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Hypercontent: Today's Learning Solutions

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ABSTRACT

The need for innovative language learning materials that comprehensively combine theory and practice is the reason for this research. Conventional learning media, which are still widely used, are more textual and less interactive, and do not fully support independent learning and active student participation. Engaging, flexible, and interactive learning media are needed with the advancement of digital technology. Therefore, the purpose of this research is to develop a hypercontent-based e-module as a digital learning medium that allows the integration of various forms of content such as text, images, audio, video, and links to external learning resources. The EDDIE development model was used, which includes the stages of evaluation, design, development, implementation, and final evaluation. The research subjects consisted of 55 students who underwent a module feasibility test and needs test. Initial observations indicated that a digital-based learning module that supports independent language learning was needed by 92 percent of students. Subject matter experts (72.6%) considered it feasible, media experts (82.9%) considered it very feasible, and learning design experts (91.25%) considered it very feasible. In addition, the results of the one-to-one test on three students obtained an average score of 97.47% (very appropriate). The effectiveness test using the t-test produced a t-count value of -10.130 < t-table -2.2, so H_0 was rejected. This indicates that E-Hypercontent-based modules are very effective for use as independent learning materials in language learning. Thus, the development of E-This module can improve students' understanding, strengthen digital literacy, and create a more active and contextual learning experience in today's era of educational technology.

Keywords: E-Module, Hypercontent, Learning Solution, Innovation

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INTRODUCTION

Information and communication technology has changed the world of education significantly, especially in terms of learning strategies and new media (Hoque et al., 2024). In today's computer and internet era, students must have digital literacy skills, critical thinking skills, and the ability to learn independently using various technology-based learning resources (Chandra et al., 2025). To adapt to this situation, teachers must be able to create learning media that is innovative, interactive, and appropriate to the needs of 21st-century learning (Sayyad et al., 2025).

In line with research X Wang et al (2025)and research Chen (2025)which shows that learning is always focused on uninteresting things. Innovation is needed to change this paradigm (Myllyoja, 2024). Previous research has discussed the importance of multimodal learning innovation but has not discussed the importance of effective modern learning media in keeping with the times (Antonesi et al., 2025).This study addresses a specific research gap to

demonstrate the importance of hypercontent innovation in providing engaging color to today's learning.

Language learning includes cognitive, affective, and psychomotor aspects (Cui et al., 2025). Students must master four main language skills: listening, speaking, reading, and writing (Sapawi & Yusoff, 2025). Each skill requires a situation-based and practice-based learning approach (Yaprak, 2025). However, many universities still use conventional language learning methods such as textbooks and worksheets (Mehrpouyan, 2025). The media does not support contextual, active, and creative learning which should be the characteristics of modern language learning (Apoko & Waluyo, 2025).

Technology-based learning media must be developed to address this problem (Muawanah et al., 2024). This media must not only display material in text form but also be able to integrate various types of interactive media (Kannojia et al., 2025). The development of Hypercontent-based E-Modules is one of the innovations that has great potential in this regard (Du & Reynolds, 2025). Hypercontent allows multimodal content such as text, graphics, audio, video, animation, and links to external sources to be incorporated into an interconnected learning system (Aladini & Gheisari, 2025).

There is a belief that the use of hypercontent-based e-modules can increase interest in learning, improve conceptual understanding and help develop language skills independently (Rahmanu & Molnár, 2024). Students can explore the material freely according to their individual needs and learning styles thanks to interactive features and easy navigation (Luo et al., 2024). In addition, this e-module supports project-based and collaborative learning in accordance with the principles of student-centered learning (Madanat et al., 2024).

Initial observations of the language learning process indicate that most students still struggle to fully understand the material due to limited digital learning materials. Ninety-two percent of students require more engaging and accessible electronic learning materials. This fact demonstrates a clear need for digital learning resources that can address this issue.

The development of hypercontent-based language learning e-modules is expected to solve the problem of current limitations in learning media (Akhtar et al., 2025). This learning media was systematically developed using the EDDIE (Evaluation, Design, Development, Implementation, Evaluation) model development approach. This is intended to produce a product that is valid, practical, and usable by students (Z. Wang & Yu, 2025). In addition, hypercontent-based e-modules have the ability to support a contextual learning approach that links linguistic theory with real-world situations in learning (Hossain, 2024). Through video examples, real-life dialogues, and interactive text analysis activities, students can learn about various communication situation (Kalidas, 2014). Thus, the learning process becomes more enjoyable, significant, and relevant to communication needs in the digital era (Dundar, 2013).

