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The Use of the Hypercontent Module in Audio Media Development Courses

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Abstract: *For independent study, students require teaching materials in the form of modules. Combining virtual, independent, and collaborative learning spaces allows for successful usage of the hypercontent-based modules. This research was conducted to develop a hypercontent module to overcome learning difficulties independently and limited learning resources in audio hypercontent media courses, containing not only text but also visualizations in the form of images, animations, videos, and audio. The concept of linking to this hypercontent module is also not limited to connecting one learning resource to another. However, this linking concept can also be used in course evaluation devices. The development was carried out using the Research and Development method, focused on developing modules based on hypercontent. The development model employed was proposed by S. Thiagarajan et al. (4-D model), which was modified into a 3-D model: defining, designing, and developing. This research was conducted at the Educational Technology Study Program, Faculty of Education, with 38 students, two experts, and one lecturer as research subjects. The validity test was performed by a content/material expert and a media expert. A percentage of 98% was obtained, indicating that in the practicality test, the hypercontent module was in the very practical category. Furthermore, in measuring the effectiveness level, the pre-test and post-test results showed that the hypercontent module was within sufficient criteria. Based on the research results, it can be concluded that the hypercontent module was feasible for use in the learning process in the Audio Media Development Course in the Educational Technology Study Program, Faculty of Education.*

Keywords: *Hypercontent, teaching materials, audio media, development, learning resources*

Abstrak: Mahasiswa memerlukan bahan ajar berupa modul untuk belajar madiri, penggunaan modul berbasis hypercontent dapat digunakan secara efektif dengan mengkombinasikan antara ruang belajar maya, mandiri, dan kolaboratif. Penelitian in dilakukan untuk mengembangkan modul hypercontent yang bertujuan untuk mengatasi kesulitan belajar secara mandiri, keterbatasan sumber belajar pada mata kuliah media audio Hyperconten tidak hanya berisi teks, tetapi juga memuat visualisasi berupa gambar, animasi, video, dan audio. Konsep menghubungkan pada modul hypercontent ini juga tidak terbatas pada menghubungkan satu sumber belajar ke sumber belajar lainnya. Akan tetapi konsep menghubungkan ini juga dapat digunakan pada alat evaluasi mata kuliah. Pengembangan dilakukan dengan menggunakan metode Research and Development yang difokuskan untuk mengembangkan modul yang berbasis hypercontent. Model pengembangan yang digunakan merupakan model pengembangan yang dikembangkan oleh S. Thiagarajan, et.al., (model 4-D) yang dimodifikasi menjadi model 3-D yaitu pendefenisian (Define), desain (Design), dan pengembangan (Develop). Penelitian ini dilakukan di Program Studi Teknologi Pendidikan Teknologi Pendidikan Fakultas Ilmu Pendidikan dengan subjek penelitian tiga puluh delapan orang mahasiswa, dua orang ahli, dan satu orang dosen. Uji validitas dilakukan oleh dua orang ahli yaitu ahli isi/materi dan ahli media didapatkan presentasi sebesar 98%, hasil tersebut menunjukkan bahwa pada uji kepraktisan modul hypercontent berada pada kategori sangat praktis. Selanjutnya dalam pengukuran tingkat kefektifan Hasil pre-test dan post-test menunjukkan bahwa modul hypercontent berada pada kriteria cukup. Berdasarkan hasil penelitian yang telah dilakukan maka dapat

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disimpulkan bahwa modul hypercontent telah layak untuk digunakan dalam proses pembelajaran pada mata kuliah Pengembangan Media Audio di Program Studi Teknologi Pendidikan Fakultas Ilmu Pendidikan.

Kata Kunci: Hypercontect, bahan ajar, media audio, pengembangan, sumber belajar.

