

## Optimization of Digital Platforms in the Development and Distribution of PAI Learning Materials: A Study on the Utilization of Edlink SEVIMA at IAI Persis Bandung

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### Abstract

The integration of technology in education is crucial in the digital era. Sevima Edlink, developed by PT Sentra Vidya Utama (SEVIMA), is a mobile application widely used in higher education to facilitate interaction between lecturers and students. Its features include material sharing, assignments, quizzes, attendance, and discussion forums, enabling flexible and interactive learning. Lecturers can upload documents, videos, and links, accessible anytime by students. The app also supports synchronous learning via video conferencing and asynchronous learning through discussion boards. Despite its advantages, the implementation of Sevima Edlink at IAI Persis Bandung faces challenges, including unstable internet, limited data access, inadequate devices, and low digital literacy. Nevertheless, Sevima Edlink remains a valuable tool for enhancing learning quality when supported by proper infrastructure and digital competence

### Abstrak

Penggunaan teknologi dalam pendidikan menjadi kebutuhan penting di era digital untuk meningkatkan efektivitas pembelajaran. Sevima Edlink, aplikasi mobile berbasis Android dari PT Sentra Vidya Utama (SEVIMA), mendukung interaksi daring antara dosen dan mahasiswa di perguruan tinggi. Aplikasi ini menyediakan fitur seperti distribusi materi, tugas, kuis, absensi, forum diskusi, serta konferensi video untuk pembelajaran sinkron. Mahasiswa dapat mengakses materi secara fleksibel, kapan saja dan di mana saja. Fitur diskusi membantu kolaborasi dan memfasilitasi mahasiswa yang kurang percaya diri untuk bertanya. Evaluasi pembelajaran juga lebih mudah melalui pemantauan kehadiran, tugas, dan partisipasi. Namun, implementasi Sevima Edlink di IAI Persis Bandung masih menghadapi kendala, seperti keterbatasan perangkat, koneksi internet, dan literasi digital. Meskipun demikian, dengan dukungan infrastruktur dan kompetensi digital yang memadai, Sevima Edlink berpotensi meningkatkan kualitas pembelajaran secara signifikan.

### Introduction

The rapid advancement of digital technology has significantly impacted various aspects of life, including education (Riskha Aini Putri et al., 2023). Islamic educational institutions are now required to adopt effective learning management practices and integrate digital technology to enhance the quality of education and student engagement (Ulfah Ulfah et al., 2024). The integration

#### *Keywords:*

*Sevima, Islamic Education, and Learning Materials*

#### *Kata Kunci*

*Sevima, PAI dan Bahan Ajar*

of technology in Islamic education has led to increased global accessibility, interactive and creative learning methods, and improved evaluation and monitoring (Nellalucky, 2024). However, the role of educators remains crucial as facilitators and managers of the learning process (Ulfah Ulfah et al., 2024). To ensure the effectiveness of technology in Islamic education, continuous evaluation is necessary to assess its impact on achieving educational goals, particularly in developing students with noble character (Sri Wahyuni & Neni Neni, 2023). As technology continues to evolve, educational strategies must adapt to meet global demands and improve the quality of education (Riska Aini Putri et al., 2023).

The development of information technology has brought significant changes to the field of education, especially with the emergence of learning innovations such as e-learning (La Hadisi & Wa Muna, 2015). E-learning offers efficiency, flexibility, and global reach in the learning process, overcoming spatial and temporal limitations (La Hadisi & Wa Muna, 2015). One of the e-learning platforms used is Sevima Edlink, which can enhance collaboration between teachers, students, and parents (Darmawati Hady et al., 2024). Digital technology has transformed interactions between teachers and students, creating a variety of new learning media (Riska Aini Putri et al., 2023). E-learning not only facilitates material delivery but also improves students' competencies through more dynamic and interactive learning experiences (Siti Yuliyanti & Doni Hermana, 2021). The integration of technology in learning is key to improving the quality of education in the digital era.

