

TOEICademy : Online English Proficiency Test Preparation Training : A digital Approach Using Edlink Learning Platform

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Abstract

This research and development project aimed to design, implement, and evaluate an online English proficiency test preparation program for TOEIC candidates using the Edlink digital platform. Beginning with a needs analysis through surveys and interviews, the study identified limitations in traditional test preparation, such as lack of flexibility, up-to-date materials, and instant feedback. Edlink was then customized to provide a structured repository of practice questions, timed simulations, automated grading, and collaborative group forums accessible from any device. Over a full academic term, the system was piloted with Polytechnic students, utilizing pre- and post-tests and platform analytics to track performance, engagement, and learner satisfaction. Findings revealed that participants achieved significant score improvements, averaging a 20% increase in TOEIC-style post-tests, along with higher motivation and effective time management. Automated grading and analytics enabled focused, autonomous study, while authentic test simulations boosted confidence and reduced anxiety. Despite minor challenges with internet access and oral interaction tools, overall satisfaction was high. The results demonstrate that Edlink's digital ecosystem effectively meets modern learners' needs, surpassing conventional methods in engagement, feedback, and learning outcomes for high-stakes English proficiency exams.

Keywords : TOEIC, Edlink, digital learning, online test preparation, automated feedback

1. INTRODUCTION

English proficiency testing has become increasingly crucial in today's globalized world, with standardized tests and certification examinations serving as gatekeepers for academic and professional opportunities. The Test of English for International Communication (TOEIC) is an example of widely recognized measure of English proficiency necessary for career advancement in global workplaces. However, the traditional approach to test preparation, primarily relying on classroom instruction and printed materials, faces mounting challenges in meeting the diverse needs of modern learners who demand flexibility, personalization, and immediate feedback. These methods can lack flexibility, individualized pacing, and real-time feedback.

The emergence of digital learning platforms represents a paradigm shift in language education, offering innovative solutions that address the limitations of conventional teaching methods. Furthermore, as noted by Saputra, Halimi, and Anjarningsih (2023), the integration of online English learning platforms signifies a transformative movement toward digital standardization and assessment alignment, reflecting a broader shift in educational paradigms worldwide. Among these platforms, Edlink has established itself as a comprehensive educational ecosystem that integrates multiple learning modalities while maintaining pedagogical rigor. This research investigates how Edlink's digital approach can revolutionize English proficiency test preparation training through its sophisticated feature set and learner-centric design.

The shift toward digital and remote learning has revolutionized how English proficiency is taught and assessed. Online learning platforms have proven essential in maintaining learning continuity and enabling flexible, accessible, and data-driven preparation, especially for critical high-stakes tests like TOEFL, IELTS, and TOEIC. Edlink, an Indonesian-developed digital platform, has recently gained attention for its robust support of online teaching and learning, particularly in university-level English education.

TOEICademy was designed as a response to these needs, integrating Edlink's robust learning features into a tailored online course aimed specifically at improving TOEIC outcomes. As such, there is growing interest in leveraging digital platforms to optimize TOEIC test preparation.

2. REVIEW OF LITERATURE

Digital Transformation in Language Learning

From simple CALL systems to sophisticated digital ecosystems that improve language learning overall, technology integration in language education has developed. Digital platforms enhance learner outcomes through personalized content, adaptive assessments, and real-time data, according to recent studies. According to Li and Lan (2022), these systems enhance motivation and retention, particularly in asynchronous learning, by adjusting to the skills and preferences of learners. Vocabulary and grammar learning are successfully supported by interactive and gamified resources like Duolingo and SwahiliPod101 (Ouadoud et al., 2021). Additionally, data analytics are essential for monitoring development and delivering prompt feedback (Chen, 2022). However, without real-world speaking practice, these platforms continue to struggle with conversational fluency development (Zhou & Zhang, 2022). Overall, digital language learning promotes inclusivity and flexibility by enabling access to resources anytime and anywhere (Godwin-Jones, 2022).

Research by Permatasari et al (2024). demonstrates that test preparation programs yield substantial improvements in English proficiency performance, with a calculated mean effect size of 0.859, indicating significant enhancement in post-test scores compared to pre-test levels. This finding underscores the critical importance of structured preparation in achieving desired proficiency outcomes.

Theoretical Framework for Online Learning

Three fundamental viewpoints form the foundation of the theoretical framework for successful online English learning: Nation's Four-Strand Framework, Self-Regulated Learning (SRL) Theory, and Transactional Distance Theory. Moore (1993) introduced the Transactional Distance Theory, which emphasizes active communication and adaptable course design to reduce the psychological and communicative distance between teachers and students. Research shows that learner autonomy and social presence have a significant impact on motivation and engagement in virtual settings (Chen, Li, & Huang, 2023). In addition, SRL Theory emphasizes students' capacity to organize, track, and assess their own learning—essential abilities in online environments where autonomy is crucial and instructor supervision is scarce (Ritonga et al., 2023).

