RESEARCH ARTICLE
published: 20 August 2024
doi:10.21070/pedagogia.v13i2.1773

Hypercontent Media for Fostering Sociopreneurship in Vocational Education

Erna Retna Safitri[1], Makmum Raharjo[2], Ardi Saputra[3], Taruni Suningsih[4], Erni Trayati[5]*
Training and Educational Faculty, Universitas Sriwijaya, Indonesia

The concept of sustainable environmental education and sociopreneurship is a good synergy in realizing the SDGs program. More than that, technological elements in the form of hypercontent media are relevant to supporting quality education in the 21st century. However, not much research has been done that combines all these elements. This research was conducted to collect initial information in designing a draft of hypercontent-based learning media to foster sociopreneurship in vocational school students. The research was conducted using qualitative methods with a case study approach. The research subjects were respondents from among leaders, teachers and students from 5 Vocational High Schools (SMK) in Palembang City. Initial information was collected through literature studies and field studies. The literature study was carried out by collecting relevant research and examining the concepts of SDGs, sociopreneuship and hypercontent learning media as a basis for media development. Media needs analysis questionnaire using Google Form. The data was then analyzed quantitatively and qualitatively. The research results show that the school's readiness to implement sustainable education programs is good with an average score of 4.06. However, implementation of the concept of sustainable education at the classroom learning level is still low, namely 62.25%. Based on the results of the student needs analysis questionnaire, it is known that only 34% of students can easily understand the material with the media currently used. As many as 65% of students feel that it is not enough to just listen to the teacher's explanation or other conventional media, so 80% of students think that the use of hypercontent-based learning media is necessary in the learning process.

Keywords: Sustainable Environmental Education, Hypercontent, Sociopreneurship, Sustainable Development Goals, instructional Media

OPEN ACCESS

ISSN 2548 2254 (online)
ISSN 2089 3833 (print)

Edited by:
Delora Jantung Amalia

Reviewed by:
Emy Pratiwi
Hany Handayani

**Correspondence:*
Erna Retna Safitri
ernaretnasafitri@fkip.unsri.ac.id

Received: 17 July 2024
Accepted: 31 July 2024
Published: 20 August 2024

Citation:
Erna Retna Safitri, Makmum Raharjo, Ardi Saputra, Taruni Suningsih, Erni Trayati (2024) Hypercontent Media for Fostering Sociopreneurship in Vocational Education.
Pedagogia: Jurnal Pendidikan. 13:2.doi: 10.21070/pedagogia.v13i2.1773

INTRODUCTION

The SDGs program aims to ensure the implementation of quality education that is inclusive and equitable and increases lifelong learning opportunities for all communities (Safitri, 2022). In its implementation, this program is faced with the complexity of global challenges that demand a learning atmosphere that can prepare qualified and competent graduates to face 21st century competition (Lutfiana, et. Al, (2023), Tang, (2023), Hartono et. Al., (2020), one of which is with the help of learning media. Empirically, innovation through digital technology-assisted media can increase effectiveness in learning (Lutfiana, et. al 2023, Raharjo 2023, Safitri, 2023, Safitri, 2022, Safitri 2020). Apart from that, innovation in learning is important to avoid educational disruption, namely the inability of education to adapt learning to the pace of technological development so that. As a result, technology is considered a disruption to educational stabilization (Herlina (2019).

On the other hand, Vocational High Schools (SMK) as part of vocational education have an institutional strategic role as agents of change as well as a key role in strengthening the foundations of quality education. Vocational education at vocational schools also aims to provide students with vocational abilities or skills related to certain areas of work in accordance with the demands of the world of work.

Therefore, in the vocational and SDGs context, the concept of social entrepreneurship or sociopreneurship becomes relevant in overcoming complex social problems. Sociopreneurship demands innovation, creativity and concern for society, not just focusing on financial profits but considering the benefits of society and the environment. Therefore, it is important to integrate sociopreneurship values in the education curriculum, especially for vocational school students to increase students' self-confidence, as well as foster students' positive characters such as creativity, independence and hard work. Sociopreneurship is expected to be one of the answers to the concept of sustainable education in vocational schools to overcome employment problems in Indonesia because it is directed at preparing students in order to create jobs, alleviate the problem of unemployment and poverty.

