

The Use of Linktree as an Arabic Language Learning Innovation in the Digital Era

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ABSTRACT

Education in Indonesia continues to develop rapidly, utilizing modern technology and teaching methodologies to improve the quality and effectiveness of learning. This article explores the use of Linktree as an innovation in Arabic language learning. The main focus of this study is how Linktree is used by teachers to organize and present Arabic learning materials to make them more engaging and easier for elementary age students. This study uses the method of literature study and qualitative data analysis with the tutoring and Huberman model. The results of the study show that Linktree helps teachers manage various digital learning resources such as learning videos, interactive exercises, and e-modules in one integrated link. This increases accessibility, engagement, and active participation of students in learning. Despite constraints such as reliance on the internet network and limited features, Linktree has proven to be effective in supporting more interactive and efficient learning in. This research emphasizes the importance of strengthening digital literacy for teachers so that the use of simple technology such as Linktree can support the achievement of Arabic learning goals at the elementary level.

Keywords

Arabic, digital technology, learning innovation, Linktree

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1. INTRODUCTION

Arabic language learning in Madrasah plays an important role in forming the foundation of language skills and fostering a love for the language of the Qur'an from an early age (Auliani et al., 2025). Arabic is not only the language of instruction for learning the religion of Islam, but it is also a very important communication tool for understanding the literature and original sources in the Islamic religion (Mega Primaningtyas & Setyawan, 2019). Therefore, mastery of Arabic from an early age is very crucial. However, learning Arabic is often considered difficult and less interesting by students because of the conventional teaching methods and the lack of interactive supporting media. Students tend to need concrete, visual, and fun learning so that they can understand concepts better (Kusnadi et al., 2025).

In addition, empirical findings show that many students have difficulty in memorizing new vocabulary, distinguishing nuances of meaning, and applying simple morphological patterns such as *taṣrīf fi'il* and basic sentence structure (Handayani, 2025). Studies have even shown that more than half of early grade students fail to achieve the basic competencies of reading and understanding simple Arabic texts due to weak conceptual foundations and low retention of key linguistic elements (Nurdianto, 2020). These conditions underscore the need to update learning approaches, especially those that are still teacher-centered and lack of interactive media support.

In the context of these challenges, the latest academic discourse encourages the integration of digital media that is easily accessible and capable of providing a more visual, interactive, and organized learning experience (Setiawati et al., 2025). One of the digital platforms that has great potential to be used in learning Arabic is Linktree. Unlike other common apps, Linktree allows teachers to curate a variety of Arabic learning resources—such as *mufradāt* videos, interactive *Ṣarf* exercises, pronunciation audio, online quizzes, and links to *qira'ah* apps—on a single page that is neatly organized and easily accessible to students. This ability is relevant to learning needs that demand simple, structured, and non-burdensome material with many separate applications.

Learning innovation with Linktree is in line with the principles of constructivism, where students build knowledge through active interaction with the material and the learning environment (Kaustar, 2025). The use of Linktree helps teachers deliver more interactive, flexible, and student-centered learning. Through this platform, teachers can integrate various learning activities that suit the characteristics of elementary children, such as watching short videos, playing interactive quizzes, and repeating lessons independently. Therefore, this study aims to analyze the use of Linktree as an Arabic language learning innovation, explain the benefits and challenges faced by teachers, and assess its effectiveness in increasing students' motivation and understanding of learning materials.

2. METHOD

This study uses a literature review method, which is based on optimizing the use of Linktree as a learning medium. The literature study method includes a series of activities of collecting data from various literature sources, reading and recording relevant information, and managing research materials (Ritonga et al., 2023). The literature review was carried out by examining books that discuss Arabic material and journals related to the development of web-based learning media using Linktree.

In this study, the data used is secondary data, namely data that is not obtained directly by the researcher, but comes from records or documents such as books, literature, and materials from various media, websites, or other relevant sources (Sugiono, 2020). Secondary data help support the aspects of the research being studied. The data analysis techniques used are the tutoring and Huberman model, which explains that activities in qualitative data analysis are carried out interactively and continuously until completion. This analysis process includes several stages, namely data reduction, data presentation, and conclusion/verification (Rukayat, 2018).

3. RESULTS AND DISCUSSION

3.1. The Importance of Linktree Technology in Learning

Learning in the digital age requires an innovative approach to address the challenges that exist (Rambe et al., 2024). One of the main challenges is the low grout of students for learning materials (Zulaiha et al., 2024). Students often feel that learning Arabic is messy and boring, especially when the teaching methods used are still conventional and less interactive. Traditional approaches that rely on lectures and verbal explanations are often unable to effectively capture students' attention (Maulidin et al., 2024).

