



Effectiveness of Using the Edlink Learning Management System (LMS) Application to Improve Learning Motivation of Postgraduate Students at IAIN Parepare

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ABSTRACT

Keywords:

LMS; EdLink;
Learning Motivation

This study aims to analyze the use of the EdLink Learning Management System (LMS) and its effect on the learning motivation of postgraduate students at IAIN Parepare. This research employed a quantitative approach using a survey method. The sample consisted of 35 active postgraduate students selected through purposive sampling. Data were collected through a questionnaire and analyzed using descriptive statistics and simple linear regression. Descriptive statistics were used to identify patterns of EdLink LMS usage, including the duration and frequency of access, as well as to describe the supporting and hindering factors perceived by students. Simple linear regression was applied to test the effect of EdLink LMS use on students' learning motivation. The findings show that most students had used EdLink since their first semester (77.14%) and accessed it several times a week (68.57%). The regression analysis revealed that the use of EdLink LMS had a positive and significant effect on learning motivation, with an R Square value of 0.447. These findings indicate that optimizing LMS implementation and strengthening technical support are important strategies for enhancing students' learning motivation.

Received: 11-01-2026

Revised: 12-03-2026

Accepted: 25-06-2026

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A. Introduction

The rapid development of information technology has significantly transformed the educational landscape, particularly in the delivery of teaching and learning processes in both online and face-to-face settings (Noer, 2022; Sarwa, 2021). One of the practical manifestations of this transformation is the growing use of digital learning platforms to support access, interaction, and instructional efficiency. Among these platforms, EdLink has increasingly been adopted as a learning management system that allows students to access course materials anytime and anywhere, while enabling lecturers to organize learning activities, assignments, and assessments more systematically (Darwanto & Khasanah, 2021; Efendy et al., 2020; Halik & Rustan, 2021). At IAIN Parepare, EdLink was selected as the institutional learning platform because it is integrated with SIAKAD Cloud, the academic information system used by the campus, making it easier to manage course administration, class access, and communication within a single system. This integration made EdLink a practical choice, especially during the period of fully online lectures from 2019 to 2021, when the institution needed a platform that could support academic continuity efficiently. In addition to its administrative compatibility, EdLink also functioned as a medium that facilitated the delivery of information and communication between lecturers and students in the learning process (Ahdar & Humaerah, 2021; Restuputri & Mufti, 2014; Shodiq & Zainiyati, 2020).

In the context of Islamic higher education, the use of educational technology should not be seen merely as a technical response to changes in the learning environment (Selwyn, 2021; Winer & Cooperstock, 2002), but also as part of a broader effort to support the pursuit of knowledge in a more effective and accessible way (Roblyer et al., 2024; Ross et al., 2010). The effectiveness of technology in education is therefore in line with the Islamic spirit of seeking knowledge, which emphasizes learning, reflection, and the continuous development of human potential. This perspective is closely related to the first revelation received by the Prophet Muhammad SAW, which explicitly highlights reading and learning as the foundation of human development, as stated in Surah Al-'Alaq/96:1-5. This normative foundation reinforces the relevance of educational innovation, including the use of digital learning media, in supporting the acquisition and dissemination of knowledge.

From a practical perspective, EdLink is considered accessible because it can be operated through smartphones, laptops, and other internet-connected devices, making it suitable for use in contemporary higher education settings (Yuliana & Munawwir, 2021). However, the implementation of EdLink is not without challenges. Previous findings indicate that the platform still faces several limitations, such as delayed or missing notifications, the perceived lack of distinctive advantages compared to other communication applications, and unequal internet access among students living in areas with limited connectivity (Wahyudi, 2020). Similar concerns were also identified by (Marlina, 2020), who found that synchronization and preparation on the platform required considerable time, while students in remote areas continued to encounter difficulties in accessing online learning.

Several previous studies have discussed the use of online learning media and LMS platforms from different perspectives. Some studies have highlighted the general function of educational media in improving communication and instructional delivery (Ahdar & Humaerah, 2021; Shodiq & Zainiyati, 2020), while others have explained the role of EdLink and e-learning applications in facilitating flexible learning access and supporting classroom management (Darwanto & Khasanah, 2021; Efendy et al., 2020; Halik & Rustan, 2021; Yuliana & Munawwir, 2021). Other studies have also examined the technical and infrastructural constraints of EdLink implementation, especially in relation to application readiness, internet limitations, and user experience (Marlina, 2020; Wahyudi, 2020). In addition, learning motivation has been widely recognized as an important factor influencing students' participation and academic engagement, with both intrinsic and extrinsic dimensions shaping learning behavior (Rahmiati & Azis, 2023; Taslim et al., 2025). Nevertheless, most previous studies tend to discuss either the technical use of EdLink or the general issue of learning motivation separately, and fewer studies specifically examine the effectiveness of EdLink use in influencing the learning motivation of postgraduate students in Islamic higher education contexts.