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INTRODUCTION

The COVID-19 virus outbreak in 2020 stunned the whole globe, and the speed and scope of its spread made it a pandemic on a worldwide scale. One of the nations that have been impacted by this pandemic is Indonesia. Since last March 2020, various policies have been taken by the government as preventive measures to contain the spread of this virus. One of the preventive steps taken by the government in preventing the spread of the COVID-19 virus can be seen in Letter Number 4 of 2020 concerning the Implementation of Education Policy during the COVID-19 Emergency Period (MENTERI PENDIDIKAN DAN KEBUDAYAAN REPUBLIK INDONESIA, n.d.). In the circular letter, on the second point, it is explained that the learning process from home is carried out with the following conditions: (a) learning from home through online/distance learning is conducted to provide a meaningful learning experience for students, without being burdened with demands to complete all curriculum achievements for grade promotion or graduation; (b) learning from home can be focused on life skills education, including regarding the COVID-19 pandemic; (c) learning activities and tasks for learning from home can vary between students, according to their respective interests and conditions, including considering the gap in access/learning facilities from home; (d) evidence or products of learning activities from home are given qualitative and useful feedback from the teacher, without being required to give a quantitative score/value.

Distance learning, known technically as learning from home, is used to support government initiatives aimed at curbing the COVID-19 virus's spread. To enhance learning amid the COVID-19 pandemic, distance learning can benefit from e-learning. E-learning is information and communication technology to enable students to learn anytime and anywhere (Hartanto, 2016). E-learning is divided into two types: synchronous and asynchronous. Synchronous, which simply means being at the same moment, denotes that students and teachers study simultaneously. Thus, synchronous learning can be viewed as a virtual implementation of face-to-face instruction. Asynchronous, conversely, signifies not being simultaneous and means that students can choose their learning times from when the teacher distributes course materials. In practice, teachers can give students assignments and set deadlines for completing them. Therefore, it may be claimed that asynchronous learning does not require simultaneous interaction between teachers and pupils.

Moreover, because it is one of the aspects impacting how well the learning process works, the usage of learning resources or media should never be isolated from any learning process. Referring to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards Chapter II Article 10 paragraph (1), lecturers are given full authority in regulating the learning process implementation in class. It demonstrates that lecturers are given freedom in planning the learning process, implementing the learning process, and determining student learning loads. The ability to choose topics, methods, approaches, and learning strategies—as well as learning resources according to the learner's needs and interests—is essential for the effectiveness of the learning process (Siregar, 2010). Based on the description of the module characteristics (Lestari, 2013), with the module, students can teach themselves or learn independently without depending on the teacher/lecturer. In general, modules contain related subject matter/training. One of the goals of making modules is to provide convenience to students in learning. It indicates that

students no longer need to use media or other learning resources to study the material in the module since the material presented is taken from various sources and then put together in one module. Based on the description above, the development of teaching materials/modules is possible to do.

In this case, Audio Media Development is one of the courses in the Educational Technology Study Program, Faculty of Education. Educational technology has several areas: design, development, utilization, management, and evaluation. Development is one area of educational technology. Therefore, lecturers and students are given space to develop something, such as learning media or teaching materials, especially in subjects with limited learning resources. This course will also provide students with the theoretical and practical provisions of audio learning.

Based on the initial identification of student needs and the results of interviews with the course lecturer and students related to the Audio Media Development Course, the developers obtained information that the Audio Media Development Course still has limited learning resources, in contrast to other courses. It is limited because learning resources, particularly discussing audio media, are still difficult to find. However, certain materials can be found in books or other sources. Therefore, it is necessary to develop modules in this course to combine materials from various sources by adding hypercontent features. As (Koh & Herring, 2016) stated, e-books have various advantages over printed books, including easy access, easy topic search, accessibility anywhere and anytime, a more attractive appearance, and cheaper and more practical in storing small files. The same thing is also expressed by (H, Arnidah, & Hasfat, 2021), that students need not only books in the form of files containing text and images but also those that can help provide direct experience in the form of incident simulation videos under the material being taught. One way that can be utilized to connect learning content, both text and integrated content, is with a QR code. Learning materials connected to the QR code are part of information technology-based learning, where students from inside the classroom and when students outside the classroom can access learning materials (Rahmadi et al., 2018). Connecting to this hypercontent module is also not limited to connecting one learning resource to another. Instead, this linking concept can also be used in course evaluation devices.

