

ABSTRAK

Maissy Febiana. 2026. *Pengembangan E-Modul Interaktif Berbasis Kontekstual pada Materi Statistika untuk Meningkatkan Minat dan Kemandirian Belajar Siswa Kelas X SMK*. Skripsi. Program Studi Pendidikan Matematika, FKIP, Universitas PGRI Madiun. Pembimbing (I) Ika Krisdiana, S.Si., M.Pd., (II) Titin Masfingatin, S.Pd., M.Pd.

Rendahnya minat dan kemandirian belajar siswa pada materi statistika diduga disebabkan oleh penyajian materi yang belum optimal dikaitkan dengan konteks kehidupan sehari-hari. Penelitian ini bertujuan mengembangkan e-modul interaktif berbasis kontekstual pada materi statistika yang valid, praktis, dan efektif dalam meningkatkan minat serta kemandirian belajar siswa kelas X SMK. Metode yang digunakan adalah *Research and Development* (R&D) dengan model ADDIE, yang meliputi tahap *Analysis*, *Design*, *Development*, *Implementation*, dan *Evaluation*. Uji coba dilaksanakan di SMK Negeri 2 Jiwan terhadap 8 siswa pada uji coba terbatas dan 30 siswa pada uji coba lapangan. Data dikumpulkan melalui observasi, angket, dan tes, lalu dianalisis menggunakan persentase kevalidan, kepraktisan, dan *N-Gain*. Hasil penelitian menunjukkan kevalidan materi sebesar 92,50% dan media 86,67% dengan kategori sangat valid, kepraktisan sebesar 87,75% pada uji coba terbatas dan 90,47% pada uji coba lapangan dengan kategori sangat praktis, serta nilai *N-Gain* minat belajar sebesar 0,71 dan 0,70 dan kemandirian belajar sebesar 0,73 dan 0,62 dengan kategori efektif. E-modul dinyatakan layak dijadikan alternatif bahan ajar pada pembelajaran statistika.

Kata Kunci: E-Modul Interaktif, Minat Belajar, Kemandirian Belajar.

ABSTRACT

Maissy Febiana. 2026. *Development of a Context-Based Interactive E-Module on Statistics to Enhance the Learning Interest and Learning Independence of Tenth-Grade Vocational High School Students*. Thesis. Faculty of Teacher Training and Education, Universitas PGRI Madiun. Advisor: Ika Krisdiana, S.Si., M.Pd., Co-Advisor: Titin Masfingatin, S.Pd., M.Pd.

Key Terms: Interactive E-Modules, Interest in Learning, Independent Learning.

Low levels of students' learning interest and learning independence in statistics are presumed to result from instructional materials that are not optimally connected to real-life contexts. This study aimed to develop a contextual-based interactive e-module for statistics that is valid, practical, and effective in improving the learning interest and learning independence of tenth-grade vocational high school students. This research employed the Research and Development (R&D) method using the ADDIE model, consisting of the Analysis, Design, Development, Implementation, and Evaluation stages. The product was tested at SMK Negeri 2 Jiwan with 8 students in the limited trial and 30 students in the field trial. Data were collected through observations, questionnaires, and tests, then analyzed using validity and practicality percentages and the N-Gain test. The results showed material and media validity scores of 92.50% and 86.67%, respectively, both categorized as highly valid. Practicality reached 87.75% in the limited trial and 90.47% in the field trial, both classified as highly practical. The N-Gain scores for learning interest were 0.71 and 0.70, while those for learning independence were 0.73 and 0.62, indicating that the e-module was effective. Therefore, the developed e-module is feasible as an alternative instructional material for statistics learning.