

ABSTRAK

PENGARUH MODEL PEMBELAJARAN *READ-ANSWER-DISCUSS-EXPLAIN-AND-CREATE* (RADEC) TERHADAP HASIL BELAJAR IPAS PESERTA DIDIK KELAS IV MADRASAH IBTIDA'IYYAH

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Masalah dalam penelitian ini adalah rendahnya hasil belajar IPAS peserta didik kelas IV di MI Miftahul Ulum Waringinsari Barat dan belum diterapkannya model pembelajaran RADEC dalam pelaksanaan pembelajaran IPAS di madrasah tersebut. Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *Read-Answer-Discuss-Explain-and-Create* (RADEC) terhadap hasil belajar IPAS peserta didik kelas IV Madrasah Ibtida'iyah. Penelitian ini menggunakan pendekatan penelitian kuantitatif dengan metode penelitian *quasi experimental design* dengan desain *non-equivalent control group design*. Teknik pengumpulan data menggunakan tes berupa *pretest* dan *posttest* serta non tes berupa observasi. Pengambilan sampel pada penelitian ini menggunakan teknik *nonprobability sampling* berupa teknik *sampling* jenuh dengan jumlah 36 peserta didik. Uji hipotesis yang digunakan yaitu uji regresi linier sederhana dengan bantuan *Microsoft Office Excel 2010*. Hasil uji hipotesis penelitian yang diperoleh sebesar $F_{hitung} = 14,239$ dan $F_{tabel} = 4,451$ sehingga $F_{hitung} > F_{tabel}$ dan H_a diterima. Artinya, terdapat pengaruh yang signifikan antara model pembelajaran *Read-Answer-Discuss-Explain-and-Create* (RADEC) terhadap hasil belajar IPAS peserta didik kelas IV Madrasah Ibtida'iyah.

Kata kunci: hasil belajar IPAS, madrasah ibtida'iyah, model pembelajaran RADEC.

ABSTRACT

THE EFFECT OF THE READ-ANSWER-DISCUSS-EXPLAIN-AND-CREATE (RADEC) LEARNING MODEL ON THE SCIENCE LEARNING OUTCOMES OF GRADE IV ISLAMIC ELEMENTARY SCHOOL STUDENTS

By

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The background of this research was the low learning outcomes of fourth grade students in the Miftahul Ulum West Waringinsari Islamic Elementary School and the lack of implementation of the RADEC learning model in the implementation of science learning in the school. This study aimed to determine the effect of the Read-Answer-Discuss-Explain-and-Create (RADEC) learning model on the science learning outcomes of fourth-grade students of Islamic Elementary School. The study used a quantitative research approach with a quasi-experimental design research method with a non-equivalent control group design. Data were collected using pretest and posttest and non-tests in the form of observations. Sampling in this study used nonprobability sampling technique in the form of saturated sampling technique with a total of 36 students. The hypothesis test used was a simple linear regression test with the help of Microsoft Office Excel 2010. The results of the research hypothesis test obtained were $F_h = 14,239$ and $F_t = 4,451$ so that $F_h > F_t$ and H_a was accepted. This meant that there was a significant influence between the Read-Answer-Discuss-Explain-and-Create (RADEC) learning model on the natural and social sciences learning outcomes of fourth-grade students in Islamic elementary School.

Keywords: islamic elementary school, learning outcomes in natural and social sciences, RADEC learning model.