Several previous studies, such as (Raihan, 2021), in their research, stated that the implementation of hypercontent-based e-book lesson plans could increase the competence of natural science teachers in designing lesson plans. In the same year, (Amin, Muslim, & Wirasti, 2020) concluded that 92% of students admitted to needing teaching materials in modules for independent study. Muhyidin et al. (2020) also revealed that the hypercontent electronic module is a learning material that educators can use to facilitate learning in improving students' critical thinking skills. In addition, Muhyidin (2020) uncovered that hypercontent-based modules could be used effectively by combining virtual, independent, and collaborative learning spaces. Their research (Prawiradilaga, Widyaningrum, & Ariani, 2017) demonstrated that digital natives' learning style approaches and reading patterns could be used as a basis for writing content or material in the hypercontent module. Furthermore, they revealed that aspects of digital technology as one of the characteristics of learning in the 21st century are applied to empower cyberspace through certain channels, such as Youtube, Online Dictionary, or Wikipedia, to become an open resource for learning or virtual learning resources. This hypercontent module is well suited for use in the current conditions since learning takes place online (in the network), and because hypercontent modules can be accessed online, they can be used as a learning resource at any time and from any location. It aligns with research conducted by (Firdaus & Untari, 2020) that it is useful because it can be used anywhere and anytime, has a more attractive appearance, is inexpensive, and is practical in small file storage.

Additionally, the attachment of students to gadgets and the internet has made the current generation think that everything can be done anywhere and anytime. The ability to go digital is undeniable in the Z and Alpha generations. These generations are digital natives, living side by side with the internet. In this case, hypercontent is linked to and virtual world by exploiting the potential of direct links with cyberspace and using cloud computing (Prawiradilaga & Chaeruman, 2018). The hypercontent concept combined in the module makes the teaching material presented in the hypercontent module a learning alternative for students. Students can study material in order or read from anywhere according to their needs. This linear pattern is also consistent with the characteristics of the digital native generation who are used to screen devices and reading digitally. Thus, student characteristics, patterns, and time of use of devices students do the hypercontent module, a learning resource per students' characteristics and learning styles. In addition, the various advantages presented make the hypercontent module an alternative for student learning that promises convenience in the use and availability of various information related to the material presented in the module. It also answers various problems expressed by lecturers and students through previous initial identification. For this reason, it is crucial to develop this hypercontent module as teaching material for lecturers and a learning resource for students.

RESEARCH METHODS

This study falls under the Research and Development (R & D) category. This type of research and development is a research method that is intentional, systematic, and aims/directed to seek, find, formulate, improve, develop, produce, and test the effectiveness of certain superior products, models, methods/strategies/means, or procedural services, which are new, effective, efficient, productive, and meaningful. The researchers used the 4D development model (Four D Models) developed by Thiagarajan et al., including the stages of defining, designing, developing, and disseminating. Each stage was carried out continuously to produce hypercontent module products that suited the needs of students. However, this research only reached the developing stage due to time and cost constraints.

Data were collected using a questionnaire to identify student needs, a media expert questionnaire, a content/material expert questionnaire, a small group trial questionnaire, a large group trial questionnaire, and a questionnaire for lecturers in charge of the course. Also, documentation as supporting data in research was in the form of photos or videos of activities during research in progress in demonstrating the use of the hypercontent module to respondents. Meanwhile, for data analysis, this study used descriptive qualitative analysis and descriptive statistical analysis. The following presents the types of instruments employed in this study.

Table 1. Instrument Research

Variable	Instrument	Data Source
Identification of needs for using hypercontent modules	Needs identification questionnaire	Student
Validity test	Validity test questionnaire	Media/learning design expert
Practicality test	Practicality test questionnaire	Content expert
Effectiveness test	Pre-test and post-test	Student

