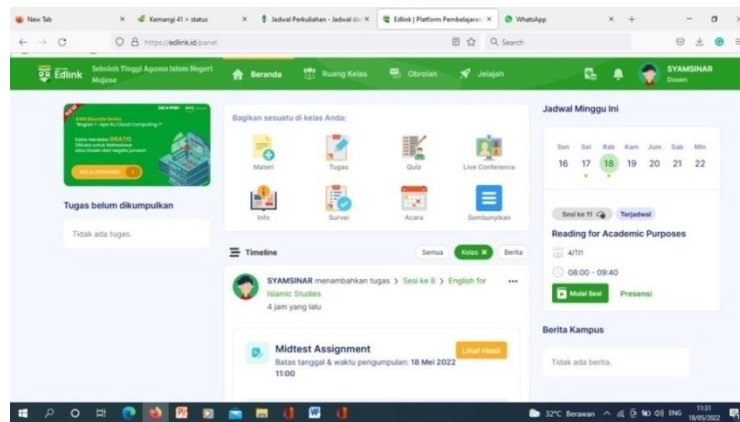
- Centralize and automate administration.
- Able to provide services and guidance that the user can do on their own without involving other people.
- Arrange and present learning content on a regular basis.
- Using a web-based platform as the application platform.
- Support ease of portability and better standardization.
- Regulate learning content that is reuse.

In this research will be carried out in the application of a Virtual Learning Environment that uses LMS *Ed-Link* as a learning medium to organize and determine the activities carried out in learning web programming to increase students' motivation and interest in learning so that they are able to create a creative and non-active learning, boring, and also to improve student learning outcomes. So the essence of using this media is to organize the

information in the form of teaching materials that are processed in such a way that they are able to produce high-quality learning resources, easy to use, easily accessible and attractive to students.

3. SEVIMA *Ed-Link*

SEVIMA Ed-Link is a learning management system (LMS), an application that helps students and lecturers in learning activities such as sharing information, lecture materials, as well as giving assignments and evaluations are made easier only through cellphones.



SEVIMA Ed-Link also has a website version to make it easier for lecturers to carry out activities, ranging from attendance, learning and assessment (Marlina, 2020) This application has a lot of features as follows:

a. Learning Material

This feature is a feature for sending learning material. Lecturers could send learning materials in this feature, and students will get notifications in their account to open the material.

b. Assignment

This feature is a feature for sending assignment from the lecturer and also for submit students assignment. In this feature section, lecturers can set the time for submitting assignment. in this feature will also automatically sorted starting from the fastest in submitting the assignments.

c. Quiz

This feature is a feature for giving quiz as a games evaluation of learning to students. This quiz will be filled by the lecturer with questions and along with several answer choices. One of the choices has a correct answer and the score will appear at the end after quiz is finished.

d. Live Conference

This feature is a feature to do learning process through virtual videos. In this feature, is same as other live conference features such as zoom and Google meet because the time is also limited, which is 40 minutes.

e. Information

This feature section, the lecturer can provide information and it will appear in the section home *Ed-Link*. The display of this feature looks like the homepage on Facebook account.

f. Survey

This feature is a part for lecturers when they want to conduct a survey, this also can be accessed by students if the lecturer involves students in the survey.

g. Event

This feature is a schedule when the lecturer has a certain event.

4. The Perspective about Learning Management System

a) University's perspective

The study was conducted at Purdue University in Indianapolis to measure the faculty usage and perceptions of learning management systems. A survey was conducted with four open-ended questions about which they most or least like about learning management systems and what recommendations would they provide to improve how learning management systems accommodate and facilitate online learning.

Around 39 percent of the 131 participants responded to the survey questions. Over 90 percent of the faculty members who participated in the study used the learning management system to manage their classroom learning activities and resources. Based on the participant's response about their perception of the learning management systems platform used to record students grades and distribution of their class syllabus, 54 percent said that it was extremely important to use, 30 percent said it was rapidly

important, 16 percent said it was important, and none said it was not important. Learning management systems utilized were highlighted favored for the flow of knowledge and transformative learning.(Zain, N. M., Fadil, N. F. M., & Hadi, 2018)

b) Students perspective

There is an investigation to faculty and student perception regarding the usage of Moodle learning management system and tested the role of each user to determine the satisfaction and continued the using of the platform for teaching-learning purposes at a higher education institution. Data were collected from 170 faculty members and 233 students who are stakeholders at a Finnish university that uses Moodle as an online learning platform.

The study conducts the utilization of the features in the Moodle platform by faculty members to manage their classroom and student learning activities. The dependence on the platform by each faculty member to deliver quality content and resources was extensive and shows faculty understanding and appreciation of the platform. The study shows that students find out the Moodle learning management system to be user-friendly and easy to navigate to access their course materials and engage in the classroom. Despite the instructions given to students to use the platform, students' difficulty is decrease in accessing

and using the platform to complete their assignments and assessments.

The study shows that younger students invite and appreciated the learning management system more than older students due to their technology savviness. Students' perception of the Moodle learning management system is better and shows a high acceptance and utilization of the platform to learn online versus in the traditional classroom environment.

