



Edlink LMS Training to Optimize ESM Learning for ICP Tutors

Muhammad Ammar Naufal^{1*}, Syahrullah Asyari¹, Arian Nurrifqhi¹, Fettyana¹, Ahmad Zuhudy Bahtiar¹, Ibnu Hajar¹, Fifi Alya Sa'dliani¹

¹Faculty of Mathematics and Natural Sciences, Universitas Negeri Makassar, Makassar, Indonesia

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ABSTRACT

Effective use of digital learning platforms remains a persistent challenge for tutors supporting the International Class Program (ICP) at the Faculty of Mathematics and Natural Sciences, Universitas Negeri Makassar (FMIPA UNM), particularly in the English for Subject Matter (ESM) course. Although the university has adopted the Edlink Learning Management System (LMS), its interactive features, such as discussion forums, assignment management, and structured content organization, remain underutilized. This community service program aimed to strengthen the competence of ICP tutors and lecturers in utilizing Edlink to support ESM learning. Implemented in partnership with the FMIPA International Students Community (FISCO), the program was attended by approximately 25 tutors and lecturers and followed a participatory sequence of socialization, training, technology implementation, mentoring, evaluation, and sustainability planning, delivered through a seminar and hands on practice in a computer laboratory at FMIPA UNM. The results show that participants gained practical proficiency in operating Edlink features, including course structuring, material upload, and discussion forum management, and produced an initial ESM digital class ready for further use. A post training evaluation questionnaire completed by all participants indicated a high level of satisfaction, with a mean overall rating of 9.24 out of 10 (SD = 0.83) and mean ratings above 4.6 out of 5 for training implementation, understanding of Edlink features, and readiness to apply them independently. This program is expected to contribute to the sustainable digitalization of ESM learning and to strengthen the partnership between the university and its student community.

1. INTRODUCTION

The internationalization of higher education has encouraged universities to strengthen learning models that support global academic competitiveness. Universitas Negeri Makassar (UNM), through the Faculty of Mathematics and Natural Sciences (FMIPA), has developed the International Class Program (ICP) as a strategic effort to improve students' academic quality, English proficiency, and global competence. The program integrates subject matter instruction with English as the medium of delivery, a model commonly referred to as English for Subject Matter (ESM), which requires tutors with adequate linguistic and pedagogical competence to deliver bilingual instruction effectively.

In its implementation, ESM learning within ICP FMIPA UNM is supported by the FMIPA International Students Community (FISCO), a community of students and alumni with experience in international class programs and academic English proficiency. FISCO members act as teaching assistants who accompany lecturers in guiding ICP students to strengthen academic English skills relevant to their field of study. Preliminary observation and discussion with the ESM course coordinator, however, revealed that the utilization of a Learning Management System (LMS) for managing digital learning in ESM remains suboptimal. Although FMIPA UNM has provided the Syam Ok LMS for regular courses, this platform has not fully accommodated the specific needs of ESM learning within ICP.

One alternative platform that can be utilized is Edlink, an LMS that provides features such as material upload, online class management, discussion forums, assignments, and quizzes, as well as monitoring of student learning activity [1], [2]. Nevertheless, the utilization of these features by lecturers and tutors has

* Corresponding Author

Muhammad Ammar Naufal (Email: ammar.naufal@unm.ac.id)
Faculty of Mathematics and Natural Sciences, Universitas Negeri Makassar, Makassar, Indonesia
MIPA Building 4th Floor, Mallengkeri Street, Parangtambung 90221, Makassar, Indonesia

not been optimal, as many users still rely on the LMS merely as a repository for sharing materials without taking advantage of its interactive functions. This condition reflects a broader gap between the availability of learning technology and the pedagogical readiness of its users, a pattern also reported in studies on lecturers' digital competence in higher education [3], [4], [5], [6], [7].

