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INTEGRATING HYPERCONTENT INTO E-MODULES FOR READING COMPREHENSION TO ENHANCE NEWS LITERACY AMONG HIGH SCHOOL STUDENTS

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ABSTRAK

Tujuan: Penelitian ini bertujuan mengembangkan e-modul berbasis hypercontent untuk meningkatkan keterampilan membaca pemahaman teks berita pada siswa kelas XI SMA Pembangunan Laboratorium UNP. **Metode:** Penelitian ini menggunakan model pengembangan 4D (Define, Design, Develop, Disseminate) untuk menghasilkan bahan ajar yang interaktif dan adaptif. **Hasil:** Pada tahap Define, analisis menunjukkan bahwa siswa kesulitan dalam memahami materi teks berita dan belum memanfaatkan teknologi dalam proses belajar. Pada tahap Design, e-modul yang dikembangkan dirancang sesuai kurikulum dan menarik, serta diintegrasikan dengan berbagai sumber digital. Pada tahap Develop, e-modul divalidasi oleh ahli materi, bahasa, dan desain dengan skor 84,29%, yang menunjukkan kevalidan sangat tinggi. **Kesimpulan:** Uji kepraktisan oleh guru dan siswa juga menunjukkan hasil yang sangat praktis, dengan skor 98% dan 85,95% masing-masing. Berdasarkan hasil tersebut, e-modul ini dinilai layak dan efektif untuk digunakan dalam pembelajaran. **Implikasi:** Implikasi penelitian ini adalah e-modul berbasis hypercontent dapat meningkatkan keterampilan membaca pemahaman siswa dan mendukung pembelajaran yang lebih interaktif serta memanfaatkan teknologi dalam pendidikan.

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Keywords:
E-Module, Hypercontent, News Text, Teaching Material Development

ABSTRACTS

Purpose: This study aims to develop a hypercontent-based e-module to improve reading comprehension skills of news texts in grade XI students at the UNP Laboratory Development Senior High School. **Method:** The research uses the 4D development model (Define, Design, Develop, Disseminate) to produce interactive and adaptive teaching materials. **Result:** In the Define stage, the analysis revealed that students face difficulties in understanding news text material and have not utilized technology in the learning process. In the Design stage, the developed e-module was designed according to the curriculum, engaging, and integrated with various digital resources. In the Develop stage, the e-module was validated by content, language, and design experts with a score of 84.29%, indicating very high validity. **Conclusion:** The practicality tests by teachers and students also showed highly practical results, with scores of 98% and 85.95%, respectively. Based on these results, the e-module is considered feasible and effective for use in teaching. **Implication:** The implications of this study are that the hypercontent-based e-module can enhance students' reading comprehension skills and support more interactive learning while utilizing technology in education.

A. INTRODUCTION

Reading comprehension skills are one of the essential competencies in Indonesian language learning at the high school level, particularly in addressing the literacy challenges of the 21st century. Hamidah et al., (2024, p. 193) state that the 21st century demands higher-order thinking, problem-solving, communication skills, creativity, innovation, and the ability to collaborate, which is why reading comprehension skills are essential and foundational. In addition, Subekti et al.,(2024, p. 80) state that reading comprehension is an activity that involves understanding and analyzing the content of a text while also focusing on answering questions about what, why, and how, as well as drawing conclusions from the entire text.

Although reading comprehension skills play a major role in learning success, the results of a study by an organization that evaluates education quality, namely the Organisation for Economic Co-operation and Development (OECD), through the international student assessment program or Programme for International Student Assessment (PISA), which is an assessment designed to measure students' abilities in mathematics, science, and literacy, released a survey in 2022 that placed Indonesia at rank 69 out of 80 countries. Reading competence in 2022 has not shown significant improvement and has even declined compared to 2018, dropping from 371 in 2018 to 359 in 2022 (Prasastisiwi, 2024).These findings indicate that low reading interest among students in Indonesia remains a serious issue in education. This situation highlights the urgency of improving reading ability, particularly in the cognitive aspects, reading interest, and reading motivation.

News texts are one of the text types that demand strong reading comprehension skills. They not only present factual information but also feature distinctive textual structures and linguistic elements, such as complex sentences and concise,

informative word choice Putri & Emidar (2024, p. 823). In the Merdeka Curriculum, news texts fall under the category of informative texts, which aim to develop students' information literacy. Although news text instruction has been integrated into the curriculum, students in Indonesia tend to struggle with more complex cognitive aspects, such as distinguishing between fact and opinion in a text. Various studies indicate that this skill remains a persistent challenge for students.