The hypotheses from the study give the result that the influence of ease of use on satisfaction, confirmation, and perception of usefulness is moderate, such that the effect will be stronger for students. The quantitative approach shows the results validating students' appreciation and utilization of the Moodle learning management system as a learning platform for effective online and distance learning. In the context of selecting a learning management system for classroom management and online learning, the Finnish university take the Moodle platform as one of the best online learning management system to utilize in the hopes that it will increase students learning and engagement.(Holmes, K. A., & Prieto-Rodriguez, 2018)

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Qualitative descriptive method will be used by researchers in conducting this research. Qualitative research is a research with procedures that produces descriptive data in the form of writings, utterances, and the behavior of people who are observed through an individual, group, society, or even an organization in a certain context which is studied with a complete perspective (Raco, 2018)

Descriptive method is a method used to examine the current state of a group of people, an object, a set of conditions, a system of thought, or a series of events. A descriptive qualitative approach is a research approach that aims to describe or uncover and solve problems with quality measurement or the quality of the object of research in a systematic or factual and accurate manner, and not emphasize the value in the form of numbers natural method (Anggit, 2013).

This research is a descriptive qualitative research which data collection is carried out by observing, interviewing and documenting. This research aims to find the Implementation of *Ed-Link* LMS in teaching students at STAIN Majene.

B. Research Instrument

The research instruments that will be used in this research are as follows:

1. Observation

Observation is a way of collecting information materials which is carried out by conducting systematic observations and recordings of phenomena that are used as objects of observation (Arikunto, 2006). As a scientific method, observation is defined as a systematic recording of the phenomena being investigated. In this study, the observation method is used to collect data, including observing the situation during learning process at the classroom.

2. Interview

Interview are questions and answers that occur between people who seek information (interviewers) and people who provide information (resources) with the aim of collecting data or information. The purpose of the interview is to obtain information that was become data in conducting research (Rosaliza, 2015). In the interview instrument, there are several tools needed when this process is carried out. As for the interview instruments that used by the researcher in this research process, they are paper, book, pen, recording

devices, sheets or notes containing points or questions that will be asked by the researcher to the informant.

3. Documentation

Documentation in this study is used as evidence that the researcher actually conducts research directly in the field. Document research is a complement to the use of observation and interview methods in qualitative research (Sugiyono, 2017). Documentation instruments used in this research are photo archives, document archives, screenshots, hand phone, the descriptions of the learning process in class, while learning using the *Ed-Link* Learning Management System.

C. Research subject

The researcher will use purposive sampling in conducting Purposive sampling in conducting this researcher. Purposive sampling is a nonprobability sampling technique where the researcher relies on their direction to choose variables for the sample population. Here, the entire sampling process depends on the researcher's judgment and knowledge of the context. The research subject in this study is several lecturers and several students in STAIN Majene that have implemented *Ed-Link* in their Learning process. And the object of this research is to know the evaluation of ED-Link Implementation as LMS in Teaching Students.

D. Procedure of Collecting Data

1. Primary Data

a. Observation

At this observation stage, the researcher will ask the master of campus admin who manages the SIAKAD account to show the *Ed-Link* display. The researcher will also ask to show the features of *Ed-Link* that is used in teaching students. In this step the researcher will hold a discussion with lecturers to strengthen the research subject to be studied. The researcher also searches for supporting literature and reads previous research related to the research topic. This process aims to get a real description of an event that answered research questions, either through the sense of hearing or sight.

b. Interview

In this step, the researcher will have interview with master admin of SIAKAD, students and lecturers about the way they implement *Ed-Link* in teaching at the classroom after doing observation in the classroom. The researcher also searches for supporting literatures and read previous researches related to the research topic. In the interview instrument, there are several tools needed when this process is carried out. As for the interview instruments that will used by the researcher in this research process, thy are paper, book, pen, recording devices,

sheets or notes to containing points or questions that will be asked by the researcher to the informant.

2. Secondary data

a. Documentation

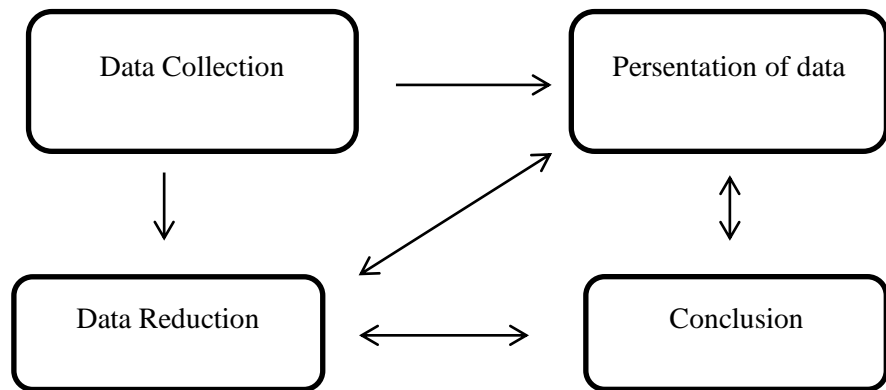
Researcher used the results of documentation in the form of photos obtained during the observation or interview process. The research documentation data used photos, notes, and screen shots of documents that occurred during the interview process and also made observations. Documentation in this study is used as evidence that the researcher actually conducts research directly in the field. The documentation collected is in the form of student and teacher data, learning materials, descriptions of the learning process in class, while learning using the *Ed-Link* as Learning Management System.

