Jurnal Kependidikan:
Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran dan Pembelajaran
https://e-journal.undikma.ac.id/index.php/jurnalkependidikan/index

Vol. 11, No. 1 : March 2025
E-ISSN: 2442-7667
pp. 339-351
Email: jklppm@undikma.ac.id

Development of Circle Time E-Module Through Linktree to Improve Students Narrative Text Content Speaking Skills

Dwi Maryani Devi Rohmawati*, Nugraheti Sismulyasih SB., Panca Dewi Purwati
Elementary School Teacher Education, Faculty of Education and Psychology,
Universitas Negeri Semarang, Indonesia.
*Corresponding Author. Email: devirohmawati504@students.unnes.ac.id

Abstract: This study aims to develop and test the feasibility, practicality, and effectiveness of the Circle Time E-module through Linktree to improve students' narrative text content speaking skills. This research used the Research and Development (R&D) method with the Borg and Gall development model. The data collection techniques used were tests (pretest and posttest questions) and non-tests (observation, interviews, documentation data, and questionnaires). The data analysis technique in this study used the normality test, t-test, and gain test. The results of the feasibility test obtained a percentage of the assessment, namely from the media expert validator of 90.8% and the material expert of 90% so that the average was 90.4% with a very feasible category. The effectiveness of the Circle Time E-module through Linktree was proven through a t-test which showed a significance value <0.05 which means there is a significant difference between speaking skills before and after treatment with an N-gain test value of 0.662 on a small scale and 0.642 on a large scale which shows a medium category. Practicality is demonstrated by the positive response of 96% of teachers and 96.5% of students with very positive criteria. From these results, it can be concluded that the Circle Time E-module through Linktree is effective, feasible, and practical for improving narrative text speaking skills in Indonesian language learning for grade IV elementary school students.

Article History
Received: 05-01-2025
Revised: 12-02-2025
Accepted: 25-02-2025
Published: 21-03-2025

Key Words:
Circel Time; E-Module; Linktree; Speaking Skill; Indonesian Language.

How to Cite: Devi Rohmawati, D., SB, N., & Purwati, P. (2025). Development of Circle Time E-Module Through Linktree to Improve Students Narrative Text Content Speaking Skills. *Jurnal Kependidikan: Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran dan Pembelajaran, 11*(1), 339-351. doi:https://doi.org/10.33394/jk.v11i1.14454

https://doi.org/10.33394/jk.v11i1.14454

Introduction

Education plays an important role in producing the next generation of quality nations, as well as developing skills according to the potential of each individual. Education functions to help a person develop in aspects of knowledge, skills, and personality through various recognized learning methods (Herawati & Muhtadi, 2020). This is in line with the Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 16 of 2022, which stipulates that Process Standards serve as guidelines in the implementation of effective and efficient learning, to optimally develop students' abilities, initiatives, skills, and independence. Effective, efficient, and independent learning processes are also applied in learning at the elementary school level (Arwanda et al., 2020; Firmadani, 2020).

Learning at the elementary school level certainly cannot be separated from Indonesian language subjects. Indonesian language learning at this level serves as a means to develop students' ability to use language as the main communication tool, in accordance with its function (Padmawati et al., 2019). Thus, the purpose of learning Indonesian in elementary school is not only limited to teaching language skills but also to prepare students to interact with the surrounding environment effectively.

Vol. 11, No. 1 : March 2025
E-ISSN: 2442-7667
pp. 339-351
Email: jklppm@undikma.ac.id

Indonesian language education has a very important role in ensuring that all Indonesian citizens can master good communication skills and understand the correct use of the national language. Indonesian language education begins at an early age with an emphasis on developing basic skills such as speaking, reading, writing, and listening. Language skills are the main capital for every individual, so it is hoped that everyone can master language skills by linguistic rules (Magdalena, 2021). Language skills include four aspects, namely writing, reading, speaking, and listening, which are interrelated with each other. In this study, the main focus is on speaking skills. Although the new curriculum has been implemented, the implementation of Indonesian language learning in elementary schools is still faced with various problems.

Problems that arise in the implementation of Indonesian language learning in elementary schools include teachers still applying cooperative learning models supported by discussion, assignment, lecture, and question-and-answer methods. This makes students passive in learning activities and tend to feel bored easily (Tiyas et al., 2020; Zakirman et al., 2022). Indonesian language learning is also considered difficult by students because there is too much memorization. In addition, there are limited teaching materials used in delivering the material (Made Sri Dewi & Nyoman Ayu Lestari, 2020). Many teachers have difficulty in developing and operating technology-based teaching materials (Trinaldi et al., 2022; Yudha et al., 2022). To improve the quality of learning, one of the steps that can be taken is technology innovation, especially through the development of teaching materials or learning media so that learning remains relevant to the development of the world of education (Bayu & Wibawa, 2021; Sintya Devi & Wira Bayu, 2020). The right teaching materials can have a positive impact, such as motivating students, increasing interest in learning, maintaining focus, making learning more interesting, and strengthening students' memory of the material taught.

