

Qurrotul A'yun. 2026. Pengaruh Model Pembelajaran RADEC (*Reading, Answer, Discuss, Explain, and Create*) Terhadap Hasil Belajar Ips Siswa Kelas V SDN Karang Dalem 1 Sampang. Program Studi Pendidikan Guru Sekolah Dasar, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Trunodjoyo Madura. Pembimbing : Qurrotu Inayatil Maula, M.Pd.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui ada atau tidaknya pengaruh penggunaan model RADEC (*Reading, Answer, Discuss, Explain, and Create*) terhadap hasil belajar IPAS Siswa kelas V UPTD SDN Karang Dalem 1 Sampang, Metode Penelitian yang digunakan adalah kuantitatif jenis penelitian pre eksperimen dengan desain penelitian *one grup pretest posttest design*. Sampel pada penelitian ini merupakan siswa kelas V yang berjumlah 29 siswa. Teknik pengumpulan data yang dilakukan adalah tes dan observasi, berdasarkan hasil uji hipotesis yang telah dilakukan dengan uji wilcoxon signed rank test menunjukkan bahwa hasil $si.(2-tailed) 0,00 < 0,05$. Berdasarkan kriteria pengujian, jika $Sig > 0,05$ maka H_0 ditolak dan H_a diterima. Sehingga dapat disimpulkan bahwa terdapat perbedaan yang signifikan antara sebelum dan sesudah penerapan model RADEC (*Reading, Answer, Discuss, Explain, and Create*). Adanya perbedaan yang signifikan ini membuktikan bahwa terdapat pengaruh model RADEC terhadap hasil belajar IPAS siswa kelas V UPTD SDN Karang Dalem 1 Sampang.

Kata kunci: Model RADEC (*Reading, Answer, Discuss, Explain, and Create*), hasil belajar.

Qurrotul A'yun. 2026. The Effect of the RADEC (Reading, Answer, Discuss, Explain, and Create) Learning Model on the Science and Social Studies (IPAS) Learning Outcomes of Fifth-Grade Students at SDN Karang Dalem 1 Sampang. Elementary School Teacher Education Study Program, Faculty of Teacher Training and Education, Universitas Trunojoyo Madura. Supervisor: Qurrotu Inayatil Maula, M.Pd.

ABSTRACT

This study aimed to determine whether the implementation of the RADEC (Reading, Answer, Discuss, Explain, and Create) learning model has an effect on the Science and Social Studies (IPAS) learning outcomes of fifth-grade students at UPTD SDN Karang Dalem 1 Sampang. This research employed a quantitative approach using a pre-experimental method with a one-group pretest-posttest design. The sample consisted of 29 fifth-grade students. The data were collected through tests and classroom observations. The results of the hypothesis testing using the Wilcoxon Signed-Rank Test showed that the significance value (Sig. 2-tailed) was 0.000, which was lower than 0.05 ($0.000 < 0.05$). Based on the hypothesis testing criteria, when the significance value is less than 0.05, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. Therefore, it can be concluded that there is a statistically significant difference between students' learning outcomes before and after the implementation of the RADEC (Reading, Answer, Discuss, Explain, and Create) learning model. This significant difference indicates that the RADEC learning model has a positive effect on the Science and Social Studies (IPAS) learning outcomes of fifth-grade students at UPTD SDN Karang Dalem 1 Sampang.

Keywords: RADEC (Reading, Answer, Discuss, Explain, and Create) Learning Model, Learning Outcomes.