One form of learning media innovation is hypercontent. Hypercontent can be interpreted as a concept that connects one material and another material simultaneously in a particular digital technology program (Prawiradilaga, et., al., 2018).

Hypercontent can be a virtual link that combines two dimensions of the virtual world with the real world, while using cloud computing patterns such as Google Drive or data centers which can be accessed using Qr-Code either on-line or off-line. Hypercontent-based teaching materials which have a varied appearance, not only in the form of text, but also equipped with images and sound, can also be connected (linked) to videos, films or museum services, and even libraries make it easier for students in their learning process.

Much research has been conducted on hypercontent development (Amin et., al., 2020, Shania, et., al., 2022, Hotimah, 2023, Royhanin, et. al., 2022). Previous relevant research has studied how to develop hypercontent in various forms of teaching materials that can be accessed in learning and training and then see the impact and effectiveness. Many studies on sociopreneuship have also been conducted on how sociopreneuship is implemented in the era of independent learning (Susetyarto, 2024) and how it is implemented at the operational level (Hariyanto, 2021). Likewise with research on the implementation of SDGs-based sustainable education (Putra, 2022, Primasti, 2021). However, the current use of the hypercontent approach has not been fully utilized in developing the skills, attitudes and knowledge needed to become a sociopreneur in vocational schools.

Thus, the novelty in this research is that the collaboration between the SDGs and sociopreneurship concepts will be more synergistic with the addition of digital technology elements in the form of hypercontent media in increasing the effectiveness of learning, especially in fostering a social entrepreneurial spirit. This research is also relevant to the SDGs (Sustainable Development Goals) program in ensuring inclusive and equitable quality education by combining sustainable business concepts with social issues and in accordance with the character of students and 21st century learning that is adaptive to technology.

However, the advantages of hypercontent have not been used optimally in learning. This phenomenon is certainly a challenge for educators, whether teachers or lecturers, to design meaningful learning by linking it to aspects of technology, pedagogy and content. In this way, the world of education can adapt to the current rapid development of science and technology which requires education to participate in the use of technology as a form of innovation in learning (Hotimah, 2023). The use of multiplatform-based Hypercontent teaching materials has become a trend in current development, because its existence can make the learning process more effective, interesting and less monotonous (Fauziah, 2022, Marliah, et. al, 2023).

By considering the challenges and opportunities faced in the context of education and social entrepreneurship, this research aims to obtain initial information for developing hypercontent-based sustainable education to foster sociopreneuship in vocational school students. Learning that combines the SDGs approach with technology shows its effectiveness in achieving learning goals (Badelwaer, et. al., 2022, Tareze, et. al. 2024). The collaboration between the concepts of SDGs and sociopreneurship will be more synergistic with the addition of digital technology elements in the form of hypercontent

media that suit the character of students and 21st century learning. The advantage of this model is that it is hoped that it will be able to foster social entrepreneurial attitudes among vocational school students through learning experiences that integrate SDGs with technology and values. -the value of sociopreneurship.

METHODS

The research was conducted using qualitative methods with a case study approach. The first phase of this research is the needs analysis phase. This phase is the information gathering phase (need assessment). The methods used in collecting initial information were literature studies and field studies. Literature studies are carried out by collecting relevant research and sources and reviewing concepts. The literature study was carried out by collecting relevant research and examining the concepts of SDGs, sociopreneuship and hypercontent learning media as a basis for developing Hypercontent-based learning media to foster sociopreneurship in vocational school students.

The field study was carried out by distributing media needs analysis questionnaires using a questionnaire instrument using Google Form. The data is then interpreted by looking at the score/percentage of respondents' needs for learning media and also supporting information about the type of learning media used. The data was then analyzed quantitatively and qualitatively.

The needs analysis stages are carried out by; 1). Identify possible causes of gaps regarding expectations and reality or facts on the actual field, 2). determine learning objectives and relevant materials, 3). the process of identifying the required data. This step aims to collect, research, record data and information regarding the content of the teaching materials needed in hypercontent to foster sociopreneurship of vocational school students in Palembang.

