Deanship of Scientific Research

Examining the Efficacy of Linktree-Supported Social Learning in Developing Expository Text Composition Skills in Indonesia

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Abstract

Objectives: This study addresses the lack of research on the use of Linktree as a tool for enhancing expository text writing skills. It investigates the effectiveness of a social learning model, supported by Linktree, in improving writing skills in Indonesia. While Linktree is primarily a platform for sharing multiple links, its potential role in supporting writing development has not been extensively explored, particularly in the context of expository writing. The study aims to contribute to the understanding of how digital platforms can enhance writing skills, offering a new perspective on integrating technology into the learning process.

Methods: A quantitative approach was employed using a paired t-test design. The study involved a pre-test and post-test to measure students' writing skills, with significant improvements observed after the intervention.

Results: The post-test results showed that 40% of students scored above 80%, while 50% scored between 70-79%, indicating significant improvement compared to the pre-test results, where 30% of students scored below 50%, 40% scored between 50-59%, and 30% scored between 60-69%. Statistical analysis (Asymp. Sig. (2-tailed) = 0.000) confirmed a significant difference in performance before and after the intervention ($p < 0.05$).

Conclusions: Linktree provided students with access to curated resources, facilitating collaborative learning, peer feedback, and independent exercises. This approach not only enhanced technical writing skills but also increased student engagement, interaction, and motivation during the learning process. These findings suggest that integrating social community-based learning with digital tools like Linktree is an effective strategy for improving expository writing skills in vocational education.

Keywords: Exposition text; linktree media; social community learning; writing learning

دراسة فعالية التعلم الاجتماعي المدعوم من Linktree في تطوير مهارات كتابة النصوص التفسيرية في إندونيسيا

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ملخّص

الأهداف :تتناول هذه الدراسة نقص الأبحاث حول استخدام منصة Linktree كأداة لتحسين مهارات كتابة النصوص التفسيرية. تستكشف الدراسة فعالية نموذج التعلم الاجتماعي المدعوم بـ Linktree في تطوير مهارات الكتابة في إندونيسيا. وعلى الرغم من أن Linktree يُستخدم أساسًا لمشاركة الروابط، فإن دوره المحتمل في دعم تطوير الكتابة لم يُبحث بعمق، خاصة في سياق الكتابة التفسيرية. تهدف الدراسة إلى تعزيز فهم كيفية توظيف المنصات الرقمية لتحسين مهارات الكتابة، مما يقدم منظورًا جديدًا لدمج التكنولوجيا في عملية التعلم.

المنهجية :استخدمت الدراسة منهجًا كميًا يعتمد على اختبار مزدوج (قبل وبعد). شملت الدراسة اختبارًا أوليًا واختبارًا لاحقًا لقياس مهارات الكتابة لدى الطلاب، مع ملاحظة تحسينات كبيرة بعد التدخل.

النتائج :أظهرت نتائج الاختبار اللاحق أن 40% من الطلاب حصلوا على درجات تفوق 80%، و50% حصلوا على درجات بين 70-79%. بالمقارنة، أظهرت نتائج الاختبار الأولي أن 30% من الطلاب حصلوا على أقل من 50%، و40% بين 50-59%، و30% بين 60-69%. أكدت التحليلات الإحصائية (0.000 = (Asymp. Sig. (2-tailed)) وجود فرق كبير في الأداء قبل وبعد التدخل.(0.05 > p)

الاستنتاجات :ساهم استخدام Linktree في توفير مصادر تعليمية منسقة، مما عزز التعلم التعاوني، وتبادل الملاحظات بين الأقران، والتدريبات المستقلة. حيث أدى هذا النهج إلى تحسين المهارات التقنية في الكتابة وزيادة تفاعل الطلاب ودافعيتهم خلال عملية التعلم. تشير النتائج إلى أن دمج التعلم المجتمعي الرقمي مع أدوات مثل Linktree يُعد استراتيجية فعالة لتحسين مهارات الكتابة التفسيرية في التعليم المهني.