Sevima Edlink is an e-learning platform developed by PT Sentra Vidya Utama (SEVIMA) that facilitates online learning processes between educators and students (Nurasiza et al., 2022). Studies have shown that Sevima Edlink is user-friendly, efficient, and supports academic processes in higher education institutions (W. Wahyuddin et al., 2024). The platform offers features that cater to the needs of language learning, including written and video discussions (Wibowo & Rahmayanti, 2020). Research has demonstrated Sevima Edlink's effectiveness in improving student achievement and learning discipline, with average test scores increasing from 63.91 to 76.33 and learning mastery rising from 18.75% to 70% (Audah et al., 2025). Features such as feedback, assignment deadlines, and discussion forums contribute to its effectiveness. However, some users report communication challenges, suggesting the need for further development to enhance its functionality as an alternative learning tool (W. Wahyuddin et al., 2024).

Recent studies highlight the growing importance of digital technology in Islamic higher education. Integrating digital tools significantly enhances learning quality and student engagement, with faculty playing a crucial role in fostering necessary skills (Ulfah et al., 2024). However, challenges persist, including infrastructure limitations, appropriate curriculum approaches, and integrating Islamic values with technological content (Khasanah, 2024).

Research on digital learning applications for Islamic education among Generation Z reveals a preference for visual and interactive methods, with 50% of users completing learning modules. However, internet access remains a barrier for 40% of users (Masrukin et al., 2025). The Sevima Edlink application has shown promise in supporting academic processes, with users finding it efficient and easy to use. Nevertheless, communication processes within the app require improvement to enhance effectiveness (Wahyuddin et al., 2024). These findings underscore the potential of digital technology in Islamic education while highlighting areas for further development.

## **Method**

This summary synthesizes research on qualitative methods in educational research, particularly in Islamic education contexts. Qualitative approaches aim to gain deep understanding

of phenomena through descriptive data from observations, interviews, and document analysis (Wahidmurni, 2017; Djaelani, 2014). Key data collection techniques include participatory observation, in-depth interviews, and document review (Djaelani, 2014). Analysis typically involves data reduction, presentation, and conclusion drawing (Lubis et al., 2023; Wahidmurni, 2017). Some studies combine qualitative and quantitative analysis, especially in research and development projects (Suwandi, 2022). Ensuring data validity and reliability is crucial, often achieved through prolonged engagement, triangulation, and referential adequacy (Lubis et al., 2023; Djaelani, 2014). In the context of Islamic education, qualitative research has been applied to study ICT-based learning, revealing the need for further teacher training to effectively integrate technology (Lubis et al., 2023).

## **Result and Discussion**

### **Definition Edlink Sevima**

Sevima Edlink is an Android-based mobile learning application developed by PT SEVIMA to support online education for students and lecturers (Finka Fatihahsari & Cahyo Darujati, 2021). Studies have shown that Edlink facilitates easy access to learning materials and enables flexible communication between educators and students through written and video discussions (Andi Wibowo & Rahmayanti, 2020). While users appreciate its accessibility and convenience, some technical issues have been reported, such as server connection problems and difficulties with quiz submissions (Finka Fatihahsari & Cahyo Darujati, 2021). Research at IAIN Parepare found that both students and lecturers found the application easy to use and efficient for academic processes (W. Wahyuddin et al., 2024). However, communication effectiveness within the app could be improved (W. Wahyuddin et al., 2024). Despite some limitations, students generally perceive Edlink as helpful in their learning process, particularly when there are no network issues (Nurasiza et al., 2022).

Sevima Edlink is an e-learning platform that facilitates online academic interactions through mobile devices, offering features like material sharing, discussion forums, and assignment submission (Wahyuddin et al., 2024). Studies have shown that Sevima Edlink enhances learning efficiency and effectiveness, with users finding it easy to utilize for academic processes (Wahyuddin et al., 2024; Audah et al., 2025). The platform has demonstrated positive impacts on student achievement and learning discipline, with improvements in average scores and learning independence (Audah et al., 2025). Sevima Edlink is particularly recommended for Indonesian language learning due to its supportive features (Wibowo & Rahmayanti, 2020). While students generally find the application helpful and flexible for learning, some challenges related to network issues and application errors have been reported (Nurasiza et al., 2022). Overall, Sevima Edlink is considered an effective tool for modern, flexible learning that aligns with contemporary educational demands.