Based on the studies above, the research gap lies in the limited empirical evidence on how the use of EdLink as an LMS affects the learning motivation of postgraduate students at IAIN Parepare. Previous research has largely focused on the accessibility, advantages, and technical constraints of EdLink, but has not sufficiently explained its measurable contribution to students' motivation in a specific postgraduate academic setting. This gap is important because

effectiveness in educational technology should not only be viewed from system availability or institutional adoption, but also from its impact on students' internal drive to engage in learning activities. Referring to the concept of effectiveness as the proper and well-organized implementation of activities in accordance with expected goals (Irwan & Rahman, 2022), and to the view that learning motivation is the force that encourages individuals to participate actively in the learning process (Taslim et al., 2025), this study positions EdLink not merely as a digital tool, but as a pedagogical medium whose success should be assessed in relation to learner motivation.

Therefore, this study aims to analyze the effectiveness of using the EdLink Learning Management System (LMS) application in improving the learning motivation of postgraduate students at IAIN Parepare. More specifically, this study seeks to describe students' patterns of EdLink usage and to examine whether the use of EdLink significantly affects their learning motivation. In line with this objective, the research argues that the more effectively EdLink is used in the learning process, the higher the learning motivation of postgraduate students will be. Accordingly, the hypothesis proposed in this study is that the use of the EdLink LMS has a positive and significant effect on the learning motivation of postgraduate students at IAIN Parepare.

B. Method

This study employed a quantitative approach with a survey design to examine the effect of the use of the EdLink Learning Management System (LMS) on the learning motivation of postgraduate students at IAIN Parepare. The quantitative approach was chosen because it allows the researcher to collect numerical data and analyze the relationship between variables statistically in an objective and measurable manner (Duli, 2020). In this study, the independent variable was the use of the EdLink LMS, while the dependent variable was students' learning motivation.

The population of this study consisted of postgraduate students at IAIN Parepare who actively used the EdLink LMS in the learning process. The sample comprised 35 students selected through purposive sampling. This sampling technique was applied because the respondents had to meet specific criteria relevant to the research objectives, namely being active postgraduate students and having experience using EdLink in academic activities. Data were collected during May–June 2025.

The main instrument used in this study was a questionnaire. The questionnaire was designed to measure students' perceptions of the use of EdLink LMS and their learning motivation. The indicators of learning motivation covered both intrinsic and extrinsic aspects of motivation. Before being used for data collection, the instrument was tested for validity and reliability to ensure that each item was appropriate and consistent in measuring the intended variables.

The data were analyzed using descriptive statistics and inferential statistics. Descriptive statistics were used to describe the patterns of EdLink LMS usage among postgraduate students. To test the research hypothesis regarding the effect of EdLink LMS use on learning motivation, the study employed simple linear regression analysis. This statistical test was considered appropriate because the study aimed to examine the effect of one independent variable on one dependent variable. The analysis was conducted using SPSS version 25.

Through this approach, the study sought to produce empirical findings on whether the use of EdLink LMS significantly influenced the learning motivation of postgraduate students at IAIN Parepare. The results were expected to provide a more focused understanding of the role of LMS-based learning technology in supporting postgraduate learning activities within the context of Islamic higher education.

C. Result and Discussion

1. Use of the EdLink Learning Management System (LMS) by IAIN Parepare Graduate Students

The results of the study show that the majority of IAIN Parepare graduate students have been using the EdLink LMS since their first semester and access it several times a week. These findings reflect that the EdLink LMS has become an integral part of the graduate learning system, especially in the context of higher education, which is increasingly shifting towards digitization and the use of educational technology.

In the context of technology adoption theory, this phenomenon is in line with the early stages of the adoption process according to Rogers in his Diffusion of Innovations theory (Rogers et al., 2014). Students who have been using the LMS since the early semesters can be classified into the early adopters and early majority categories, which indicate a high readiness to accept learning

technology innovations. The high percentage of usage since the first semester indicates that students have a positive perception of the EdLink LMS as a learning medium, which, according to Davis in the Technology Acceptance Model (TAM), is influenced by two main factors, namely perceived usefulness and perceived ease of use (Davis, 1989).