الكلمات الدالة: النص التفسيري، منصةLinktree ، التعلم المجتمعي الاجتماعي، تعلم الكتابة

Introduction

Education plays a pivotal role in preparing the younger generation to meet future challenges. In the rapidly evolving digital era, technology and digital media have become integral to everyday life. Leveraging these tools within the educational context has significant potential to enhance learning processes and create more engaging and effective experiences (Bond et al., 2018; Raja & Nagasubramani, 2018; Granić and Marangunić, 2019). However, traditional approaches to expository writing often fall short, especially in vocational schools where students are primarily focused on developing technical and vocational skills. These traditional methods often lack the interactive and collaborative elements that are crucial in fostering critical thinking and engagement, which are necessary for preparing students for the workforce (Anwar et al., 2023). Consequently, research on the effectiveness of a social community learning model that employs Linktree as a supportive tool for teaching expository text writing in vocational high schools is both relevant and necessary to evaluate its potential and success.

Vocational high schools focus on developing students' technical and vocational skills, with expository text writing being a crucial competence. Writing expository texts requires an understanding of the topic, the ability to convey information clearly, and effective argumentation skills (Wei et al., 2019). Moreover, recent studies emphasize that enhancing writing skills in vocational education promotes critical thinking and prepares students for workforce demands, especially in industries that require technical communication (Anwar et al., 2023). However, teaching writing in vocational high schools often encounters several challenges.

This also implies that there is very little interest and a will to learn text composition among students. Because writing is seen as a requirement of school and not related to the professional field, many students neglect it (Harahap, 2021), lowering their quality writing skill. Furthermore, writers generally spend extended time working in isolation during writing tasks and this limited sharing of ideas, feedback and potential co-publication efforts is one obstacle to successful interaction (Tanrıkulu, 2020). Moreover, generating ideas in a critical way and understanding expository texts structure as well as the language function become common problems among students which is pointed out by one of the Indonesian teachers from a vocational high school taught in Tasikmalaya Regency and also supported (Rozana et al., 2018).

Over the past few years, digital media has snowballed into a worldwide phenomenon that impacts many aspects of our lives — and one of those is education. For example, Linktree is a digital media tool that enables users to craft a list of user-friendly links using just one main link. Linktree allows instructors to organize and share a variety of teaching resources related to expository writing, such as. articles, videos, models, and more. These are interactive and interesting materials that students can explore on their own.

A social community-formative learning by design model that emphasizes the interaction and collaboration of students with teachers can be successfully used to support the teaching of expository writing in vocational schools. In this model, students as active participants during the learning process, they exchange ideas, knowledge and give feedback to each other while working together in improving their writing. Including a Linktree allows you to organize curated learning resources specific to this model.

A social community-based learning model serves the students by encouraging them to talk, share, work together and be responsible. This includes collaborative learning where better students help weaker learners, it allows bidirectional communication on social networking. This has the added advantage of enabling peer to peer learning with students either supplying information for their peers or asking for information.

Walkthrough linking Linktree with the social community-based learning model the teacher starts class by welcoming the students, praying with them, and taking attendance before breaking up the class into heterogeneous study groups. The students then go on to read expository text materials, along with the linktree of samples. That is followed by group discussions in which students work together to grasp the material, locate facts and resolve problems.

Since relevant images are present on Linktree, teachers use them to inspire students and ensure their interaction. Students, who participate collectively to debate the subject matter and remedy troubles and divide obligations. Introduce students as writers, provide mentor essay-identifying images that illustrate writing ideas, and teach information about expository text structures, language features, idea transformation, relevant text organization (3.00 min), venue 6 of expository composition (Beginning of the month). This is especially beneficial as peer tutors lead groups that work on group activities, teachers are available to guide peers for accuracy and clarity.

Expository texts: Write expository, informative pieces that reflect a thorough understanding of the topic. After group discussions, students design expository texts independently, drawing on their research ideas. They submit their work to online and social production sites, where they comment on other students' performances.