The first stage in this research was the defining stage, i.e., the stage that aimed to determine and define the learning requirements. This stage was divided into several steps: 1) Preliminary analysis aimed to determine the problems in the field as a determinant of the first steps in developing the hypercontent module. 2) Student analysis: this stage was intended to analyze the characteristics, academic ability, age, and learning motivation of students. 3) Material analysis aimed to determine the material contents in the hypercontent module. 4) Task analysis was carried out to identify students' assignments through semester learning plans (RPS), especially in Course Learning Outcomes (CPMK). 5) Objective specifications aimed to determine indicators of learning achievement. Through this stage, researchers could find out the studies to be displayed to achieve learning objectives. The next stage was the designing stage. This stage was based on the findings in the previous definition process. At this stage, the hypercontent module was designed to be used in the learning process in the Audio Media Development Course in the Educational Technology Study Program, Faculty of Education. Several stages passed in this process included 1) selection of media: selection of media considered suitable and adjusted to the analysis results at the definition stage; 2) format selection: to determine the form of presentation in the hypercontent module, in the form of learning content design, selection of approaches, learning resources, layouts, pictures, videos, animations, and others; 3) initial design, namely the temporary design made for the developing stage of hypercontent module. Then, the final stage was the developing stage. The hypercontent module was created according to a predetermined design at this stage. Several stages, such as expert validation, product trials, and evaluations, were conducted at the developing stage.

Afterward, product testing was performed to determine the level of validity, practicality, and effectiveness of the developed hypercontent module. Product trials consisted of alpha and beta tests. The validity test was carried out to determine the feasibility of the product before being tested. The practicality test was conducted to determine whether the hypercontent module product was practical and easy to use. Meanwhile, the effectiveness test aimed to determine the success rate of using media in improving student learning outcomes. The test subjects in this research and development comprised two validators: content/material experts and media/instruction design experts. Then, the subjects for the practicality trial consisted of 15 students, who were divided into three small groups and 38 students in a large group. Meanwhile, the subjects for the effectiveness test encompassed 38 students from batch 2020 who took the pre-test and post-test. In this study, the object of research was the hypercontent module for audio media development.

RESULTS AND DISCUSSION

Defining Stage

The defining stage began with analyzing the curriculum used and the semester learning plan (RPS) used by lecturers in the Audio Media Development Course. The course learning outcomes (CPMK) that students are expected to accomplish were the developers' primary emphasis during the curriculum analysis process. Identification of student needs was divided into two parts: identification of learning devices and processes with identification of teaching materials and hypercontent modules. Device identification aimed to find out what devices the students used most often. Then, identifying the learning process was intended to determine the conditions of the learning process experienced by students. The identification of teaching materials was to find the teaching materials used by lecturers in

the learning process. Finally, the identification of the hypercontent module aimed to determine student responses to the to-be-developed hypercontent module.

Identifying needs had been carried out in sections I and II, related to the devices utilized by students in the learning process and how the learning process took place and regarding learning resources and student responses to the hypercontent module. Hence, broadly speaking, it could be concluded that students of the Educational Technology Study Program, Faculty of Education, Universitas Negeri Makassar, tended to like the use of digital teaching materials (e-books) in the lecture process because, according to them, the use of digital teaching materials could help students in the online learning process. Generally, students also wanted innovations made by lecturers in the learning process, especially during the COVID-19 pandemic. One form of innovation lecturers can carry out in the Audio Media Development Course is developing hypercontent-based modules. According to students, the hypercontent module was appropriate for a lecture during the COVID-19 pandemic. The results of identifying the needs became the basis for developers in designing hypercontent modules in the Audio Media Development Course.

Designing Stage

The design stage was where the developers started designing the hypercontent module concept. The developers began to design the hypercontent module design based on the analysis results carried out in the previous stage. At this stage, the developers compiled a storyboard, a series of pictures or sketches arranged sequentially as elements that would later be included in the hypercontent module product. The created storyboard displayed images or sketches of hypercontent modules, such as the layout of presentations in modules, button positions, images, videos, and placement of hypercontent features.

Developing Stage

The hypercontent module in the Audio Media Development Course was a product developed according to the development procedure developed by Thiagarajan et al. The hypercontent module was developed based on the needs analysis, objective analysis, material analysis, and storyboards that had been made previously. Before the hypercontent module product was used in the learning process, the hypercontent module product should pass validity, practicality, and effectiveness tests. The validity test aimed to measure the feasibility level of the hypercontent module product. The practicality test was to measure the level of practicality or the level of ease in using the hypercontent module. Meanwhile, the effectiveness test was intended to measure the success rate of using hypercontent modules in learning. The following presents data on the validity and practicality tests' results on the hypercontent module.

