

ABSTRAK

PENGARUH MODEL PEMBELAJARAN *READ ANSWER DISCUSS EXPLAIN CREATE* (RADEC) BERBANTUAN LKPD TERHADAP KEMAMPUAN BERPIKIR KRITIS IPAS PESERTA DIDIK KELAS V SD

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Rendahnya kemampuan berpikir kritis IPAS peserta didik kelas V di SD Aisyiyah Metro menjadi fokus utama permasalahan pada penelitian ini. Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran RADEC berbantuan LKPD terhadap kemampuan berpikir kritis IPAS peserta didik dan mengetahui perbedaan hasil kemampuan berpikir kritis IPAS peserta didik kelas V SD Aisyiyah Metro. Metode penelitian jenis kuantitatif dengan desain penelitian *quasi experimental type non-equivalent control group design*. Teknik pengambilan sampel menggunakan *purposive sampling* dengan jumlah 60 peserta didik dari total populasi keseluruhan. Teknik pengambilan data menggunakan tes dan *non tes*. Uji hipotesis menggunakan uji regresi linear sederhana dan uji *independent sample t-test*. Hasil penelitian menunjukkan (1) terdapat pengaruh model pembelajaran RADEC berbantuan LKPD terhadap kemampuan berpikir kritis IPAS peserta didik. (2) terdapat perbedaan hasil kemampuan berpikir kritis IPAS peserta didik dengan model pembelajaran RADEC berbantuan LKPD dan tanpa bantuan.

Kata kunci : kemampuan berpikir kritis IPAS, LKPD, model pembelajaran RADEC

ABSTRACT

THE EFFECT OF THE READ ANSWER DISCUSS EXPLAIN CREATE (RADEC) LEARNING MODEL ASSISTED BY LKPD ON THE CRITICAL THINKING ABILITIES OF IPAS GRADE V ON STUDENTS ELEMENTARY SCHOOL

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The low critical thinking abilities in science and social science (IPAS) among fifth grade students at SD Aisyiyah Metro became the main focus of this research. The research aimed to determine the effect of the RADEC learning model assisted by LKPD on students critical thinking abilities in IPAS and to identify the differences in critical thinking abilities outcomes between students who received the RADEC learning model with LKPD assistance and those taught without it. The research used a quantitative method with a quasi-experimental design of the non equivalent control group design. The sampling technique applied was purposive sampling, involving 60 students from the total population. Data collection techniques included tests and non-test instruments. Hypothesis testing was conducted using simple linear regression and independent sample t-test. The results of the study showed that (1) the RADEC learning model assisted by LKPD had a significant effect on students critical thinking abilities in IPAS, and (2) there was a significant difference in critical thinking abilities outcomes between students taught using the RADEC learning model with LKPD and those taught without it.

Keyword : critical thinking abilities of IPAS learning, LKPD, RADEC learning model