Furthermore, the high frequency of LMS usage, especially in the “several times a week” and “every day” categories, indicates the level of student engagement in the LMS-based learning process. This shows that the EdLink LMS not only functions as a medium for delivering material, but has also been actively utilized by students to support continuous learning.

In the Blended Learning approach, as stated by Graham (2006), LMS has a strategic role in integrating face-to-face learning with online learning. With students actively accessing the LMS several times a week, it can be interpreted that the postgraduate learning process at IAIN Parepare has successfully integrated these two forms of learning. This demonstrates the institution's success in facilitating an adaptive and responsive learning environment in line with the times (Mantyastuti, 2017).

However, the fact that a small number of students accessed the LMS only once a week or rarely used it should be noted. Since this study did not directly investigate the causes of low usage intensity, no definitive conclusion can be drawn regarding the underlying factors. Nevertheless, van Dijk's Digital Divide theory may serve as a possible interpretive lens for understanding how differences in access, digital skills, or readiness might affect the use of learning technology. For this reason, the finding points to the importance of strengthening training, mentoring, and equitable digital support in order to improve the inclusiveness of LMS-based learning.

In general, the high adoption rate and frequency of use of the EdLink LMS illustrate that IAIN Parepare graduate students have made the LMS an important part of their learning ecosystem. This is a positive indicator of the readiness of the institution and students in facing the challenges of 21st-century learning based on information and communication technology.

2. Factors Affecting the Effectiveness of EdLink LMS Use among IAIN Parepare Graduate Students

The effectiveness of the EdLink Learning Management System (LMS) in learning is not only determined by the availability of the system and technological features, but also by various supporting and inhibiting factors that arise from the real experiences of students as users. In this study, an analysis was conducted on students' open responses regarding the advantages and obstacles in using the EdLink LMS.

a. Supporting Factors

Table 1. presents the main supporting factors identified from students' responses regarding the use of EdLink LMS.

Table 1. Supporting Factors

Supporting Factors	Examples of Student Statements	Frequency of Responses
Facilitates the learning process	Makes the learning process easier	10
User-friendly	Very easy to use	2
Complete and functional features	Easy to access and supports flexible online learning	2
Centralized and efficient	Efficient learning management	6
Helps communication	One of the advantages I experience from using the EdLink LMS is the ease of accessing lecture materials in a structured way, interactive features that facilitate communication between lecturers and students, and notifications that help me stay informed about assignments and class schedules. In addition, its simple yet functional interface makes the learning process more efficient and organized, especially in submitting assignments and checking assessments.	1

The main factor driving the effectiveness of the EdLink LMS is its ability to facilitate the learning process, which was the most dominant finding with the highest frequency of occurrence. This finding is in line with Davis' Perceived Usefulness theory from the Technology Acceptance Model (TAM), which emphasizes that the greater the user's perception of the usefulness of technology in completing tasks, the higher the likelihood that the technology will be accepted

and used effectively (Venkatesh et al., 2003). Students feel that the EdLink LMS simplifies the learning process, provides quick access to materials, and assists with assignment collection and assessment monitoring.

Another supporting factor is the efficiency and centralization of the learning system, which shows how LMS is able to integrate various learning activities into one platform. This is important in the context of modern learning management, which requires the integration of various learning elements into one organized digital ecosystem.

Ease of use (user-friendliness) and feature completeness are also supporting factors, although not as much as the previous two factors. This aspect shows the importance of an intuitive user interface and the availability of features that suit learning needs, such as discussion forums, notifications, scheduling, and assignments. This supports Rohili's statement that clear navigation and ease of digital interaction can strengthen student learning engagement in online learning (Rohili et al., 2025).

In general, these advantages show that the EdLink LMS is not only accepted as a technical tool, but has become part of students' learning strategies that increase efficiency, comfort, and participation in the postgraduate learning process.

b. Hindering Factors

In addition to its advantages, the use of EdLink LMS was also accompanied by several obstacles experienced by students. These hindering factors are summarized in Table 2.