In Indonesian language teaching practices in the classroom, teachers still rely on printed textbooks as the sole learning resource. Although printed books still hold educational value, they are insufficient to meet the demands of the current era. Meanwhile, current advancements in educational technology enable the development of digital teaching materials that are interactive, flexible, and adaptive to students' needs. As Generation Z, who were born and raised in the information technology era, today's students are highly familiar with and often heavily reliant on technology. Marliah et al., (2023, p. 39) states that this dependence on technology represents a form of technological investment in human beings, an investment that cannot be resisted but must be embraced by transforming it into other, more useful competencies. This means that teachers should take advantage of this opportunity and turn it into a source of teaching materials.

One teaching material that leverages technological advancements is the e-module. Jumiarni et al., (2022, p. 1136) state that E-module is an independent teaching material that are systematically arranged into certain learning units, which are presented in an electronic format, where each learning activity in it is linked with a link as a navigation that makes participants students become more interactive with the program, equipped with the presentation of video tutorials, animations and audio to enrich the learning experience. The delivery of content in an e-module becomes more engaging when combined with online learning resources and connected to real-life contexts. This combination includes links to websites, YouTube channels, and other online resources accessed via URLs, QR codes, and similar methods. Such integration is referred to as hypercontent. Harahap (2022, p. 1619) argues that hypercontent e-modules integrate hypertext, hypermedia, and hyperlinks into a single component, thereby enriching the content of the e-module. In addition, the use of hypercontent-based e-modules offers greater flexibility in teaching and learning. By incorporating hypercontent into e-modules, student participation in the learning process can become more active through features such as interactive questions, interactive exercises, and immediate feedback in response to students' actions. Thereforw, it is necessary to develop a feasible and practical hypercontent-based e-module to improve stuents' reading skills.

B. METHOD

This study is a research and development (R&D) project using the 4D development model (define, design, develop, and disseminate). The research is limited to the develop stage only, namley the practical application of the e-modul by students and reachers. Each stage of this research is designed systematically to achieve the objective of developing a hypercontent-based e-module. The subjects of this study include field practitioners or educators, media experts, content experts, instructional designers, and 33 students from class XI F.6 of SMA Pembangunan Laboratorium UNP. The data collection methods employed consist of interviews, observations, questionnaires, and tests, analyzed using both qualitative and quantitative approaches. Below is an overview of the 4D research and development model:

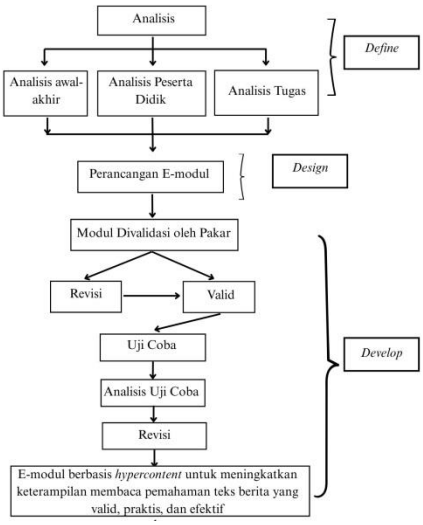


Figure 1. 4D Model's stages

1. Define Stage

The define stage is the first step in the e-module development process. The define stage in this study consists of several steps: initial-final analysis, which aims to identify and establish the fundamental problems faced in learning, thereby providing the rationale for why teaching materials need to be developed; learner analysis, which aims to assist in making decisions regarding the planning and implementation of the hypercontent-based e-module development; and task analysis, which consists of content structure analysis, concept analysis, and objective formulation.

2. Design Stage

The design stage is one of the important phases in development. At this stage, the researcher designs and prepares the instructional materials. The purpose of this stage is to design the development product in accordance with students' needs and to use it as a learning resource and supplementary teaching material.

3. Develop Stage

The development stage aims to produce an e-module that is valid, practical, and

efficient. The development stage in this study consists of:

a. E-module Validation

The validation test is conducted to determine whether the developed e-module meets established criteria for validity. This validation is carried out by having experts assess the e-module's suitability, specifically language experts, content experts, and instructional design experts. Their feedback in the form of critiques and suggestions is then used to revise and improve the e-module, ensuring it is suitable for student use. The validation assessment uses a Likert scale based on Sugiyono (2021), as shown in the following table.