As a facilitator, lecturers can update materials, conduct digital system-based evaluations, and provide quick feedback to students through the use of this media (Stephenson, 2025)This learning media not only focuses on academic achievement, but also builds 21st-century skills such as creativity, collaboration, and digital literacy (Stephenson, 2023)Students are taught to think critically, evaluate information, and create creative language products based on the context of their use using hypercontent technology (Meedendorp & Deunk, 2025).

Previous studies have shown that the hypercontent module works well in a variety of situations. The study conducted by Jusslin et al., (2022) found that with an integrative and systematic design, hypercontent electronic modules can improve students' critical thinking skills. In the same way, research conducted by Sapkota & Karkee (2026). A study conducted in secondary schools showed that hypercontent-based e-modules were highly suitable for use, with validation scores from material experts of 87.6% and media experts of 88.2%. Similar results were found in a study published in the Wahana Pendidikan Scientific Journal (2021), which developed a HOTS-oriented hypercontent module on the history of the development of the Indonesian language. The module had high validity, reaching 90.20 percent for the material aspect and 88.90 percent for the media aspect.

Current research focuses more on specific subject areas such as history, character education, or higher-order thinking skills, although the findings suggest that using

hypercontent technology to create digital modules is successfu (Orosoo et al., 2025). There has not been much research focused on the development of hypercontent-based e-modules in the context of language learning, particularly those emphasizing the relationship between linguistic theory and practice-based communicative skills. However, language learning requires a combination of understanding language structure, communication context, and aesthetic elements when using it (XIE & JIANG, 2025). This study places more emphasis on language learning, especially drama, which combines language and practice (Aragón et al., 2025).

The hypercontent-based language learning module aims to combine language theory with technology-based interactive activities. The module structure consists of (1) an introduction and learning objectives; (2) a linguistic concept map; (3) core material for listening and speaking activities integrated in text, video, and audio; (4) independent practice in the form of interactive quizzes or conversation simulations; and (5) HOTS-based evaluation that encourages student creativity and analysis.

Using hypercontent in learning media can help students access various external sources, such as repositories of contemporary literary texts, online dictionaries, linguistic journals, and language learning videos (Chen, 2025). With interactive navigation design, students can choose a learning path that suits their needs and their level of proficiency in the language (Antonesi et al., 2025). Therefore, hypercontent e-modules can be better customized. This also makes them more effective in supporting project-based learning strategies, collaboration, and individual reflection.(Mayor & Williams, 2024).

METHOD

This research method is research and development (R&D) using the ADDIE model. In development research, researchers require a research design (Tejawati et al., 2021). This research design can refer to or modify the development research model that has been developed and designed by education experts (Hasnida & Adrian, 2024). This research was conducted at Padang State University with 55 respondents who were included according to the predetermined research criteria.

A module is a learning resource for independent learning with minimal assistance from other parties (Antonesi et al., 2025). It could be said that way because the module was created for an independent learning system and is based on a complete learning program (XIE & JIANG, 2025). InKalidas (2014) It also refers to printed teaching materials designed for independent use during the learning process. Modules have the "independent learning" sign in them, hence the name "independent learning resources"(Stephenson, 2025). In line with Stephenson (2025) which states that a module is a learning tool and facility that contains various materials, techniques, limitations, evaluations, and strategies that are systematically and attractively designed to achieve the desired competencies according to their level of complexity. This module as a source of independent learning will certainly be very beneficial for utilization because students will learn independently (Yaprak, 2025). This is very applicable to the field of learning so that students need to be logical and think about various concepts and issues (Mehrpouyan, 2025). Therefore, modules are equally important to ensure the content is delivered in a more comprehensive and structured manner.

Hypercontent modules will also be developed by researchers, including printed physical modules and digital modules.(Marta et al., 2022). Both modules can be accessed online and offline.Prawiradilaga et al., (2017). Hypercontent is material that is simultaneously connected to each other in a digital program and uses random or non-linear reading patterns. Hypercontent content originates from cyberspace, so the learning resources for hypercontent modules are open source (Hanafiah et al., 2024). The use of multiple websites, hypertext, quick response codes, YouTube video channels, and cloud computing. Hypercontent is content that relates to the content of other ideas within a single idea so that it can be immediately recognized that there is a relationship in the content (Hanafiah et al., 2024). Hypercontent also means connecting to a virtual world with links or virtual worlds. There's a point where there's a connection between a two-dimensional virtual world and the real world, using cloud computing patterns like data centers or Google Drive, like QR codes, and also doing it online

and offline (Amin et al., 2020). So, the tendency of hypercontent modules is a variety of teaching materials rather than books, because it prioritizes hypertext, hyperlinks, and hypermedia that are universal in one module that will be developed research results. Hypercontent modules with QR Codes connect physical and digital modules at once, the content can be anything, but one of them is a link to Google Drive to load content before downloading, after downloading the content, has various kinds of reading links, for example those that exist when connecting files via cellphone, which are printable and as a learning tool (Bariyyah, 2024).