In the last phase, students get back into the large group all together and discuss feedback and enhancements. They will share their work formally in the class and disseminate it over social, electronic or print media, marking an end to the cycle of collaborative and independent learning.

The integrated parts in this process show how broad the use of digital media by Linktree to nourish a social community-based learning model would buff up vocational high school teaching and learning of expository text writing. This research seeks to answer the following question: How can the integration of Linktree within a social community-based learning model enhance the teaching and learning of expository writing in vocational high schools? Specifically, the study aims to evaluate the effectiveness of this model in improving students' writing skills, fostering collaboration, and increasing their motivation to engage with expository writing.

Literature Review

Study of social media applications for collaborative writing activities gives an insight into this emerging educational practice. Arafeh et al. (2018) studied the use of Facebook groups in order to do collaborative writing among university students. They concluded that the platform enabled peer feedback and community strength, both of which resulted in enhanced writing quality. Looking at the use of online fora for collaborative writing in a second language context, both Chen & Sun (2014) purport that students are primed to participate when cognizant that "writing is not an individual but social act" or, as prior generations might understand it more simply, "two heads are better than one". They found that one of the biggest benefits to students was in having these exercises online and asynchronous. Students could then take their time honing and revising their prose. Castellóet et al. (2023), studied synchronous and asynchronous collaborative writing tools, such as Google Docs, and Word 365, discussing how these platforms facilitate collaboration among students by Amirin Sana Masood Jazab at The American University of Iraq-Sulaimani. This review demonstrated how collaborative writing technologies have evolved; the current platforms enable real-time, asynchronous collaboration and more fluid coordination in writing tasks.

The study of Zhang et al. (2021) focused on the effects of using social media and language learning apps like WeChat on English vocabulary acquisition. The research study indicated that the positive growth of learners vocabulary in Tweet-Based Writing by using WeChat shows social media can be a medium for language learning. Another study on high education focusing in on the use of wikis for collaborative writing was conducted by Kessler et al. (2012). Among other things the study found that wikis helped support collaborative learning, improved writing and accuracy of written work as well as encouraging the sense of principle or ownership and responsibility for their work on behalf of students. The results of these studies offer constructive implications that social media applications may function as a complementing method to develop an interactive writing environment, supporting both peer feedback and engagement with improving user writing ability. Linktree, features of which are investigated in these studies, offers the capability to list links and integrate with various social media. However, there is a need for more research to understand how certain features of Linktree will add to quality expository text writing.

The use of Linktree within vocational high schools could be understood instead as one component of a broader theoretical framework springing from the social learning models. Suningcih and Mardikantoro (2018) explored the role of project-based learning with social learning strategies on expository writing at high school level in Indonesia, the results suggest that students are better able to explain complex ideas clearly in collaborative learning environments. Lin & Chai (2019) had researched the application of collaborative knowledge-building in writing classrooms. The students learned ideas related to saving energy through idea-centered collaborative knowledge-building activities as reported by them. Implications of these findings support the integration of collaborative learning models into current writing instruction to foster more intricate cognitive processes and skills.

Chou (2020) demonstrated by other research that pointed out the value of socialization in collaborative learning settings. Research by them validated that highly structured collaboration resulted in canned desired levels of cognitive engagement and learning. For instance, collaborative learning has been shown to develop social integration and critical thinking higher order learning skills (Gan et al., 2015) in the context of online education. These findings back up the notion that social learning models can be successfully translated into digital media for better educational outcomes. So, these studies indicate the writing skills improvement through social learning models. By supporting large scale tasks focused on expository writing within an occupation, Linktree could help advance the state of the art in this area.

This article gives us an insight on the features of Linktree afford in which few of them are supporting social learning by curating vocational-specific resources and associating their profile with different social media platforms, as this is previously studied for giving accurate results related to the topic area and used expository text writing skills in vocational high school students.