E. Technique of Data Analysis

The technique in this research is descriptive research. Therefore, the data analysis presented is the form of an explanation or description of field findings or those obtained from the interview, observation, and documentation process. In this research, the data analysis was carried out continuously from the beginning to the end of the study, both in the field and outside the field by using technique. Bogdan in Sugiyono (2012: 334) states that data analysis is a process searching and systematically compiling data obtained from interviews, notes field, and other materials, so that they can be

easily understood, and the findings can be informed others. The data analysis in this research is carried out by:

Table 1
Components in Data Analysis



Components in data analysis (*interactive model*) Miles and Huberman (Sugiyono,2014: 247)

a. Data Reduction

Data reduction is the step of summarizing or selecting important things in finding themes and patterns. The reduced data provides a clear picture and makes it easier for researcher to conduct further data collection.(Sugiyono, 2017)

b. Presentation of Data

Data presentation can be done in various forms such as charts, brief descriptions, relationships between categories, flowcharts (Sugiyono, 2017). In this research, the researcher will use narrative text as a form to presentate the data. And the interview result is translated in to the English Language.

c. Conclusion Withdrawal

Drawing conclusions are preliminary conclusions that are still temporary and change if strong supporting evidence is found at the next stage of data collection. If the initial conclusions are supported, valid and consistent when the researcher returns to the field to collect data, then the conclusions put forward are credible conclusions. (Sugyono,2017).

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter deals with findings of the research and the discussion of the findings. The findings consist of the data analysis result descriptions regarding to the instrument question with the informants through live interview. Furthermore, the discussion deals with data elaboration and interpretation of the findings.

A. Findings

In this section, the researcher discussed the findings data based on the research focus: How is the Evaluation of of *Ed-Link* Implementation as LMS in teaching students at STAIN Majene?. This research was conducted for 1 month, from June 27th to 27th July 2022. Firstly, the researcher began the observation on June 27th to 2nd July 2022 and conducted the observations in four Classes. In the observation activity, the researcher joined the learning process in the classroom. Then, on 10th July 2022, the researcher started to interview students and the lecturer. Observational data, student interviews and lecturer interviews were used to obtain the research findings and answered the research question.

1. The Implementation of Ed-Link

Observations were conducted on June 27th-27th July 2022. At the first, the researcher took permission from the lecturer to join the class. After that, the researcher followed the class and observed the learning process. The observation method that the researcher used is unstructured

observation, so the researcher monitored all aspects of the phenomena that seem relevant to the problem at the implementation of Ed-Link, how the lecturer teach them, and delivered the materials during the class and so on.