[Table 1. About here]

RESULTS AND DISCUSSION

Literature Study for Developing Hypercontent-Based Learning Media

Literature study as a basis for developing hypercontent-based learning media to foster sociopreneurship in vocational school students. This stage is an initial activity before developing hypercontent-based learning media. From the literature review, a research instrument grid was formulated to see how prepared to implement the SDGs program in the school environment, the implementation of SDGs in learning and analysis of students' needs for the media that will be developed.

The level of readiness is measured from eight aspects described in the concept of sustainable education, namely aspects: 1). curriculum and educational materials, 2). facilities and resources, 3). teacher capacity and competence, 4). student involvement and community participation, 5). government policies and support, 6). evaluation and monitoring, 7). awareness and attitudes towards sustainability and 8). aspects of cooperation and partnership.

The following table shows the indicators used for readiness to implement the SDGs program in the school environment in each aspect.

The indicators used to measure how sustainable education is implemented in learning are described in ten aspects. The aspects referred to are: 1). Curriculum and Learning, 2). Skills Development, 3). Practical Engagement and Field Experience, 4). Community Participation and Collaboration, 5). Evaluation and Assessment, 6). Character and Ethics Development, 7). Support and Facilities, 8). Institutional Policy and Support, 9). Extracurricular Activities and Competitions, 10). Utilization of Technology.

The following table shows the indicators used to measure the implementation of sustainable education in learning.

[Table 2. About here]

Meanwhile, to analyze students' needs for hypercontent-based media, an instrument is used to see the actual conditions of learning learning with several statements which can be seen from Table 3 below.

[Table 3. About here]

Analysis The Implementation of Sustainable Education Programs

The next stage is an analysis of the needs of school principals, teachers and students regarding the concept of hypercontent-based sustainable environmental education to foster sociopreneurship in vocational school students. At this stage, an initial analysis is carried out, namely by distributing a questionnaire using Google Form in the form of a link to determine the school's readiness to implement the SDGs program and its implementation in learning, the actual conditions of learning, the media used and the need for learning using hypercontent-based learning media to foster student sociopreneurship.

Researchers conducted a field study to determine the need for developing hypercontent-based learning media to foster student sociopreneurship by distributing media needs questionnaires to school principals, teachers and students at vocational schools in Palembang City. The results of the questionnaire regarding the school's readiness to implement a continuing education program are shown in Figure 1 below.

[Figure 1. About here]

From Figure 1 above, it can be seen that the readiness to implement educational programs in schools is good. This is shown by the average score for all aspects which reached a score of 4.06 which is categorized as good. In most aspects, the school has good readiness in terms of facilities and resources, teacher capacity and competence, government policies and support, evaluation and monitoring, awareness and attitudes towards sustainability and cooperation and partnerships with a score categorized as good.

Meanwhile, in terms of the curriculum and educational materials, as well as student involvement and community participation, school readiness is still categorized as quite good with a score of 3.88 respectively.

The analysis of the implementation of SDGs in learning to build sociopreneuship character is carried out by looking at aspects of curriculum and learning, skills development, practical involvement and field experience, community participation and collaboration, evaluation and assessment, character and ethics development, support and facilities, policy and institutional support. , extracurricular activities and competitions and the use of technology.

The results of the questionnaire given to teachers can be seen in Figure 2 below.

[Figure 2. About here]

The results of the analysis of the implementation of sustainable education programs in learning to foster sociopreneuship character are measured by looking at ten aspects described from the concept of sustainable education and the concept of sociopreneuship. The results of research on the ten aspects in question show that the implementation of sustainable education programs in learning shows a score of 3.11.

This also means that implementation is only 62.25%. This means that efforts still need to be made to increase the effectiveness of implementing sustainable education at the operational level in the classroom. One effort that can be made is to develop innovative learning media in accordance with sustainable education programs in the education sector, namely providing quality education.

Student's Needs Analysis for Developing Hypercontent-Based Learning Media

The analysis of students' needs for learning media using a hypercontent-based sustainable education approach to foster sociopreneurship in students is carried out by analyzing actual conditions regarding the methods and media used in learning, how teachers obtain the media used in learning so far and the media needed by students. The results of the analysis of students' needs for hypercontent-based media are shown in table 3 below.

