

ABSTRAK

Intan Lidia Citra: “Perbandingan Hasil Belajar Menggunakan Model *Read, Answer, Discuss, Explain, And Create* (RADEC) dengan Model *Project Based Learning* (PjBL) Pada Materi Sistem Reproduksi”

Hasil belajar siswa merupakan indikator penting dalam menilai keberhasilan pembelajaran. Berdasarkan observasi, ditemukan bahwa hasil belajar siswa masih rendah. Penelitian ini bertujuan untuk menganalisis perbedaan hasil belajar antara menggunakan model RADEC dengan PjBL pada materi sistem reproduksi. Metode yang digunakan *quasi experiment* dengan desain *non-equivalent multiple group*, pengambilan sample dengan cara *purposive sampling* melibatkan 32 pada kelas eksperimen 1 dan 32 siswa dari kelas eksperimen 2. Instrumen penelitian meliputi soal pilihan ganda dengan indikator hasil belajar yaitu C4 (menganalisis) dan C5 (mengevaluasi), lembar observasi, asesmen produk, dan refleksi siswa. Hasil penelitian menunjukkan keterlaksanaan aktivitas guru dan siswa pada kelas RADEC mencapai 95,1% dan 95,4% sedangkan kelas PjBL sebesar 94,6% dan 94,5% semuanya dalam kategori sangat baik. Rata-rata *posttest* siswa RADEC lebih tinggi (84) dibanding PjBL (78) dengan hasil uji hipotesis menunjukkan perbedaan signifikan ($\text{sig. } 0,000 < 0,005$) maka H_1 diterima dan H_0 ditolak. Rata-rata nilai asesmen produk pada kelas RADEC sebesar 80% (baik) dan PjBL 75% (cukup baik). Refleksi siswa pada kelas dengan model RADEC cenderung memiliki persentase lebih tinggi pada kriteria sangat baik dibandingkan kelas PjBL. Implikasi pembelajaran dengan model RADEC dengan model PjBL meningkatkan hasil belajar dan dapat menjadi alternatif strategi pembelajaran abad 21.

Kata Kunci: Hasil Belajar, Model *Read, Answer, Discuss, Explain, and Create* (RADEC), Model *Project Based Learning* (PjBL), Sistem Reproduksi

ABSTRACT

Intan Lidia Citra: *"Comparison of Learning Outcomes Using the Read, Answer, Discuss, Explain, and Create (RADEC) Model and the Project-Based Learning (PJBL) Model on the Reproductive System"*

Student learning outcomes are an important indicator in assessing the success of learning. Based on observations, it was found that student learning outcomes were still low. This study aims to analyze the differences in learning outcomes between using the RADEC model and PjBL on the reproductive system material. The method used was a quasi-experimental with a non-equivalent multiple group design, sampling by purposive sampling involving 32 students in experimental class 1 and 32 students from experimental class 2. The research instruments included multiple-choice questions with learning outcome indicators, namely C4 (analyzing) and C5 (evaluating), observation sheets, product assessments, and student reflections. The results showed that the implementation of teacher and student activities in the RADEC class reached 95.1% and 95.4% while the PjBL class was 94.6% and 94.5%, all in the very good category. The average posttest of RADEC students was higher (84) than PjBL (78) with the results of the hypothesis test showing a significant difference (sig. 0.000 < 0.005) so H1 and H0 were rejected. The product assessment score in the RADEC class was 80% (good) and the PjBL class was 75% (fairly good). Student reflections in the RADEC class tended to have a higher percentage of excellent criteria compared to the PjBL class. The implications of learning with the RADEC model and the PjBL model improve learning outcomes and can be an alternative 21st-century learning strategy.

Keywords: Learning Outcomes, Read, Answer, Discuss, Explain, and Create (RADEC) Model, Project Based Learning (PjBL) Model, Reproductive System

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