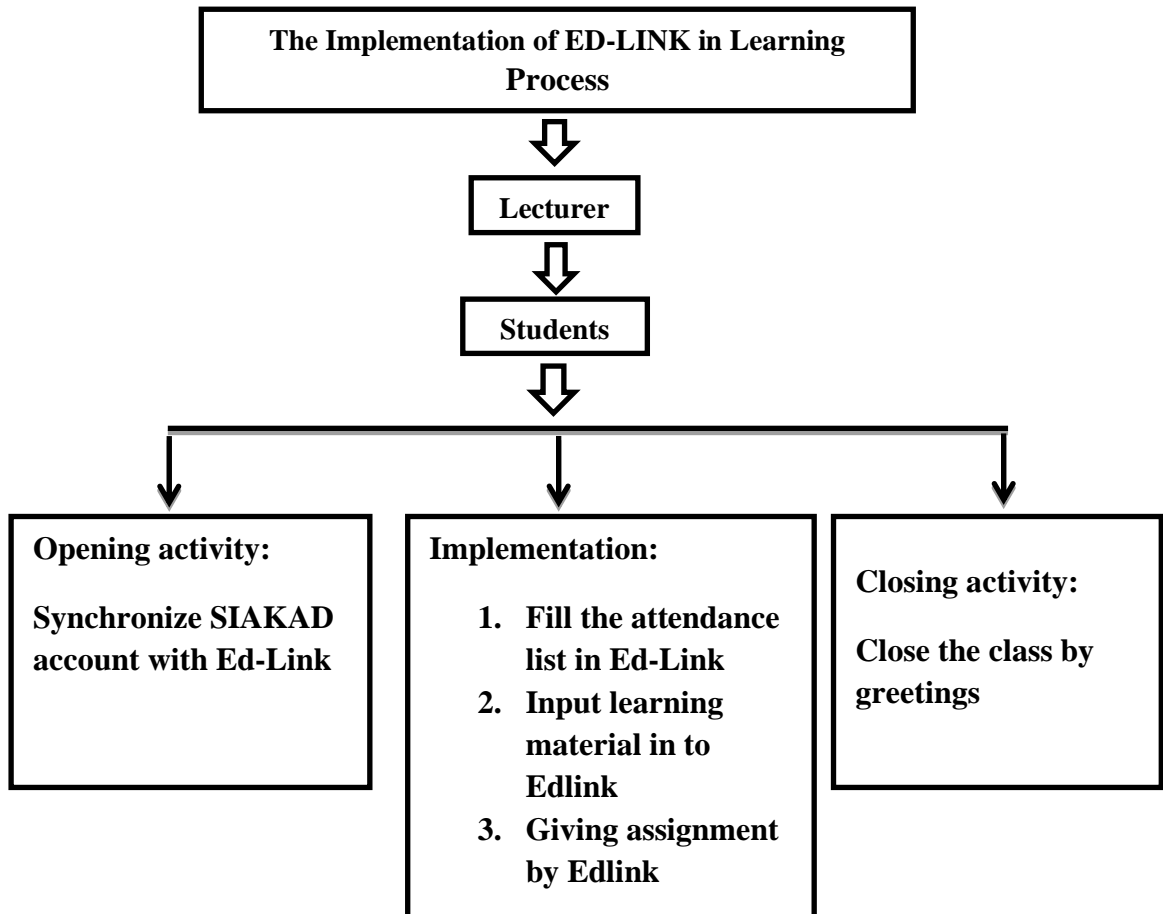


Table II: Observation Result

The researcher also interviewed 6 students and 6 lecturers which consist from each department of STAIN Majene. The reason why the researcher chose 6 students and 6 lecturers was that the results had been saturated. These interviews have been conducted to gain answers on how is the implementation of Ed-Link in teaching students at STAIN Majene. The interview results described based on the features as follows:

In this section, the researcher asked lecturers about their perception of Ed-Link as Learning Management system (LMS) that is connected to SIAKAD STAIN Majene. The lecturers give their perception about Ed-Link and based on what they get while teaching using Ed-Link.

“Ed link is a learning application that is integrated with SIAKAD cloud. So the data entered in the SIAKAD account will be read automatically in Ed-Link.” (NH)

“Ed-Link is an e-learning owned by Stain Majene which is an application from the collaboration with SEVIMA. So Ed-link is a learning medium which is uses the internet network.” (IS)

“Ed-Link is a digital-based media or platform that makes it easier for lecturers and students in the lecture process.”(AN)

From the perspective of lecturers above, researcher can conclude that Ed-Link is an application that becomes an e-learning-based learning media that is used to facilitate the learning process. Ed-Link is intended for the world of education to help implement better and easier learning by relying on collaboration between lecturers and students. This application is very suitable for use by lecturers and will certainly help full in administration process.

There are several features in Ed-link, they are:

1. Learning Material

This feature is a feature for sending learning material. Lecturers could send the learning material, and students will get notifications in their account to open the material, as said by the informants:

“The learning material feature is for inputting material. In this feature, you can upload material in the form of PDF, PPT, MP4, and video and can also only share links and students can access material through the link that has been sent to this feature. In this feature, we can upload material before class starts, so students can access the material and study it before class starts.” (NH)

“Lecturers send learning module materials, or provide links for learning via zoom.” (Students)

Based on the explanation of informants above, the researcher can conclude that the learning material features are used to send learning materials based on their respective classes. Lecturers can send material in the form of PDF, word, excel, PPT files and others before the class started, and learn before enter the class. The submitted material can not only be accessed online via Ed-Link but can be downloaded so that it can be accessed offline. However, the file is also stored properly in Ed-Link, so they can learn it when they need wherever and wherever.

2. Assignment

This feature is a feature for send assignment from the lecturer and also for submit students assignment, as said by the informants:

“When the class is about to end or before it ends, usually there will be assignments that will be given directly on Ed-Link with the submission deadline included..” (Student)

In the assignment feature section, the lecturer can set the deadline for collecting assignments, so students will still be able to be disciplined in collecting assignments according to the time determined by the lecturer in the course, as said by one of the lecturers during the interview.

“In this feature, we can give a deadline for the collection of assignments, and when the time limit has been set, it will automatically close itself and students cannot submit their assignments again, so here also train student discipline ” (NH)

From the interview explanation above, the researcher can conclude that this feature is a feature for assigning assignments where the lecturer will send the assignment form and set the deadline for submitting then students will collect it before the deadline. The problem that often affects students' score is from assignments, sometimes lecturers also give a score depending on the time of collection of assignments, when students quickly collect assignments, their scores will automatically be different

from students who are late in submitting assignments. Here it is also possible to give score directly by the lecturer so that students can see their respective scores. So here students will pay more attention to the time of collecting their assignments so that they will be more disciplined.

3. Quiz

This feature is a feature for giving quiz as a games evaluation of learning to students. This quiz will be filled by the lecturer with questions and along with several answer choices. As said by the informant:

“in this feature, we will fill in questions and answer choices as student practice material” (HN)

This quiz feature is very helpful in the learning process, such as in the evaluation process at the end of the lesson. However, due to several obstacles in maximizing the use of the feature, this feature has not been used by lecturers in the learning process as said by the informant:

“There is also a quiz feature, but I haven't used it yet because I don't really need it, and students aren't really able to use Ed-Link. (AN)

Based on the information above, the author can conclude that this feature has not been used at all because so far in the learning process students need adaptation to this new application and

lecturers only use the features they need most in the learning process.

4. Live Conference

This feature is a feature to do learning process through virtual videos. In this feature, is same as other live conference features such as zoom and Google meet, as said by the informants:

“This feature is for conducting learning through live video but this is still limited because of the limited campus funding so access to live video conference is also still limited to only 40 minutes. (NH)

“Live conference, this is a zoom feature to do learning via video but the time is limited to only 40 minutes.” (IS)

From the statements above, the researcher can conclude that this feature is to do learning through video to support distance learning or online learning, but the time is limited, which is only 40 minutes. Seeing the existing situation and conditions, the learning process after going through distance learning due to COVID-19 has returned to face-to-face learning in the classroom, so this feature is not used.