Figure 1 shows the schematic model of this study, it represents the use of social media platforms, including Linktree, for collaborative writing and improving expository writing skills in vocational high schools.
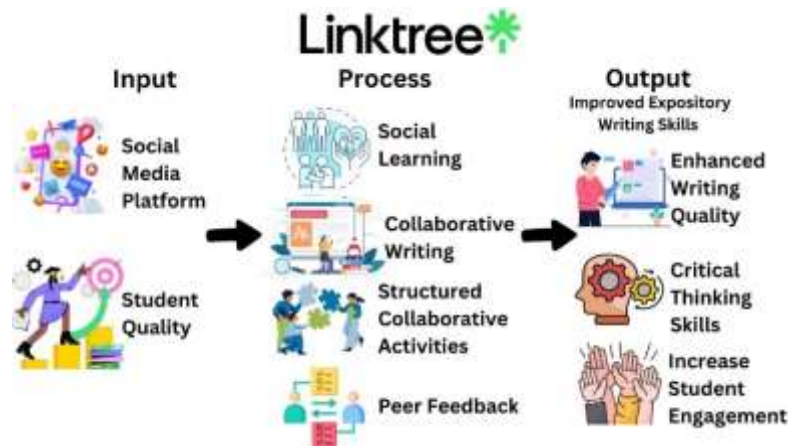
Figure 1 The Schematic Model

The schematic model shows a system of Social Learning and Collaborative Writing which consist of Input: Social Media Platforms, Process: Social Learning and Collaborative Writing, and Output: Improved Expository Writing Skills

1.   Input: Social Media Platforms

The first stage in the model is INPUT, which concerns the choice & merger of social media platforms: Facebook, Wikis, Forums and Linktree. However, you would never be able to balance the productivity without these platforms that are more than useful for collaborating:

- Through Facebook Groups When used at an introductory level, online mode through FB groups will enable peer to peer interaction and feedback amongst learners, thus creating a learning community where the students can help one another (Arafeh et al., 2018)
- Wikis allow for common ownership of text, thus students can collaborate in generating a piece and revising their writing; thereby fostering accuracy and accountability (Kessler et al., 2012).
- This is particularly useful when students have second language (L2) learning contexts because, as Chen and Sun (2014) point out, online forums enable an asynchronous interaction that allows students more time to reflect on and adjust their writing.
- The purpose of Linktree is a curation tool for all of these platforms that can deploy and organize mutually advantageous tasks and resources in a more seamless fashion. You also can create and develop links and have some experience with cooperation as well.

2.   Process: Social Learning and Collaborative Writing

The model has a Process section at its core where structured collaboration activities are reinforced by social learning models. This phase includes:

- Providing interactive writing activities such as peer feedback, whereby students criticize and improve each other's writing, which increases commitment and promotes a community of practice (Zhang et al., 2021).
- A perceiving community where people exchange knowledge and collaborate with each other to reach a common understanding, shared meaning, and typical practice (Gan et al., 2015) that increases the social connectivity in the learning process.
- Asynchronous collaboration like in forums and Wikis, allows students to work at their own time (Castelló et al., 2023) which gives them the freedom and flexibility to improve the quality of writing.
- Structured cooperative activities as we shall see in the research by Chou (2020) and Gan et al (2015), have also been found to elicit higher levels of cognitive engagement, which is vital for enhancing both individual and group writing skills.

3.   Output: Improved Expository Writing Skills

The final section of the model, Output, focuses on the improvement of expository writing skills. Several indicators demonstrate this improvement: Enhanced writing quality, as students receive regular feedback and revise their work through collaboration (Kessler et al., 2012). Critical thinking skills, which are fostered by peer discussions and the need to articulate and defend ideas clearly (Gan et al, 2015). Increased student engagement, driven by the interactive and communal nature of social media platforms (Ansari and Khan, 2020; Zhang et al, 2021). Sense of responsibility, as collaborative writing platforms like Wikis promote ownership of content, motivating students to produce higher-quality work (Kessler et al., 2012).