Table 2. Hindering Factors

Hindering Factors	Examples of Student Statements	Frequency of Responses
Technical problems (errors, slow	Sometimes it is slow to access	6

performance, difficult access)		
Less attractive and confusing interface	Sometimes the system is slow, especially during busy hours. In addition, the reminder and notification features are not optimal, so if I do not actively open the application, I may miss important information. The appearance of some features also seems rather standard and less attractive.	3
Internet connection constraints	Network access	10

Conversely, the effectiveness of the EdLink LMS also faces challenges from several inhibiting factors. The most dominant factor is network or internet connection constraints, which were mentioned by most respondents. This obstacle confirms the crucial role of digital infrastructure in supporting technology-based learning.

The next factor is technical issues such as slow access, system errors, or application instability. These issues directly affect system quality, which according to DeLone and McLean is an important dimension in measuring the success of information systems, including LMS. Technical failures, especially at crucial moments such as collecting assignments or attending synchronous classes, can have a negative impact on user perception and comfort (Mania et al., 2025).

In addition, an unattractive and confusing user interface is also a concern. This factor emphasizes the importance of user experience design in LMS development. Students expect a display that is not only functional but also visually appealing and easy to use, so that they not only feel technically assisted but also psychologically motivated to use it (Larasati & Andayani, 2019).

Overall, this discussion shows that the effectiveness of the EdLink LMS on graduate students is not only determined by the technical capabilities of the system, but also by external infrastructure support, the internal technical quality of the system, and user perceptions of the platform's comfort and usability. Therefore, LMS optimization needs to include efforts to improve the internal system as well as external support in the form of training, increased digital literacy, and improved connectivity.

3. The Effect of the EdLink Learning Management System (LMS) Application on the Learning Motivation of Postgraduate Students at IAIN Parepare

The use of digital learning technologies such as Learning Management Systems (LMS) has become an integral part of higher education. In this context, the EdLink LMS is used as the main tool to support the learning activities of graduate students at IAIN Parepare. Based on the results of a simple linear regression analysis conducted in this study, a significant and positive influence was found between the use of the EdLink LMS and student learning motivation.

The ANOVA test results show that the regression model used in this study is statistically significant, with a calculated F value of 26.683 and a significance of $p = 0.000$. This indicates that the independent variable, namely the use of the EdLink LMS, has a real contribution to changes in the dependent variable, namely student learning motivation. The significance below 0.05 confirms that the research hypothesis can be accepted, namely that there is a significant effect between the two variables.

Furthermore, the regression test results provide the equation:

$$Y = 9.242 + 0.383X$$

This equation indicates that every one-unit increase in the score for the use of EdLink LMS will be followed by an increase of 0.383 points in student learning motivation. With a constant of 9.242, it means that when EdLink LMS is not used ($X = 0$), student learning motivation remains at that base number. This positive regression coefficient is an indicator that the more active students are in utilizing the features in the LMS, such as downloading materials, discussion forums, collecting assignments, and communicating with lecturers, the higher their internal drive to learn.

This finding is in line with Self-Determination Theory (Deci & Ryan), which emphasizes that learning motivation can increase when individuals feel they have control over their learning process and feel autonomously supported. LMS, in this case EdLink, gives students the freedom to learn independently, access materials at any time, and set their own learning pace according to their individual needs (Kusumawati, 2024). These features create a personalized, flexible, and interactive learning experience, which in turn increases students' intrinsic motivation.

The R Square value of 0.447 also shows that 44.7% of the variability in student learning motivation can be explained by the use of the EdLink LMS. This means that although the influence of the LMS is quite significant, there are still around 55.3% of other factors outside the model that affect learning motivation, such as teaching style, social support, personal interest in the subject, and the psychological condition of students.

Thus, it can be concluded that the EdLink LMS not only functions as a technical tool in learning, but also plays an important role in shaping and increasing student motivation. Maximizing the use of the LMS, coupled with a supportive interface design and a stable system, will be key to creating a motivating learning experience. Therefore, optimizing the use of the LMS is not only the responsibility of students, but also of academic administrators and system developers to continuously improve the platform's features, accessibility, and usability.

D. Conclusion

This study found that EdLink LMS is actively used by postgraduate students at IAIN Parepare and has become an integral part of their learning activities. Its effectiveness is supported by its usefulness, efficiency, and ease of access, but is limited by connectivity, technical, and interface-related problems. The study also confirms that the use of EdLink LMS has a positive and significant effect on students' learning motivation. Therefore, improving system quality and digital support is essential to optimize the role of EdLink LMS in postgraduate learning.

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