5. Information

This feature section, the lecturer can provide information and it will appear in the section home *Ed-Link*. The display of this

feature looks like the homepage on Facebook account, as said by the informant:

"Ed-link is a kind of social media, so when uploading any material or information, it will appear on the homepage of each student's account and they can comment, and give likes to the post" (FH)

"Ed-Link is a kind of social media, so when uploading any material or information on Ed-link, it will appear on the homepage of each student's Ed-link account and they can comment, and give likes to the post."(NH)

So, this feature is to provide information to students. The information entered by the lecturer will appear on the Ed-Link homepage of each student and will be known through notifications in each account. Here, students can comment or like the information on the homepage.

6. Survey

This feature is to conduct a survey. As said by the informant:

"In the survey feature section, it can be done by lecturers and students. When it comes to surveys during the learning process, students can fill in based on the direction of the lecturer concerned. (NH)

So this feature is for conducting surveys and this is a part for lecturers when they want to conduct a survey, this also can be accessed by students if the lecturer involves students in the

survey. Moreover, the use of the Ed-Link application has only been in the last few months, and there is nothing to survey so this feature is not used, but in the future it will be easier if there are activities to conduct surveys.

2. Positive and negative perception about Ed-Link

a. Positive perception:

Ed-link is easy to access and also makes the learning process paperless because all files that require paper can be accessed in the form of soft files in the Ed-Link application

“So with this Ed-link everything makes it easier, so it's paper less. It's easier to open on a laptop or on a cellphone.”

(FH)

“This is a practical matter because usually the material given by the lecturer must be photocopied, but with this Ed-Link, it must be used as best as possible to destroy lectures in class. (WI) .

From the result of the interview, researcher can conclude that with the Ed-Link application, lecturers and students are easy to access and can no longer to use paper. For example, for printing or photo copying lecture materials. All files that have been uploaded in Ed-Link can be accessed via soft file. And also this is very practical because all files will be stored properly, so everything can be accessed

through the soft file and also this is very practical because all files will be stored properly without fear of losing the files.

b. Negative Perception

Ed-Link in its general function is very easy for lecturers and students, but there are also some complaints from lecturers and students when they first use Ed-Link. Some of these complaints were conveyed during the interview.

“Students are sometimes overwhelmed when entering Ed-link, they sometimes ask how to open the material, how to submit assignments, etc. So I usually screen shot the procedure.” (FH)

“Ed-link is easy for lecturers, but if they are students they still need more direction because there is no socialization yet.” (AN)

Based on the statement from the students, it can be concluded that Ed-Link is not easy to access by several students. Students feel overhelmed in access Ed-link

From the complaints submitted by students and lecturers above, the researcher can conclude that Ed-Link is a new platform used in the STAIN Majene academic environment. Currently only a few lecturers use it in teaching and there are still many students who are confused when they first access Ed-Link because they have not been able to adapt.

Students are not used to it because of their habit of always learning with the lecture or conventional classroom learning method, so they have not been able to master technology quickly. And also there is no socialization from campus about the way to use Ed-link. This is an evaluation material for the university because before use Ed-link, there should have been socialization to lecturers and students regarding this application, so that obstacles do not occur in the learning process.

B. Discussion

Based on the results of research conducted from June to July 2022 at STAIN Majene, it can be seen that lecturer use Ed-Link as Learning Management System to conduct learning process. This is in accordance with the statement of Abdul Hamid (2019) that : Learning Management System in this case can be regarded as e-learning for students in schools, namely 1) students have the opportunity to learn independently without any limitations of space and time; 2) learning resources for students are not limited to one source, but can be obtained from a variety of different sources; 3) students through virtual classes can freely repeat material that they have not understood in conventional learning on a regular basis; 4) students will be more motivated to learn because there are many innovations that can be done in virtual classrooms, depending on how teachers make innovations in learning that are able to make

students interested in the material they teach. This requires teacher and students to continue to carry out the teaching and learning process with the help of online media that can support learning process.

Based on the results of observations and interviews, it is known that the learning process by using Ed-Link as a platform media, includes 3 stages, namely first, preparation where the Lecturer need to synchronizing his personal SIAKAD account with Ed-Link. The account synchronization process starts by logging into the SIAKAD account then syncing the account with Ed-Link.

Second, the implementation includes preliminary activities in learning that begin with opening by saying greetings "... Assalamu'alaikum wr wb ...", "good morning", and students are required to respond it quietly. Lecturer also takes attendance by filling out a list name in the form of Ed-Link presence. Next is the core activity, the lecturer gives directions to login to Ed-Link and access the learning materials that have been sent. The last step is a closing activity which ends with greetings and the assignment by informing that the assignment is sent via Ed-link and also collected there. "...Well, that's all for today's meeting, don't forget to submit your assignment before the deadline. Thank you, let's end the lesson, Wassalamualaikum warahmatullahi wabarakatu". Third, the evaluation process is carried out by asking again or repeating the material that has been studied to see whether students have

understood the material or not. This is in accordance with the opinion Nursyaidah (2019) that there are three stages in the learning process, namely planning, implementation and evaluation. The three stages are carried out by teachers and students before, during and after learning.

