

# Analysis of *Linktree* Based on Argumentation Text Teaching Materials

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## Abstract

The purpose of this research is to develop *Linktree* based on argumentation text teaching materials at SMK Negeri 7 Medan. This development research produces products in the form of *Linktree* argumentation text teaching materials to improve the ability of Medan Vocational High School students to compose coherent arguments, select relevant evidence, and compose persuasive arguments using argumentation text. The research on the development of this teaching material uses the 4D development model. *Linktree* based argumentation text teaching materials are feasible and bring good development and are effectively used by 11th grade students of SMK Negeri 7 Medan.ds.

**Keywords:** *Teaching Materials, Argumentation Text, Linktree*

## Introduction

The world of education is the main foundation in building and educating the nation's generation which is always changing with the times. Likewise, the education curriculum in Indonesia is also always changing by adjusting the needs of students and accelerating development conditions from time to time. The curriculum is one of the indicators of determining the quality of education, so the curriculum will continue to be updated and modified based on the characteristics of students to build competencies that are tailored to what students need today and in the future. Especially at this time the growth of technology is increasing rapidly so that it affects the importance of resources so that their utilization produces good results (Bhastari *et al*, 2021). Due to the development of technology, educators can utilize this to improve the competence of students.

At the SMK level, each class is arranged with the students' respective majors. The specialization of students will be directed and centered on the specialization of study, career, and work. Each specialization has promising career prospects in the future. As a result, some students will be more interested and focused on the specialization learning they choose. If Indonesian language learning takes place in classes that are not language specialization, then students will tend to underestimate and find it difficult to focus during learning. Therefore, it is necessary to develop teaching materials in order to increase students' learning motivation and create more enjoyable learning.

Basically, the development of teaching materials is one of the obligations for teachers to become professional educators, in teaching materials of course there is media made or prepared by the teacher. Learning media is anything that can be used to transmit messages in order that it can stimulate students' thoughts, feelings, attention, and interests in such a way that the learning process occurs.

Digital teaching materials can reduce costs associated with printing, distribution and storage of manual teaching materials. In addition, digital teaching materials can be updated easily and quickly, while physical textbooks require cost and time to reprint every time there is an update. The use of digital teaching materials contributes to improving students' technological literacy. Applying various digital platforms for learning helps students develop digital skills that are indispensable in a world of work that increasingly prioritizes technological skills.

One of the increasingly popular technologies to support learning is *Linktree*, a digital platform that allows users to organize various links in one easily accessible place. By utilizing *Linktree* as a learning medium, educators can provide varied materials and support various student learning styles. The use of this platform is expected to increase students' learning independence, engagement, and understanding of the material presented.

Nursisto (2013) states that writing or composing is the ability to communicate through language at the highest level. Writing skills require the acquisition of supporting material as basic knowledge. Acquisition of applied understanding of vocabulary, dictionaries, sentence structure, paragraph structure, spelling and punctuation, logic and coherent thinking structure. Nursisto (2013) states that arguments are essays that attempt to provide reasons to strengthen or reject an opinion, stance, or idea. Argumentative essays must contain arguments, or evidence and reasons, which can convince others that the opinion expressed is correct. Argumentation is a type of rhetoric that seeks to influence the attitudes and opinions of others, make them believe and ultimately act in accordance with the author's wishes.

Argumentation text is the main foundation in expressing opinions or actions regarding a matter with proven reasons. Teaching writing argumentation text based on the Merdeka Curriculum is indeed an ideal choice in the learning process. This is because the principles of the Merdeka Curriculum are applied according to student needs and can create an inclusive and enjoyable learning atmosphere. Argumentation is an opinion that contains ideas about something to prove a truth. Argumentation presented in written form is called argumentation text.

An argumentation text is a text that contains the author's opinion supported by factual reasons and evidence. The widespread use of argumentation texts in digital media also poses new challenges. For example, the phenomenon of misinformation and disinformation often spreads in the form of seemingly logical but actually misleading arguments. In this context, the ability to recognize valid arguments and construct fact-based arguments becomes increasingly important.

There are several texts that can be studied at the SMK level, one of which is argumentation text. Here, the developer prefers argumentation texts for grade XI students, because there are several facts encountered when the developer made initial observations at SMK Negeri 7 Medan, namely that students still have difficulty in writing argumentation texts because students have difficulty determining the structure of argumentation texts, main ideas, and paragraph development patterns in the argumentation text. In addition, students also have difficulty providing reasons and evidence in the preparation of argumentation text. Based on this, the developer was encouraged to develop materials with argumentation text material.