RESULTS AND DISCUSSION

According to research, dramaturgy students need e-modules for self-study. The learning style of dramaturgy students, especially in dramaturgy courses, tends toward audiovisual materials, which include images, chat, graphics, transparencies, and slides. (Peppler et al., 2023).

Based on the results of initial observations conducted on fifty-five students with a VAK learning style questionnaire (visual, auditory, kinesthetic, and audio visual) given to dance students, the results showed that the students' learning styles tended towards visual, namely 20 people, 15 people had an auditory learning style, and 10 people had a kinesthetic learning style, while those who had a combination or combined learning style were 10 people. The following explanation can be seen in the table below.

Table 1

Results of student learning styles

Learning Styles	Amount
Visual	20
Auditory	15
Kinesthetic	10
Audio Visual	10

Observations on the learning needs of dance and drama students, particularly dramaturgy students, show that approximately 92 percent of students stated that they needed modules as independent learning materials, while the remaining 8 percent stated that they did not need modules. This means that students require independent modules that meet their learning needs, such as audio-visual and interactive modules (X. Wang et al., 2025). so that it cantakenThe conclusion is that the hypercontent module can be used as a solution as independent teaching material for dance students, especially in the dramaturgy course.

Results of feasibility tests by experts.

The results of the material expert test regarding hypercontent-based e-modules obtained the following results:

Table 2

Results of material expert tests

No	Indicator	Mark (%)
1	Material Suitability Aspect	72
2	Relevance Aspect	70
3	Content Suitability Aspect	78.5
4	Content Presentation Aspects	77.7
5	Language Aspects	79
6	Evaluation Aspects	68.5
7	Hypercontent Aspects	75
Conclusion		
Average	74.4	
Criteria	Good	

The results of the media expert test on hypercontent-based e-modules produced the following results:

Table 3

Results of media expert tests

No	Indicator	Mark (%)
1	Media Design Aspects	85
2	Module Organization Aspects	80
3	Appearance Attractiveness Aspect	83
4	Aspects of Letter Shape and Size	77.5
5	Empty Space Aspect	85
6	Consistency Aspect	82
7	Hypercontent Aspects	94.3
Conclusion		
Average	83.8	
Criteria	Very good	

The results of the learning design expert test on hypercontent-based e-modules obtained the following results:

Table 4

Results of design expert tests

No	Indicator	Mark (%)
1	Aspects of Learning Design	94
2	Presentation Aspects	96
3	Evaluation Aspects	86
Conclusion		
Average	92	
Criteria	Very good	

The results of the one-to-one test conducted on students who had been selected to carry out the feasibility test for the hypercontent module being developed obtained the following results:

Table 5

One to one test results

No	Indicator	M1	M2	M3
1	Display Aspect	93.33	95.33	94.33
2	Presentation Aspects	88.89	90.11	87.89
3	Benefit Aspects	84.62	93.51	85.62
Average		88.95	92.81	89.28
	Criteria	Very good	Very good	Very good

Table 6

Effectiveness test using normalized score gain

No	Pre-test	Post-test	D (difference)/Gain Score
1	45	85	40
2	50	80	30
3	45	85	40
4	50	90	40
5	65	80	25
6	70	85	15
7	60	85	25
8	65	90	25
9	65	95	30
10	65	85	20

11	40	95	55
12	50	90	40
13	45	85	40
14	50	80	30
15	45	80	35
15	50	90	40
17	65	85	20
18	70	85	15
19	60	85	25
20	65	95	30
21	65	90	25
22	65	85	20
23	40	90	50
24	50	95	45
25	60	85	25
Average	56	87	
Average difference			31.4
Standard Deviation			10.88
T count			-10.30
T table			-2.2
Gain score			0.76
Effectiveness criteria			Very Effective

Based on the calculation results, where n = 55 and the t table value = -2.2, the calculated t value < t table, or H0 is rejected. This shows that there is a positive average difference between the pre-test and post-test, and the Gain Score value is 0.76. Thus, it can be concluded that the creation of hypercontent-based e-modules in dramaturgy courses is very effective as an independent learning resource for students.