Based on the results of observations and interviews conducted with students and lecturer, it is known that there are several features in Ed-link, and in this section the researcher will give the evaluation on the Implementation of Ed-link in teaching process. They are:

1. Evaluation of Ed-Link Implementation

The evaluation process is carried out to know whether the Implementation of Ed-Link is effective or not in teaching process and whether the Ed-link as learning management system is quite good than other platform. This is in accordance with Supriyadi (2011) that evaluation is an activity or process of determining the value of education so that its quality and results can be known.

The results of interview and observation that conducted by researcher, it was found that there are evaluation for teaching process and evaluation for the Ed-link application.

a. Evaluation teaching process

Based on the result of observation that related to the implementation of Ed-Link in the learning process at the classroom, lecturers are less than optimal in using Ed-Link

because of the four classes occupied by the researcher to conduct research there are only three features used, which are attendance feature, learning material feature, and assignment feature.

The result of the interview also show that lecturers and students only use Ed-link as a data repository, for example, for absenteeism, it is only to store students attendance data carried out by lecturers, while for the feature of providing material, it is only the provision of material is also only used to store teaching materials and for assignment feature it is only used to store student assignment as not to scattered.

“Ed-Link only used as a medium for collect materials and assignment” (YA)

So based on the statements above, it can be concluded that the lecturer did not maximize the use of Ed-link in the teaching and learning process at the classroom. They did not use all the features and were considered not innovative in using existing on Ed-Link, even though the university has paid for this application features at an expensive price. So it really unfortunate if Ed-Link is not use properly.

b. Evaluation of Ed-Link features

1) Learning material

This feature is used to submit material in the form of word, PDF, excel, PPT, audio and video. This is acquired

with the statement Learning management systems are used for E-Learning purposes, which enable adult learners to acquire college education face-to-face or through distance learning (Cudanov et al., 2012).

The function of this feature is the same as other platforms such as Google classroom, which can also store learning materials. Moreover, the types of material mentioned above can also be accessed directly by students when the lecturer sends via Whatsapp, Bluetooth, or even just transfers the files from the lecturer's computer to the student's computer.

“Lecturers in using Ed-Link are by sending learning module materials, providing links for learning via zoom, sending assignments” (AA)

Based on the function of this feature, it turns out that it is still same as other platforms where students are used to using it and also other platforms do not cost much compared to Ed-Link. And also, in this feature you cannot receive audio material in MP3 format, as conveyed by the informant.

“I have to send material in audio form and Ed-Link doesn't provide MP3, so I have to convert it to MP4 before it can be uploaded. Students can download materials that have been sent so they can access them offline.” (FH)

So this will certainly be an evaluation material for Ed-Link application that there is no uniqueness that makes it more superior compared to other application.

2) Assignment

This feature is used to give and submit assignment from lecturers and students. As expressed by Kumari that The learning management system platforms have learning tools and resources which enable adult learners to complete and submit assigned tasks for evaluation and grading by the instructor. (Kumari, 2016). The function of this feature is exactly same as GOOGLE classroom platform. The deadline to collect the assignment could be set.

“Lecturer send assignments on Ed-link then we as students will also submit them according to the specified time” (WI)

Based on the result of the interviews from the informant above, it can be concluded that the function of this feature is no different from other platforms, such as GOOGLE CLASSROOM and WHATSAPP which only includes materials and assignments. This will certainly be an evaluation material because Ed-link has been paid with high cost by the university. But unfortunately its function is same as other platforms that are not paid.

3) Quiz

This feature is used to give quizzes to students as practice or evaluation material. Lecturers will fill in questions and answer choices into this feature manually and determine an answer. Based on the result of observations and interviews, it was found that this feature has not been used it is not needed in the teaching and learning process. And also students still overwhelmed in the process of accessing Ed-link, so the lecturer thinks that the use of this feature does not support the effectiveness of the teaching and learning process at the classroom because to find out the learning outcome, the lecturers did not use evaluations in the form of multiple choice questions. Therefore this feature is not needed by the lecturer.

“There is also a quiz feature, but I haven't used it yet because I don't really need it, and students aren't really able to use Ed-Link.. (AN)

“There are even some feature that I don't use because can not be matched by students like Quiz “ (HN)

This is in accordance with Rastina (2020) with the development of technology that we cannot ignore and of course because technology is increasingly being used by individuals, it will form our habits and dependence on technology. So, in various activities we must adapt to technological developments.

4) Live conference

This feature is used to do learning process by using video that support distance learning. Based on the result of observation and interview, this feature has drawbacks, which is only has forty minutes for the time. And that time is not cover one credit which has fifty minutes, while each subject has an average of two credits in each meeting. Lecturers prefer to use the other platform such as ZOOM MEETING or GOOGLE MEET when conducted virtual learning. Based on the result found from this feature, it can be concluded that this feature is not optimal in helping the effectiveness of learning process. So the evaluation for this feature is the need to upgrade this feature so that it can be maximized.