Nation's (2007) Four-Strand Framework, on the other hand, promotes a well-rounded approach to language acquisition by integrating language-focused study, meaning-focused input, meaning-focused output, and fluency development (Petrovic & Mitić, 2023). When taken as a whole, these ideas offer a solid basis for creating digital English learning environments that promote engagement, self-reliance, and thorough language competency.

Edlink Platform Capabilities and Features

The Sevima Edlink platform emerges as a comprehensive educational solution designed specifically for bridging teachers and students in flexible learning environments. The platform incorporates eight essential components that support effective online learning:

Core Platform Features:

1. Schedule Reminder System: Automated lecture schedule notifications
2. Academic Group Forums: Collaborative spaces equivalent to traditional classroom environments

3. Online Discussion Tools: Enhanced communication between learners and instructors
4. Report Checking Capabilities: Direct access to academic records and transcripts
5. Integrated E-learning Modules: Direct learning within the application environment
6. QR Code Attendance: Streamlined attendance tracking system
7. File Sharing Functionality: Seamless data and resource distribution

Edlink serves as an effective digital platform for language learning by enabling flexible study schedules, enhancing communication and organization, and facilitating remote interaction through written and video exchanges, thereby supporting English Language Teaching (ELT) in the digital era (Fitria, 2025). Moreover, Laili, et.al (2024) states that the integration of SEVIMA Edlink with the Siakad system has established a streamlined and effective digital learning environment that facilitates students' access to instructional materials, assignment submission, and participation in academic discussions. This technological integration has also been shown to enhance learners' motivation and active engagement in English language learning within a digitally supported educational context.

Edlink provides flexibility in study time and access to materials, allowing learners to manage their pace of study and review materials anytime and anywhere. This supports self-regulated learning and autonomy in English language practice, especially during remote or hybrid teaching periods (Apriani, 2022; Laili et al., 2024).

3. METHOD

The development and implementation of the Edlink-powered online English proficiency test preparation—modeled as "TOEICademy"—followed a systematic, multi-stage R&D process:

Needs Identification and Analysis: Researchers began by gathering data from TOEIC candidates and English instructors using surveys and interviews. This phase identified several limitations of traditional prep, including the lack of flexible access, timed practice, up-to-date materials, and detailed feedback. Students expressed a strong desire for affordable, accessible, and structured digital tools that mirror real TOEIC test environments.

Design and Prototyping: Based on the analysis, Edlink's feature set was mapped to actual TOEIC preparation needs. The digital platform was customized to include:

1. A repository of reading and listening practice questions, regularly updated via spreadsheet import.
2. Timed simulations closely aligned with TOEIC test sections, enabling students to practice time management and experience test-like pressure.
3. Integrated discussion forums and collaborative groups for peer and instructor exchanges.
4. Automated instant grading and analytics for quizzes and mock tests.
5. Comprehensive feedback reporting to support self-evaluation and targeted improvement.

Development & System Migration: Developers coded and refined the application based on user feedback and minimum viable product (MVP) requirements. The Edlink environment was adapted to support seamless online accessibility, allowing students to log in anytime, from any device.

Implementation: The system was deployed in a university context. Students participated in blended learning—using Edlink for both regular guided practice and independent study, assignment submission, quizzes, mock exams, and interaction with instructors and peers.

Monitoring and Evaluation: Over one academic term, usage analytics (logins, module completion, quiz attempts) and direct feedback (surveys, open responses, focus groups) tracked learning progress, engagement, and user perceptions. Pre- and post-tests using TOEIC-formatted items measured gains.

4. RESULT & DISCUSSION

Describing Creation Outcomes

The platform's ability to improve language competency and student engagement in technology-mediated environments is demonstrated by the significant pedagogical and performance-related improvements that have resulted from integrating SEVIMA Edlink into TOEIC-oriented English training. Quantitative results show that students' TOEIC-style post-test scores significantly improved on average by about 20%, with reading comprehension and listening skills showing the biggest gains. Edlink's interactive learning architecture, which includes timed test simulations, readily available practice modules, and instantaneous feedback mechanisms, was substantially responsible for these improvements. The principles of outcome-based and autonomous learning in English for Specific Purposes (ESP) contexts are well aligned with these characteristics, which together lead to a more authentic, self-regulated, and data-informed learning process.