Research Method

This study employs a quantitative research method with a paired t-test design to evaluate the effectiveness of a social community-based learning model supported by Linktree media in teaching expository writing in vocational schools. The primary objective is to compare pre- and post-intervention outcomes within the same group. Quantitative research focuses on examining relationships between variables that can be measured using specific instruments, yielding numerical data for statistical analysis (Creswell, 2013). The paired t-test, a parametric test, is used to assess whether there is a significant difference in means between two paired or related samples. Prior to conducting the paired t-test, a normality test is performed to ensure the data follows a normal distribution. If the normality assumption is not met, the Wilcoxon test, a non-parametric alternative, is utilized.

The population for this study consists of students from three vocational schools in the Tasikmalaya Regency, West Java Province, Indonesia. A purposive sampling technique was employed to select one class from each school, resulting in a total of 69 students. This sampling technique was chosen to ensure that the selected classes represented a variety of backgrounds and skills relevant to the research objectives.

The selection process involved considering factors such as the students' academic performance and prior exposure to Linktree. Prior to the intervention, a survey was conducted to assess the students' background, including their familiarity with Linktree, to ensure the sample was diverse in terms of previous exposure to the platform. Students who had used Linktree extensively were excluded from the study to avoid bias.

The research instrument consisted of an expository writing test sheet, which was administered to assess students' writing skills before and after the intervention. Data analysis involved evaluating the expository writing test results, and an effectiveness test was conducted to determine the impact of the intervention on students' writing performance. The effectiveness test was performed using SPSS 23 software to analyze the statistical differences between the students' writing performance before and after the intervention.

Result

In Conclusion Pushing for the teaching of expository writing, based on learning model social community which has become possible to be done with the support provided by media Linktree is a very viable option. Outcome Similarly, results of this application can be used as an alternative consideration in assessing one maximum 100. The researchers then provide a percent chart of the learning outcomes of students in each category. The formula used to calculate the percentage score for students in each category is as follows:

Final Score = (Number of students in the category) / (Total number of participants) x 100.
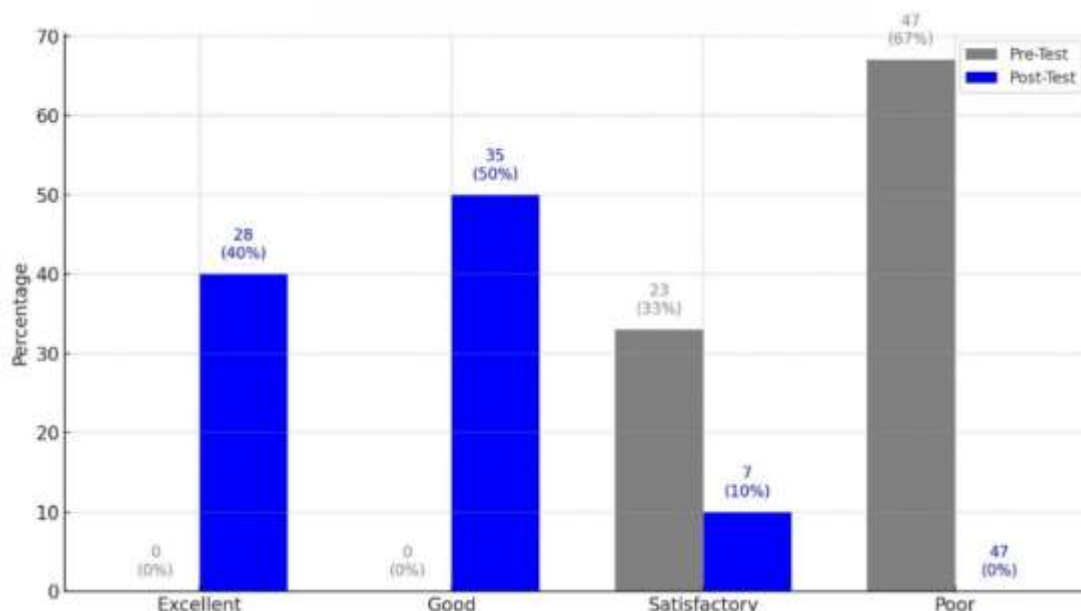
Figure 2 Percentage of Expository Text Writing Grades