Table 1. Assessment Scale for the Validation Sheet

Symbol	Description	Weight
SA	Strongly Agree	4
A	Agree	3
D	Disagree	2
SD	Strongly Disagree	1

The final validation score is calculated on a scale of 0 to 100. The e-module validation analysis is carried out by validators for all validation indicators using the following formula.

$$\text{Validation Score} = \frac{\text{Score Obtained}}{\text{Maximum Score}} \text{ X } 100$$

After obtaining the percentage score, the next step is to convert it into a descriptive statement to determine the validity and suitability of the developed e-module. The conversion of scores into statements can be seen in the following table.

Table 2. Percentage and Assessment Criteria

Parcentage (%)	Criteria
0-20	Invalid
21-40	Less Valid
41-60	Moderately Valid
61-80	Valid
81-100	Highly Valid

Source: Riduwan (2013, p. 14)

Based on the suitability table, the developed e-module achieved a percentage score that meets the eligibility criteria, falling into the valid or highly valid category.

b. Practicality of the E-module

The practicality test is used to determine whether the developed e-module is

practical or not. This test is conducted by observing the extent to which teachers and students actually use the e-module during instruction, using the version revised based on validator feedback. The e-module is considered highly practical if it is user-friendly and easy to administer, meaning it is easy to use, easy to assess, and includes clear instructions. The practicality assessment uses a Likert scale according to (Sugiyono, 2021). As shown in the following table.

Table 3. Scoring Scale for the Practicality Sheet

Symbol	Description	Weight
SA	Strongly Agree	4
A	Agree	3
D	Disagree	2
SD	Strongly Disagree	1

The results of this analysis are in the form of qualitative data describing the level of practicality of the designed e-module. The final practicality scores are calculated and analyzed on a scale of 0 to 100. To determine the level of practicality of the e-module, the following formula is used.

$$\text{Validation Score} = \frac{\text{Score Obtained}}{\text{Maximum Score}} \text{ X } 100$$

The e-module practicality categories based on the final scores obtained can be seen in the following table.

Table 4. Practicality Categories of the Hypercontent-Based E-Module

Parcentage (%)	Criteria
0-20	Impractical
21-40	Less Practical
41-60	Moderately Practical
61-80	Practical
81-100	Highly Practical

Source: Riduwan (2013, p. 13)

Based on the practicality categories in the table, the developed e-module achieved a percentage score that meets the criteria in the practical or highly practical category.

C. RESULT AND DISCUSSION

RESULT

1. Define Stage

The define stage aims to establish the learning requirements before the e-module is developed, including initial-final analysis, learner analysis, and task analysis.

a. Initial-Final Analysis

First, the initial-final analysis was conducted to identify and establish the fundamental problems students face in the learning process, thereby justifying the need for new teaching materials. This analysis was also carried out to determine students' prior competencies, which include assessments of attitude, knowledge, and skills. Based on interviews with teachers at SMA Pembangunan Laboratorium UNP, the following information was obtained. Second, in the teaching process, teachers rely solely on one instructional resource: the printed textbook. Third, teachers do not use teaching materials integrated with current technological developments. Fourth, students have not yet achieved the highest level of proficiency in reading comprehension skills. Based on this initial-final analysis, the researcher designed a hypercontent-based e-module as an instructional material and learning resource that is easy to understand, engaging, and aligned with students' needs.

b. Learner Analysis

Learner analysis was conducted to examine students' characteristics, prior knowledge, and abilities in Indonesian language learning. Specifically, this analysis aimed to obtain information regarding the learning conditions that students require. Data for this learner analysis were collected using a questionnaire. The questionnaire was completed based on students' actual conditions. In this study, the trial participants were Phase F grade 11 students at SMA Pembangunan Laboratorium UNP. Analysis of the collected data revealed several shortcomings related to the teaching and learning activities for reading comprehension of news texts, one of which was the learning resources used. Therefore, students need engaging and practical learning resources to support instruction and enhance their reading comprehension of news texts. In addition to questionnaire data, the researcher also conducted interviews with two students. According to the first interviewee, the material in the textbook used was fairly comprehensive but not very engaging. Students also expressed a desire for additional learning resources in the teaching and learning process. Similarly, the second interviewee conveyed the same sentiment, stating a need for alternative learning materials. Therefore, this study developed a hypercontent-based e-module as an engaging, easy-to-understand, and student-centered learning resource to complement existing instructional materials.