This research was focused on SD Negeri 2 Ketaon regency Boyolali Central Java, chosen because it faced a special problem that was worthy of study, namely the lack of learning tools used by teachers. Based on observations made by researchers, it was found that there are already technological tools that can help teachers in the learning process. However, teachers have not utilized it properly. With the innovation of technology-based teaching materials offered, it can help students and teachers to achieve maximum learning goals. Fourth-grade students of SD Negeri 2 Ketaon experience problems in retelling the contents of narrative text. The narrative text itself contains stories that are arranged chronologically or a structured series of events based on the character's experience (Maslakhah et al., 2024; Najuah et al., 2022; Rohmawati et al., 2022; Alimah & Indihadi, 2022; Astutik, 2021; Sistiara et al., 2022; Tarigan et al., 2022). This type of text aims to describe human behavior in an event, arrange the story sequentially, and provide entertainment through an interesting narrative.

The learning outcomes of grade IV students of SD Negeri 2 Ketaon in the Indonesian language subject indicate that “students can retell information read or heard from narrative texts about interesting things in the surrounding environment”. In class IV consisting of 30 students (17 boys and 13 girls), the results of daily test scores show that only 14 students (47%) scored above the KKTP, while the remaining 16 students (53%) scored below the KKTP. These results show that the learning process in achieving the goal of students being able to use their language in retelling the contents of narrative texts that have been heard has not gone well. Most students have not met the expected learning outcomes, so improvements are needed in the teaching and learning process.

Vol. 11, No. 1 : March 2025
E-ISSN: 2442-7667
pp. 339-351
Email: jklppm@undikma.ac.id

In Indonesian language subjects, achieving learning objectives requires interesting teaching materials. Therefore, an E-Module is needed that can help students better understand the material. E-Modules are technology-based teaching materials that are structured to facilitate the learning process (Alti et al., 2022; Indah & Dafit, 2022; Ulfa & Sucahyo, 2022). E-Modules are digital teaching materials that are effective and efficient, and prioritize student independence in learning activities (Kustini et al., 2022; Triwahyuningtyas et al., 2020). The selection of e-modules must also be adjusted to the learning model that will be used. *Circle time* is one of the appropriate learning models used to develop speaking skills in elementary school students.

The Circle Time learning model is an approach to learning that places social interaction and collaboration among students as the main focus. In this model, students sit in a circle to discuss and share ideas, experiences, or other information. A challenging and fun learning model is the center or circle time learning model because it involves elements of playing, moving, singing, and learning (Fitriah, 2020). This model can increase student activity in participating in learning and can improve speaking skills, thus encouraging students to express their ideas (Wilis Werdiningsih, 2022). Circle Time is packaged into fun classroom activities without any barriers that limit students. So that students can express their ideas and ideas widely.

Previous research shows that the use of E-Module can improve students' speaking skills in the learning process (Setyawan & Nawangsari, 2021). In this study, researchers focused on the Circle Time E-Module through Linktree for Indonesian language subjects on narrative text material. Linktree is a platform that allows the incorporation of various links in one web page so that it can be accessed flexibly anytime and anywhere (Anggraini & Rozi, 2022; Afriyose et al., 2022; Syafii et al., 2023). In contrast to the e-module developed by researchers, this e-module contains grade IV narrative text material to improve speaking skills packaged using the Linktree website. This e-module is also equipped with a suitable learning model to develop students' speaking skills, namely the circle time model. The e-module developed contains presence, e-module, LKPD, and evaluation questions. The Circle Time E-Module through Linktree is easy to access without having to have the application on your smartphone because it can be accessed via the website. The use of Circle Time E-Modules through Linktree makes it easy for students to access materials anywhere and anytime and can support the smooth learning process for both students and teachers. So it can be concluded that this research has diversity in terms of material, ease of use, and output produced.

This study aims to develop and test the feasibility, practicality, and effectiveness of the *Circle Time* E-module through *Linktree* to improve students narrative text content speaking skills.The presence of *Circle Time* E-Module through *Linktree* is expected to make it easier for students to understand learning materials and increase the effectiveness of the learning process in the classroom. In addition, this E-Module is also expected to increase student motivation and learning outcomes.

Research Method

This research used the Research and Development (R&D) method with the Borg and Gall development model (Sugiyono, 2019) which consisted of 10 steps, but researchers only limited it to step 8. The steps in this study are: (1) problems and potential; (2) data collection; (3) product design; (4) design validation; (5) design revision and product development; (6) product testing; (7) product revision; and (8) implementation/trial use.

Jurnal Kependidikan:
Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran dan Pembelajaran
https://e-journal.undikma.ac.id/index.php/jurnalkependidikan/index
Vol. 11, No. 1 : March 2025
E-ISSN: 2442-7667
pp. 339-351
Email: jklppm@undikma.ac.id