The results of this research, as shown in Fig. 2, before the intervention, most of the students (67%) scored below 50%, which was categorized as "poor." This indicated that most students' scores before the application of expository writing instruction with a social community-based learning model, in collaboration with Linktree media, were in the "poor"

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category. Post-test results showed significant improvement after the intervention. A higher percentage of students (40%) reached scores above 80%, totaling 28 students. Fifty percent (50%) of students, or 34 students, scored between 70-79%. A small percentage (10%), or 7 students, scored between 60-69%. This shift in scores demonstrates the positive impact of the intervention compared to the pre-test results, where 30% of students scored below 50%, 40% scored between 50-59%, and 30% scored between 60-69%.

We conducted statistical analyses (with a chi-square test of independence) to explore how well the social learning model equipped with Linktree media taught expository writing, by comparing writing test scores among students and making use of SPSS 23. Such assessment was performed in two steps — 1) testing for normal data distribution and 2) the use of Wilcoxon Signed-rank, as a suitable non-parametric test for paired data.

Table 1 Test of Normality

Results of Expository Text Writing Learning	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.162	70	.000	.947	70	.005
Post test	.220	70	.000	.851	70	.000
a. Lilliefors Significance Correction						

The normality test (see Table 1) revealed that the data on writing test scores was not normally distributed ($p < 0.05$). Consequently, a Wilcoxon Signed-Rank test, a non-parametric test appropriate for non-normal data, was employed to analyze the difference in students' scores between pre-test and post-test.

Table 2 Wilcoxon Rank Test Results

		N	Mean Rank	Sum of Ranks
Posttest - Pretest	Negative Ranks	0[a]	.00	.00
	Positive Ranks	70[b]	35.50	2485.00
	Ties	0[c]		
	Total	70		
a. Posttest < Pretest				
b. Posttest > Pretest				
c. Posttest = Pretest				

Based on the data from the Wilcoxon rank test presented in Table 2, the interpretation is as follows:

1.   Negative ranks, representing negative differences between the expository writing outcomes for the pre-test and post-test, are all equal to 0 in terms of sample size (N), mean ranks, and sum of ranks. This value of 0 indicates that there was no decrease in scores from the pre-test to the post-test.

2.   Positive ranks, representing positive differences between the expository writing outcomes for the pre-test and post-test, show that there are 70 positive data points (N). This indicates that 70 students experienced an improvement in their expository writing outcomes from the pre-test to the post-test. The average rank of improvement is 35.50, with a total sum of positive ranks of 2485.00.

3.   Ties, representing cases where the pre-test and post-test scores are identical, are absent in this data set. There are no tied values between the pre-test and post-test scores.

Table 3 Wilcoxon Test Results

	Posttest - Pretest
Z	-7.300b
Asymp. Sig. (2-tailed)	.000
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

As can be seen from the test statistics results in Table 3, the Asymp. Sig. Value of (2-tailed) is 0.000 and less than 0.05 (0.000 < 005). Thus, null hypothesis (H0): For which no significant difference will be observed between students' expository writing skills Pre and Post Test is rejected. Therefore, the alternative hypothesis (H1): "There are significant differences between students' expository writing skills pre and post-test." Therefore, it can be concluded that the employability of this media model (social community-based learning) with help linktree effectively influenced expository writing skills in Grade 10 vocational schools.

Discussion

The social community-based learning model promotes effective learning through cooperative and interdependent activities that enable strategic responses to learning problems (Chotim, 2021). One example is the social community-based learning model that was utilized, where this form of collaborative learning method helps foster cooperation and promotes individual responsibility. Models of collaborative learning, such as the social community-based learning model, work in part to encourage cooperation, critical thinking and responsibility from among students (Gillies, 2023).