“The time duration for the video features is still very limited, so I prefer to use other alternatives” (MR)

“Ed-link has not fulfilled teaching needs, for example in the limited live conference feature. So maybe here it needs to be upgraded to fulfill the use in learning according to the credits.” (IS)

This is justified in the statement about E-learning that E-learning is a learning activity that uses networks (Internet, LAN, WAN) as a means of delivering,

interacting, and providing various forms of learning services and other supporting methods (Brown, 2000)

From the statement, the researcher concludes that Ed-Link as a learning management system has several features that support the learning process in the classroom. Ed-Link facilitates the learning process, assists the administrative process and becomes an alternative online learning that can be accessed anytime and anywhere.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the research and discussion, it can be concluded that the Implementation of Ed-Link in Teaching Students carried out by lecturers at STAIN Majene contains a learning process with 1) Planning, 2) Implementation which is divided into three stages, namely: opening, core and closing activities and 3) evaluation. Based on the research, it can also be concluded that Ed-link has several features, they are learning material, assignment, quiz, live video conference, information, and survey. There are also positive and negative perceptions about Ed-link from the informants. The positive perception showed that lecturers and students are easy to access Ed-link, and this is very practical. the negative perception showed that Ed-Link is not easy to access by several students. Students feel over helmed in access Ed-link. From that statements, researcher give evaluation in teaching process and evaluation of the features in Ed-link. The evaluation in teaching process showed that lecturer did not maximize to use Ed-link in the teaching and learning process at the classroom. They did not use all the features and were considered not innovative in using existing on Ed-Link, even though the university has paid for this application features at an expensive price. And the evaluation for the feature showed that the feature is not optimal in helping the effectiveness of learning process such as

live video conference feature that only has forty minutes and it does not cover the credit of each subjects, so it is need to upgrade this feature so that it can be maximized. And also some features such as learning material, assignment, and quiz are same with the other platforms. This will certainly be an evaluation material because Ed-link has been paid with high cost by the university. But unfortunately its function is same as other platforms that are not paid.

B. Suggestions

1. For Lecturer

The implementation of Ed-Link in teaching students very helpful in the learning process, but the implementation of this learning is less effective because there are a lot of problems and also the understanding in using this application is not maximized. Lecturer must fulfill the obligation to carry out the teaching and learning process and improve competence regarding the use of ICT and pay attention to the competences of the lesson plans and all other learning tools so that the material delivered can be better and the use of technology like this can be maximized.

2. For Students

The implementation of Ed-Link is very helpful in the learning process, but there are some obstacles faced by some students because they have not mastered technology well so that in using this application they are overwhelmed and cannot use it in

maximizing the learning process in the classroom. For this reason, students need to improve their ability in technology so that they are able to adapt to technological developments, especially in the development of e-Learning-based learning processes.

3. For University

The development of a learning management system is a good alternative for the development of education and the learning process in a university. Therefore, every university must have a learning management system to support academic processes that occur in the university environment.

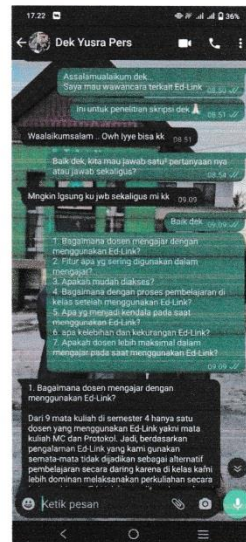
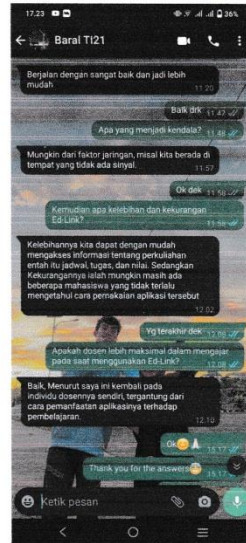
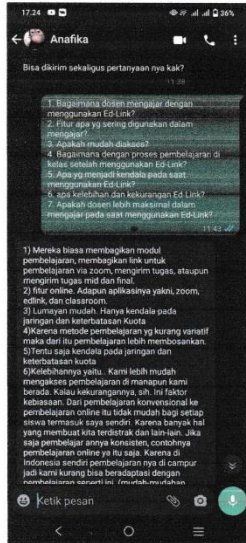
4. Ed-link application

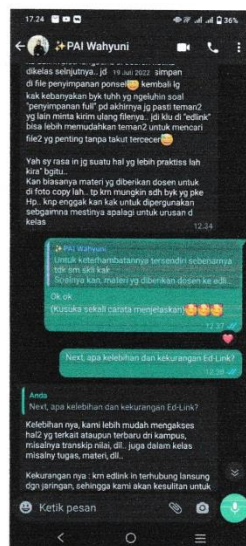
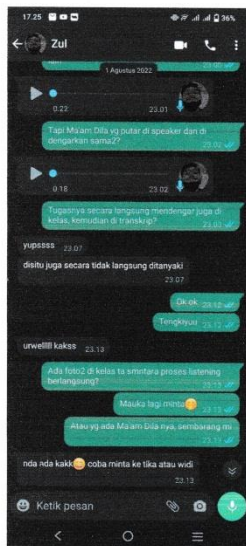
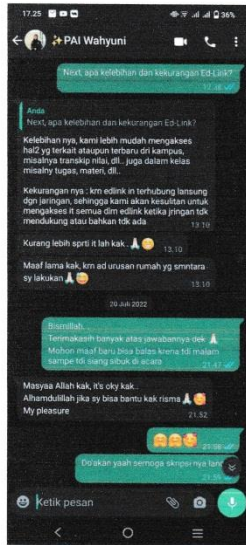
This application still has shortcomings and has not been able to fulfill student learning needs at the university. So it is necessary to conduct a review and evaluation re-related to the Ed-link and the features with the development of the performance of Ed-link, it will be better in helping the administrative process and maximizing the teaching and learning process in the classroom