[Table 4. About here]

Analysis of student needs for hypercontent-based learning media to foster student sociopreneurship involved 20 respondents. From the results of the analysis, it was found that 65% of students felt that they could not understand the material presented by the teacher.

The use of modules/books so far has not been able to enable students to participate in learning well. From the results of the questionnaire it is also known that the majority of teachers obtain the media used in learning by downloading it from the internet.

This shows that teacher initiative to develop learning media is still low. The research results also show that as many as 90% of students want more innovative learning by using interactive multimedia in the learning process. Furthermore, as many as 80% of students stated that hypercontent-based learning media was needed to support higher quality learning as an effort to realize sustainable education program.

The data obtained shows that limited facilities and resources are still the main problem. The limitations referred to include aspects of costs, teaching materials and infrastructure to support the implementation of sustainable education. Apart from that, related to human resources, the challenge is the limited training or knowledge of teachers about the principles of sustainable education.

In general, the research results are shown in the diagram below.

[Figure 3. About here]

For this reason, all parties must work together by utilizing local resources, collaborating with non-profit organizations, using teaching materials that are easily accessible and low cost and innovative learning strategies. Teachers' knowledge about the principles of sustainable education can be increased by carrying out training for teachers about sustainable education and how to integrate it in the curriculum.

CONCLUSIONS

Based on the results of the needs analysis as a basis for developing hypercontent-based interactive multimedia that can foster sociopreneuship in students to support sustainable education, it can be concluded that readiness to implement educational programs in schools is good. This is shown by the average score for all aspects which reached a score of 4.06 which is categorized as good. However, the implementation of this continuing education program in new learning is 62.25%.

This means that efforts still need to be made to increase effectiveness in implementing sustainable education at the operational level in the classroom. The

results of the analysis of students' needs for media show that only 34% of students can easily understand the material with the media currently used. As many as 65% of students feel that it is not enough to just listen to the teacher's explanation or other conventional media, so 80% of students think that the use of hypercontent-based learning media is necessary in the learning process.

Thus, the development of hypercontent-based learning media to foster sociopreneuship needs to be developed to support sustainable education programs.

To be able to develop hypercontent-based media that can improve students' sociopreneurship requires readiness from all parties. The teacher's ability to develop media as well as the adequacy of adequate equipment and facilities.

ACKNOWLEDGMENTS

The researchers express their gratitude for the financial support provided by the DRTPM DIKTI research grant Ministry of Education, Culture, Research and Technology for the fiscal year 2023, by the Rector's Decree 090/E5/PG.02.00.PL/2024 dated June 11, 2024

REFERENCES

Alamoush, A. S., Ballini, F., & Ölçer, A. I. (2021). Revisiting port sustainability as a foundation for the implementation of the United Nations Sustainable Development Goals (UN SDGs). Journal of Shipping and Trade, 6, 19. https://doi.org/10.1186/s41072-021-00101-6

Amin, M., Muslim, S., & Wirasti, M. K. (2020). Modul pembelajaran hypercontent pengenalan perangkat jaringan komputer untuk mahasiswa asal daerah 3T di STKIP Surya. Jurnal Nasional Pendidikan Teknik Informatika, 9(2), 228-242. https://ejournal.undiksha.ac.id/index.php/janapati/article/view/24142

Badelwaer, Y., Dul Aji, S., Pratiwi, H. Y., Hudha, M. N., & Hakim, A. R. (2022). Pengembangan e-modul IPA terintegrasi Sustainable Development Goals (SDGs) untuk meningkatkan literasi lingkungan siswa pada topik tata surya. Rainstek, 4(4), 216-224. https://ejournal.unikama.ac.id/index.php/jtst/article/view/814

Fauziah, I., Situmorang, R., & Suprayekti. (2022). Pengembangan modul hypercontent untuk mata diklat kode etik dan disiplin pegawai BPK RI. Jurnal Pendidikan Indonesia, 5(2), 42-49. https://journal.unj.ac.id/unj/index.php/jpi/article/view/29425

Hariyanto, N., Noho, S. N. A. H., Ihsan, M., Mubarokah, E. T., & Humaidah, N. (2021). Scale up sociopreneurship Karang Taruna Desa Sumberejo melalui inovasi teknologi feed suplemen permen ternak bawang dayak. PSNPM, 1(1), 1-12. https://ejournal.edukhatulistiwa.com/index.php/PSNPM/article/view/70