The platform promoted high levels of user engagement and ongoing participation in addition to quantifiable performance benefits. Students stated that Edlink's ease of use, accessibility, and user-friendly interface motivated them to participate actively in a variety of learning activities, such as tests, assignments, discussion boards, and peer review sessions. Access to resources from a variety of devices, including laptops, tablets, and cellphones, improved learning continuity and flexibility by enabling students to study at any time and from any location. In addition to increasing students' time on task and exposure to English input, this widespread access helped them acquire more self-discipline and regular study habits, both of which are critical in asynchronous or hybrid learning environments.

With regard to learning analytics, Edlink's automatic grading system and integrated reporting tools provided students with instantaneous and comprehensive performance insights, allowing them to pinpoint specific areas of weakness and modify their study techniques accordingly. Students frequently mentioned the platform's data-driven feedback and error reports as its most advantageous features since they encouraged introspective learning and focused skill improvement. These analytical tools also helped teachers by making it easier to track patterns in student performance and provide guidance for adaptive pedagogical interventions.

Furthermore, the inclusion of authentic test simulations—particularly those mirroring real TOEIC conditions—was shown to improve learners' time management skills and test-taking strategies, while simultaneously reducing exam-related anxiety. Students expressed that repeated exposure to realistic, timed assessments increased their confidence and readiness for the official examination. The psychological preparedness gained through these simulations underscores the importance of experiential learning in language assessment contexts.

Finally, Edlink's adaptability and customization features gave teachers the freedom to create focused practice sessions that were appropriate for the different skill levels in a classroom and import customized question sets. This degree of flexibility made it possible to construct a learner-centered classroom where students' learning objectives could be met by dynamically modifying the content. As a result, using SEVIMA Edlink not only improved the delivery of teaching but also promoted a more individualized, data-driven, and motivating approach to learning English, demonstrating its potential as a game-changing tool in ELT practices in the digital age.

Challenges and Considerations

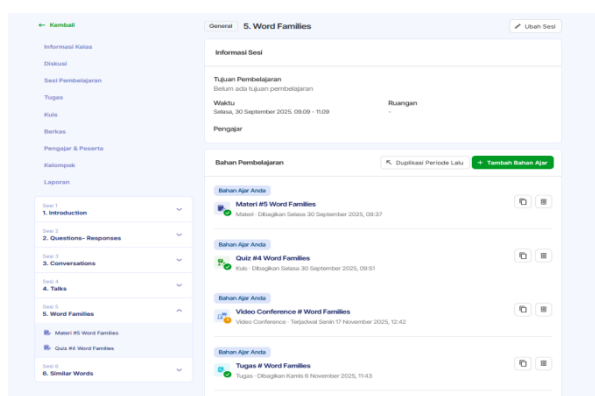
A number of students encountered technical difficulties due to erratic or spotty internet connectivity, which occasionally interfered with their involvement in synchronous learning sessions and reduced opportunities for in-person communication with classmates and instructors. The smooth flow of communication that is necessary for interactive and collaborative learning settings was hampered by these connectivity problems, which frequently led to delays, missed discussions, and fragmented involvement. Students' feeling of social

