

THE DEVELOPMENT OF A HYPERCONTENT-BASED LEARNING MODEL IN THE SOCIAL STUDIES EDUCATION COURSE FOR ELEMENTARY SCHOOL TEACHERS IN THE ELEMENTARY SCHOOL TEACHER EDUCATION STUDY PROGRAM AT TADULAKO UNIVERSITY

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Abstrack.

Learning at the tertiary level has an important role in preparing competent and competitive prospective teachers. In the Elementary School Teacher Education (PGSD) Study Program at Tadulako University, the Social Science Education (IPS) course is one of the essential curriculum components. This study aims to develop hypercontent-based social studies teaching materials in the PGSD study program at Tadulako University. The research problems include: (1) the development of a hypercontent-based social studies learning model for basic education and (2) the feasibility of these teaching materials. This research uses the Research and Development (R&D) method using the Rowntree model, which consists of three stages: Planning, Writing Preparation, and Writing and Rewriting. Data were collected through literature studies, questionnaires, and learning outcome tests, and analyzed qualitatively and statistically. Validation results indicated the feasibility of the learning materials, with scores from linguists (4.5), media experts (4.3), content experts (4.4), and student readability (4.08), all categorized as "Excellent". The effectiveness of this module was further confirmed by the test results, where more than 70% of the students answered the questions correctly. These findings indicate that hypercontent-based teaching materials are feasible and effective for use in social studies learning in the PGSD study program at Tadulako University.



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A. INTRODUCTION

The rapid advancement of science and technology in today's globalized era has significantly impacted human life, especially in Indonesia. Over time, the development of science and technology has become inevitable, as its growth provides numerous benefits to human civilization. This advancement brings about various new civilizations that are difficult

to predict. However, it also creates high competition, especially in Indonesia. The primary focus should be on improving human resources so they can compete effectively in this competitive environment.

To enhance the quality of human resources, one key approach is through education. Education is a critical need as it plays a vital role in advancing a nation's

progress. To improve the quality of education, reform and development are necessary to foster change and increase competitiveness in the education sector. On a national level, education is essential for all Indonesian citizens and is fundamental for the country's progress and governance, as state (Yani, 2013). National education serves as a platform to produce high-quality individuals who can enhance their abilities, develop their talents, and utilize opportunities in solving problems. According to Indonesia's Law No. 20 of 2003 on the National Education System, Article 1:

Education is a conscious and planned effort to create a learning atmosphere and process that encourages students to actively develop their potential to possess spiritual strength, self-control, personality, intelligence, noble character, and skills necessary for themselves, society, nation, and state (Undang-Undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional, 2003)

Education plays a significant role in improving the quality and potential of every individual. It shapes character and enhances the potential of each individual. Those who undergo education will benefit positively. Moreover, the presence of adequate facilities and infrastructure can facilitate the process, especially in today's digital era.

The digital era, or the age of digital generations, has brought about many changes. Every activity is intertwined with the use of technology, and it seems that current generations cannot separate themselves from

the use of technology. As we know, gadgets and internet connectivity have become essential and are a requirement. With the availability of features and applications in gadgets, students and learners find that all their needs can be met, especially in the learning process.

Many students complete assignments by browsing the internet, as everything they need is readily available online. As a result, they simply copy and paste information to complete their tasks without understanding the content. Ideally, students should be able to comprehend and apply the knowledge they gain and think critically to generate new ideas and solve existing problems (Susanto, 2013).

Given these challenges, a change is necessary to address the current issues, one of which is through the development of the technology and information field, particularly digital development. The government has initiated the digital education program 4.0, organized by the Ministry of Education and Culture. According to Herlina (2019), the implementation of learning in all dimensions, whether partial or comprehensive, should be oriented toward cloud storage. There are two options in development: open cloud storage, which refers to publicly accessible content, and closed cloud storage, which refers to storage on personal or institutional accounts with restricted access, some of which may be paid. This connectivity between content generates new content for learning, called hypercontent. Learning packaging is closely related to media that can help teachers convey information,

knowledge and skills that must be mastered by students (Saleh, 2023).

Based on observations by the researcher, the introduction of hypercontent in the teaching of social science (IPS) in elementary schools is expected to assist in the progress and development of learning. Therefore, the development of learning tools is necessary. The development of these tools requires strategies that facilitate students with available resources. Consequently, the researcher has chosen the topic "Development of a Hypercontent-Based Learning Model in Social Science Education Courses for PGSD Students at Tadulako University."

B. METHOD

This research was conducted at the Elementary School Teacher Education (PGSD) Study Program at Tadulako University, located in Palu City, Central Sulawesi. The study took place over one semester, from September to December 2024. The research process began with observation and interviews, followed by analysis, design, trials, and eventually the preparation of a research report.