c. Task Analysis

Task analysis is a series of procedures aimed at determining the content to be included in the e-module. This process is carried out to break down instructional material into a summarized form. Task analysis includes content structure analysis, concept structure analysis, and the formulation of learning objectives. First, content structure analysis is equivalent to curriculum analysis, which aims to establish the alignment between the learning material to be developed and the Learning Outcomes (*Capaian Pembelajaran*/CP) and Lesson Objectives (*Tujuan Pembelajaran*/TP). The analysis process begins with Grade XI, Phase F, Semester 1, focusing on news texts as the core

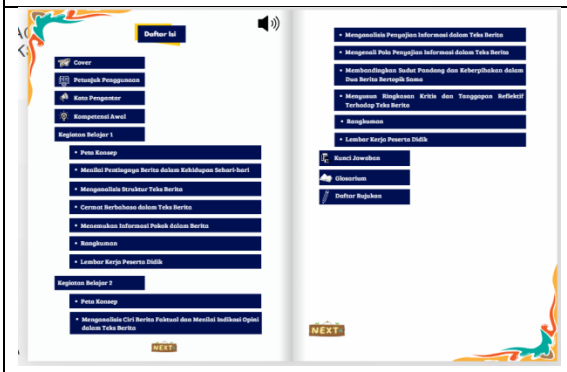
material. Second, concept analysis is a breakdown carried out to examine the key concepts of the material taught in Indonesian language instruction. In this case, concept analysis was conducted to unpack the concepts related to reading comprehension of news texts. This analysis aims to ensure alignment between the instructional concepts, the curriculum, and the students' learning resources.

2. Design Stage

This design phase is the stage related to the preparation of the e-module prototype. Two steps are carried out in this process: designing the e-module framework and developing the e-module draft. The e-module design process begins with gathering necessary references, followed by constructing the e-module framework (outline) and designing it to appear visually engaging. The framework is developed in accordance with the type of e-module being created, namely a hypercontent-based e-module. The following is the framework of the hypercontent-based e-module for teaching reading comprehension of news texts.