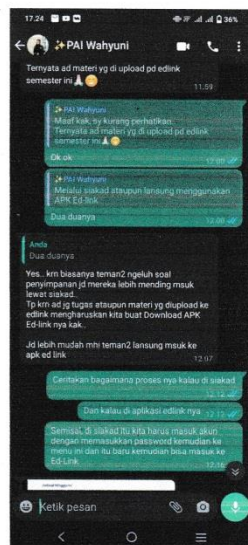
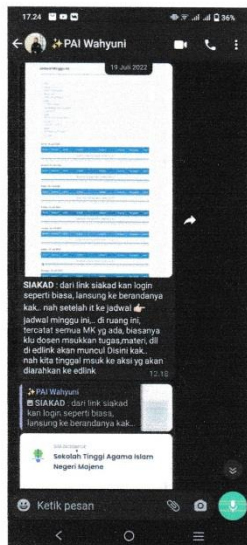
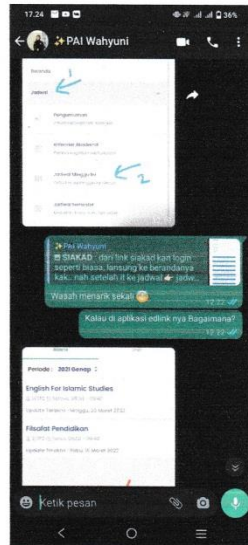
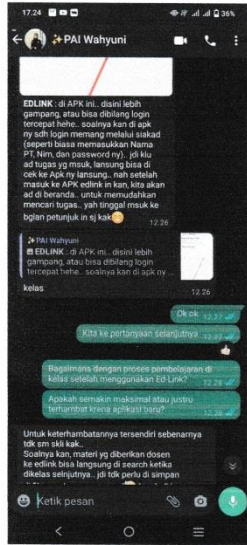
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IZIN PENELITIAN

Nomor : 0212/IP/DPM-PTSP/MM/VI/2022

Berdasarkan Peraturan Bupati nomor : 53 Tahun 2018 tentang Pelimpahan Kewenangan Penandatanganan Perizinan dan Non Perizinan kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Majene, serta membaca surat Rekomendasi Penelitian Dari Badan Kesatuan bangsa dan Politik Nomor 070/211/VI/2022 Tanggal 23 Juni 2022 maka pada prinsipnya kami menyetujui dan **MEMBERI IZIN** Kepada :

N a m a : RISMAWATI
Pekerjaan : Mahasiswi
N I M : 10256118004
Program Study/Jurusan : S1 Tarbiyah dan Keguruan
Universitas : STAIN Majene
Alamat : Puttaj Kel. Pussui Kec. Luyo
Kab. Polewali Mandar

Untuk melaksanakan Penelitian di Kampus STAIN Majene dengan Judul **"THE IMPLEMENTATION OF ED-LINK AS LMS IN TEACHING STUDENTS AT STAIN MAJENE"** dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan diharapkan melapor kepada pemerintah setempat dan atau tempat penelitian yang akan dilaksanakan.
2. Penelitian tidak menyimpang dari Izin yang diberikan.
3. Mentaati semua Perundang-Undangan yang berlaku dan mengindahkan adat istiadat setempat.
4. Menyerahkan 2 (dua) Exemplar fotocopy hasil Penelitian kepada Bupati Majene Cq. Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu dan Badan Kesatuan Bangsa dan Politik Kab. Majene
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat Izin ini tidak mentaati peraturan diatas.

Demikian surat izin ini dibuat untuk dipergunakan sebagaimana mestinya.

Dikeluarkan di : Majene
Pada Tanggal : 27-06-2022
Kepala Dinas



M. DJAZULI. M. SP. MH
Pembina Utama Muda
19690703 199803 1 007

Curriculum Vitae



Rismawati was born in Puttapi, Polewali Mandar Regency, Luyo District, on May 2, 2000. She is the first child of four children, the spouse of Hasrawati, Rahmatillah and Nurwahida. The author studied elementary school at SDN 053 INP Pariangan, Pussui Village, Luyo District and

graduated in 2012. Then she took her junior high school at MTs DDi Pariangan and graduated in 2015. And the Senior High School was obtained at MAN 1 Polewali Manda, majoring in Religion until its completion in 2018.

In 2018, the author continued her study at STAIN Majene. She took English Education Program in Tarbiyah and Teacher Training Department. During her time as a student at TBI 2018, the author was active in campus activities and has become a Master of Ceremony in several events at campus and active in collaborating with lecturers in journal writing. She also active at organization activity. She is a member of DEMA (Dewan Eksekutif Mahasiswa), PERSMA (Pers Mahasiswa) Shiddiq News that become LIMASIDIK now, English Club, and other organization like PMII and Literacy Group. The author also become one of student that have a scholarship at Campus. And she finished her study on time and get graduation in the end of 2022.