Materials and methods to be used in the research "An Experimental Study Using Social Community-based Learning Model Supported by Linktree Media for Improving Expository Writing Skills at Vocational High Schools" were designed. This model was created in response to the unique instructional needs of expository writing. Findings show that implementing the model was highly effective. Higher student engagement and learning objectives were met whilst increased understanding, socialisation, critical thinking. This result is consistent with the research by Hasanah (2021) which showed that community-based learning effective and had a significant impact so that it can overcame educational challenges related to 21st-century literacy, such as creative thinking, higher order thinking level, critical thinking skills, and collaboration, communication.

The conversational model based on the learning community promotes student activity as well as collaborative solutions to scenarios. This model uses student interaction and knowledge sharing with practical examples, and critical and creative problem solving. The social community-based learning model seeks to engage students and create meaningful learning interactions. The main aim behind this model is to create an atmosphere of collaboration between students, where they can share their knowledge and experiences with others to help everyone in learning more efficiently. Students can improve communication, team-players and holistic skills by working together, important facets in a university academic setting as well as later on professionally. The result of this common learning experience is to increase a sense of community and care which in turn has inspired students to take responsibility for their own education.

Moreover, the social community-based learning style is that of collaborative problem solving which in turn fosters critical thinking and even lateral thinking. This learning framework exposes students to different ways of thinking so that they can view problems from various angles. In the process of their collaboration to come up with solutions, they both build much greater object-level knowledge about those things happening and become more proficient at the sort of critical reasoning that is necessary to address real-world problems. Such a model is more compatible with a constructivist approach to learning. Constructivism posits that learners actively build their understanding of the world rather than simply absorbing information, allowing for a shift towards developing 21st-century skills in schools today.

Studies have shown that social and collaborative learning environments greatly improve the capacity of students to retain information and put this knowledge into practice. Their research showed such spaces are conducive to depths of cognitive engagement where students can elaborate on each other's ideas, co-negotiate meaning and problem solve collectively leading to improved knowledge application (Borge, 2018). This model provides students with the skills, knowledge and competencies to navigate a complex, rapidly changing world through an emphasis on critical thinking and creative problem-solving. Thus, the yields of institutionalized community-based learning are too rich to forego; it provides a concrete method for encouraging the coupling of success in college and positive development. In this way, collective learning results from groups of students that are more heterogeneous in collaborative learning. It is more a living integration of both intellectual and social and emotional activities from students as well as teachers.

As an orientation to expository writing, the social community-based learning model helps students understand this content and get it written. This was compatible with the previous study of Jamhar et al. (2020) who identified collaborative strategies assist students in their expository writing skills. They help in mutual understanding of material by discussing, clear problem solving and logically developing ideas. Collaborative learning encourages effective feedback as students can offer and receive critical feedback on the content of their writing, which in turn promotes creative thinking. It helps the students to enhance their critical thinking, arguments strengthening and make them realise their faults in writing. New research not only supports this conclusion but indicates that when technology is used to facilitate collaborative writing practices, the benefits – for both writing and critical thinking skills – may extend significantly further (Davis & Morales, 2023).

The application of this scaffolding to the instruction of expository writing via Linktree media was quite productive. It largely reduced the hassle for students to access information concerning their learning. Linktree media allows to access all learning materials for free and no limits — so, this tool is very useful for time-saving studying. It deepens students'

understanding by providing opportunities for them to go over fuzzy material on their own. Because the interactive features of the game create diversity in its games which allow students to have fun playing and enthusiasm (Wahyuningsih, 2022; Aeni et al., 2023). Linktree media can lighten teacher loads in expository writing instruction and offer students organized pathways to related examples and images. It makes accessing learning materials, idea formation and data gathering easier for students to help them support their explanations in expository writing. It was found that using this mode has a positive influence on the critical thinking outcome of the students. Technology was used as a tool to deliver the content provided for the program, and its purpose was to establish an interactive learning environment where students would enjoy studying while simultaneously increasing their levels of motivation. It mostly affects their critical thinking skills as well (Merta et al., 2023).