In this context, Linktree's technology offers a significant solution. Linktree is a digital tool that was originally designed to organize and manage multiple links in one simple platform (Fatchiyah & Utami, 2022). This technology allows users to bring together a variety of resources and materials in a single, structured, and accessible page. This is especially relevant for learning Arabic, where different types of media such as videos, articles, and interactive exercises can be integrated in a single Linktree page.

Linktree's main advantage in learning Arabic is its interactive and structured presentation of materials. Interactivity is key in pulling students' grout and keeping them engaged (Salsabila et al., 2024). With Linktree, teachers can include links to learning videos that explain basic concepts in a more visual and engaging way. Additionally, interactive exercises and online quizzes can be added to allow students to practice and test their understanding independently.

The practicality of digital technology in Linktree also makes it easier to access learning materials (Zain et al., 2025). Students can access all the materials they need from any device connected to the internet, be it a computer, tablet, or smartphone. This is especially important in today's digital age, where students are more familiar with technology and more likely to learn through their digital devices. In addition, teachers can also easily update and add learning materials in Linktree as needed without having to go through a messy process.

Linktree also facilitates the preparation of materials in a structured manner. Teachers can organize the material based on topic or difficulty level, making it easier for students to follow. A clear structure helps students to not feel overwhelmed and more focused on learning one concept at a time. That way, learning becomes more systematic and effective.

With all the technology, Linktree offers a more modern and efficient approach to learning. By taking advantage of the ease of access and interactive features provided, Linktree can help overcome challenges in learning and improve the quality of education in madrasas. This innovation not only improves grout and student engagement, but also makes it easier for teachers to organize and deliver material effectively.

3.2. Linktree Media Analysis in Arabic Language Learning

Linktree technology has several key features that are very useful in supporting Arabic language learning. One of its main features is the ability to manage multiple links or what is known by the term *Multi-Link Management*. (Ramadan et al., 2025) This feature allows teachers to gather different types of learning resources such as videos, articles, practice questions, and other interactive materials in one organized page. With dean, teachers can present comprehensive and diverse material in one place, so students don't have to search

for material from a variety of different sources. This makes it very easy when it comes to providing well-integrated and structured material.

In addition, Linktree offers a *User-Friendly Interface*, which is a simple and accessible interface (Anggraini, 2025). This simplicity is especially important in the context of learning, as it makes it easier for students and teachers to navigate and use the platform. The intuitive interface ensures that students of all levels of technological ability can easily access and use learning materials without incurring significant technical difficulties.

Another feature is *Custoizable Links*, which allows teachers to customize links and categorize material according to curriculum needs. Teachers can organize links by topic or difficulty level, create clear labels for each link, and structure the material logically so that students can easily follow. This feature gives teachers great flexibility in organizing and customizing Linktree pages to fit learning objectives and student needs.

The use of Linktree in Arabic learning can be implemented in several ways (Zain et al., 2025). *First*, the integration of learning videos. Teachers can include links to videos that explain basic Arabic concepts, such as word types, word shapes, and basic grammar rules. These videos can be accessed at any time by students, allowing them to learn at their own pace and repeat material that has not been taught well. The use of video can also help explain complex concepts in a more visual and understandable way.

Second, Linktree allows the inclusion of Interactive Exercises. Teachers can add links to online quizzes or exercises designed to test students' understanding of the material they've learned. These interactive exercises not only help students measure their progress, but they also provide hands-on feedback so students can know which areas need improvement. Exercises accompanied by gratification, such as scoring or awards, can also increase students' motivation to learn.

Third, Linktree can be used to provide additional materials such as articles, e-books, and other relevant resources to deepen students' knowledge. This supplemental material can be helpful for students who want to explore more about a particular topic or who need additional references to strengthen their understanding. By bringing all of these resources together in a single Linktree page, teachers can provide a richer and more varied learning environment.

Overall, Linktree as a learning medium offers various advantages that can overcome conventional learning challenges. The structure and features offered by Linktree allow for the presentation of more interactive, structured, and accessible materials, thereby increasing the effectiveness and efficiency of the teaching and learning process.

Linktree technology has many advantages that can support Arabic language learning (Imani et al., 2021). One of its main advantages is accessibility. With Linktree, students can access learning materials from anywhere and anytime as long as they are connected to the internet. This provides flexibility for students to study according to the time and place that is most convenient for them, allowing them to manage their study time independently.

