

Design of *Hypercontent* Module of IPAS (MIPAS) On Magnetism, Electricity and Technology for 5th Grade Elementary School Student

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ABSTRACT

Learning media in general is a tool in the learning process. With the rapid development of the times, learning media has also evolved from conventional learning media to digital learning media. Conventional learning often experiences obstacles such as difficulties in understanding. This design stems from these problems and the lack of availability of learning media/resources in schools. This media design aims to produce learning media, namely teaching materials *hypercontent* module in the science and science subject magnetic material. Electricity and technology class V elementary school. In this design, the development model used in media development is the Alessi and Trollip model which consists of 3 stages, namely *planning, design and development*. This digital-based media allows students to get richer learning output than conventional learning media. Students can view photos, learning videos, animations and simulations which can be done online. Teaching materials *Hypercontent* This science and science module can help students in the learning process in elementary school science and science subjects in Class V, increase students' learning experience and make it easier for teachers during the learning process.

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Introduction

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Teaching materials that arercollaboration ofonly technology and indo itway ingital can be intake advantage of it in the processs onmbelesson for menciptakan onmbelesson that intetracedf baito secara iandwedu as well as togroup (Akbar et al., 2023). Proses in pethe creation of teaching materials that arerbasis digiso mebecome a toneeds in the processs onmbelesson for menciptakan onmbele lessonwith ah intetracedf and also take a showerri. Material or materi onmbelesson, that is withsomething mecontains pesan to diuntilkan, mepass through onuse of tools or inrinya seandri. Mesuch as books, modules, transparencies, audio tape, etcn (Halling et al., 2007). The use of the tools in question can be defined as something that contains learning messages and uses various supporting devices such as various learning resources that are easily accessible via the internet, so that with this combination a wealth of references is created through various kinds of information that students can access.

Berdasarkan startl observasi and initial interviews at SDN Pamoyanan 2 Bogor Selatan on November 9mber 2023to the teacherthe V's, yourlihat in proses onmbelesson IPAS stillh monotone karena whatinrung meuse medeaths Thisfriendly Lack of meansOfa teaching material especially mefit materi stomach, listrik and technology. MeOfa teaching material that terseOfa only book cenot from onmerintah and Lembar Kerust Siself-help (LKPD). MeOfit's a partynot thelrseBut I've done itlmemanywhenlbutuhan onlmbethey will call youltapil onAdditional teaching materialsinlpeI need it for melnambah relfelreInsil shareyesstudents and teachersin lrtalndukung prosepleaselmemy lessonIt happenedl thebilh bailk.

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Method

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Figure 1 Alessi&Trollip Development Model Stages (Alessi & Trollip, 2001).

Result Level Planning

Identify needs

Identification of needs is the initial stage of developing teaching materials in the form of identifying the scope of the material, identifying students and analyzing learning. Identification of the scope of material that will be included in the teaching materials is determined by involving the target audience, in this case students and teachers in science and science subjects. Next, identification of students and teachers was carried out using unstructured interviews. Analyands onmbemy lessonit isKankan on Analiands sigood day whokulum.

startl wasands isthe need indo it in thethe 5A'sjust methathat result datal andlearnin my ownshow teget result datal andlearnswa on the eyes pelesson INOT matteri Magnet, listrik and technology masih renah. Nito Ministry of Health inthetap on the eye pelesson INOT yaiThat's 70. From the amount siswa semany 29 people, only 32% (9 siswa) which has been completedto startl andstudy at on the Ministry of Health, tohelman 68% (20 siswa) downl andstill studyingh di under the Ministry of Health.

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>70	32%	9sifor
<70	68%	20 sifor

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Learning media analysis

Teaching material analysis is used to determine the materials needed both in terms of material content and learning media components, siyou arem onarrivedan materi, serta pe termsdevice that can be installeduse it for meindicate the teaching material that will be inthedevelop. Seton iyou meit isdetermine the exact limitsrdiri from content limitsn meOfa, boundaries *software* And *hardware* which inuse it for merun teaching materials

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- 1) Menyido itvarious deathri themagnet, listrik and technology.

- 2) Meit isfind the sourcer onthengkap seonrti it is a booknot, *and-book*, weofo to add to the literature review regarding magnetic materials, electricity and technology,.
- 3) Meorganize and memethat's it materi collected with the learning needs used in elementary schools.
- 4) Menyido it animasi, instrumen, narrative In applyingbecause which will be inuse in proses onmade teaching materials.

Level Design

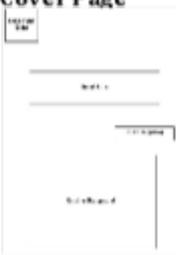
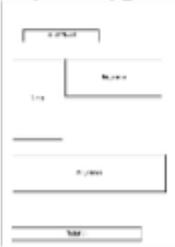
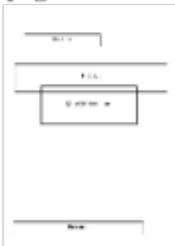
Develop main ideas

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Make storyboard

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Table

<p>Cover Page</p>  <p>On the cover page belrilsils:</p> <ol style="list-style-type: none"> 1) Module title 2) Clas size: clas 5 3) The corresponding cover image 	<p>Contens Page</p>  <p>On each page the material contains:</p> <ol style="list-style-type: none"> 1) Material title 2) material content 3) Images that match the content of the material 4) Module page
<p>Content page with barcode/video/games/link tools</p>  <p>This page contains:</p> <ol style="list-style-type: none"> 1) Title of the sub/matter 2) Content/ explanation sub/material 3) Video link, barcode or game link 4) Module page 	<p>Evaluation page</p>  <p>This Page Containts:</p> <ol style="list-style-type: none"> 1) Sub title 2) Evaluation of each material contained in the module 3) Evaluation instructions 4) Module page

Level Development

Alpha testing

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Conclusion

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