The importance of adequate digital competence among lecturers and tutors has been widely documented. Fernández Batanero et al. [3] found that university teachers generally exhibit a low level of digital competence and require training in both technological and pedagogical aspects, while Dang et al. [4] confirmed that lecturers' digital competence significantly affects the quality of students' learning experience. Similar findings were reported by Wannapiroon et al. [5] among vocational instructors and by Sari et al. [6] among lecturers using Moodle, both of which identified adaptation difficulties and limited technical understanding as persistent obstacles. A community based LMS training conducted by Usman et al. [7] at a private higher education institution in Makassar demonstrated that structured, hands on training can substantially improve lecturers' readiness to manage digital classes independently.

Within the field of English language teaching, the effectiveness of an LMS in supporting English for Specific Purposes (ESP) instruction, of which ESM is a variant applied to subject matter courses, largely depends on users' familiarity with its features, particularly in under resourced regions of Indonesia [8]. Nuryanti [9] and Rachmawati and Irawan [10] similarly reported that learning management systems and mobile applications can improve learner engagement and autonomy in ESP classrooms, although infrastructure limitations and insufficient teacher training remain common barriers. Holiver et al. [11] further showed that Moodle based blended learning positively supports ESP instruction when teachers are adequately trained.

Based on this background, the present community service program was designed to strengthen the competence of ICP tutors and lecturers, particularly members of FISCO, in utilizing Edlink to support ESM learning. The program was carried out through a participatory approach in partnership with FISCO, following recommendations from studies on university community collaboration which emphasize that community service activities are more sustainable when partners are actively involved from the planning to the evaluation stage [12], [13], [14]. The novelty of this activity lies in its specific focus on optimizing a particular LMS for a bilingual subject specific course within an international class program, an area that has received limited attention in prior community service literature in Indonesia. This article reports the implementation process and outcomes of the training program, and discusses its contribution to the digitalization of ESM learning at FMIPA UNM.

2. METHOD

This community service program employed a participatory and applicative approach, in which FISCO, as the target partner, was actively involved in every stage of the activity, from socialization to the evaluation of training outcomes, in line with recommendations for sustainable university community partnerships [12], [13], [14]. The program was implemented through the Community Partnership Empowerment (Pemberdayaan Kemitraan Masyarakat/PKM) scheme funded by the Non Tax State Revenue (Penerimaan Negara Bukan Pajak/PNBP) of FMIPA UNM for the 2026 fiscal year, and involved a team of seven lecturers, staff, and student members with complementary expertise in mathematics education, English instruction, and information technology. The training activity itself involved a total of approximately 25 participants, consisting of ICP tutors and lecturers who were members of FISCO.

Table 1. Implementation stages of the Edlink LMS training program

No	Activity	Method
1	Socialization of the training program to FISCO and the ESM course coordinator	Coordination meeting, discussion
2	Introduction to Edlink features and digital class management	Seminar, guided practice
3	Structuring of the ESM digital class, material upload, and discussion forum setup	Demonstration, hands on practice
4	Mentoring in developing and refining ESM learning content	Consultation, mentoring
5	Evaluation of the training process and outcomes	Observation, online evaluation questionnaire
6	Planning for the sustainable use of the digital ESM class	Discussion, follow up planning

The implementation consisted of six interrelated stages, namely socialization, training, technology implementation, mentoring, evaluation, and program sustainability, as summarized in Table 1. The socialization stage involved coordination with the ICP management and the ESM course coordinator to determine the training schedule, confirm the participant list, and identify the technical requirements for

using the Edlink LMS. The training stage was delivered through a seminar followed by guided hands on practice, an approach shown to be effective in strengthening educators' digital pedagogical skills [15], covering the introduction of LMS concepts, the main features of Edlink, digital class management, material upload, discussion forum activation, and assignment and quiz management.

3. RESULTS AND DISCUSSION

The Edlink LMS training program for ICP tutors was implemented on Monday, 4 May 2026, in a computer laboratory at FMIPA UNM, under the Program Kemitraan Masyarakat (PKM) 2026 PNPB FMIPA UNM. Consistent with the socialization stage summarized in Table 1, the training schedule and the technical requirements for accessing the Edlink LMS had been confirmed in advance through coordination with the ICP management and the ESM course coordinator. The activity was attended by approximately 25 participants, consisting of FISCO tutors together with lecturers involved in ESM learning, and was structured into a seminar session followed by hands on practice using laboratory computers, as documented in the activity records and presented in Figures 1 to 3.