Cover

Homepage

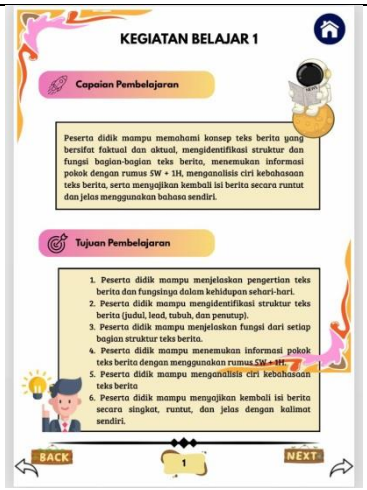


List Contents

Instructions for Using the E-Module

Foreword

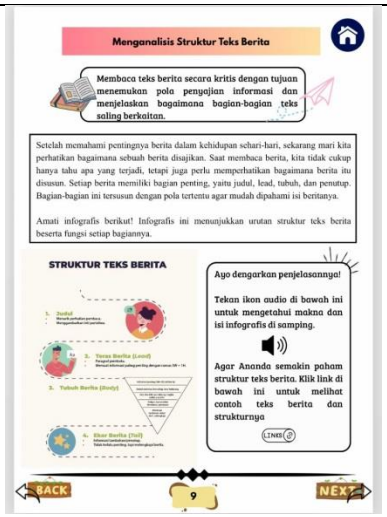
Core Competecies



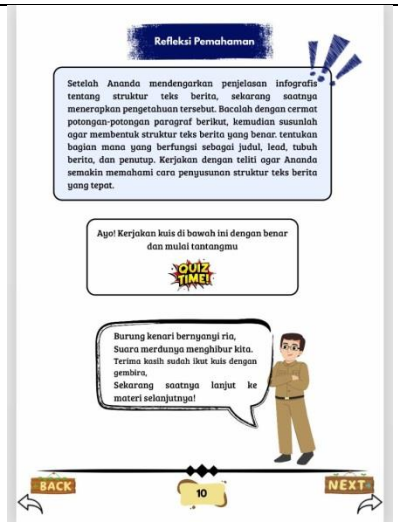
Learning Activities

Concept Maps

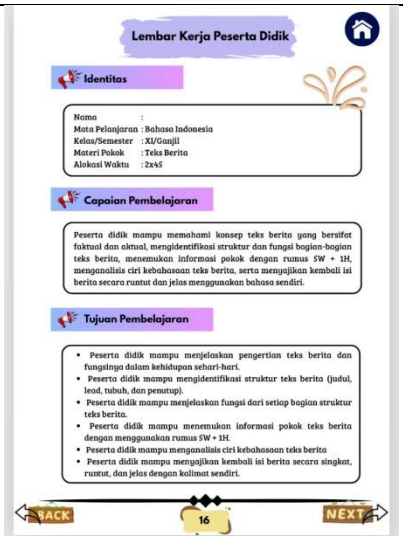
Material 1



Material 2



Reflection on Understanding



LKPD

Content of LKPD

Glossary

3. Develop Stage

a. Validation Stage

The hypercontent-based e-module intended for use by teachers and students must first be validated by experts in relevant fields, namely language specialists, content specialists, and design specialists. The purpose of this validation is to assess the extent to which the e-module's content aligns with the curriculum, its conceptual accuracy, visual design, and language use. The following is a list of aspects evaluated by the validators.

1. Content Suitability

   The evaluated indicators are

   a. Relevance of the e-module content to the curriculum
   b. The material or concepts explained in the e-module
   c. Content of the e-module
   d. Integration of various digital sources

2. Language Suitability

   a. Sentence construction

b. Ideas and mode of presentation

3. Design Suitability

a. E-module layout

b. Use of illustrations

c. Color selection

d. E-module boundaries

e. Font selection

f. Typography

g. Navigation structure within the e-module

h. Level of interactivity

The following is an explanation of the validation results for the hypercontent-based e-module designed to enhance news text reading comprehension. The validation results can be seen in the table below.

Table 5. Validation Results of the Hypercontent-Based E-Module for News Text Reading Comprehension

No.	Validator	Score	Category
1.	Content	93,75%	Highly Valid
2.	Language	82,14%	Highly Valid
3.	Design	77%	Valid
Mean		**84,29%%**	**Highly Valid**

In Table 5, the average score for the hypercontent-based e-module on news text reading comprehension is 84.29%, falling into the "highly valid" category and deemed suitable for use in the learning process.

b. Practicality Data Analysis Results

1) Practicality of the e-module according to educators

The practicality test of the hypercontent-based e-module designed to enhance news text reading comprehension was conducted using a practicality questionnaire. The results of this practicality test are presented in the table below.

Table 6. Practicality Test Results of the Hypercontent-Based E-Module for News Text Reading Comprehension by Teachers

No.	Assessment Aspects	Score	Criteria
1.	Ease Of Use	82,14%	Highly Practical
2.	Learning Time Effectiveness	85,71%	Highly Practical
3.	Usefulness	82,14%	Highly Practical
Mean		**83,33%**	**Highly Practical**

Based on Table 6, the average practicality level of the hypercontent-based e-module for news text reading comprehension, as rated by teachers, reached a score of 98%, falling into the "highly practical" category.

2) Practicality of the e-module according to educators

The practicality results of the hypercontent-based e-module as perceived by students were obtained using a practicality questionnaire and can be seen in the table below.

Table 7. Practicality Test Results of the Hypercontent-Based E-Module for News Text Reading Comprehension by Teachers

No.	Assessment Aspects	Score	Criteria
1.	Ease Of Use	85,98%	Highly Practical
2.	Learning Time Effectiveness	84,37%	Highly Practical
3.	Usefulness	87,5%	Highly Practical
Mean		**85,95%**	**Highly Practical**

Based on Table 7, the responses from 33 students of Grade XI, Phase F at SMA Pembangunan Laboratorium UNP toward the hypercontent-based e-module for news text reading comprehension yielded an average score of 85.95%, which falls into the "highly practical" category.

DISCUSSION

The hypercontent-based e-module developed represents the principle of digital literacy because it is designed to facilitate students in accessing, navigating, and utilizing various interconnected digital information sources. The presence of hyperlinks that direct students to online news, supporting videos, and official sources anables the process of selecting and evaluating information, whitch is the core of digital literacy.

Based on the information presented in the study, it can be understood that the validation of the hypercontent-based e-module for news text reading comprehension achieved a "highly valid" rating with a score of 84.29%. This indicates that the designed e-module is highly appropriate and ready for use in teaching and learning activities.