Sevima Edlink is an online learning platform that facilitates remote education by connecting teachers and students through various features such as virtual classrooms, learning materials, discussion forums, assignments, assessments, quizzes, and information sharing (Andi Wibowo & Indah Rahmayanti, 2020; SEVIMA, 2022). Research has shown that Sevima Edlink is effective in improving student achievement and learning discipline, with studies reporting increased average test scores and completion rates (Mizratul Audah et al., 2025). The platform's features, including feedback, assignment deadlines, and discussion forums, support the learning process and promote independent learning (Mizratul Audah et al., 2025). Users find Sevima Edlink easy to use and efficient for academic processes, although some communication aspects could be improved (W.

Wahyuddin et al., 2024). The application has been particularly valuable during the COVID-19 pandemic, enabling teachers to deliver lessons, create assignments, and conduct exams remotely (Winda Suci Lestari Nasution, 2021).

The process of learning is an interactive activity designed to help students gain meaningful learning experiences (Nanjar juliana, 2019; hikam tidjarok, 2019). It should be engaging, challenging, and encourage active participation while considering students' interests and psychological development (Masyqi Salma, 2023). Effective learning processes involve two-way interactions between teachers and students, positioning students as active subjects rather than passive objects (Nanjar juliana, 2019). Teachers must understand various aspects of student behavior to prepare appropriate learning media, processes, and assessments (Masyqi Salma, 2023). The educational process aims to develop students' affective, cognitive, and psychomotor skills (M. Lubis, 2021). Learning objectives should align with basic competencies, while the learning process should be student-centered to foster motivation, creativity, independence, and enthusiasm for learning (M. Lubis, 2021). External factors influencing the learning process include teaching materials, learning atmosphere, media, and resources (M. Lubis, 2021).

The learning process typically consists of three key stages: opening, main, and closing activities (Ulumudin, 2020; Hutayani et al., 2020). The opening stage involves apperception and communicating learning objectives (Ulumudin, 2020). The main stage implements teaching strategies to deliver content, while the closing stage includes summarization and assignment provision if necessary (Barlian, 2013). Effective classroom management is crucial for successful learning outcomes (Mubarok, 2016). Teachers should create interactive, inspiring, enjoyable, challenging, and motivating learning environments (Mubarok, 2016). The implementation of these stages should align with the lesson plan and curriculum requirements (Hutayani et al., 2020). Despite efforts to implement 21st-century competencies in the curriculum, Indonesia's PISA 2018 results declined, highlighting the need for ongoing evaluation of teaching practices (Ulumudin, 2020). Proper execution of all three stages is essential for maximizing student learning and achieving satisfactory results (Barlian, 2013).

Research indicates that Sevima Edlink, an e-learning application, is effective in enhancing student learning outcomes and engagement. Studies have shown its effectiveness in various educational settings, including higher education institutions (Evariani et al., 2023) and vocational schools (M. Fauzan et al., 2023). The application supports blended learning approaches, combining online and offline elements (E. Sulistyowati & Diawanto, 2022). Sevima Edlink's features, such as feedback mechanisms, assignment deadlines, and discussion forums, contribute to improved student performance and learning independence (Mizratul Audah et al., 2025). Implementation of Sevima Edlink has led to increased average test scores, higher learning completion rates, and positive student perceptions of the platform (Mizratul Audah et al., 2025; Evariani et al., 2023). The application's effectiveness is further supported by its ability to facilitate both synchronous and asynchronous learning, making it adaptable to various teaching methods and learning environments (E. Sulistyowati & Diawanto, 2022; M. Fauzan et al., 2023).

### **Sevima Edlink Application System at IAI Persis Bandung**

In its use, the Sevima Edlink application is a systematic platform that greatly facilitates lecturers in managing the learning process (SEVIMA, 2025a). The system of the Sevima Edlink application used in the learning process is as follows:

#### *Delivery of Learning Materials*

In the field of education, particularly in higher education learning processes, learning

materials play a crucial role. Learning materials serve as the main guide for both lecturers and students in achieving learning objectives. Without clear and structured learning materials, the teaching and learning process will not proceed optimally. As facilitators of learning, lecturers have the responsibility to ensure that learning materials are effectively delivered to students. Therefore, various strategies and methods are employed to make the delivery of materials more effective and easier to understand. The utilization of technology in education is one strategic step that is increasingly needed (SEVIMA, 2024).