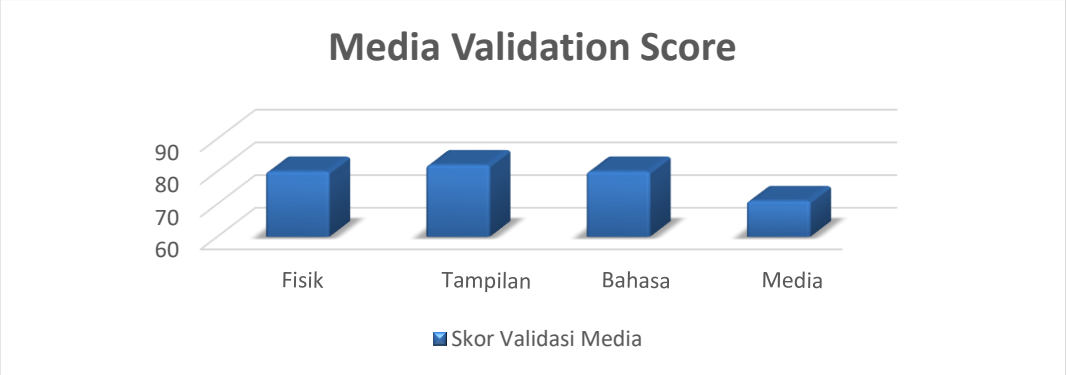

Figure 1. Media Validation Score

Based on the information in the graph above, the hypercontent module received a percentage for the physical aspect of 80%, the display aspect of 82 %, the language aspect of 80%, and the media aspect of 71 % in the media expert's assessment results. With valid qualifications, the average validity test result was 78.25 percent. It denotes that while the hypercontent module may have been tested on students, it still required several adjustments based on advice and input from the validator to result in even better hypercontent module products.

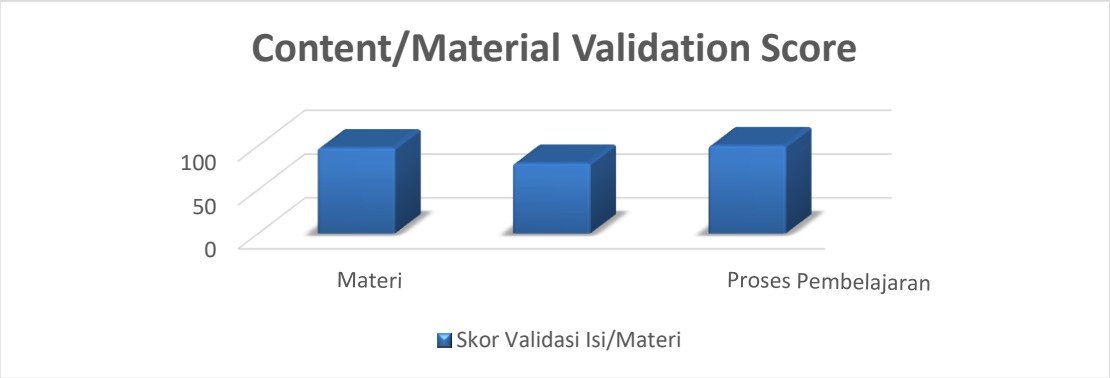

Figure 2. Material Validation Score

From the data in the graph above, it can be deduced that the content/materials expert's assessment results of the hypercontent module revealed that the hypercontent module got a percentage of 97.5% for material aspects, 80% for language, and 100% for the learning process. The average content/material validation result was 92.5%, with very valid qualifications. It proves that the material in the hypercontent module satisfied all CPMK and Sub-CPMK requirements in the Audio Media Development Course so that it could be used without revision.