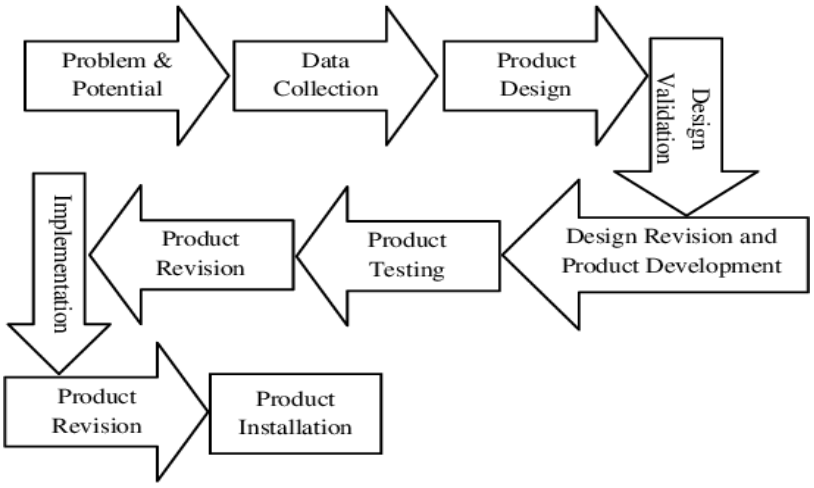


Figure 1. Borg and Gall Development Model

In the problem and potential stage, researchers conducted observations, and interviews, and documented the learning outcomes and language skills of fourth-grade students of SD Negeri 2 Ketaon, Boyolali Regency to find out the potential problems that exist in schools. *The data collection stage* is the stage after researchers know the problems and potential by collecting data and information to plan the product to be developed using student and teacher questionnaires. *In the product design stage,* researchers designed products to be developed starting from the design, material, and language to be used. The product design is adjusted to the learning outcomes (CP) of the Indonesian Language as stated in the decision in phase B, namely, students can retell information read or heard from the narrative text about interesting things in the surrounding environment. *In the design validation stage*, after the product was designed, it was then validated by experts who are competent in their fields, namely media experts and material experts by filling out the validation sheet prepared by the researcher using a Likert scale.

In the design revision stage, products that have been assessed by media expert validators and material experts are then revised based on suggestions or input provided by expert validators. *In the product tasting stage,* product trials to students on a small scale in class IV consisting of 12 students, using purposive sampling techniques based on different levels of cognitive ability. At the product trial stage, learning was carried out using the *Circle Time* E-Module through *Linktree*. After carrying out the learning, teachers and students were asked to fill out a response questionnaire regarding the *Circle Time* E-Module through *Linktree*. *In the product revision stage,* the results of the response questionnaire that has been filled in by teachers and students will be analyzed, and if there is input it can be used as material for revising products that have been tested. *The use trial stage,* testing the developed product on a larger scale. Researchers conducted trials of its use to all fourth-grade students of SD Negeri 2 Ketaon, Boyolali Regency, totaling 30 people to determine the effectiveness of the products developed based on the results of students' speaking skills.

The population of this study was all students of SD Negeri 2 Ketaon, Boyolali Regency, totaling 178 students. The research sample was taken using a *purposive sampling* technique with grade 4 students as research subjects. The selection of grade 4 students was based on the consideration that these students were studying narrative text material, so it was considered most relevant to the variable under study, namely the skill of speaking the content of narrative text.

The type of data used in this research is primary data. Primary data is data obtained directly when conducting research, namely qualitative and quantitative data. Qualitative data

in this study was obtained from the results of observations, questionnaires, and teacher interviews conducted at SD Negeri 2 Ketaon, Boyolali Regency. Quantitative data in this study were obtained from the results of speaking skills of fourth-grade students of SD Negeri 2 Ketaon, Boyolali Regency on narrative text material in Indonesian language subjects as well as the results of pretest and posttest assessments.

The research design used is a pre-experimental design with a one group pretest-posttest design model, namely a pretest before treatment and a posttest after research. It aims to determine the results of the treatment more precisely because it can compare the conditions before and after treatment by using E-Modules with Circle Time content through Linktree narrative text material (Sugiyono, 2019). Data collection techniques use test and non-test techniques. The test technique is in the form of 4 description questions, while the non-test technique is in the form of observation, questionnaire, interview results, and documentation data. The data analysis technique in this study used the normality test, t-test, and gain test. To determine the feasibility of the product developed, data analysis was carried out in the form of an assessment by material and media expert validators using a Likert scale. To determine the practicality of the product, a student and teacher response questionnaire was used after the product was developed using a Guttman scale. Then, to determine the effectiveness of the product, data analysis was carried out in the form of a gain test by comparing the increase in values based on the pretest (before learning) and posttest (after learning) values of students in a large-scale trial.

Results and Discussion

Based on the results of pre-research, several problems were found such as the lack of learning tools, limited learning resources for students, and the lack of development of learning teaching materials, especially those based on technology. The limitations in the development of learning teaching materials have an impact on students' lack of interest in learning, especially in subjects such as Indonesian because students have to memorize and deeply understand the material provided by using monotonous learning methods from teachers with lectures. This makes students less interested, easily bored, and have difficulty understanding the material provided (Hermanto et al., 2021; Syauqi et al., 2020). In addition, it can be seen that the data on learning outcomes and speaking skills for Indonesian language subjects are still low and have not met the minimum criteria for achieving learning objectives (KKTP). The KKTP value set is 75, but out of 30 students only 14 students (46%) have completed KKTP while the remaining 16 students (54%) have not completed KKTP. Meanwhile, for speaking skills out of 30 students, only 11 students (36%) already have speaking skills and the remaining 19 (64%) students do not have speaking skills.