In the field of education, particularly in the higher education learning process, teaching materials are a crucial element. Teaching materials serve as the main guide for both lecturers and students in achieving learning objectives. Without clear and structured teaching materials, the teaching and learning process will not proceed optimally. As facilitators of learning, lecturers have the responsibility to ensure that teaching materials are effectively conveyed to students. Therefore, various strategies and methods are used to make the delivery of materials more effective and easier to understand. The utilization of technology in education is one strategic step that is increasingly necessary (SEVIMA, 2024).

This application provides various features that support learning needs in the digital era. Through Sevima Edlink, lecturers can manage and share learning materials in a more systematic and integrated way (SEVIMA, 2025a; SEVIMA, 2023). A standout feature in the Sevima Edlink application is the teaching material feature. This feature allows lecturers to upload various types of teaching materials onto one platform. This certainly makes it easier for students to access the materials flexibly, anytime and anywhere, without the need to attend class physically (SEVIMA, 2025a; Marlina, 2020).

Lecturers can share documents, images, links, and even instructional videos. The diversification of material formats greatly helps to cater to the different learning needs and styles of students (SEVIMA, 2025a). In addition to providing teaching materials independently, Sevima Edlink also features live conference learning. This feature significantly supports interactive online learning. With live video conference sessions, lecturers can provide deeper explanations of the material and directly interact with students (SEVIMA, 2025a; Kumparan, 2023).

They can actively ask questions, engage in discussions, and share opinions in real-time. This interaction makes the learning environment more dynamic and encourages a better understanding of the material. The flexibility in the method of delivering content is one of the strengths of this application. Lecturers can choose the appropriate learning approach, whether through asynchronous or synchronous teaching materials. This variety in content delivery helps prevent students from becoming bored (SEVIMA, 2025a; Kumparan, 2023).

Lecturers are not only assisted in distributing materials but also in monitoring the progress and participation of students throughout the learning process (Nurasiza et al., 2022; Rahmadona et al., 2024). In conclusion, the use of learning applications like Sevima Edlink makes a significant contribution to improving the quality of education. With its comprehensive and flexible features, lecturers have numerous alternatives to deliver teaching materials effectively and efficiently, ultimately supporting the achievement of educational goals.

#### *Melakukan Diskusi dan Tanya Jawab*

One of the platforms that supports digital teaching and learning activities is the Sevima Edlink application. This application is designed to facilitate interaction between lecturers and students, providing an effective communication space for academic activities (SEVIMA, 2024; SEVIMA, 2025a). One of the standout features of Sevima Edlink is the discussion feature. This

feature enables two-way communication between lecturers and students outside of class hours.

Recent studies have explored the use of Sevima Edlink as an online learning platform in Indonesian higher education. The application has been found to support academic processes effectively, with users reporting ease of use and efficiency (Wahyuddin et al., 2024). Sevima Edlink's features, such as feedback mechanisms, assignment deadlines, and discussion forums, have been shown to enhance student learning outcomes and discipline (Audah et al., 2025). The platform is particularly recommended for teaching Indonesian language due to its interactive capabilities and distance learning features (Wibowo & Rahmayanti, 2020). However, research indicates that students generally prefer face-to-face learning over online methods (Anhusadar, 2020). While Sevima Edlink offers numerous benefits, including facilitating discussions to clarify understanding of course material, there is a need for further development to improve communication effectiveness in the academic process (Wahyuddin et al., 2024; Audah et al., 2025).

Recent studies have examined the effectiveness of Sevima Edlink as an online learning platform in Indonesian higher education. The application offers features that support collaborative and interactive learning, including discussion forums that encourage student engagement and critical thinking (Wahyuddin et al., 2024; Wibowo & Rahmayanti, 2020). Research indicates that Sevima Edlink can improve academic performance and learning discipline, with one study reporting an increase in average student scores from 63.91 to 76.33 (Audah et al., 2025). Students generally find the platform easy to use and are satisfied with its implementation, with 82.3% reporting that its features are user-friendly and 79.5% expressing satisfaction with its application in online lectures (Mursalin et al., 2022). However, challenges such as limited internet access and increased costs for data packages have been noted (Mursalin et al., 2022). Overall, Sevima Edlink appears to be an effective tool for supporting interactive and meaningful teaching and learning processes in the digital era.

