

## ABSTRAK

**HELFIYYAN HANI SILMI (1202060033, 2025):** “Pengaruh Model Pembelajaran RADEC (*Read, Answer, Discuss, Explain, Create*) Berbantu *Padlet* Terhadap Peningkatan Keterampilan Berpikir Kreatif Siswa Pada Materi Sel”

Berpikir kreatif merupakan keterampilan yang diperlukan siswa di abad 21 namun belum mencapai tingkat optimal. Penelitian ini bertujuan untuk menganalisa pengaruh model pembelajaran RADEC berbantu *Padlet* terhadap peningkatan keterampilan berpikir kreatif siswa pada materi sel hewan dan sel tumbuhan. Metode yang digunakan yaitu *quasi eksperiment* berbentuk *non-equivalent control group design*, dengan teknik *purposive sampling*. Hasil penelitian menunjukkan bahwa keterlaksanaan pembelajaran menggunakan model pembelajaran RADEC berbantu *Padlet* memperoleh nilai persentase sebesar 93% pada aktivitas guru dan 86% pada aktivitas siswa. Peningkatan keterampilan berpikir kreatif siswa kelas eksperimen dan kontrol memperoleh nilai *N-Gain* sebesar 0,64 (sedang) dan 0,35 (sedang), serta ditunjukkan dengan perolehan nilai signifikansi pada uji T sebesar  $0,000 < 0,05$  ( $H_1$  diterima), dan berdasarkan uji *effect size* memperoleh angka 0,72 berkategori "sedang". Respon siswa terhadap pembelajaran tergolong baik dengan rata-rata keseluruhan 85,73%. Berdasarkan penelitian yang telah dilakukan dapat disimpulkan bahwa penggunaan model pembelajaran RADEC berbantu *Padlet* berpengaruh terhadap peningkatan keterampilan berpikir kreatif siswa pada materi sel hewan dan sel tumbuhan.

**Kata Kunci:** RADEC, *Padlet*, Keterampilan Berpikir Kreatif Siswa, Sel Hewan dan Sel Tumbuhan



## **ABSTRACT**

**HELFIYYAN HANI SILMI (1202060033, 2025):** *“The Influence of RADEC (Read, Answer, Discuss, Explain, Create) Learning Model Assisted by Padlet on Improving Students' Creative Thinking Skills on Cell Material”*

*Creative thinking is a skill required by students in the 21st century but has not yet reached an optimal level. This study aims to analyze the effect of the RADEC learning model assisted by Padlet on improving students' creative thinking skills on animal and plant cell material. The method used was quasi-experiment in the form of non-equivalent control group design, with purposive sampling technique. The results showed that the implementation of learning using the RADEC learning model assisted by Padlet obtained a percentage value of 93% in teacher activities and 86% in student activities. The increase in creative thinking skills of experimental and control class students obtained an N-Gain value of 0.64 (medium) and 0.35 (medium), and was indicated by the acquisition of a significance value in the T test of  $0.000 < 0.05$  ( $H_1$  accepted), and based on the effect size test obtained a number 0.72 categorized as “medium”. Student response to learning is classified as good with an overall average of 85.73%. Based on the research that has been done, it can be concluded that the use of the RADEC learning model assisted by Padlet has an effect on improving students' creative thinking skills on the material of animal cells and plant cells.*

**Keywords:** *RADEC, Padlet, Students' Creative Thinking Skills, Animal Cells and Plant Cells*

