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Optimizing Sociology Learning with the Application of Interactive E-Modules in Senior High School

https://doi.org/10.59098/socioedu.v7i3.3430

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Abstract

This study aims to analyze the implementation of a new paradigm-based curriculum in Sociology subjects at SMA Unismuh Makassar through the use of interactive e-modules. The research is motivated by the need for instructional innovations that enhance learning quality, student independence, and the relevance of learning experiences. The research employed a development method using the ADDIE model, encompassing needs analysis, design, development, implementation, and evaluation stages. Data were collected through interviews, document analysis, questionnaires, and objective tests. The results indicate that the interactive Sociology e-module is highly valid according to experts and trial outcomes (material validity 100%, media 99.10%, instructional design 93.00%, and individual, small group, and field trials above 90%). The use of the e-module is also proven effective, as indicated by a significant increase in students' academic scores. The study concludes that integrating interactive e-modules in the new Sociology curriculum positively impacts learning quality and offers an innovative solution for more adaptive and meaningful instruction.