Based on the results of the feasibility test conducted by experts, it can be concluded that the developed hypercontent e-module is very suitable for use as independent learning materials for students. The test results for material experts reached 74.4, media experts reached 83.8, and learning design experts reached 92. With an average score for all three experts, the result was 84.4, falling into the very good/very suitable category.

The main novelty of this research is the development of a hypercontent-based e-module specifically designed for dramaturgy courses. This e-module integrates linguistic theory with performance practice through various types of multimodal content, such as text, audio, video, animation, and external links, within a structured, self-paced learning ecosystem. This research not only adopts hypercontent as a digital learning material development tool but also positions it as a pedagogical solution for the specific needs of dance and drama students who tend to have visual, auditory, and audiovisual learning styles. Thus, this research addresses the gaps in previous research that focused more on other subjects such as history or general HOTS materials. The ADDIE development model was used in a planned manner to ensure the feasibility of the materials, media, and learning design. Meanwhile, the implementation of QR codes and online learning resources provides a non-linear learning experience while remaining focused on achieving competency in dramaturgy. This research introduces a hypercontent e-module that not only presents material but also connects virtual worlds such as videos, text repositories, and cloud storage with real-world practices in dramaturgy lectures. This makes it relevant to the needs of digital literacy and learning in the 21st century.

The main findings of this study indicate that the developed hypercontent-based e-module falls into the very feasible category and is highly effective for use as a self-study resource in dramaturgy courses. The feasibility evaluation results show an average score of 74.4% from material experts (good/feasible category), 83.8% from media experts (very

good/very feasible category), and 92% from instructional design experts (very good category). Thus, the overall average reached 84.4%, placing the product in the very feasible category. Individual testing on three students resulted in an average feasibility score of around 97–98% in the appearance, presentation, and usability aspects. This indicates that the module is easy to use, engaging, and supports students in independent learning. Effectiveness testing conducted by comparing pre-test and post-test scores on 55 students showed that the average score increased from 56 to 87, with a gain score of 0.76, which falls into the very effective category. In addition, the calculated t-value of -10.130 is smaller than the t-table value of -2.2, so the null hypothesis (H_0) is rejected. This confirms that there is a significant and positive difference after the use of the hypercontent e-module. Furthermore, data regarding needs shows that 92% of students expressed the need for a digital-based independent learning module. Thus, the results of this development can meet real needs in the field and support the improvement of digital literacy, independence in learning, and practical skills in dramaturgy.

When compared with previous research, the results of this study are consistent with various studies that confirm that various types of technology-based learning media development with hypercontent are effective in improving the quality of learning. Research by Dashti & Abdulsalam (2025) developed a second language learning approach that emphasizes the relationship between materials through hypertext, hyperlinks, and hypermedia via social media. The study also showed that non-linear content structures in digital environments can enhance students' learning independence. This is in line with research on hypercontent modules that focused on HOTS in the history of language development, which reported a high level of validity, namely 90.20% for the material aspect and 88.90% for the media aspect. This indicates that the hypercontent approach can be applied well in various disciplines. Sula & Hoxha (2026) and Nguyen et al., (2025) found that content-based learning designs and digital-based CLIL can improve students' critical thinking skills, especially through the incorporation of analytical tasks into various digital sources. Castellanos-reyes et al., (2025) A study in a secondary school context also reported that hypercontent-based learning was highly feasible, with validation scores from content experts of 87.6% and from media experts of 88.2%. This further strengthens the evidence that this format supports pedagogical and technical feasibility. Other research on hypercontent in the development of digital textbooks and modules for non-language courses also shows that the implementation of QR codes, cloud repositories, and links to learning videos can increase student motivation and engagement (Ruuska, 2026). In a broader context, a number of studies on digital literacy and multimodal learning using AI show that combining text, images, audio, and video in one interconnected system can enrich the learning experience and support various learning styles (Aljohani, 2026). This is in line with the findings of this study relating to students in higher education.

