The Development of Linktree Learning Media to Improve the Understanding of Main Idea of Narrative Text

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Abstract: Learning media plays a crucial role in enhancing the quality of education by serving as a tool for teachers to deliver material effectively. This study aims to develop Linktree-based learning media for Indonesian language instruction to improve students' understanding of identifying the main idea in narrative texts for grade V at MI Guppi Jatimalang. The research employed a Research and Development (R&D) methodology, following the Borg and Gall development model. Data were collected through interviews, observations, documentation, and questionnaires distributed to teachers and students to assess their needs. Data analysis included feasibility and effectiveness testing of the learning media. The feasibility test results, based on expert validation, indicated scores of 89.2% from material experts and 88.4% from media experts, both categorized as "very feasible." The effectiveness test, measured using N-Gain analysis, showed a result of 0.6076, placing it in the medium category. These findings suggest that the Linktree-based learning media is effective in supporting learning and enhancing students' ability to identify the main idea in narrative texts. Its use is also expected to foster students' motivation and critical thinking skills.

Keywords: learning media, Linktree, main idea, narrative text

Introduction

Education is the main foundation for understanding everything that happens in human life (Kartika & Zakir, 2022). Through education, students' skills and expertise can increase to face challenges in the future. As an educational institution, schools play a direct role in creating a quality young generation. One of the skills developed at school is language skills contained in the Indonesian language (Sari & Shintiana, 2023).

In literate countries around the world, a proportion of children have "persistent and unexpected difficulty in developing age-and experience-appropriate word reading skills" (Robidoux et al., 2024). Countries and school systems are aware of this need, and more effort is put on teaching languages from early childhood through young adulthood (Vettori et al., 2023). There are four skills in language, namely, listening, reading, speaking, and writing. These four skills aim for students to have good and correct language skills, orally and in writing (Almadiliana et al., 2021). The ability to communicate effectively in reading is vital for student success, both in educational settings and future careers (Li et al., 2025).

In Indonesian language learning, reading is a primary way for people to acquire knowledge (Shen et al., 2024). Reading is a language skill that is very important in everyday life. Reading is considered to be an essential academic competence (Marković et al., 2024). Readers construct a mental representation of a text's content by integrating propositions derived from the text (Tüchler & Cain, 2023). Various information in daily life can be obtained by using reading skills. Reading is the activity of seeing and understanding something contained in reading (Riani et al., 2021).

The development of reading is a complex skill that utilizes the pre-existing language network, integrating it with brain regions involved in recognizing visual symbols such as letters and words, naming speed, and word decoding (Alba et al., 2025). Therefore, learning to read in multiple languages requires an understanding of the general mapping principle between "a language and the writing system that encodes the language" (Kim et al., 2024).

Reading comprehension ability is a key factor in student success in the learning process, as most knowledge gained by students is acquired through reading activities. (Sarika et al., 2024). Reading comprehension is a complex process in which readers must combine information obtained from reading texts with their prior knowledge to understand the written words and the content being read (Aziz & Yasin, 2017; Riani et al., 2021). According to Dalman (2014), reading comprehension is a type of continuous reading activity in which the reader is required to understand the content of the reading and then convey it using oral or written language (Dalman, 2014; Putri et al., 2022). Based on the opinions of several experts, conclusions can be drawn that reading comprehension is the ability to obtain information from a reading text, where the reader is required to be able to understand the contents of the reading and retell the contents of the reading orally or in writing.

This research focuses on MI Guppi Jatimalang, Pacitan Regency, because there are specific problems worthy of study, namely the lack of innovative learning media used by teachers. Teachers tend to use learning media that are not varied, thus causing students to get bored and tend to be lazy when learning. As a result, students experience problems in determining the main idea of a narrative text.

Narrative text is a text that tells chronologically arranged events or stories of human actions in a story based on time sequence (Marliana & Indihadi, 2020). Narrative text can include fairy tales, imaginary stories, or true stories, all of which are arranged in chronological order (Iskhaqy et al., 2024). The purpose of a narrative text is to entertain the reader. In addition to providing entertainment, this narrative text provides additional knowledge, information, and insight to the reader. Narrative texts help students enhance their imagination of a story that can be illustrated through events arranged systematically (Healey, 2025).