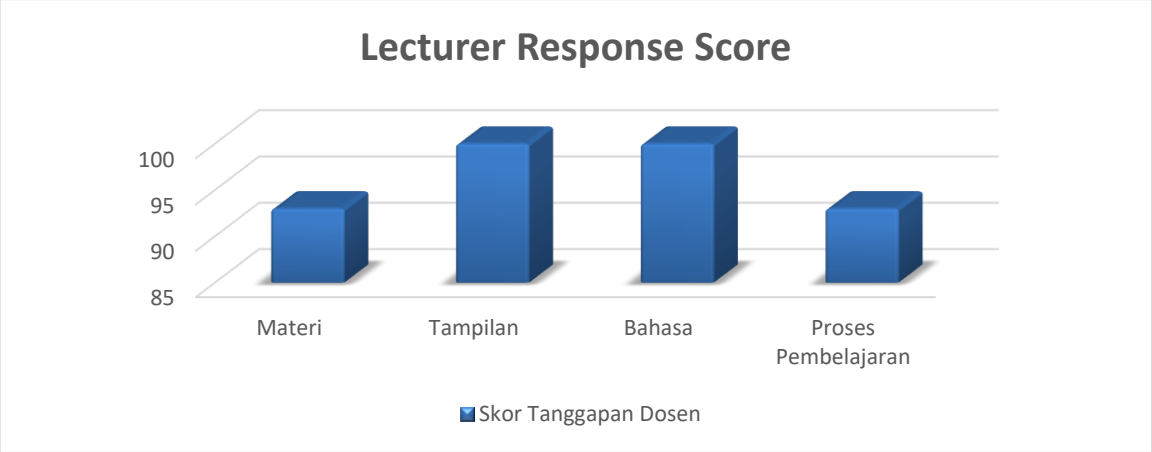

Figure 3. Lecturer Response

According to the graph above, the hypercontent module scored 93% for material elements, 100% for display, 100% for language, and 93% for the learning process in the lecturers' assessments. The responses from the lecturers yielded an average percentage of 96.5% with a very practical qualification. It signifies that the content of the hypercontent module met all CPMK and Sub-CPMK requirements for the Audio Media Development Course, allowing for the module's usage without revision.

Furthermore, the product trial process was divided into two parts: small-group trials and large-group trials. The small group trial involved 15 students who were asked to provide feedback/assessment of the hypercontent module being developed. Meanwhile, the large group trial involved 38 students who provided an assessment/response to the hypercontent module being developed.

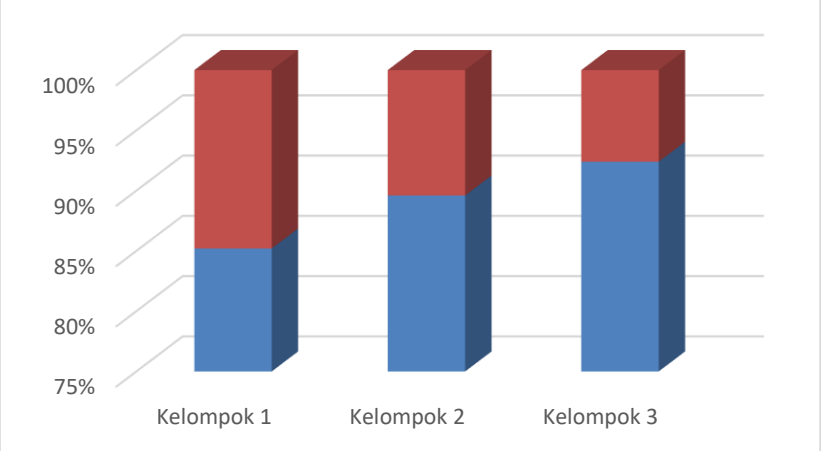

Figure 4. Students Response on Small Group Trial

Based on the data in the diagram above, it can be explained that the small group testing results of the hypercontent module showed that the hypercontent module got a percentage of 85.2%, 89.6%, and 92.4%, respectively. The average result of the small group trials was 89%, with very practical qualifications. It indicates that the hypercontent module complied with the criteria to be tested on large groups.

The next stage after conducting small group trials was large group trials. The large group trial results of the hypercontent module demonstrated that the hypercontent module had an average percentage of 87% with a very practical qualification. Based on the small group and large group trial results, it can be concluded that the hypercontent module met practical criteria so that it could be used in the learning process in the Audio Media Development Course in the Educational Technology Study Program.

