

ABSTRAK

Rezka Saputri (1212060104): Pengaruh Model *Learning Cycle 5E* (*Engagement, Exploration, Explanation, Elaboration, Evaluation*) untuk Meningkatkan Berpikir Kreatif Siswa pada Materi Keanekaragaman Hayati

Keterampilan berpikir kreatif siswa pada materi keanekaragaman hayati masih rendah. Siswa mengalami kesulitan dalam menghasilkan ide secara lancar, mengemukakan berbagai alternatif jawaban, mengembangkan gagasan secara rinci dan orisinal. Kondisi ini menunjukkan perlunya model pembelajaran yang mampu mendorong aktivitas dan kreativitas siswa. Penelitian ini bertujuan untuk menganalisis pengaruh model pembelajaran *Learning Cycle 5e* untuk meningkatkan berpikir kreatif siswa pada materi keanekaragaman hayati. Penelitian menggunakan metode *quasi experiment* dengan desain *non-equivalent control group*, melibatkan kelas eksperimen dan kelas kontrol yang masing-masing 36 siswa. Instrumen penelitian meliputi tes *pretest-posttest* keterampilan berpikir kreatif, lembar keterlaksanaan pembelajaran, serta angket respon. Hasil penelitian menunjukkan bahwa kelas yang menerapkan *Learning Cycle 5E* memperoleh keterlaksanaan aktivitas guru sebesar 87% dan aktivitas siswa 85%, Sedangkan kelas kontrol memperoleh keterlaksanaan aktivitas guru sebesar 84% dan 82% dengan kategori sangat baik. Nilai *N-Gain* kelas eksperimen sebesar 0,59 dan kelas kontrol 0,51 keduanya dalam kategori sedang. Hasil uji hipotesis menunjukkan nilai *Sig. (2-tailed)* $0,001 < 0,05$ yang berarti H_0 ditolak H_1 diterima, menandakan adanya perbedaan signifikan antara kedua kelas. Nilai *effect size* sebesar 0,81 menunjukkan pengaruh besar model *Learning Cycle 5E*. Respon siswa mencapai 89,69% dengan kategori sangat baik. Temuan ini membuktikan bahwa *Learning Cycle 5E* efektif dalam meningkatkan ketrampilan berpikir kreatif.

Kata Kunci: *Learning Cycle 5E*, Berpikir Kreatif, Keanekaragaman Hayati

ABSTRACT

Rezka Saputri (1212060104): *The Effect of the Learning Cycle 5E Model (Engagement, Exploration, Explanation, Elaboration, Evaluation) on Improving Students' Creative Thinking Skills in Biodiversity Topics*

Students' creative thinking skills in biodiversity topics are still relatively low. Students experience difficulties in generating ideas fluently, proposing various alternative answers, and developing ideas in a detailed and original manner. This condition indicates the need for a learning model that can encourage students' activity and creativity. This study aimed to analyze the effect of the Learning Cycle 5E learning model on improving students' creative thinking skills in biodiversity topics. This research employed a quasi-experimental method with a non-equivalent control group design, involving an experimental class and a control class, each consisting of 36 students. The research instruments included pretest–posttest creative thinking skills tests, learning implementation observation sheets, and student response questionnaires. The results showed that the implementation of teacher and student activities in the experimental class reached 87% and 85%, respectively, while in the control class they reached 84% and 82%, both categorized as very good. The N-Gain score of the experimental class was 0.59, while that of the control class was 0.51, both classified in the moderate category. Hypothesis testing results showed a Sig. (2-tailed) value of $0.001 < 0.05$, indicating that H_0 was rejected and H_1 was accepted, which signifies a significant difference between the two classes. The effect size value of 0.81 indicated a strong effect of the Learning Cycle 5E model. Student responses reached 89.69%, categorized as very good. These findings indicate that the Learning Cycle 5E model is effective in improving students' creative thinking skills.

Keywords: *5E Learning Cycle, Creative Thinking, Biodiversity*