Based on observation and interview data in class V MI Guppi Jatimalang Pacitan Regency, several problems were found in the learning process. In Indonesian language learning in grade V, the Learning Outcome "Learners are able to identify the main ideas of description, narration, and exposition texts, as well as the values contained in literary texts (prose and rhymes, poetry) from text and/or audiovisual". Students are expected to be able to understand the main idea of a narrative text, but in reality, the formative results of students on this Learning Outcome are considered very poor. The Criteria for Achievement of Learning Objectives for Indonesian language content is 75 in class V with 31 students (15 boys and 16 girls). Still, based on the results of the formative assessment on the CP, 12 out of 31 students (38.70%) achieved high scores, while the rest, 19 out of 31 students (61.29%), received scores below the criteria for achieving learning objectives (KKTP in the Indonesian context). Conclusions based on the results that have been obtained are that Indonesian language learning with the main idea of narrative text has not run optimally.

To achieve the expected learning goals, good learning facilities are needed. The learning means in question can be learning media (Salsabila et al., 2020). Media as an intermediary for learning can be interpreted as a means of conveying information from communicators (teachers) to recipients (students) to achieve the expected learning objectives (Saleh & Syahruddin, 2023). Learning media, as a whole, can be interpreted as all equipment used by the teacher as an intermediary to convey material so that it reaches the recipient (Pagarra & Syawaludin, 2022). Today, digital technologies influence almost every area of life, and their impact continues to grow (Laumann et al., 2024).

Along with the development and advancement of technology, it greatly affects the world of education. Teachers are required to master technology, innovate, and be creative in its use (Fitriani et al., 2021). Many scientists and educators believe that the future of learning, facilitated by information and computer technologies, is closely tied to the expansion of mobile communications and the development of new technologies that enhance the possibilities and quality of education (Esmat & Amasha, 2025). One of the media that can be used for learning in this all-technology era is Linktree.

Linktree is a learning platform that puts links in one application. Children start using the internet at an early age, and more than 90% of young people are online every day (Bla & Bla, 2025). Linktree is an educational platform that leverages the internet to consolidate multiple links into a single accessible application. This medium has several advantages, one of which is that it can be used anywhere and

anytime, considering that students need convenience and comfort in the learning process (Afriyose, 2023). Linktree media prioritizes student independence in learning and includes concept maps, materials, assignments, learning videos, and quizzes. These components are designed to match the learning outcomes and objectives to be achieved.

The key to a teacher's success in helping students understand the material lies in the use of media (Alruthaya et al., 2025). In addition, readers approach narrative and informative texts differently (Sabag-Shushan et al., 2024). An approach that can support all students is the use of instructional media. Linktree learning media is felt to be a solution to the problems that are happening in the Indonesian language learning process in class V MI Guppi Jatimalang, Pacitan Regency, because Linktree learning media can be used independently and flexibly, with these advantages, it makes it easier for students to understand material that students find difficult. Wulandari et al. (2023) explained that learning media make it possible to learn at any time and from any location. Linktree is one of the media that can facilitate the delivery of content by educators by clicking on links that have been prepared by the teacher (Kurniawan & da Ary, 2024).

Previous research shows that the use of Linktree learning media can improve students' ability and understanding in learning Indonesian (Maulidani & Masamah, 2024; Sihombing et al., 2023; Winarno & Bukhori, 2024). In this study, researchers will examine Linktree Learning Media for Indonesian language subjects, especially on the material of determining the main idea of narrative text.

Based on this background, the researcher aims to develop Linktree Learning Media. The problem identified by the researcher is that the learning media used by the teacher is still not varied, the media that is less interesting causes students to have difficulty understanding the material presented by the teacher, especially in determining the main idea in the narrative text. Furthermore, teachers have also never developed IT-based media that is interesting, interactive, and effective for use in learning Indonesian, which, of course, can make it easier for students to understand learning materials. It is expected that with the linktree learning media, students will more easily understand the learning material, make learning in the classroom more optimal and effective, and improve student learning outcomes.

Methods

This study used the development research method, also known as Research and Development (R&D). The research and development method was a research technique used to create specific products and evaluate their effectiveness. R&D methods were employed to develop a product and assess its efficacy (Sugiyono, 2015). By using this method, it was hoped that products could be developed as solutions to the problems being faced.