Hartono, S., Sofendi, S. M., Salim, A. A., Abdelgani, E. M., & Elsyed, Y. B. (2020). Preparing pre-service teachers for the 21st century education: A comparative study of two teacher education programs. In Proceedings of the International Conference on Progressive Education (ICOPE). Atlantis Press. https://www.atlantis-press.com/proceedings/icope-19/125937533

Herlina, H. (2019). Pengembangan bahan pembelajaran berbasis hypercontent pada pembelajaran tematik daerah tempat tinggalku. JTP, 21(3), 215-230. https://journal.unj.ac.id/unj/index.php/jtp/article/view/13340

Hotimah, H. (2023). Studi literature: Analisis konsep pengembangan modul ajar hypercontent berbasis multiplatform. Journal of Education, 6(1), 3005-3014. https://jonedu.org/index.php/joe/article/view/3347

Lei, C. U., & Tang, S. (2023). An analysis of Hong Kong high school curriculum with implications for United Nations Sustainable Development Goals. Smart Learning Environments, 10, 47. https://doi.org/10.1186/s40561-023-00267-5

Lutfiana, R. N. D., Yasa, D. A., & Siregar, E. (2023). Development of enriched virtual classroom with Pedati in construction cost estimate course. JPensil, 12(2), 178-196. https://journal.unj.ac.id/unj/index.php/jpensil/article/view/34941

Marliah, A., Arief, Z. A., & Hartono, R. (2023). Pengembangan e-modul berbasis hypercontent pada mata pelajaran PAI. Teknologi Pendidikan, 12(3), 37-49. https://ejournal.uika-bogor.ac.id/index.php/TEK/article/view/15057

Prawiradilaga, D. S., Widyaningrum, R., & Ariani, D. (2018). Prinsip-prinsip dasar pengembangan modul berpendekatan hypercontent. Jurnal Teknologi Pendidikan, 1, 1-12. https://journal.unnes.ac.id/sju/index.php/jktp/article/view/17098

Putra, A. (2022). Model GI-GI: Student-centred-based active learning system uses scientific approach in order to realize the four SDGs. Jurnal Ilmiah Peningkatan Mutu Manajemen Pendidikan, 9(2), 105-121. https://journal.unj.ac.id/unj/index.php/improvement/article/view/31354

Raharjo, M., Safitri, E. R., & Harlin, H. (2023). Interactive video development with a scientific-based ethnopedagogical approach for elementary school students: An analysis review. Pedagogia, 13(1), 1-12. https://pedagogia.umsida.ac.id/index.php/pedagogia/article/view/1604

Royhanin, Y., & Sungkono, S. (2022). Pengembangan e-

modul berbasis hypercontent untuk siswa SMK. Epistema, 6(3), 330-338. https://journal.uny.ac.id/index.php/epistema/article/view/44437

Safitri, A. O., Yunianti, V. D., & Rostika, D. (2022). Upaya peningkatan pendidikan berkualitas di Indonesia: Analisis pencapaian Sustainable Development Goals (SDGs). Jurnal Basicedu, 6(4), 7096-7106. https://jbasic.org/index.php/basicedu/article/view/3296

Safitri, E. R., & Nurkamilah, S. (2020). Pengembangan bahan ajar digital berbasis Android untuk peserta didik berkebutuhan khusus. Journal of Education and Instruction, 6(3), 330-338. https://journal.ipm2kpe.or.id/index.php/JOEAI/article/view/1612

Safitri, E. R., Raharjo, M., Saputra, A., Pandesha, F. L., & Islamia, N. (2022). The role of validation expert in improving the quality of material, language and visuals in the development of hybrid learning guides-based on OBS application. Pedagogia, 6(3), 330-338. https://ejournal.upi.edu/index.php/pedagogia/article/view/52422

Safitri, E. R., Raharjo, M., & Harlin, H. (2023). Validitas video interaktif dengan pendekatan etnopedagogik berbasis saintifik untuk siswa sekolah dasar. Aulad, 6(3), 330-338. https://aulad.org/aulad/article/view/527