Data collection was carried out by researchers using a questionnaire regarding the needs of teachers and students for the desired learning tools. Based on the results of data collection, teaching materials such as student books, teacher books, and reference books are still minimal, and many are even damaged. This lack of varied teaching materials causes students to be less enthusiastic in participating in learning and makes it difficult for students to understand the material presented. In addition, the utilization of technology-based teaching materials is still very limited which has an impact on the lack of student interest in learning, especially subjects such as Indonesian. This makes students less interested and bored, as well as difficulties in understanding the material provided. Therefore, teachers need additional teaching materials to increase knowledge and improve students' language skills in narrative text material. It is necessary to develop attractive technology-based teaching materials with the selection of designs, images, and animations to increase students' interest in learning. In

Jurnal Kependidikan:
Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran dan Pembelajaran
https://e-journal.undikma.ac.id/index.php/jurnalkependidikan/index
Vol. 11, No. 1 : March 2025
E-ISSN: 2442-7667
pp. 339-351
Email: jklppm@undikma.ac.id

addition, teachers must also have a more interesting learning model or approach and include all students in the learning process.

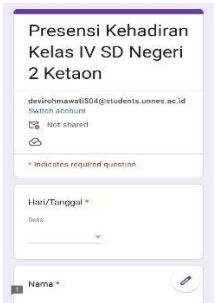
Students need teaching materials that can be accessed anywhere and anytime. The teaching materials are tailored to students' abilities and language and are equipped with animations and images to improve speaking skills and understanding of the material presented. Technology-based teaching materials that are suitable for use are e-modules because they are easy to use (Asrial et al., 2020; Marisa et al., 2020; Sidiq & Najuah, 2020). E-modules are made as attractive as possible and can be accessed without going through a separate application so that students play an active role in learning and are more motivated to learn independently. This e-module is also adapted to learning models that can improve speaking skills, one of which is the *circle time* model. Students agree and are happy when using e-modules that can contain materials, LKPD, and evaluation questions.

The design of e-modules is adjusted to the learning outcomes (CP) and learning objectives (TP) to be achieved. Teaching materials are developed with an attractive design consisting of text, images, and animations that are to the characteristics of students. The design of teaching materials is made in the Canva application. Then, the finished teaching materials will be included in the *Linktree* website which can be accessed without having to download the application. *Circle Time* E-Module through *Linktree* contains narrative text material, LKPD, and evaluation questions that can be used to improve speaking skills of narrative text content. *Circle Time* E-Module through *Linktree* consists of several parts as follows.

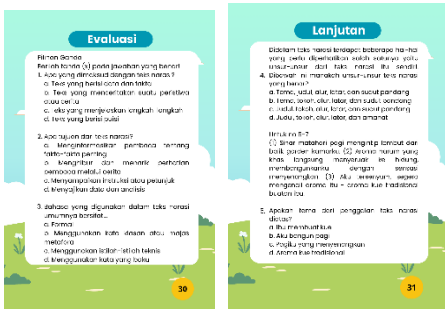
E-Module display via *Linktree*

E-Module display, this page explains the narrative text material that can help students to better understand the material being taught.

LKPD display, this page has questions that are done individually and in groups and can help students improve their speaking skills.



Presence display, this page helps teachers to recap student attendance.



Evaluation display, this page contains questions that are used to measure students' speaking skills after participating in the learning process.

Developer profile display.

The product design stage carried out by researchers includes preparing materials, formats, and layouts for customized designs. The second stage is the manufacture of product designs that have been developed. The last stage is the application of making technology-based e-modules with a website into a link.

At this stage, the researcher validates the product to competent media expert validators, namely lecturers of learning media courses in the Elementary School Teacher Education study program and material experts, namely lecturers of Indonesian Language courses in the Elementary School Teacher Education study program to test the feasibility of products developed by researchers. After being assessed by expert validators, there will be input on the products developed so that researchers can make revisions to the products developed.

Table 1. Results of Expert Validator Assessment of *Circle Time* E-Modules

No	Aspect	Value	%	Description
1.	Material expert	90	90	Very feasible
2.	Media expert	90,8	90.8	Very feasible

Table 1 above shows that the validation given by the media expert validator of 90.8% is in the very feasible category, and the material validation by the material expert is 90%. The average validation value obtained is 90.4%. So it is categorized as valid because obtaining a value above 70% is included in the feasible criteria. *Circle Time* E-Module through *Linktree* declared valid overall both from content or material, appearance or media, and language and ready to be tested. This is in line with research conducted by (Fariha et al., 2024) which obtained a value of more than 70% so that it is feasible and can be used as an additional alternative teaching material in the Indonesian language learning process in elementary schools.

The small-scale trial was applied to fourth-grade students of SD Negeri 2 Ketaon, Boyolali Regency, totaling 12 students. The selection of students was carried out by purposive sampling, which is a technique of taking samples with certain considerations. Students were selected based on their rank in the class, namely, 4 top-ranked students, 4 middle-ranked students, and 4 lower-ranked students. The purpose of choosing these samples is so that the *Circle Time* E-Module through *Linktree* can be used by students who are at the three levels of academic achievement, namely upper, middle, and lower ranks. After carrying out the learning, students, and teachers were given an answer sheet containing 15 Likert scale questions, which must be filled in based on the experience of using the product that has been developed. The questionnaire has assessment criteria: (1) assessment with very feasible criteria if the value is 76%-100%; (2) feasible criteria if the value is 51%-75%; (3) inappropriate criteria if the value is 26%-50%; and (4) very inappropriate criteria if the value is 0%-25%. The calculation to measure the percentage of teacher response questionnaire answers is as follows (formula 1).

$$P = \frac{\Sigma R}{N} \text{ x } 100\% P = \frac{\Sigma R}{N} \text{ x } 100\%$$

In testing the practicality of the *Circle Time* E-Module through *Linktree*, teacher and student response questionnaires were distributed which had three technical qualities, namely appearance, presentation of material content, and language. The three aspects are then described in 6 indicators, namely the appearance of the media, instructions for use, presentation of material, presentation of exercise questions, use of language in the media, and display of images, text, and colors.

