

**PENGARUH MEDIA PEMBELAJARAN BERBASIS E-MODUL
INTERAKTIF TERHADAP MOTIVASI DAN HASIL BELAJAR SISWA
PADA MATA PELAJARAN AC SPLIT DI SMK NEGERI 3 SINGARAJA**

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ABSTRAK

Penelitian ini mengeksplorasi kontribusi media pembelajaran berbasis e-modul interaktif dalam memengaruhi motivasi sekaligus capaian akademik siswa kelas XI Teknik Elektronika SMK Negeri 3 Singaraja pada kompetensi AC Split. Pendekatan kuantitatif dengan rancangan *one-group pretest-posttest* diadopsi, di mana seluruh anggota populasi dijadikan sampel melalui teknik sampling jenuh. Instrumen pengumpul data berupa angket motivasi dan instrumen tes telah melewati uji kelayakan instrumen (validitas isi, reliabilitas, tingkat kesukaran, dan daya beda). Hasil empiris menunjukkan e-modul interaktif mampu memicu motivasi belajar hingga menyentuh angka 95% (kategori sangat tinggi). Selain itu, terdapat peningkatan performa belajar yang signifikan, ditunjukkan oleh pergeseran nilai rata-rata dari 59,82 (*pre-test*) menjadi 86,07 (*post-test*), dengan perolehan rerata N-Gain 0,64 (kategori efektif). Akibat sebaran data yang tidak normal dan tidak homogen, analisis inferensial menggunakan Wilcoxon Signed Ranks Test dijalankan dan menghasilkan nilai signifikansi $0,01 < 0,05$. Maka, H_0 ditolak dan H_1 diterima, yang menegaskan bahwa integrasi e-modul interaktif memberikan pengaruh signifikan terhadap penguatan motivasi dan hasil belajar siswa.

Kata Kunci: e-modul interaktif, motivasi belajar, hasil belajar, AC Split

**THE EFFECT OF INTERACTIVE E-MODULE-BASED LEARNING
MEDIA ON STUDENT MOTIVATION AND LEARNING OUTCOMES IN
SPLIT AC SUBJECT AT SMK NEGERI 3 SINGARAJA**

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ABSTRACT

This study explores the contribution of interactive e-module-based learning media in influencing the motivation and academic achievement of 11th grade Electronic Engineering students of SMK Negeri 3 Singaraja in Split AC competency. A quantitative approach with a one-group pretest-posttest design was adopted, where all members of the population were sampled through a saturated sampling technique. Data collection instruments in the form of motivation questionnaires and test instruments have passed the instrument feasibility test (content validity, reliability, difficulty level, and discrimination power). Empirical results show that interactive e-modules are able to trigger learning motivation to reach 95% (very high category). In addition, there is a significant increase in learning performance, indicated by a shift in the average value from 59.82 (pre-test) to 86.07 (post-test), with an average N-Gain of 0.64 (effective category). Due to the non-normal and non-homogeneous data distribution, inferential analysis using the Wilcoxon Signed Ranks Test was carried out and produced a significance value of $0.01 < 0.05$. Thus, H_0 is rejected and H_1 is accepted, which confirms that the integration of interactive e-modules has a significant influence on strengthening student motivation and learning outcomes.

Keywords: interactive e-module, learning motivation, learning outcomes, Split AC