Additionally, Linktree offers simplified access. All learning materials are centralized on a single page, making it easy for students to find and use the necessary learning resources without having to search in different places. This is very helpful in keeping students focused and reducing confusion in searching for learning materials.

Another advantage is interactivity. Linktree allows integration with different types of media such as videos, quizzes, and articles. This makes learning more engaging and interactive, which in turn can increase student engagement and motivation. Students can learn through a variety of media formats, which helps them understand concepts in a more fun and varied way.

Flexibility is also one of Linktree's advantages. Teachers can easily update and add materials as needed. This allows teachers to always provide relevant and up-to-date content, as well as tailor the material to curriculum developments or students' specific needs.

While Linktree offers many advantages in facilitating more structured and interactive learning, some of the drawbacks related to internet connection, feature limitations, and teaching controls still need to be noticed and addressed by teachers to ensure the effectiveness of the use of this technology in the learning process.

3.3. Steps to Create Linktree-Based Learning Media

Step 1: Create a Linktree Account

The first step in creating a Linktree-based Arabic learning media is to create an account on the platform. Start by going to the [Linktree] (<https://linktr.ee/>) website and signing up using your email or social media accounts. Once the registration process is complete, you will be redirected to the profile creation page. Here, you can customize your profile according to your needs, including adding a profile picture and a brief description of the page you're going to create. This easy account creation allows teachers to immediately start the process of compiling learning materials.

Step 2: Crafting Learning Content

Once your Linktree account is ready, the next step is to compile the learning content. First of all, identify the material to be taught. For grade VI students, focus on basic Arabic materials such as word types, word shapes, and basic grammar. After that, create or select the relevant source. You can create your own learning videos or use videos that are already available on platforms like YouTube. In addition to videos, also prepare articles, practice questions, and other resources that can support learning. Furthermore, organize the content by determining the order of presentation of material that is logical and easy for students to follow. Good organization will help students understand the material gradually and systematically.

Step 3: Adding Links in Linktree

With the content already set up, the next step is to add a link to your Linktree page. Log in to your Linktree account and click "Add New Link" to add a new link. Include an informative link title, such as "Arabic Explanation Video", "Arabic Language Practice Questions", and so on. Paste the appropriate source URL in the URL field. This setting allows students to access a wide range of learning resources from a single, well-organized page.

Step 4: Customizing the Linktree Display

After adding all the necessary links, the next step is to customize the appearance of Linktree. Arrange the link layout according to the order of the material you have predefined. Use the display customization options available in Linktree to make the pages more engaging and appropriate to the learning theme. You can choose the appropriate colors, fonts, and styles to make your Linktree page more visually appealing and easy for students to navigate.

The following is an example of a link display that has been created for Arabic learning media consisting of learning objectives, learning materials, exercise 1, exercise 2 and motivation. Each section is a link that can access a predetermined video.



Figure 1. Example of Linktree initial view

Step 5: Sharing Linktree with Students

Once your Linktree page is ready with all the links and content that has been compiled, copy the URL of the page. Share this URL with students through the various communication channels available, such as class groups, emails, or other learning platforms. With this one link, students can access all the Arabic learning materials they need.

Step 6: Monitoring and Evaluation

The last step in creating Linktree-based learning media is to conduct monitoring and evaluation. Monitor students' use of Linktrees to ensure that they actually access and utilize the materials provided. In addition, evaluate its effectiveness by asking for feedback from students. You can measure their learning outcomes through pre-prepared tests or quizzes. The analysis of the results of this evaluation will help you know the extent to which the material presented can be appreciated by students and what needs to be improved for further learning.

By following the steps above, teachers can create learning media that is interactive, accessible, and fun for students. This not only improves students' grout and understanding of the material being taught, but it also helps teachers deliver the material in a more effective and efficient way.

4. CONCLUSION

Linktree technology offers a variety of advantages that can overcome conventional learning challenges, such as low student grout and less interactive teaching methods. Linktree allows teachers to organize and manage a variety of learning resources in a single, structured, and accessible page. Features such as multi-link management, user-friendly interface, and customizable links make it an effective tool in delivering learning materials.

The implementation of Linktree in learning can be done through the integration of learning videos, interactive exercises, and the provision of additional materials. The use of videos helps explain basic concepts in a more visual and engaging way, while interactive exercises allow students to test their understanding independently. Additional materials such as articles and e-books enrich students' knowledge and provide more in-depth references.

Linktree as a learning medium offers a modern approach that improves the quality of education in a more practical, engaging, and accessible way. This innovation not only overcomes conventional learning challenges, but also opens up opportunities for teachers to deliver material more creatively and effectively.

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