

## ABSTRAK

### PENGARUH MODEL PEMBELAJARAN RADEC (READ, ANSWER, DISCUSS, EXPLAIN, AND CREATE) TERHADAP HASIL BELAJAR PESERTA DIDIK PADA MATA PELAJARAN IPAS KELAS V

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Masalah dalam penelitian ini adalah rendahnya hasil belajar IPAS peserta didik kelas V SD Negeri 1 Teluk Pandan. Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran RADEC (*Read, Answer, Discuss, Explain, and Create*) terhadap hasil belajar peserta didik pada mata pelajaran IPAS. Jenis penelitian ini menggunakan pendekatan kuantitatif dengan metode eksperimen. Desain eksperimen yang digunakan yaitu *nonequivalent control group design*. Populasi pada penelitian ini berjumlah 83 peserta didik. Teknik pengambilan sampel yang digunakan yaitu *purposive sampling* dengan jumlah 55 orang peserta didik. Teknik pengumpulan data menggunakan tes dan observasi. Analisis data yang digunakan yaitu Uji t. Hasil penelitian ini menunjukkan, (1) terdapat pengaruh model pembelajaran RADEC terhadap hasil belajar IPAS peserta didik. Hal itu dibuktikan dengan hasil  $t_{hitung} = 10,7 > t_{tabel} = 2,021$ . (2) terdapat pengaruh model *problem based learning* terhadap hasil belajar IPAS peserta didik, dibuktikan dengan hasil  $t_{hitung} = 5,487 > t_{tabel} = 2,021$ . (3) terdapat perbedaan pengaruh model pembelajaran RADEC dengan model *problem based learning* terhadap hasil belajar IPAS peserta didik, dibuktikan dengan hasil  $t_{hitung} = 2,2 > t_{tabel} = 2,021$ .

**Kata Kunci:** hasil belajar, IPAS, model pembelajaran RADEC.

## **ABSTRACT**

### **THE EFFECT OF THE RADEC (READ, ANSWER, DISCUSS, EXPLAIN, AND CREATE) LEARNING MODEL ON STUDENTS' LEARNING OUTCOMES IN THE IPAS SUBJECT OF GRADE V**

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The problem in this study was the low learning outcomes in IPAS for students of grade V at SD Negeri 1 Teluk Pandan. The aim of this study was to determine the effect of the RADEC learning model (Read, Answer, Discuss, Explain, and Create) on the learning outcomes in IPAS. This study used a quantitative approach with an experimental method. The experimental design used was a nonequivalent control group design. The population in this study consisted of 83 students. The sampling technique used was purposive sampling with a total of 55 students. Data collection techniques included tests and observations. Data analysis was performed using the t-test. The results of the study showed that (1) there was an effect of the RADEC learning model on IPAS learning outcomes, as evidenced by the t-test result of  $t = 10.7 > t\text{-table} = 2.021$ . (2) There was an effect of the problem-based learning model on IPAS learning outcomes, as evidenced by the t-test result of  $t = 5.487 > t\text{-table} = 2.021$ . (3) There was a difference in the effect between the RADEC learning model and the problem-based learning model on IPAS learning outcomes, as evidenced by the t-test result of  $t = 2.2 > t\text{-table} = 2.021$ .

**Keywords:** learning outcomes, IPAS, RADEC learning model.