Table 2. Results of Teacher and Student Response to *Circle Time* E-Modules through *Linktree* Small Scale

No	Respondent	Value	%	Description
1.	Teacher	31	96	Very positive
2.	Students	374	97	Very positive

Table 2 shows that teachers' and students' responses to the *Circle Time* E-Module through *Linktree* were very positive because they scored above 85%. So, it can be concluded that the *Circle Time* E-Module through *Linktree* is practical for learning activities. The *Circle Time* E-Module through *Linktree* was declared very positive and practical based on 15 questions on a Likert scale. So the *Circle Time* E-Module through *Linktree* has no product revisions in the small-scale trial.

Table 3. Results of Teacher and Student Response to *Circle Time* E-Modules through *Linktree* Large Scale

No	Respondent	Value	%	Description
1.	Teacher	31	96	Very positive
2.	Students	928	96	Very positive

Table 3 shows that teachers' and students' responses to the *Circle Time* E-Module through *Linktree* were very positive as they scored above 85%. Based on 15 questions on a Likert scale, almost all of them scored 4. This shows that the *Circle Time* E-Module through *Linktree* gets a very positive and practical response. This is in line with the research that has been conducted, which explains that the teacher and student response questionnaires to Linktree-assisted e-learning obtained a score above 85%, thus indicating a very positive value, which means that Linktree-assisted e-learning is practical to use in learning activities (Syafii et al., 2023).

Discussion

Large-scale trials using *Circle Time* E-Modules through *Linktree* in Indonesian language subjects on narrative text material were conducted to determine the effectiveness of the product based on student learning outcomes. The design used is a pre-experiment design with a one-group pretest-posttest design model, namely a pretest before treatment and a posttest after the study.

Table 4. Student Pretest and Posttest Results on the Small-Scale Product Use Trial

No	Type	Average Value	%	Students above KKTP
1.	Pretest	62,25	33	4
2.	Posttest	84,58	100	12

Table 5. Student Pretest and Posttest Results on the Large-Scale Product Use Trial

No	Type	Average Value	%	Students above KKTP
1.	Pretest	62,40	40	12
2.	Posttest	85,83	100	30

Based on Table 4, it is known that the average student learning outcomes showed an increase of 22.33 in the small-scale product trial. Meanwhile in the large-scale trial, there was an increase of 23.43. The data in the table shows that there are differences in student learning outcomes in the Indonesian language subject of grade IV narrative text material at SD Negeri 2 Ketaon before and after using the *Circle Time* E-Module through *Linktree*. It can be seen that there is an increase in the average results of students' speaking skills after using the *Circle Time* E-Module through *Linktree.*

Jurnal Kependidikan:
Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran dan Pembelajaran
https://e-journal.undikma.ac.id/index.php/jurnalkependidikan/index
Vol. 11, No. 1 : March 2025
E-ISSN: 2442-7667
pp. 339-351
Email: jklppm@undikma.ac.id

The effectiveness test is followed by a normality test and then tested using the t-test and N-gain test.

Table 6. Normality Test in Small Group

No	Type	Statistic	Df	Sig.
1.	Pretest	.872	12	.070
2.	Posttest	.884	12	.099

Table 7. Normality Test in Large Group

No	Type	Statistic	Df	Sig.
1.	Pretest	.935	30	.069
2.	Posttest	.937	30	.075

Analysis of the results of the normality test using the Komlogorov-Smirnov type with 12 respondents on a small scale and 30 people on a large scale. Data is said to be normally distributed if Sig. > 0,05. Based on the normality test table, the pretest and posttest normality test results on a small scale were 0.070 and 0.099. While the results of the pretest and posttest normality test on a large scale were 0.069 and 0.075 which indicated that the speaking skills data were normally distributed.

After the normality test, the homogeneity test was conducted using a t-test. The results of the t-test on both the small scale and large scale obtained a sig value of 0.00 <0.05 which means that there is a significant difference between the speaking skills before and after the treatment. This is in line with research that has been conducted, which shows the sig value of the t-test on Linktree-assisted E-learning is 0.00 < 0.05 (Nera Afriyose et al., 2022; Winarno & Bukhori, 2024).

Table 8. Small Scale N-Gain Test Results

No	Difference	Mean	N	Description
1.	22,33	.662	12	Medium

Table 9. Large Scale N-Gain Test Results

No	Difference	Mean	N	Description
1.	23,43	.642	30	Medium

Based on Tables 8 and 9, it is known that the difference in the average pretest and posttest scores was 23.43 in the large-scale trial. This shows that the value of grade VI students of SD Negeri 2 Ketaon has increased by 0.642 which is included in the medium criteria. This increase shows that the use of Circle Time E-Modules through Linktree in Indonesian language subjects on narrative text material has succeeded in improving students' speaking skills. Therefore, the use of the Circle Time E-Module through Linktree has a positive influence on students' speaking skills (Rahayu & Pahlevi, 2021).