## Method

The development of teaching materials for argumentation text materials for grade XI high school students adopted the 4-D development model developed by (Thiagarajan et al, 1947). The 4-D development model consists of four development stages, namely define, design, develop, and disseminate or adapted to the 4-P model, namely defining, designing, developing, and disseminating.

The subjects in this research study were students of class XI (eleven) Hospitality 3 SMK Negeri 7 Medan. The types of data used in the research on the development of teaching materials for argumentation text materials are qualitative and quantitative data. Qualitative data is generated from suggestions and responses obtained from expert subjects, practitioners, and students who assess the products produced from this development research. While quantitative data is generated from the results of validation scoring of expert subjects, practitioners, and students.

## Results

The initial step in developing teaching materials is defining which includes (1) front end analysis, (2) learner analysis, (3) learning style analysis, (4) task analysis, (5) concept analysis, and (6) formulation of learning objectives.

Based on the needs questionnaire, it can be concluded that students need the development of teaching materials in the form of teaching materials in learning Indonesian language argumentation text material.

Based on the teacher needs questionnaire, it can be concluded that teachers feel the need for the development of teaching materials as a companion, complement, and support for teaching materials that are already available with teaching materials in other formats and forms.

The results of the questionnaire analysis of student characteristics and motivation can provide an initial picture of students' new knowledge after participating in the teaching and learning process with the developed argumentation text teaching materials. In general, students show good learning characteristics and enthusiasm for learning argumentation text. However, students still feel the need for teaching materials to further maximize in increasing learning motivation and understanding, so that students can achieve learning objectives.

Next is learning style analysis, developers observe how students capture learning materials delivered by educators in initial observations and interviews with Indonesian language educators about the condition of students. The results of the interview with the Indonesian language teacher of class XI Hospitality 3 observation show that students tend to be bored and passive when using a lecture learning system, so the developer uses cooperative learning by creating digital teaching materials with the aim of increasing learning motivation and student activeness in the classroom.

The second step, which is design, aims to prepare a learning design including (1) preparation of benchmark reference tests, (2) selection of materials and media, and (3) selection of formats.



The feasibility of teaching materials for argumentative text materials was assessed by an expert test consisting of material experts and design experts. The expert test was conducted to assess the feasibility of using teaching materials for argumentation text material in Indonesian language learning in class XI Hospitality 3 SMK Negeri 7 Medan. The design expert test is carried out to revise teaching material products to make them more suitable for use in schools.

The first is the feasibility of teaching materials for argumentative text material according to material experts with a percentage of 86.3% which is included in the feasible criteria. Second, the feasibility of teaching materials for argumentation text material according to design experts with a percentage of 87.6% which is included in the feasible criteria.

The next data used for the feasibility test is a student and teacher response questionnaire. First, the feasibility of teaching materials for argumentative text material based on the analysis of student responses with a percentage result of 95% is in the feasible category. The average validation of the teacher's assessment of the final teaching material for argumentation text is 92%, as a result, the product is in the appropriate category for use in class XI Hospitality 1 SMK Negeri 7 Medan.

It can be concluded that teaching materials for argumentation text material can increase students' enthusiasm in learning and make it easier for them to achieve learning objectives, it can be seen from the increased value when using teaching materials.

## Conclusion

This research was developed adopting the 4-D development model consisting of define, design, develop, and disseminate stages which were adapted to define, design, develop, and disseminate. The results of the development of teaching materials for argumentation text material through the development stage, namely by validation by experts which will be followed by improvement or revision. There are two validators, namely material experts and design experts to provide corrections and input to improve the quality of teaching materials. After that, the teaching materials for argumentation text materials will go through a revision stage according to expert input, namely in terms of material, language, and accuracy of images to be improved and further improved in quality. Based on the results of the validation of material and design experts, it can be concluded that the teaching materials are worth testing.

The results of product trials were obtained through student and teacher response questionnaires to the development of teaching materials for argumentative text materials. Based on the results of the analysis of student and teacher response

questionnaires, it can be concluded that teaching materials for argumentative text materials can increase student learning motivation and make it easier for students to achieve learning objectives.

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