Statistical test results showed that social community-based learning with Linktree media can improve students' expository writing scores vocational school. Originally, 67% of students' scores were classified as "bad." Yet following the solution, 40% of students scored "excellent" and 50% with "good. The results of the loads applied to the virtual hind-limb are presented in Figure 3.
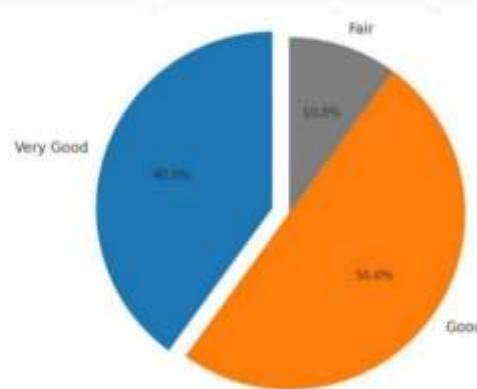
Figure 3 Expository Text Writing Grade Categories

This research shows that teaching through expository writing in social community-based learning model with Linktree media at vocational schools has been successful to answer through teaching and learning problems. Learning is more student-centered with students doing things such as interacting and collaborating, allowing them to understand the concept of the material & find logical development to think about ideas. Linktree as a learning media has further diversified the mechanism of study and easily accessed linkages which contain expository writing materials used in teaching.

The findings also suggest that technology, particularly platforms that facilitate community learning, can play a crucial role in bridging the gap in writing skills among vocational students. By promoting collaboration and providing structured support, such models not only improve writing proficiency but also foster critical thinking and digital literacy, both of which are essential for success in modern vocational fields.

By leveraging technology in this way, vocational institutions can offer more dynamic, accessible, and personalized learning experiences, enabling students to develop the essential skills needed in the workforce. Furthermore, these findings suggest that social media tools can effectively complement traditional teaching methods, making learning more engaging and relevant to students' future professional environments.

While there are multiple benefits to the social community-based learning model aided by Linktree media in an expository writing classroom, using the above agentive description of the teaching model, a series of limitations also presents themselves. A disadvantage is that it takes longer. While community-based learning requires more time than standard lecture hours to run group activities such as peer tutoring, discussions, collaboration and presentations. Furthermore, fast internet is needed for Linktree Media; as there are videos and images on linktree. However, if students or teachers are working from home they might not have regular access to the internet so using Linktree as a learning tool would be less successful. Besides, Linktree media-assisted model of social community-based learning requires time management and internet connectivity carefully handled.

Conclusion

This study aims to find out how effective the implementation of a social community supported learning model by media Linktree in expository writing exposition in vocational schools. This model has potential for helping students with learning needs and those who are poor writers. Social community-based learning is grounded in the idea that students learn with and

from one another, cooperate, be interdependent,and interact to accomplish a common goal. This study applied a social community-based learning model via the creation of Linktree media to access related learning content.

The research findings indicate that the implementation of the social community-based learning model assisted by Linktree media in teaching expository writing has a positive impact. Students engaged in this learning approach become more active, and learning objectives are achieved. Students experience improvements in understanding the subject matter, writing skills, social engagement, and critical thinking.

The use of Linktree media in the context of teaching expository writing has also proven to be effective. This media makes it easier for students to access learning materials, and students can understand the learning materials according to their needs. Linktree also provides variety and interactivity in learning, making students more engaged and enthusiastic about the learning process. Its use also helps students find relevant information and support their arguments in expository writing.

In general, the use of social community-based learning assisted by media on Linktree can have a good impact in improving the quality of expository writing teaching at vocational schools. It allows for more student-centered learning, improved writing skills and makes it easier to interact with fellow students. However, the downsides include that it takes longer and most importantly it relies on internet connection remaining stable.

The social community-based learning model helped by Linktree media will be a valuable alternative in the endeavor to raise expectations for expository writing teaching. It is hoped the findings will offer direction for attempts to build novel methods of instruction that can foster exposit writing among students

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