#### *Evaluation*

In evaluating both the learning process and students, various structured assessments are necessary. The Sevima Edlink application provides assignment and evaluation features that assist lecturers in conducting assessments (SEVIMA, 2023; Edlink, 2025).

In the assignment feature, lecturers can upload files in various formats—such as documents for assignments or daily tests, videos, or images—with set submission deadlines (Edlink, 2025). Meanwhile, the evaluation feature includes a dedicated section for providing grades and direct feedback to students who have submitted their assignments. The results of these evaluations can serve as a reference for students to assess their own performance (UIN SUSKA Riau, 2023).

In addition to assignments, evaluation can also include attendance and student participation, which can be assessed during discussions or Q\&A sessions, either through live conferences or the discussion feature (SEVIMA, 2024; Fitria, 2025). Thus, Sevima Edlink offers comprehensive support for lecturers in the learning evaluation process.

#### *Melakukan Absensi Kehadiran*

Attendance in Sevima Edlink can be recorded using two methods: through QR code scanning or automatically when students participate in a live conference (IAIN Parepare, 2022). The attendance data is integrated with the learning reports, making it easier for lecturers to monitor student attendance (IAIN Parepare, 2022; SEVIMA, 2024).

### **Challenges and Obstacles in Using Sevima Edlink at IAI Persis Bandung**

**Poor and inadequate internet connection:** In online learning, internet connectivity is crucial, as it serves to connect lecturers and students through an application. The Sevima Edlink application

requires an internet connection to function. If the internet connection is weak or poor, the application cannot run effectively.

**Limited internet data quota:** The limited availability of internet data is a challenge in conducting online learning. Sevima Edlink can only be accessed with an internet connection and a sufficient data quota. Since not all students have a high economic status, purchasing internet data can be a financial burden, which creates another obstacle in the online learning process using Sevima Edlink.

**Inadequate Android smartphones:** In online learning, a device is required to connect lecturers and students for the learning process, and one such device is an Android smartphone. The use of inadequate smartphones also poses a challenge in conducting effective online learning.

**Lack of understanding of the Sevima Edlink application:** To make full use of Sevima Edlink, users need to understand how to use and maximize its features. However, a lack of understanding of how to use the application properly can lead to challenges and obstacles in the learning process.

**Limited interaction space:** In learning, ample space for interaction is crucial for effective communication and engagement. However, online learning restricts the available interaction space, which creates an obstacle to effective learning. The limited interaction space in online learning using Sevima Edlink, especially for practical courses, can hinder the achievement of optimal learning outcomes.

## **Conclusion**

Based on the research findings on the effectiveness of using the Sevima Edlink application in the learning process at IAI Persis Bandung, it can be concluded that:

Sevima Edlink is a systematic application that helps and facilitates the learning process. This can be seen from the comprehensive features available in the Sevima Edlink application, which can be used to support the achievement of effective learning, such as conducting live conferences, presentations, discussions, Q&A sessions, assignments, and attendance tracking.

The use of the Sevima Edlink application in the learning process at IAI Persis Bandung is effective. This is supported by the results of interviews and observations, which show that Sevima Edlink makes it easier and more helpful for both lecturers and students in conducting learning activities, including delivering materials, assignments, and assessments. Additionally, this effectiveness is evident from the achievement of four indicators used as benchmarks in this study: the lecturer's ability to manage learning well, students' active participation in the learning process, positive responses from students toward the learning process, and the achievement of learning objectives.

Challenges and obstacles in using Sevima Edlink in the learning process at IAI Persis Bandung include poor internet connectivity, limited internet data, inadequate Android smartphones, and students' lack of understanding of the Sevima Edlink application at the start of its use. Furthermore, due to the limited interaction space in learning with Sevima Edlink, this can pose a challenge when used for practical courses.

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