Shania, A. I., & Arianto, F. (2022). Pengembangan modul pembelajaran hypercontent materi konsep kelangkaan dan kebutuhan manusia bagi siswa kelas VII SMP Nusantara Krian. Jurnal Mahasiswa Teknologi Pendidikan, 9(2), 228-242. https://ejournal.unesa.ac.id/index.php/jmtp/article/view/48097

Susetyarto, M. B. (2024). Techno-sociopreneurship in the Merdeka Belajar era. Journal of Entrepreneurship and Education, 10(2), 131-144. https://journal.uc.ac.id/index.php/JEE/article/view/2223

Tareze, M., Astuti, I., & Afandi. (2024). Model pembelajaran kolaborasi SDGs dalam pendidikan formal sebagai pengenalan isu global untuk meningkatkan kesadaran sosial peserta didik. Visipena, 13(1), 42-43. https://ejournal.bbg.ac.id/visipena/article/view/1978

ConflictofInterestStatement: Theauthorsdeclarethattheresearchwascond ucted in the absence of any commercial or financial relationships that could be construed as a potential conflict ofinterest.

LIST OF TABLE

Table 1/ Indicators for measuring readiness to implement the SDGs program in school

No	Aspect	Indicator	Item
1	curriculum and educational materials	The curriculum covers sustainability-related topics, such as climate change, energy conservation, and biodiversity.	1
		Use of active learning approaches, project-based learning, and outdoor education.	2
2	facilitiess and resources,	Availability of facilities that support continuous learning such as laboratories, libraries with related literature, and green areas.	3
		Availability of books, technological devices and teaching materials relevant to sustainability education.	4
3	teacher capacity and competence	Continuous training on environmental issues and innovative teaching methods for Teachers	5
		Teachers' competence in delivering material related to sustainability and their ability to inspire students.	6
4	student involvement and community participation	Students are actively involved in learning activities and projects related to sustainability	7
		Relationships between schools and local communities in support of sustainability initiatives.	8
5	government policies and support	Policies that support the integration of sustainability education in the national curriculum.	9
		Adequate funding for continuing education programs.	10
6	evaluation and monitoring	Mechanisms for evaluating the effectiveness of sustainability education programs	11
		A system for monitoring and reporting progress in implementing sustainability education.	12
7	awareness and attitudes towards sustainability	Level of awareness of students, teachers and communities about sustainability issues	13
		Changes in attitudes and behavior that support sustainable practices.	14
8	aspects of cooperation and partnership	Partnerships with non-governmental organizations, universities and the private sector to support sustainability education.	15
		Implementation of joint projects involving various parties to achieve sustainability goals	16

Table 2 / Indicators for the Implementation of Sustainable Education in Learning

No	Aspect	Indicator	Item
1	Curriculum and Learning	There are subjects or modules that specifically discuss sociopreneurship, including basic principles of social entrepreneurship, case studies and related theories.	1
		Use of projects that challenge students to create business solutions to social or environmental problems.	2
2	Skills Development	Students develop skills such as problem solving, project management, innovation, and creativity.	3
		Focus on developing empathy, teamwork, communication, and leadership.	4
3	Practical Engagement and Field Experience	Opportunities for students to intern at social enterprises or NGOs that focus on sustainability.	5
		Incubator programs in schools that help students develop their own social business ideas.	6
4	Community Participation and Collaboration,	Active involvement in community projects focused on solving social problems.	7
		Collaboration with non-profit organizations, NGOs, and the private sector to provide learning opportunities and collaborative projects.	8
5	Evaluation and Assessment	Evaluation based on the results and impact of social projects carried out by students.	9
		Measuring changes in students' attitudes and behavior towards social entrepreneurship and sustainability.	10
6	Character and Ethics Development	Module that emphasizes the importance of ethics in business and social responsibility.	11
		Programs that emphasize values such as integrity, responsibility and commitment to the welfare of society.	12
7	Support and Facilities	Books, articles and teaching materials relevant to sociopreneurship and sustainability.	13
		Innovation spaces, business laboratories and access to technology that supports the development of social business ideas.	14
8	Institutional Policy and Support	There are policies that support social entrepreneurship education initiatives.	15
		Support from the school administration for programs related to sociopreneurship.	16
9	Extracurricular Activities and Competitions,	Student clubs or organizations that focus on social entrepreneurship and environmental activities.	17