The use of Circle Time E-Module through Linktree can encourage students' learning motivation, so that they can learn independently by utilizing teaching materials that suit students' needs (Nur et al., 2022; Ulfah Nurkhaeroni & Ripaiyah, 2022). The Circle Time E-Module through Linktree is able to build a more active learning atmosphere, not boring and not monotonous so that students are actively involved during learning (Ratnawati & Werdiningsih, 2020). Based on this, it can be concluded that the Circle Time E-Module through Linktree is feasible and effective for learning because it can improve students' speaking skills.

Conclusion

Based on the results of the research that has been conducted, it can be concluded that the *Circle Time* E-Module through *Linktree* can motivate and improve students' speaking skills in Indonesian language subjects on narrative text material. This is evidenced by the results of

the product validation evaluation by experts, the t-test, the N-Gain test, and the results of teacher and student responses. The results of the feasibility test obtained a percentage of the assessment, namely from the media expert validator of 90.8% and the material expert of 90% so that the average was 90.4% with a very feasible category. The effectiveness of the *Circle Time* E-module through *Linktree* is proven through a t-test which shows a significance value <0.05 which means there is a significant difference between speaking skills before and after treatment with an N-gain test value of 0.662 on a small scale and 0.642 on a large scale which shows a moderate category. Practicality is demonstrated by the positive response of 96% of teachers and 96.5% of students with very positive criteria. From these results, it can be concluded that the *Circle Time* E-module through *Linktree* is effective, feasible, and practical for improving narrative text speaking skills in Indonesian language learning for grade IV elementary school students.

Recommendation

There are three recommendations that can be proposed based on the results of this research:

Since this study only covers the implementation/trial stage of using the Circle Time E-module through Linktree, it is important to proceed to the dissemination and implementation stage. This will help in directly evaluating the effectiveness of the Circle Time E-module through Linktree to improve narrative text content speaking skills. By implementing it in a real class, it can be measured to what extent the Circle Time E-module through Linktree contributes to student learning.

In addition, it is recommended to develop other Indonesian language e-modules. By developing more materials, this e-module can become a more complete source and support a comprehensive understanding of concepts and language skills. Teachers are encouraged to implement the Circle Time E-module through Linktree in their teaching. By using Circle Time E-module through Linktree, it is hoped that teachers can create interesting and relevant learning experiences for students. By utilizing real-life contexts, Circle Time E-module through Linktree can help students understand concepts and speaking skills better. Teachers can also integrate the circle time learning model into their learning process, such as discussing, conveying ideas or concepts, conveying important information from a story, and so on. This can enrich students' learning and help them to improve their speaking skills.

References

Alimah, M., & Indihadi, D. (2022). Analisis teks narasi implementasi strategi mind map peserta didik di Sekolah Dasar. Edukatif: Jurnal Ilmu Pendidikan, 4(4), 5512–5519. https://doi.org/https://doi.org/10.31 004/edukatif.v4i4.3245

Alti, RM, Anasi, PT, Silalahi, DE, Fitriyah, LA, Hasanah, H., Akbar, MR, Arifianto, T., Kamaruddin, I., Malahayati, EN, Hapsari, S., Jubaidah, W., Yanuarto, WN, Agustianti, R., & Kurniawan, A. (2022). Media Pembelajaran. Sumatera Barat: PT Global Eksekutif Teknologi.

Anggraini, N., & Rozi, F. (2022). Pengembangan media pembelajaran video animasi berbasis linktree interaktif pada tema 3 subtema 2 keberagaman makhluk hidup kelas IV SDN 106158 Pematang Johar. *EJoES (Educational Journal of Elementary School)*, *4*(3), 78–89. https://doi.org/https://doi.org/10.30 596/ejoes.v4i3.16856

Arwanda, P., Irianto, S., & Andriani, A. (2020). Pengembangan Media Pembelajaran Articulate Storyline Kurikulum 2013 Berbasis Kompetensi Siswa Abad 21 Tema 7 Kelas IV Sekolah Dasar. Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah, 4 (2), 193. https://doi.org/10.35931/am.v4i2.331

Asrial, Syahrial, Maison, M., Kurniawan, D. A., & Piyana, S. O. (2020). Ethnoconstructivism E-Module to Improve Perception, Interest, and Motivation of Students in Class V Elementary School. Jurnal Pendidikan Indonesia, 9(1), 30–41. https://doi.org/10.23887/jpi-undiksha.v9i1.19222.

Astutik, P. (2021). Peningkatan kemampuan menggali informasi penting dengan teknik 5w + 1h berbantuan video pada siswa kelas VI. Jurnal Pendidikan, 7(4), 1647–Tahun 1652. https://doi.org/10.31949/educatio.v 7i4.1557

Bayu, I. M. K., & Wibawa, I. M. C. (2021). Belajar Siklus Air Melalui Video Demonstrasi dengan Media Konkret. *Mimbar PGSD Undiksha*, *9*(2), 248–257.

Fariha, E., Sismulyasih, N., & Purwati, P. D. (2024). Development of a Linktree-Based E-Module for Enhancing Fifth Graders' Reading Skills in Narrative Texts. *Tadris: Jurnal Keguruan Dan Ilmu Tarbiyah*, *9*(1), 77. https://doi.org/10.24042/tadris.v9i1.21928

Firmadani, F. (2020). Media Pembelajaran Berbasis Teknologi sebagai Inovasi Pembelajaran di Era Revolusi Industri 4.0. Prosiding Konferensi Nasional Pendidikan, 2 (1), 93–97. http://ejurnal.mercubuanayogya.ac.id/index.php/Prosiding_KoPeN/article/view/1084/660

Fitriah, W. (2020). Implementasi model bcct (beyond center and circle time dalam pendidikan anak usia dini di paud dori way kanan (Doctoral dissertation, UIN Raden Intan Lampung).