3.1. Implementation of the Training Program

The seminar session opened with an explanation of the training's objectives and an overview of the Edlink LMS interface, delivered by the team leader together with a resource person who has more than three years of experience using Edlink for course management, as shown in Figure 1. Participants were then guided step by step in exploring the main menus of the platform, including course creation, the material repository, and the participant management panel, before proceeding to guided practice at individual computer workstations.



Figure 1. Seminar session introducing the Edlink LMS to ICP tutors and lecturers

During the hands on session, participants worked directly on laboratory computers to explore the Edlink dashboard, practice uploading learning materials, and set up a discussion forum menu for the ESM course, as illustrated in Figure 2. Facilitators moved among participants to provide individual guidance, address technical difficulties, and ensure that each participant could complete the assigned practice tasks. By the end of the session, participants had produced the initial structure of an ESM digital class within Edlink, consisting of a course outline, uploaded learning materials, and an active discussion forum menu, which directly supports the target output stated in the program proposal.



Figure 2. Hands on practice session in the computer laboratory at FMIPA UNM

3.2. Participant Engagement and Digital Class Development

Throughout the training, participants demonstrated active engagement, as shown in Figure 3 and as reflected in their consistent participation in the practice sessions and their willingness to ask questions regarding specific Edlink features, such as assignment scheduling and forum moderation. Facilitators observed that most participants, who had previously used Edlink only as a passive repository for course materials, were able to operate its interactive features, including discussion forums and assignment menus, by the end of the mentoring session. This observation is consistent with the training's target indicator, namely that participants would be able to operate the main features of Edlink following the program.



Figure 3. Trainers and participants of the Edlink LMS training program

3.3. Training Evaluation Results

To complement the observational findings above, Table 2 summarizes the results of the post training evaluation questionnaire described in the Method section, which was completed by all 25 participants (21

lecturers and 4 tutors) immediately after the training. The results indicate a consistently high level of perceived quality across all three measured dimensions, together with a high level of overall satisfaction.

Table 2. Summary of post-training evaluation results (N = 25)

No	Evaluation Dimension	Mean (SD)
1	Training implementation (6 items)	4.77 (0.48)
2	Understanding and relevance of Edlink features (6 items)	4.64 (0.50)
3	Readiness to implement Edlink independently (4 items)	4.72 (0.47)
4	Overall satisfaction (0–10 scale, 1 item)	9.24 (0.83)

Item level analysis showed that facilitators' mastery of the training material and the adequacy of the training facilities received the highest mean ratings ($M = 4.86$, $SD = 0.35$ for both), whereas the perceived sufficiency of the allocated training time received the lowest, although still favorable, mean rating ($M = 4.50$, $SD = 0.74$). For overall satisfaction, all participants (100%) rated the training at least 8 out of 10, and 76% rated it 9 or 10, yielding a mean of 9.24 ($SD = 0.83$). These findings are broadly consistent with prior studies reporting high self reported readiness and satisfaction following short, hands on technology training for educators [17]. In the open ended responses, participants most frequently identified the guided hands on practice sessions, particularly creating quizzes, uploading materials, and managing discussion forums, as the most useful part of the training, while limited practice time and occasional unstable internet connectivity were the most commonly reported obstacles. Participants also expressed interest in further training on Edlink's learning analytics, question bank and automatic grading features, and integration with other platforms such as Google Classroom and Zoom, which the program team has noted as input for the subsequent sustainability stage.

3.4. Discussion

These findings corroborate the community based LMS training reported by Usman et al. [7] and the digital literacy workshop reported by Kurnia et al. [16], both of which likewise found that practice oriented training strengthens educators' readiness to manage digital classes independently. The active involvement of FISCO members as both learners and future peer mentors also reflects the principle of participatory community empowerment, in which partners are positioned as active collaborators rather than passive recipients of training [12], [13]. This approach is expected to support the sustainability of the digital ESM class beyond the duration of the program, since tutors who are already familiar with Edlink can continue to assist their peers independently.