After the developed hypercontent module in the Audio Media Development Course met the feasibility and practicality criteria, it was then used in the learning process in the Educational Technology Study Program. It was intended to see how far the effectiveness level of the hypercontent module was. To measure the effectiveness level of the hypercontent module, a pre-test and post-test were carried out. The pre-test was given before the lecturer used the hypercontent module. After that, the lecturer used the hypercontent module in the learning process. After using the hypercontent module, the post-test was then given to students. The pre-test and post-test results are described in the following table.

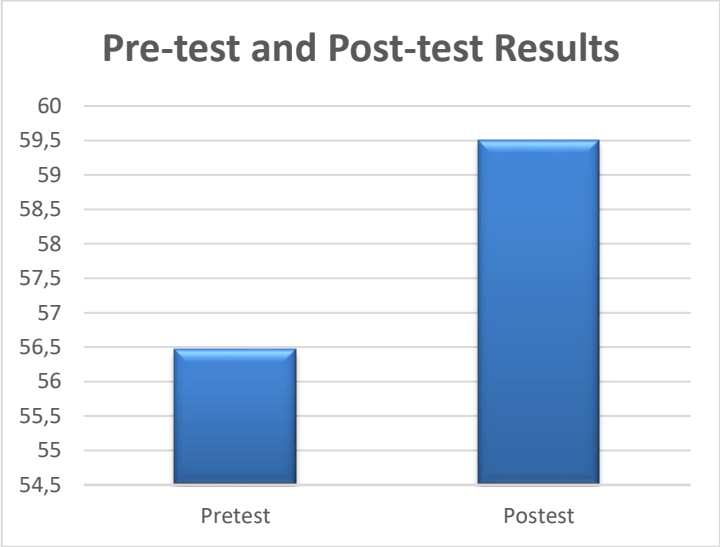

Figure 5. Pre-Post Test Results

Based on the data in the diagram above, statistically inferential, there was a significant increase in the use of hypercontent modules in the Educational Technology Study Program, especially in the Audio Media Development Course. The N-Gain obtained from the pre-test and post-test results was 0.6 or in the "moderate" qualification. Therefore, it can be concluded that using the hypercontent module in the Audio Media Development Course affected student learning outcomes, even though the effect was only 0.6%.

The hypercontent module was a product developed following the Four D (4D) model development research procedure: defining, designing, developing, and disseminating, which was modified into Three D (3D): defining, designing, and developing. The hypercontent module product had undergone several testing stages, including validity, practicality, and effectiveness tests so that the hypercontent module could be used in the learning process in the Audio Media Development Course in the Educational Technology Study Program, Faculty of Education, Universitas Negeri Makassar.

The defining stage is the initial stage in the development process. At this stage, the researchers started to determine the purpose of making hypercontent modules and prepare several aspects to be used in the development process, such as initial analysis, student analysis, material analysis, task analysis, and goal specifications. This process is commonly referred to as the identification of needs. Identifying needs is a means or way to maintain the desired relationship individually or in groups and support their understanding of the relationship (Azwar, 2005). The process of identifying needs began with conducting an initial analysis. In the initial analysis section, the researchers identified the curriculum and semester lesson plans for lecturers in the Educational Technology Study Program, Faculty of Education, Universitas Negeri Makassar. The identification results showed that the curriculum was based on the Indonesian National Qualifications Framework (KKNI). From the results of semester lesson plan identification in the Audio Media Development Course in the Educational Technology Study Program, Faculty of Education, Universitas Negeri Makassar, learning materials were found to be taught in the Audio Media Development Course. The materials in the semester lesson plan were then used to determine the materials for the hypercontent module. Aside from material per the semester lesson plan, materials were also added which were considered vital for students to know.

The stage after the defining stage is the designing stage. At this stage, the hypercontent module was designed. The hypercontent module design was based on the results of material analysis, task

analysis, objective specifications, and student characteristics as users. In general, it can be explained that the design of a hypercontent module began with a start page or cover containing the module title. Then, the next page is a selection of material for each chapter, where on this page, there are several choices of chapters or material that students can choose from. After selecting the chapter or material to be studied, students are directed to the chapter title page, which contains information about the subject matter to be discussed in that chapter. Then, on the next page, students will get information about Course Learning Outcomes (CPMK) and sub-CPMK in that chapter. After knowing the learning objectives, the next page displays several options: an introduction, materials, summaries, practice questions, and references. This process corroborates with research conducted by (Prawiradilaga et al., 2017), which revealed that digital natives' learning style approaches and reading patterns could be used as a basis for writing content or material in the hypercontent module.

