

ABSTRAK

PENGARUH MODEL RADEC TERHADAP *HIGHER ORDER THINKING SKILLS* (HOTS) PESERTA DIDIK PADA PEMBELAJARAN IPAS KELAS IV SD

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Higher Order Thinking Skill (HOTS) merupakan proses berpikir untuk menganalisis, mengevaluasi, dan menciptakan. Masalah dalam penelitian ini adalah masih rendahnya HOTS peserta didik pada pembelajaran IPAS kelas IV SD Negeri 1 Metro Utara. Tujuan penelitian yaitu mengetahui pengaruh model RADEC terhadap HOTS peserta didik serta perbedaan HOTS pada peserta didik kelas IVB dengan model PBL dan IVC dengan model RADEC. Metode penelitian menggunakan pendekatan kuantitatif dengan jenis desain *quasi experimental tipe nonequivalent control group design*. Populasi pada penelitian ini sebanyak 76 orang dengan jumlah sampel 50 peserta didik yang diperoleh melalui teknik *purposive sampling*. Teknik pengumpulan data berupa tes soal pilihan ganda dan essay serta non tes dengan observasi. Analisis data menggunakan uji regresi linier sederhana dan uji-t. Berdasarkan hasil analisis data diketahui bahwa (1) terdapat pengaruh model RADEC terhadap *Higher Order Thinking Skills* (HOTS) peserta didik dengan nilai signifikansi uji regresi linier sederhana sebesar $0,000 < 0,05$ (2) terdapat perbedaan *Higher Order Thinking Skills* (HOTS) antara peserta didik kelas eksperimen dengan model RADEC dan kelas kontrol dengan model PBL dengan nilai signifikansi uji-t sebesar $0,047 < 0,05$.

Kata Kunci: *higher order thinking skills*, IPAS, RADEC, sekolah dasar

ABSTRACT

THE EFFECT OF RADEC MODEL ON HIGHER ORDER THINKING SKILLS (HOTS) OF STUDENTS IN LEARNING IPAS CLASS IV ELEMENTARY SCHOOL

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Higher Order Thinking Skills (HOTS) were thinking processes for analyzing, evaluating, and creating. The problem in this study was the low level of HOTS among students in IPAS learning in grade IV at SD Negeri 1 Metro Utara. The objectives of this study were to determine the effect of the RADEC model on students' HOTS and the difference in HOTS between students in class IVB who used the PBL model and students in class IVC who used the RADEC model. The research method used a quantitative approach with a quasi-experimental design of the nonequivalent control group type. The population in this study was 76 people, with a sample size of 50 students that was obtained through purposive sampling. Data collection techniques included multiple-choice and essay tests as well as non-tests with observation. Data analysis used simple linear regression and t-tests. Based on the results of data analysis, it was found that (1) there was an effect of the RADEC model on students' Higher Order Thinking Skills (HOTS) with a simple linear regression significance value of $0.000 < 0.05$ (2) there was a difference in Higher Order Thinking Skills (HOTS) between students in the experimental class with the RADEC model and the control class with the PBL model with a t-test significance value of $0.047 < 0.05$.

Keywords: higher order thinking skills, IPAS, RADEC, elementary school