Research Design

This research adopted the Research and Development (R&D) method. According to Sugiyono (2015); Sumiati, Hermina, and Salabi (2024), R&D is a method used to produce specific products and test their effectiveness. Borg and Gall (2007) also explain that R&D is a process used to develop and validate educational products. Therefore, the purpose of this research is to develop a hypercontent-based

learning product and test its feasibility among PGSD students.

Research Procedure

This study follows the procedure based on Rowntree's development model, designed to meet student needs. The model consists of three main stages: planning, preparing for writing, and writing and re-writing.

Data Collection Techniques

Data in this study were collected through several techniques, as follows: Literature study to obtain information related to curriculum analysis, student analysis, and library research. Observation to collect data on the application of learning. Written tests to assess students' learning outcomes after using hypercontent-based instructional materials. Questionnaires to collect data related to the characteristics of students and lecturers in the context of learning. Interviews were used as a complement when the data from tests, observations, and questionnaires were insufficient.

Data Analysis Method

Data analysis was conducted using descriptive qualitative techniques. The collected data were described in detail and presented in tables, diagrams, or graphs according to the type of data obtained. The spread of data was calculated using averages, standard deviations, percentages, and significance tests. Data analysis was performed in three stages: data reduction, data presentation, and conclusion drawing. The analysis results were used to assess the effectiveness of the hypercontent-based learning product developed in this study.

C. RESULTS & DISCUSSION

Results

This study aimed to develop a hypercontent-based learning model for Social Science (IPS) courses for PGSD students at Tadulako University. Hypercontent, as a technology-based learning model, facilitates the presentation of material that can be accessed through digital devices such as smartphones, laptops, and computers, supported by the internet. This model benefits students in self-directed learning, allowing access to interconnected information through technology networks.

The development of this model follows the Rowntree development model framework, which consists of three main stages: Planning, Preparing for Writing, and Writing and Re-writing. The planning stage focuses on selecting content relevant to PGSD students' competencies and in line with the elementary education curriculum (Bakar et al., 2014).

During the planning phase, the main objective was to develop students' competencies in teaching material related to facts, concepts, and generalizations in IPS to elementary school students. The selected content aimed to provide a strong foundation for understanding IPS topics that can be applied in elementary school teaching. The expected competency is for students to distinguish and apply facts, concepts, and generalizations in the context of elementary school teaching. According to Dewi and Rohmanurneta (2019), IPS aims to help individuals generalize their abilities to make reasonable decisions in daily

life as citizens with diverse cultural backgrounds.

The selection of material was based on these three elements: facts, concepts, and generalizations. Facts are verifiable information, such as historical events or social phenomena. Concepts are abstract ideas that organize these facts, while generalizations are conclusions or patterns drawn from facts and concepts. Through the hypercontent model, PGSD students can easily access connected and relevant content through technology.

In the development stage, the primary focus was on designing a learning system that could provide systematic, deep, and relevant learning experiences for PGSD students. This IPS-based learning model aims to assist students in linking facts, concepts, and generalizations while enabling their application in elementary school teaching.

Discussion

This research focuses on the development of IPS instructional materials in the PGSD program at Tadulako University. The results indicate that the instructional materials used in PGSD include various formats, such as modules, textbooks, articles, and interactive media. Educational media and learning resources should complement and support the learning process (Azhar, 2019). Furthermore, Anwar et al. (2022) argued that media are tools used to facilitate interactive educational communication between teachers and students. Setiawan et al. (2022) emphasized that educational media help teachers deliver material and ease students' reception of the

content. Basically, relevant hypercontent-based learning media is used for all types of material and subjects (Handayani & Marisda, 2020). Hypercontent is even relevant for content related to technical fields such as 2D and 3D animation (Hidayat & Rusijono, 2020).

Despite the instructional materials covering essential elements of the curriculum, some areas require further adjustment, particularly in technological learning innovations. This need led to the development of a hypercontent-based learning model, integrating various types of media (text, images, audio, and video) into a single digital learning platform. This model aims to make IPS learning more engaging, interactive, and flexible (Gunawan, 2016).

The feasibility of this hypercontent-based model in PGSD Tadulako University is considered promising, supported by adequate technological facilities and students' familiarity with digital devices. This model offers flexibility in accessing material, allows students to learn independently, and enhances interactivity in the learning process. Technology-based learning also facilitates prompt feedback, supporting more effective learning.

D. CONCLUSION

This study successfully developed a hypercontent-based learning model that effectively enhances PGSD students' understanding of IPS material. Using this model, students can learn independently and access relevant content via digital devices. The

model supports the development of students' skills in teaching IPS more effectively and applies it to elementary school students, thereby offering potential improvements in the quality of education at the primary level through the use of technology.

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