The developing stage is the last in this research. It is a series of hypercontent module production activities. At this stage, several activities were carried out, including validity, practicality, and effectiveness tests. The validity test began by asking the validator's willingness to provide a response/assessment of the hypercontent module developed. The hypercontent module was assessed by the validator filling out a questionnaire, namely a material assessment questionnaire for content/material validators and a media assessment questionnaire for media validators. The results of the content/material expert's assessment of the hypercontent module showed that the hypercontent module was a very valid qualification. Meanwhile, the results of the media expert's assessment of the hypercontent module revealed that the hypercontent module was in the valid category. After conducting the alpha test, it can be concluded that the hypercontent module was a valid qualification, so the hypercontent module was ready to be used. Mareceki in (Syakir, 2021) stated that "validity is the correctness or credibility of a description, conclusion, exclamation, interpretation." In simple terms, it can be explained that the hypercontent module was declared valid since it fulfilled several aspects, such as accuracy, description, and explanation.

After conducting the validity test, the next step is the practicality test. The practicality test is a product trial activity; in this case, the hypercontent module product was tested on students and lecturers in charge of the course. The practicality test process started with testing the hypercontent module in small groups. The small group in this study consisted of 15 students divided into three groups. The determination of group trial subjects was based on Arikunto's (2013) explanation that group trial subjects were conducted on 4-15 respondents and between 15-50 respondents for large groups. The results of the small group assessment of the hypercontent module exhibited that the hypercontent module was a very practical qualification. Meanwhile, the results of testing in large groups on the hypercontent module disclosed that the hypercontent module was a very practical qualification. Then, the lecturers' assessment of the hypercontent module revealed that the hypercontent module was a very practical qualification.

Based on the results of practicality tests on small and large groups and the results of the lecturers' responses, it can be concluded that the hypercontent module was appropriate for use in the learning process in the Audio Media Development Course in the Educational Technology Study Program, Faculty of Education, Universitas Negeri Makassar.

After testing the validity and practicality, the next process at the development stage is the effectiveness test. The effectiveness test aimed to measure the success rate of using the hypercontent module in improving student learning outcomes. The effectiveness test process in this study was carried out using the pre-test and post-test methods. The pre-test was conducted before the learning process using the hypercontent module, and the post-test was performed after the learning process

using the hypercontent module. The pre-test and post-test results carried out showed that, in general, there was a change in student learning outcomes, so it can be concluded that the hypercontent module was effectively used in the learning process in the Audio Media Development Course in the Educational Technology Study Program, Faculty of Education, Universitas Negeri Makassar. In line with research (Koh & Herring, 2016), multimedia-based digital simulation e-books make it easier for teachers to explain the subject matter to students to create a learning process that is not centered on the teacher but on active students in learning.

The use of hypercontent modules in the learning process, especially in the Audio Media Development Course, must undoubtedly be supported by adequate facilities and infrastructure. Several obstacles were found in this study, including obstacles to installing the hypercontent module on devices owned by students and constraints on the unstable student internet network. In addition, this research also has limitations on the use of its hypercontent feature, which requires users to be connected to the internet. It indicates that the hypercontent feature contained in the module can only function properly if the device used has an internet connection.

CONCLUSIONS AND RECOMMENDATIONS

Identifying needs revealed that students wanted lecturers to innovate in the classroom, particularly in light of the COVID-19 pandemic, to ensure that the educational process went on as it should. For this reason, developing modules based on hypercontent is one type of innovation that can be done. The development of hypercontent modules in the Audio Media Development Course in the Educational Technology Study Program, Faculty of Education, was declared valid and practical. The effectiveness test results also showed that using hypercontent modules in the learning process could enhance student learning outcomes. As a result, the hypercontent module can be used as a learning resource in the Audio Media Development Course.

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