

Pengaruh Model *RADEC* (*Read, Answer, Discuss, Explain and Create*) Terhadap Hasil Belajar Pada Pembelajaran IPAS

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh model *RADEC* (*Read, Answer, Discuss, Explain and create*) terhadap hasil belajar pada pembelajaran IPAS. Penelitian ini merupakan penelitian eksperimental dengan *One Pre-test Post-test design*. Populasi dalam penelitian ini adalah siswa SD Negeri Pucung V dengan sampel sebanyak 22 siswa kelas V yang diambil menggunakan teknik *purposive sampling*. Pengujian untuk menilai capaian belajar kognitif siswa dilakukan sebanyak dua kali, yaitu *pre-test* di awal pembelajaran, dan *post-test* di akhir pembelajaran. Data yang telah dikumpulkan selanjutnya diolah dan dianalisis menggunakan uji *t-test*. Hasil penelitian menunjukkan bahwa hasil belajar kognitif siswa meningkat sesudah memakai model *RADEC* pada pembelajaran Ilmu Pengetahuan Alam dan Sosial (IPAS) materi peta letak geografis Indonesia. Hasil uji *t-test* membuktikan jika penggunaan model *RADEC* (*Read, Answer, Discuss, Explain and Create*) berdampak pada hasil belajar kognitif siswa kelas V di SDN Pucung V, ditandai dengan nilai rata-rata *pre-test* yang awalnya menunjukkan nilai 35.87, meningkat menjadi 92.70 setelah dilakukan *post-test*. Dapat disimpulkan bahwa model *RADEC* (*Read, Answer, Discuss, Explain and Create*) berpengaruh terhadap hasil belajar kognitif pada mata pelajaran IPAS siswa kelas V di SDN Pucung V.

Kata kunci: model *RADEC*, hasil belajar, IPAS

The Effect of the RADEC (Read, Answer, Discuss, Explain and Create) Model on the learning outcomes in science learning

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ABSTRACT

This study aims to determine the effect of RADEC (Read, Answer, Discuss, Explain and create) model on the learning outcomes in science. This research is experimental research with One Pre-test Post-test design. The population in this study were students of SD Negeri Pucung V with a sample of 22 fifth grade students taken using purposive sampling technique. Testing to assess students' cognitive learning outcomes was carried out twice, namely the pre-test at the beginning of learning, and the post-test at the end of learning. The data that has been collected is then processed and analyzed using the t-test. The results showed that students' cognitive learning outcomes increased after using the RADEC model in learning Natural and Social Sciences (IPAS) material on the map of Indonesia's geographical location. The t-test results prove that the use of the RADEC (Read, Answer, Discuss, Explain and Create) model has an impact on the cognitive learning outcomes of grade V students at SDN Pucung V, marked by the average value of the pre-test which initially showed a value of 35.87, increasing to 92.70 after the post-test. It can be concluded that the RADEC (Read, Answer, Discuss, Explain and Create) model has an effect on cognitive learning outcomes in IPAS subjects of grade V students at SDN Pucung V.

Keywords: RADEC model, learning outcomes, science learning