Herawati, N. S., & Muhtadi, A. (2020). Developing interactive chemistry e- modul for the second grade students of senior high school. *Jurnal At-Tadbir STAI Darul Kamal NW Kembang Kerang*, *4*(1), 57–69.

Hermanto, Y. B., Agustini, V., & Srimulyani. (2021). The Challenges of Online Learning During the Covid-19 Pandemic. Jurnal Pendidikan Dan Pengajaran, 54(1). https://doi.org/10.23887/jpp.v54i1.29703.

Indah, N., & Dafit, F. (2022). Pengembangan e-modul berbasis nilai karakter pada pembelajaran tema 2 subtema 2 di kelas V SDN 177 Pekanbaru. Pratama: Jurnal Pendidikan Guru Sekolah Dasar, 11(6), Tahun 1853. https://doi.org/10.33578/jpfkip.v11i 6.9327

Kustini, S., Syutaridho, & Zahra, A. (2022). Pengembangan modul elektronik menggunakan pendekatan pembelajaran kontekstual untuk siswa kelas X Madrasah Aliyah Negeri 1 Pangkalpinang. *Jurnal of Education in Mathematics, Science, and Technology*, *5*(2), 56–65. http://jemst.ftk.uinjambi.ac.id

Made Sri Dewi, A., & Nyoman Ayu Lestari, P. (2020). E-Modul Interaktif Berbasis Proyek Terhadap Hasil Belajar Siswa. *Jurnal Imiah Pendidikan Dan Pembelajaran*, *4*, 433–441.

Magdalena, I. dkk. (2021). ANALISIS PENTINGNYA KETERAMPILAN BERBAHASA PADA SISWA KELAS IV DI SDN GONDRONG 2. *Edukasi Dan Sains*, *3*(2), 243–252.

Marisa, U., Yulianti, & Hakim, A. R. (2020). Pengembangan E-Modul Berbasis Karakter Peduli Lingkungan di Masa Pandemi Covid-19. Seminar Nasional PGSD Unikama, 4 (September),323–330. https://conference.unikama.ac.id/artikel/index.php/pgsd/article/view/514.

Maslakhah, I. F., Jatmiko, B., & Sanjaya, I. G. M. (2024). Development of physics learning media : a literature review. *IJORER:International Journal of Recent Educational Research*, *5*(2), 317–333. https://doi.org/https://doi.org/10.46245/ijorer.v5i2.558

Najuah, N., Azhari, I., Lukitoyo, P. S., Ikhwal, M., & Simamora, R. S. (2022). Development of historical electronic module on the impact of european colonization for the indonesian nation for senior high school. *International Journal of Educational Research & Social Sciences*, *3*(1), 91–100. https://doi.org/https://doi.org/10.51601/ijersc.v3i1.262

Nera Afriyose, Sudjarwo, & Sugeng Widodo. (2022). Development of Discovery Learning based Linktree Learning Media to Improve Geography Learning Outcomes in High School. *East Asian Journal of Multidisciplinary Research*, *1*(8), 1625–1634. https://doi.org/10.55927/eajmr.v1i8.1253

Nur, M., Winarti, A., & Iriani, R. (2022). Pengembangan E-Lkpd Interaktif Berbantuan Linktree Pada Materi Koloid Dengan Model Contextual Teaching and Learning Untuk Meningkatkan Motivasi Belajar Dan Kemampuan Berpikir Kritis Peserta Didik. *JCAE (Journal of Chemistry And Education)*, *6*(1), 1–12. https://doi.org/10.20527/jcae.v6i1.1418

Padmawati, K. D., Arini, N. W., & Yudiana, K. (2019). Analisis Keterampilan Berbicara Siswa Kelas V Pada Mata Pelajaran Bahasa Indonesia. 2(2), 190–200.

Permana, E. P. (2015). Pengembangan Media Pembejaran Boneka Kaus Kaki Untuk Meningkatkan Keterampilan Berbicara Siswa Kelas II Sekolah Dasar. Profesi Pendidikan Dasar, 2(2), 133–140. https://doi.org/10.23917/ppd.v2i2.1648

Ratnawati, S. R., & Werdiningsih, W. (2020). Pemanfaatan E-Learning Sebagai Inovasi Media Pembelajaran PAI di Era Revolusi Industri 4.0. *Belajea; Jurnal Pendidikan Islam*, *5*(2), 199. https://doi.org/10.29240/belajea.v5i2.1429

Rahayu, S., & Pahlevi, T. (2021). Pengaruh Media Pembelajaran E-learning dengan Google Meet Terhadap Hasil Belajar Siswa. *Jurnal Penelitian Dan Pengembangan Pendidikan*, *5*(1), 91–99. https://ejournal.undiksha.ac.id/index.php/JJL/index

Rohmawati, N., Mushafanah, Q., & Mudzanatun. (2022). Analisis kesulitan siswa kelas V dalam menulis teks narasi tema 7 subtema 2 di SDN Mojoagung 01. Tunjuk Ajar: Jurnal Penelitian Ilmu Pendidikan, *5*(1),1–10. https://doi.org/http://dx.doi.org/10.31258/jta.v5i1.1-10

Setyawan, W. H., & Nawangsari, T. (2021). Pengaruh E-Module Speaking Berbasis Website Untuk Meningkatkan Keterampilan Berbicara. *Aksara: Jurnal Ilmu Pendidikan Nonformal*, *7*(2), 339. https://doi.org/10.37905/aksara.7.2.339-346.2021

Sidiq, R., & Najuah. (2020). Pengembangan E-Modul Interaktif Berbasis Android pada Mata Kuliah Strategi Belajar Mengajar. Jurnal Pendidikan Sejarah, 9(1), 1–14. https://doi.org/10.21009/JPS.091.01.

