

ABSTRAK

Jeny Sagita, NIM 5202151003 (2025). Pengembangan *E-Modul* Berbasis *Contextual Teaching and Learning* Pada Mata Pelajaran Pengantar Teknologi Informasi di SMK Harapan Stabat.

Penelitian ini bertujuan untuk mengembangkan *E-Modul* Berbasis *Contextual Teaching and Learning* pada mata pelajaran Pengantar Teknologi Informasi lalu menguji kelayakan dan mengetahui akseptabilitas pengguna dari *E-Modul*. Pengembangan *E-Modul* menggunakan model pengembangan ADDIE (*Analysis, Design, Development, Implementation, and Evaluation*). *E-Modul* divalidasi oleh 3 ahli yaitu ahli materi, ahli media, dan ahli modul dan diuji coba pada kelompok terbatas yaitu 25 responden. Instrumen yang digunakan adalah angket dengan skala likert. Berdasarkan uji kelayakan yang telah dilakukan oleh ahli materi memperoleh presentase 88% dengan kriteria sangat layak, ahli media memperoleh presentase 92% dengan kriteria sangat layak, dan ahli modul memperoleh presentase 93% dengan kriteria sangat layak. Hasil uji coba kelompok terbatas mencapai 93% dengan kriteria sangat bagus. Sehingga dapat disimpulkan bahwa *E-Modul* Berbasis *Contextual Teaching and Learning* pada mata pelajaran Pengantar Teknologi Informasi sangat layak untuk digunakan.

Kata Kunci: *E-Modul*, *Contextual Teaching and Learning*, Pengantar Teknologi Informatika.

ABSTRACT

Jeny Sagita, Student ID 5202151003 (2025). Development of an E-Module Based on Contextual Teaching and Learning in the Introduction to Information Technology Subject at SMK Harapan Stabat.

This study aims to develop an E-Module based on Contextual Teaching and Learning (CTL) for the subject Introduction to Information Technology, and to assess its feasibility and user acceptability. The development of the E-Module follows the ADDIE development model (Analysis, Design, Development, Implementation, and Evaluation). The E-Module was validated by three experts: a subject matter expert, a media expert, and a module expert, and was tested in a limited trial involving 25 respondents. The instrument used was a Likert-scale questionnaire. Based on the feasibility tests, the subject matter expert gave a score of 88% (very feasible), the media expert gave 92% (very feasible), and the module expert gave 93% (very feasible). The result of the limited group trial reached 93%, categorized as excellent. Therefore, it can be concluded that the E-Module based on Contextual Teaching and Learning for the Introduction to Information Technology subject is highly feasible for use.

Keywords: *E-Module, Contextual Teaching and Learning, Introduction to Information Technology.*