The development model employed in this study was the Borg and Gall development model, due to its suitability for media development. Researchers employed the R&D method to develop products and evaluate their effectiveness. The R&D process was usually carried out over a period of time through several stages. There were 10 steps in the Borg and Gall development model. These steps were: (1) conducting a needs analysis, (2) planning the research, (3) developing the product, (4) conducting product validation tests, (5) revising the product based on expert input, (6) conducting main field tests, (7) revising the product based on trial results, (8) conducting large-scale product tests, (9) making final revisions, and (10) implementing the product (Assyauqi, 2020). Researchers limited this study to the eighth step of the ten-step Borg and Gall development model.

The data used were obtained through interviews, observations, documentation, and questionnaires administered to educators and students to determine their needs. The research subjects were all fifth-grade students of MI Guppi Jatimalang, Pacitan Regency, totaling 31 students. Additionally, a small-scale trial involving six students was conducted to assess the effectiveness of using Linktree as a learning medium. Researchers selected two top-ranking students, two middle-ranking students, and two lower-ranking students based on cognitive aspects. This was done to ensure that the product trials were balanced and evenly distributed across the participants. Testing was conducted by administering written tests (pretest and posttest) to students, along with teacher and student response questionnaires developed by the researchers.

Furthermore, a large-scale product trial was conducted involving 25 fifth-grade students of MI Guppi Jatimalang. These students were selected from the remaining 31 students, excluding the six students who had participated in the small-scale trial. The purpose of this trial was to determine the effectiveness of the developed product in Indonesian language learning, specifically in identifying the main idea of narrative texts.

The first stage of the research was analyzing the needs of teachers and students related to Linktree learning media using a questionnaire prepared by the researchers. The product then underwent feasibility testing by media and material experts to assess its validity. Another component that was tested was a multiple-choice question instrument, which was analyzed for validity, reliability, item difficulty, and item discrimination using Excel. The final stage was data analysis, which included a normality test, a two-sample t-test, and N-Gain analysis using SPSS version 26.

Results and Discussion

Results

This research focuses on the development of Linktree learning media in Indonesian language subjects on the material of identifying the main idea of narrative text. The first stage of this research involves interviews, observations, and questionnaires with fifth-grade students and teachers from MI Guppi Jatimalang Pacitan Regency, aiming to identify problems related to learning at the school. The problem is then analyzed by researchers to create an innovative learning medium that supports learning and meets the needs of both teachers and students.

The subjects of this study were fifth-grade students of MI Guppi Jatimalang, totaling 31 students. This study aims to provide solutions to the problems that occur during the learning process carried out in Class V at MI Guppi Jatimalang, Pacitan Regency. Researchers hope that the solutions provided can help overcome the problems that occur during the learning process.

Product Design

Data on teacher and student needs were obtained by distributing questionnaires to one teacher and 31 fifth-grade students of MI Guppi Jatimalang. The results of the analysis of teacher and student needs indicate that Linktree learning media can effectively address various problems that arise in learning. The fifth-grade teacher of MI Guppi Jatimalang mentioned that Linktree learning media can aid pupils in comprehending the subject matter, determining the main idea of the narrative text, and increasing students' enthusiasm in learning. Moreover, the use of technology for learning can encourage pupils' enthusiasm for learning.

The use of Linktree learning media has various advantages, namely that it can be used anywhere and anytime. This facilitates student comprehension of the subject matter, whether students are at home or school. This ease of access aims to facilitate access to materials and assignments for students so that the use of gadgets can be utilized optimally.

Based on the needs questionnaire that has been distributed, the data shows that 26 out of 31 students stated the need for Linktree learning media in their learning. They argue that the ease of accessing material will benefit them in learning the main idea of a narrative text, even though they are not at school. In addition, the absence of variety in learning makes them bored and find it difficult to understand the material presented by the teacher, so the development of this medium aims to help students understand material that they have trouble comprehending.

Linktree learning media is designed to be visually appealing by using bright colors and animations that can attract students' attention so that they are interested in learning. The Linktree learning media design will be displayed in Figure 1.

Figure 1. Linktree Learning Media Design

Linktree learning media includes several menus: learning outcomes, learning objectives, materials, quizzes, student worksheets (LKPD in the Indonesian context), evaluation questions, and teaching materials. Figure 1 shows the design of the developed Linktree learning media.