Table 3/ Indicator of students' needs for hypercontent-based media

No	Statement	Option	Item
1	Students' understanding of the learning methods currently used	Understand	1
		Not understand yet	
2	Types of learning media used	Books/Modules	2
		PPT	
		Interactive media	
3	How teachers acquire interactive multimedia	Download from internet	3
		Make Your Own	
		Provided school	
4	The need to use interactive multimedia in the learning process	No need	4
		needed	
		very necessary	
5	The need for hypercontent-based learning media	No need	5
		needed	
		very necessary	

Table 4/ Analysis of Student Needs for Hypercontent-Based Media

No	Statement	Option	Result
1	Students' understanding of the learning methods currently used	Understand	35
		Not understand yet	65
2	Types of learning media used	Books/Modules	85
		PPT	15
		Interactive media	0
3	How teachers acquire interactive multimedia	Download from internet	70
		Make Your Own	30
		Provided school	0
4	The need to use interactive multimedia in the learning process	No need	10
		needed	55
		very necessary	35
5	The need for hypercontent-based learning media	No need	20
		needed	35
		very necessary	45

LIST OF FIGURE

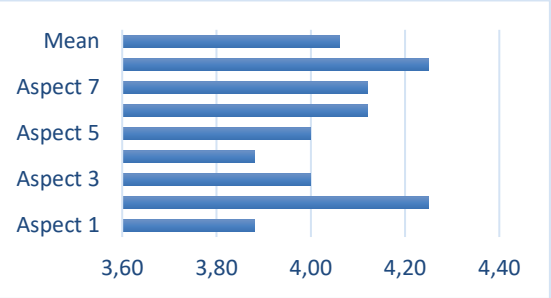

Figure 1/ Readiness to Implement the SDGs Program in Schools

Legend：

aspects 1 :	curriculum and educational materials
aspects 2 :	facilitiess and resources,
aspects 3 :	teacher capacity and competence
aspects 4 :	student involvement and community participation
aspects 5 :	government policies and support
aspects 6 :	evaluation and monitoring
aspects 7 :	awareness and attitudes towards sustainability
aspects 8 :	aspects of cooperation and partnership

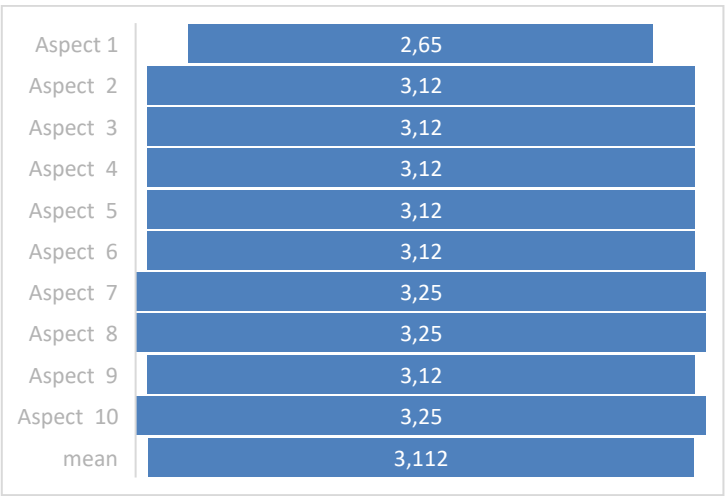

Figure 2/ Implementation of a Continuing Education Program to Grow Student Sociopreneuship

Legend：

aspects 1	: Curriculum and Learning
aspects 2	: Skills Development
aspects 3	: Practical Engagement and Field Experience
aspects 4	: Community Participation and Collaboration
aspects 5	: Evaluation and Assessment
aspects 6	: Character and Ethics Development
aspects 7	: Support and Facilities
aspects 8	: Institutional Policy and Support
aspects 9	: Extracurricular Activities and Competitions
aspects 10	: Utilization of Technology

Figure 3 / Student Needs for Hypercontent-Based Media

Legend :

- Students' understanding of the learning methods currently used
- Types of learning media used
- How teachers acquire interactive multimedia
- The need to use interactive multimedia in the learning process
- The need for hypercontent-based learning media