Meanwhile, the practicality assessment of the e-module by teachers yielded an average score of 83.33, falling into the "highly practical" category. This indicates that the e-module can effectively support and facilitate teachers in delivering instructional material to students, particularly through hyperlinks that connect learning content to online resources.

The results of the students' practicality assessment show an average score of 85.95%, categorized as "highly practical," indicating that the developed hypercontent-based e-module facilitates learning and aligns well with students' needs in understanding news text reading comprehension material at SMA Pembangunan Laboratorium UNP.

Various previous studies have yielded findings consistent with the focus of this research, thereby further supporting the results obtained. A discussion of relevant studies will be presented in the following section.

First, a study conducted by Marliah et al. (2023) titled "*Pengembangan E-Modul Berbasis Hypercontent Pada Mata Pelajaran Pendidikan Agama Islam*" ("Development of a Hypercontent-Based E-Module for Islamic Religious Education") found that the validation results from experts in the aspects of content, design, and media obtained scores of 75% (categorized as "suitable"), 84.2% ("highly suitable"), and 79% ("suitable"), respectively. This reinforces the results of this study, in which the hypercontent-based e-module implemented in the teaching and learning process can enhance students' learning independence. In addition, the hypercontent-based e-module can also reduce boredom in learning activities, thus making learning more active.

Second, a study conducted by Raihan (2024) entitled "*Pengembangan Modul Hypercontent Teks Narasi Untuk Bahan Ajar Literasi Pada Implementasi Kurikulum Merdeka*" (Development of a Hypercontent Module for Narrative Texts as Literacy Teaching Material in the Implementation of the Merdeka Curriculum"). The research findings show that media validation yielded a score of 91.66%, categorized as "highly suitable," while content validation received a score of 91.60%. This supports the research results indicating that hypercontent-based e-modules are highly effective for use in the learning process, both in terms of content and the media employed. In addition, the practicality assessment by teachers in Raihan's study also showed a similar result, with a score of 87.5, further strengthening this study and indicating that the designed e-module is highly suitable for teaching and learning activities.

Third, a study conducted by Jumiarni et al. (2022) titled "Development Of Android Based E-Module on Biotechnology Topic". The findings of this study show that content expert validation yielded a score of 87.5%, categorized as "highly valid", while media expert validation received a score of 94.28%, also categorized as "highly valid". On the other hand, student responses toward the e-module fell into the "excellent" category with a score of 87.5%. This reinforces the results of the present study, demonstrating that the e-module enables students to learn independently by accessing materials from anywhere. Moreover, the availability of this e-module transforms students' reading experience into a more interactive and enjoyable one.

Fourth, a study conducted by Putra et al.(2023) titled "Cultivating Scientific Literacy: Developing a Biodiversity E-Module Based on Socioscientific Issues and Local Potential" found that content validation scored 86.3%, falling into the "highly valid" category, and media validation scored 89.2%, also categorized as "highly valid". Meanwhile, the practicality test results showed a score of 88.3%, falling into the "highly practical" category. This supports the findings of the present study, which indicate that the e-module is capable of enhancing literacy skills and can be used independently in the learning process.

The use of hypercontent-based e-modules in teaching news text reading comprehension has proven to be effective and efficient. With this e-module, students can learn using instructional materials integrated with both online and real-world

resources, thereby enriching their understanding of news text comprehension. Additionally, incorporating e-modules into teaching and learning activities enables students to study independently, both inside and outside the classroom.

CONCLUSION

The development of the hypercontent-based e-module for news text reading comprehension obtained a validation score of 84.29% on average, falling into the "highly valid" category. Additionally, practicality test results from teachers and students yielded average scores of 83.33% and 85.95%, respectively, both categorized as "highly practical". It can be concluded that the development of the hypercontent-based e-module for news text reading comprehension is highly relevant and efficient, making it suitable for schools to pilot. Overall, this hypercontent-based e-module can support students in their learning process, both independently and in the classroom. For teachers, this e-module provides an alternative to interactive and contextual digital teaching material, eliminating the need for teachers to rely solely on printed materials. For curriculum development, this e-module aligns with the independent Curriculum, which emphasizes flexibiloty, independent learning, and the use of digital technology. For future reseachers, this study opens up opportunities for futher reseach focuded on testing the effectivennes of reseach focused on testing the effectiviness of hypercontent-based e-module i improving students' reading comprehension, digital literacy, and critical literacy skills.

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