

ABSTRAK

SITI HALIMATUSSA'DIYAH : “Pengaruh Model *Reading Questioning and Answering* (RQA) Terhadap Hasil Belajar Kognitif Siswa pada Materi Sistem Gerak”

Hasil belajar merupakan aspek penting yang dapat dijadikan indikator keberhasilan dalam proses belajar. Penelitian ini bertujuan untuk menganalisis pengaruh model RQA terhadap hasil belajar kognitif siswa pada materi sistem gerak. Metode yang digunakan adalah *quasi eksperimen* dengan *non equivalent control group design*. Instrumen yang digunakan meliputi lembar observasi, soal berindikator kognitif, dan angket respon siswa. Hasil penelitian menunjukkan bahwa keterlaksanaan aktivitas guru dan siswa dengan menggunakan model RQA mencapai kriteria sangat baik, sedangkan aktivitas guru dan siswa tanpa menggunakan model RQA mencapai kriteria baik. Peningkatan hasil belajar kognitif siswa pada kelas dengan model RQA lebih tinggi dari kelas tanpa model RQA, yaitu nilai *N-Gain* sebesar 0,71 dengan kategori tinggi, sedangkan pada kelas tanpa menggunakan model RQA memperoleh nilai *N-Gain* sebesar 0,38 dengan kategori sedang. Hasil uji hipotesis menunjukkan nilai $Sig.0,01 < 0,05$ maka, H_0 ditolak dan H_1 diterima, sehingga model RQA berpengaruh positif terhadap hasil belajar kognitif siswa pada materi sistem gerak. Respon siswa terhadap model RQA memperoleh hasil yang sangat baik dengan persentase 89%, sedangkan respon siswa pada kelas kontrol memperoleh nilai 79% dengan kategori cukup.

Kata Kunci : Hasil Belajar Kognitif, *Reading Questioning and Answering* (RQA), Sistem Gerak.

ABSTRACT

SITI HALIMATUSSA'DIYAH: *"The Influence of the Reading Questioning and Answering (RQA) Model on Students' Cognitive Learning Outcomes in the Material of the Motion System".*

Learning outcomes are an important aspect that can be used as an indicator of success in the learning process. This study aims to analyze the effect of the RQA model on students' cognitive learning outcomes on the material of the motor system. The method used is a quasi-experiment with a non-equivalent control group design. The instruments used include observation sheets, cognitive indicator questions, and student response questionnaires. The results of the study showed that the implementation of teacher and student activities using the RQA model reached very good criteria, while teacher and student activities without using the RQA model reached good criteria. The increase in students' cognitive learning outcomes in classes with the RQA model was higher than classes without the RQA model, namely the N-Gain value of 0.71 with a high category, while in classes without using the RQA model the N-Gain value was 0.38 with a moderate category. The results of the hypothesis test showed a Sig.0.01 < 0.05 value, so H₀ was rejected and H₁ was accepted, so the RQA model had a positive effect on students' cognitive learning outcomes on the material of the motor system. The students' response to the RQA model obtained very good results with a percentage of 89%, while the students' response in the control class obtained a score of 79% with a sufficient category.

Keywords: *Cognitive Learning Outcomes, Reading Questioning and Answering (RQA), Motion System.*