Sintya Devi, P., & Wira Bayu, G. (2020). Berpikir Kritis dan Hasil Belajar IPA Melalui Pembelajaran Problem Based Learning Berbantuan Media Visual. *MIMBAR PGSD Undiksha*, *8*(2), 238–252. https://ejournal.undiksha.ac.id/index.php/JJPGSD/article/view/26525

Sistiara, E., Wardiah, D., & Kuswidyanarko, A. (2022). Pengaruh model pembelajaran think talk write (ttw) terhadap kemampuan menggali informasi teks narasi siswa kelas V SD. *ANTHOR: Education and Learning Juornal*, *1*(3),142–146. https://doi.org/https://doi.org/10.31 004/anthor.v1i3.23

Sugiyono. (2019). Penelitian & Pengembangan Metode Penelitian Penelitian dan Pengembangan (Alfabeta (ed.)).

Syafii, AF, Mujiwati, ES, & Primasatya, N. (2023).Pengembangan e-learning berbantu linktree pada materi hubungan gaya dan gerak untuk siswa kelas IV Mi

Sabilillah Tanjung Kabupaten Nganjuk. Inovasi Sekolah Dasar: Jurnal Kajian Pengembangan Pendidikan, 10(1), 1–12. https://doi.org/10.36706/jisd.v10i1. 18732

Syauqi, K., Munadi, S., & Triyono, M. B. (2020). Students' Perceptions toward Vocational Education on Online Learning During The COVID-19 Pandemic. International Journal of Evaluation and Research in Education (IJERE), 9(4), 881. https://doi.org/10.11591/ijere.v9i4.20766.

Tarigan, S. N., Sinaga, M. Y., & Sitorus, D. S. (2022). Analysis of reading comprehension in narrative text at tenth grade students. *JED: Journal of Etika Demokrasi*, *7*(2), 275–283. https://doi.org/10.26618/jed.v

Tiyas, NS, Nulhakim, L., & Syachruroji, A. (2020). Development of Learning Media for Animal Life Cycle Puzzles in Science Subjects at Fourth Grade Elementary School. *Jurnal Ilmiah Sekolah Dasar* , *4* (4), 667–677. https://doi.org/10.23887/JISD.V4I4.27805

Triwahyuningtyas, D., Ningtyas, A. S., & Rahayu, S. (2020). The problem- based learning e-module of planes using Kvisoft Flipbook Maker for elementary school students. *Jurnal Prima Edukasia*, *8*(2), 199–208. http://dx.doi.org/10.2 1831/jpe.v8i2.34446

Ulfa, M., & Sucahyo, I. (2022). Development of HOTS-based e- modules using sigil applications on circular motion materials learning. *Jurnal Pendidikan Fisika*, *10*(2), 130–143. https://doi.org/10.26618/jpf.v10i2.7 411

Ulfah Nurkhaeroni, & Ripaiyah. (2022). Sosialisasi Penggunaan Media Pembelajaran E-Learning Berbasis Model Problem Based Learning Dalam Meningkatkan Motivasi Belajar Dan Hasil Belajar Peserta Didik Di MA Putra Al-Islahuddiny Kediri Kabupaten Lombok Barat. *Jurnal Pengabdian Magister Pendidikan IPA*, *5*(2), 190–196. https://doi.org/10.29303/jpmpi.v5i2.1598

Wilis Werdiningsih. (2022). Implementasi Model Pembelajaran PAUD Berbasis Sentra dan Waktu Lingkaran dalam Meningkatkan Berbagai Aspek Perkembangan Anak. *Southeast Asian Journal of Islamic Education Management*, *3*(2), 203–218. https://doi.org/10.21154/sajiem.v3i2.101

Winarno, A., & Bukhori, I. (2024). *Pembelajaran E-Learning Berbantuan Linktree*. *4*(5). https://doi.org/10.17977/um063.v4.i3.2024.5

Yudha, S., Kimia, M. P., Pascasarjana, F., Medan, U. N., Yudha, S., Silaban, R., Kimia, M. P., Pascasarjana, F., Medan, U. N., & Utara, S. (2022). *ANALISIS KEBUTUHAN GURU TERHADAP PENGEMBANGAN MEDIA PEMBELAJARAN KIMIA BERBASIS ANDROID TEACHER NEEDS ANALYSIS OF ANDROID-BASED CHEMISTRY LEARNING*.

Zakirman, Z., Gusta, W., & Rahayu, C. (2022). Analysis of Problems in Science Learning at The Elementary School. *Jurnal Ilmiah Profesi Pendidikan*, *7* (1), 24–29. https://doi.org/10.29303/jipp.v7i1.349