Product Validation

The validation test was conducted by a team of expert validators consisting of material expert validators and media experts. The quality of materials and media in Linktree learning media is developed through testing and validation by specialists in materials and media. Validation to this validator team aims to determine the viability of materials and media that are required by students and in accordance with students' cognitive skills. In addition, this validation stage also aims to provide an assessment and response to Linktree learning media products. The results of the validation test are shown in Table 1.

Table 1. Result of Linktree Learning Media Validation Test Assessment

No.	Assessment	Percentage	Category
1.	Material Expert	89.2%	Very Feasible
2.	Media Expert	88.4%	Very Feasible

Table 1 shows the assessment conducted by material experts which reveals that Linktree learning media gets a score of 50 with a material feasibility percentage of 89.2% in very feasible criteria and can be tested. Likewise, with the results of the assessment carried out by media specialists, Linktree learning media obtained a score of 46 with a media feasibility percentage of 88.4% in the very feasible category.

Product Trial

At the product trial stage, two stages were carried out: namely, small-scale trials and large-scale trials. In the trial, students were given 20 multiple-choice questions with the main idea of the narrative text. Students in the fifth grade of MI Guppi Jatimalang served as the trial's subjects, totaling 31 students, with details of 6 students taking part in the small-scale trial, and the remaining 25 students taking part in the large-scale trial. The data obtained from the results of this trial will be explained in Table 2.

Table 2. Result of Small and Large Scale Product Trials

No.	Group	Pretest Mean	Posttest Mean	Difference
1.	Small Group	66.67	87.50	20.83
2.	Large Group	64.80	85.40	20.60

According to Table 2, the calculation results of small and large-scale product tests have increased. For the small group trial, the previous pretest results were 66.67 to 87.50 and had a value difference of 20.83. The results of the large group trial also increased from the previous pretest results of 64.80 to 85.40 and had a value difference of 20.60.

Pretest and Posttest Normality Results

The results of the pretest and posttest of the small group trial were tested for normality to determine the statistical technique that will be used in processing the data, which is one of the requirements for continuing the next calculation, so that the calculation can be held accountable for the accuracy of its contents. The pretest and posttest data will be presented in Table 3.

Table 3. Pretest and Posttest Normality Test Results

	Kolmogorov-$Smirnov^a$			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Pretest	.172	25	.055	.946	25	.209
Posttest	.160	25	.097	.958	25	.374

a. Lilliefors Significance Correction

Based on Table 3, the Normality Tests of the pretest and posttest values for understanding of determining the main idea reveal two types of normality tests: the Kolmogorov-Smirnov and Shapiro-Wilk tests. This researcher only uses Shapiro-Wilk. The Shapiro-Wilk column shows a significant result of 0.209 for the pretest and 0.374 for the posttest. The pretest and posttest test results show a significant level of more than 0.05, therefore, it can be said that the pretest and posttest results are normally distributed.

Mean Difference Test Result of Pretest and Posttest

The hypothesis of using Linktree learning was tested using the pretest and posttest mean difference test in grade V students of MI Guppi Jatimalang, Pacitan Regency. The effectiveness of using this media can be determined by examining the significant average difference between the scores of learning outcomes before and after using Linktree learning media to assess the main idea of the narrative text. The pretest and posttest difference test data will be presented in Table 4.

Table 4. Pretest and Posttest Normality Test Result

Paired Samples Test

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of Difference		T	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pretest-Posttest	-20.600	5.649	1.129	-22.931	-18.268	-18.232	24	.000

Based on Table 4, the results of the pretest and posttest average difference test above indicate that the significance level is not reached. (2-tailed) value in the paired t-test obtained a result of 0.000. From these results, it can be decided that the Sig. value (2-tailed) = 0.000 Class V MI Guppi Jatimalang Pacitan Regency is effectively used in learning to improve students' understanding of the material to identify the main idea of a narrative text.

N-Gain Test Result

The N-gain exam can be used to assess how well students have understood the primary idea of the narrative text after using Linktree learning resources. The scores obtained from the pretest and posttest results are data that will be analyzed by comparing the difference in pretest and posttest scores, with the maximum difference between the pretest and posttest scores. N-Gain test results will be displayed in Table 5.