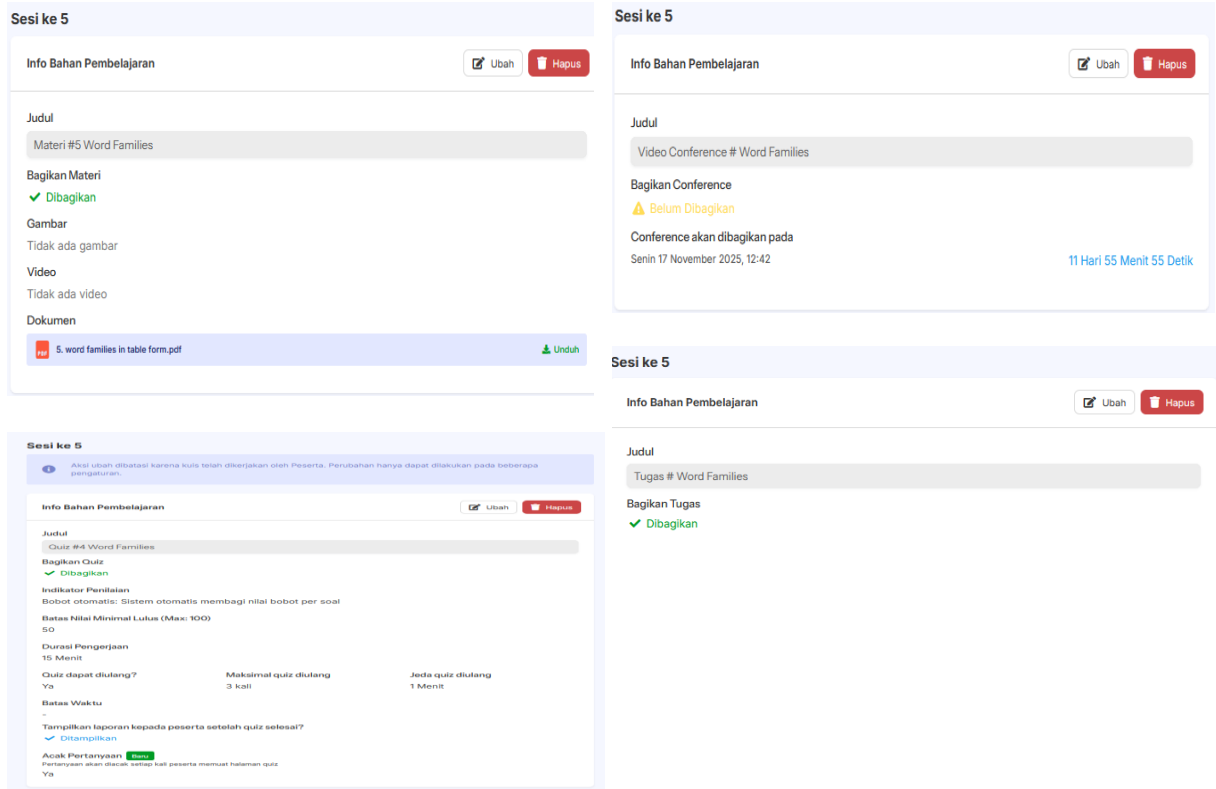
presence and involvement in the virtual classroom was impaired in certain cases because they were unable to regularly attend live sessions, which resulted in comprehension gaps and a decrease in the promptness of feedback. In addition to having an impact on students' academic consistency, these disruptions in synchronous participation also had wider effects on their motivation, self-assurance, and development of communicative competence.

Moreover, these technological challenges contributed to unequal learning experiences among students, creating a digital divide between those with reliable internet access and those without. Learners with weaker connections were often compelled to depend more heavily on asynchronous learning materials, such as recorded lectures, downloadable resources, and text-based assignments. While these materials ensured continuity of instruction, they also tended to limit opportunities for spontaneous oral communication, interactive dialogue, and real-time collaboration, which are crucial components of language acquisition and communicative fluency. Consequently, these students may have experienced slower progress in developing listening and speaking skills, as asynchronous modes primarily emphasize receptive and written competencies rather than spontaneous production.

This situation highlights the importance of technological infrastructure and digital inclusivity in ensuring equitable access to online English Language Teaching (ELT). It also emphasizes how important it is for teachers to create blended learning tactics, such as incorporating offline assignments, flexible deadlines, and recorded comments, that might help students who are having trouble connecting. The findings are consistent with those of Apriani (2022) and Fitria (2025), who observed that maintaining consistent student engagement and motivation remains a persistent challenge in asynchronous learning environments. Both scholars emphasize that, although digital platforms like SEVIMA Edlink provide flexibility and accessibility, sustaining learner interaction and enthusiasm in non-synchronous contexts requires deliberate instructional design and continuous pedagogical support. Therefore, addressing technical barriers and promoting equitable digital participation are essential steps toward enhancing the overall effectiveness and inclusivity of technology-assisted English learning.

Overall, the descriptive findings confirm that the digital creation process using Edlink resulted in a robust, structured, and engaging online TOEIC preparation environment—substantially meeting learner needs for flexibility, feedback, and authentic assessment practice, and yielding superior learning outcomes compared to conventional methods.





5. CONCLUSION

The research and development project on the creation of an online English proficiency test preparation program using the Edlink platform demonstrates substantial success in addressing the needs of modern learners and the shortcomings of traditional TOEIC preparation. By leveraging Edlink's comprehensive digital ecosystem—which features personalized practice, time-based simulations, automated grading, and collaborative learning—the program enabled significant improvements in student outcomes.

Key findings show that students experienced an average 20% increase in TOEIC-style post-test scores and reported higher confidence, motivation, and test-day readiness as a result of frequent feedback and authentic exam simulation. The flexibility of accessing materials on-demand, coupled with adaptive features and structured feedback, supported individualized learning paths and more consistent study habits.

Additionally, the platform's capacity to accommodate up-to-date materials, peer interaction, and real-time analytics ensured a dynamic, engaging, and learner-centered environment. While modest challenges regarding internet access and oral skills practice remain, overall user satisfaction was high. This research confirms that well-designed digital platforms like Edlink can revolutionize English proficiency test preparation, making them both effective and accessible for diverse student needs within today's global learning landscape.

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