Nevertheless, this activity was limited to a single training cycle assessed through a post training evaluation questionnaire, as summarized in Table 2, rather than a pretest posttest design, so the favorable ratings reported here reflect participants' self assessed perceptions of the training rather than an objectively measured change in competence. Future community service programs are therefore recommended to incorporate a structured pretest posttest instrument or a validated skills checklist, to enable a more rigorous assessment of training effectiveness, consistent with evaluation practices adopted in comparable digital literacy and hands on training programs [15], [16].

4. CONCLUSION

This community service program has strengthened the competence of ICP tutors and lecturers, particularly members of FISCO, in utilizing the Edlink LMS to support English for Subject Matter learning at FMIPA UNM. By the end of the program, participants were able to operate the main features of Edlink and produced an initial ESM digital class ready for further use, an outcome corroborated by consistently high evaluation scores from participants. These results are consistent with the program's objective of supporting Sustainable Development Goal 4 on quality education and the university's key performance indicators related to technology based learning. Future activities are recommended to extend the mentoring period and apply a structured pretest posttest evaluation to obtain a more comprehensive measurement of the training's long term impact on ESM learning within the International Class Program.

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BIOGRAPHIES OF AUTHORS



Muhammad Ammar Naufal, S.Pd., M.Ed., Ph.D.    is a lecturer in the Mathematics Department, Faculty of Mathematics and Natural Sciences, Universitas Negeri Makassar, Indonesia. His research interests include geometric thinking, geometry learning, metacognition, and ethnomathematics. He received the Outstanding Lecturer (Dosen Berprestasi) Rank 1 award at the faculty level during the 61st FMIPA UNM Dies Natalis in January 2025. He served as the team leader of this community service program and can be contacted at email: ammar.naufal@unm.ac.id.



Dr. Syahrullah Asyari, S.Pd., M.Pd.     is a lecturer in the Mathematics Department, Universitas Negeri Makassar, Indonesia, who completed his doctorate in mathematics education at the same institution in 2024. His expertise includes mathematics education, philosophy of education, and the history of mathematics, and he has more than three years of experience using the Edlink LMS for course management. In this program, he served as the primary resource person who delivered the training materials and facilitated the hands on practice sessions, and can be contacted at email: syahrullah_math@unm.ac.id.



Arian Nurrifqhi, S.Kom., M.T.     is a lecturer in the Mathematics Department, Universitas Negeri Makassar, Indonesia, with a background in information systems, interaction design, and software engineering. In this program, he was responsible for documenting the training activities, and can be contacted at email: arian.nurrifqhi@unm.ac.id.



Fettyana, S.Kom., M.Kom.     is a lecturer in the Mathematics Department, Universitas Negeri Makassar, Indonesia, with a background in informatics management. In this program, she was responsible for preparing the training venue and the video conferencing application used during the activity, and can be contacted at email: fettyana@unm.ac.id.



Ahmad Zuhudy Bahtiar, S.Pd., M.Pd.     is a team member of this community service program at Universitas Negeri Makassar, Indonesia, with prior experience in technology based teacher training, including an AI assisted digital literacy workshop for teachers published in Jurnal Abdi Bangsa. He served as a facilitator and resource person, supporting the delivery of the training materials during the seminar and hands on practice sessions, and can be contacted at email: ahmad.zuhudy@unm.ac.id.



Ibnu Hajar     is a team member of this community service program at Universitas Negeri Makassar, Indonesia. He supported the technical preparation of the training and assisted participants during the hands on practice session, and can be contacted at email: ibnuh6605@gmail.com.



Fifi Alya Sa'dliani     is a student in the Bilingual Mathematics Education program at Universitas Negeri Makassar, Indonesia, and has represented the university in international academic exchanges on mathematics teacher education. In this program, she supported the administrative process, participant mentoring, and the preparation of the activity report, and can be contacted at email: sadlianififi@gmail.com.