Table 5. N-Gain Result of Large Group Usage Test

Pretest Average	Posttest Average	Average Difference	N-Gain	Category
64.8	85.4	20.6	0.60	Medium

The results of N-Gain, based on Table 5, show that the average pretest score of 64.8 and posttest score of 85.4 have increased by 20.6. The N-Gain test results yielded a value of 60.76%, placing it in

the medium category. Based on the data analyzed, the use of Linktree as a learning medium is effective enough to improve understanding of determining the main idea of narrative texts in Indonesian language subjects.

Discussion

Considering the findings of the research carried out, Linktree learning media has a favorable and substantial impact on increasing students' understanding of the main idea of narrative texts in the Indonesian language learning class V at MI Guppi Jatimalang, Pacitan Regency. This finding aligns with the results of research by Andika & Yudiana (2022), which indicate that the use of Linktree media has a positive effect on improving science literacy and metacognitive abilities in learning process subjects for grade IV students. The relevance of this study lies in the use of Linktree as a media platform in the learning process. Based on the validity tests conducted, the results indicate that the created media received a percentage of 89.2% and 88.4% in the "Very Appropriate" category. This indicates that the material and media were developed in accordance with the students' requirements.

Student completeness is used to assess the effectiveness of Linktree learning media in determining the main idea of narrative texts (Ridwan et al., 2023). Assessment of student completeness aims to determine the effectiveness of learning activities, which is measured by the proficiency of students in achieving predetermined learning objectives (Fariha et al., 2024). Based on research conducted by several researchers, it can be stated that the media plays a role in improving learning objectives for students (Lestari, 2023).

The use of Linktree learning media has a beneficial effect on learning, as it can enhance students' understanding of the main idea in a narrative text. At this stage, students are required to understand the concept of the main idea as a whole. The narrative production skill is one of the most essential goals set for young children's literacy (Chlapana & Koniou, 2025). Implicitly Hall (2012), Tarigan (2013), and Tampubolon (2016) in Fauzi (2020) conclude that reading comprehension can be achieved by identifying the main idea in the smallest text structure in the paragraph, then identify the main idea of the paragraph, analyzing the forms of main sentences and explanatory sentences, to be able to conclude the paragraph that has been read. Students' reading comprehension will enable them to understand the meaning of words, sentences, the main content of paragraphs, and the overall content of the reading (Laily, 2014).

The main idea of a paragraph is the main topic of the paragraph contained in the main sentence. Often also called subject matter. Apart from that, there are sentence explainers, whose role is to explain the main idea. The main idea is to explain the main paragraph so that it becomes easier for readers to understand (Astuti, 2022). The main point can be at the beginning or end of the paragraph. The problem faced in this study is the lack of students' understanding of the concept of the main idea, which causes them difficulty in determining the main idea of a paragraph from a narrative text. The existence of Linktree learning media aims to overcome this problem.

Linktree learning media also has a favorable impact on education due to its use in enhancing student learning. Innovative learning activities using media are an effective way to increase student enthusiasm (Samsudin et al., 2019). Learning facilitated by learning media makes students excited and not bored because of the variety of learning options. In Linktree learning media, students can access several menus that contain materials, teaching resources, learning videos, evaluation questions, and quizzes (Aeni et al., 2023). The appearance of Linktree learning media is also made as attractive as possible with bright colors and animation, so that students are interested in learning. Linktree is a platform that presents a menu in the form of charts containing links that can be accessed and customized to the user's preferences (Amaliah et al., 2021).

Conclusion

Based on the results of the study, the average value of the pretest was obtained, the average value of the pretest was 64.80 and the average value of the posttest was 85.40 with an N-Gain of 60.76% with a moderate category, indicating that the use of Linktree learning media is effective enough to be used to improve understanding of determining the main idea of narrative text in Indonesian language subjects

class V MI Guppi Jatimalang. The use of Linktree learning media, especially the material for determining the main idea of narrative text, can significantly improve student learning outcomes. Linktree learning media is also able to improve students' ability to think critically and creatively, and increase students' motivation and enthusiasm for learning, so that students are not bored when learning. Linktree learning media, developed by researchers, is a solution to the problems faced by fifth-grade students and teachers. Linktree learning media can also serve as a tool for teachers to explain the material they are delivering to students. Suggestions for product utilization include: (1) Linktree learning media is expected to be used by teachers to help them deliver learning materials; and (2) Linktree as a learning medium can be used as a means for teachers to carry out learning actively and creatively.

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