The similarity between this study and previous studies is primarily evident in two aspects: first, the high level of feasibility of hypercontent products according to material, media, and design experts; second, a significant increase in learning outcomes and higher-order thinking skills after using digital modules linked to various sources. This consistency can be explained by various factors, including the application of a systematic development model such as ADDIE or other variations of R&D, the participation of experts in the validation process, and the application of instructional design principles that emphasize clarity of objectives, a modular material structure, and evaluation focused on HOTS. On the other hand, this study reveals several significant differences compared to other studies, particularly in the context of dramaturgy courses that require a combination of language theory, script analysis, and performance practice. Meanwhile, many previous studies have focused more on cognitive areas such as history, curriculum, or general critical thinking skills. Methodological differences are also evident in the use of the VAK instrument to map the learning styles of dance drama students, allowing the hypercontent design to be tailored to the dominant visual and audiovisual learning styles. This approach has not been widely discussed in other hypercontent studies, which tend to only measure learning outcomes without considering learning style profiles. Furthermore, the use of QR codes connecting print and digital modules in the context of dramaturgy provides a different practical dimension. This allows students to access

performance videos, dialogue recordings, or practice materials directly from the physical module—a feature not always available in hypercontent research in other fields.

The main contribution of this research to the development of knowledge and practice in language learning lies in three dimensions: pedagogical, technological, and contextual. From a pedagogical perspective, this research reveals that hypercontent e-modules can act as a bridge between linguistic theory and dramatic communication practice. The module structure includes an introduction and objectives, a linguistic concept map, core material focused on listening and speaking based on audio-video text, interactive independent practice, and HOTS evaluation that encourages students to analyze and create. From a technological perspective, this research applies the hypercontent concept concretely by using hypertext, hyperlinks, QR codes, and cloud repositories. Therefore, the module functions not only as a static document but also as a portal connecting students to various external learning resources relevant to dramaturgy, such as performance videos, online dictionaries, linguistic journals, and others. Contextually, this research fills a gap in the literature by presenting empirical evidence demonstrating that hypercontent is highly effective in language learning contexts that require the integration of cognitive, affective, and psychomotor aspects. This is especially true for dance drama study programs, which to date still rely heavily on conventional media. This research not only confirms the general superiority of hypercontent, but also provides a specific implementation model for dramaturgy courses that can be reapplied or adapted at other institutions.

The practical implications of this research have significant implications for lecturers, students, and program administrators. For lecturers, the hypercontent e-module offers a flexible medium for updating materials, inserting project-based assignments, conducting digital evaluations, and providing rapid feedback through an online platform. This allows the lecturer's role as a facilitator to be more effectively implemented in dramaturgy classes. For students, this module strengthens independence in learning by providing the opportunity to choose a learning path that suits their style and needs. They can access the material anytime and anywhere and review difficult sections through video, audio, or conversation simulations. This has a positive impact on improving digital literacy, motivation, and confidence in dramaturgy practice. Institutionally, the success of this e-module can serve as a policy basis for encouraging the development of similar digital teaching materials in other courses. This also includes encouraging collaboration between lecturers, media developers, and information technology units. Academically, this study provides opportunities for further research that could explore, for example, the impact of specific types of hypercontent (such as interactive videos versus podcasts) on specific aspects of language skills, analyze the effectiveness of hypercontent e-modules across different populations and contexts (such as in secondary schools and other study programs), or design comprehensive evaluation models that combine analytical data on module usage with learning outcomes. Future research could also focus on developing more adaptive hypercontent, such as those based on artificial intelligence. This hypercontent would be able to automatically adjust learning paths and content recommendations according to students' progress and needs, enabling the concept of hypercontent-based personalized learning to be more optimally realized in the fields of language and performing arts.

CONCLUSION

According to research, e-modules should be used as independent learning resources tailored to students' characteristics and learning styles (Just, 2024). By using hypercontent-based e-modules as independent learning resources, it is hoped that students will be more motivated to learn, especially in dramaturgy courses (Myllyoja, 2024). The study results showed that students' learning styles tended toward audio-visual learning, with 10 out of 55 respondents indicating this. This aligns with hypercontent-based modules, which can present visual educational media such as animations accessible online via QR codes. Ninety-two percent of students stated they needed self-study modules. In the feasibility test, the material expert received a score of 74.4, meaning the material falls into the good/feasible category; the instructional design expert received a score of 83.8, meaning the media is very feasible to use; and the one-on-one test of three students received an average score of 98.7, meaning the media

is very good/very feasible. Furthermore, the results of the effectiveness test were obtained, with a t-table value = -10.130 < -2.2, which indicates that there is a positive difference between the pre-test and post-test results after students use the module as independent learning material. In addition, the gain value of 0.76 indicates that the development of a hypercontent-based e-module is very feasible to be used as independent learning material in dramaturgy courses.

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