

## ABSTRAK

**Luthfiyatulqolbiyah Nuryaman (1212060071)** “Pengaruh Model Pembelajaran *Learning Cycle 5E* (*Engage, Explore, Explain, Elaborate, Evaluate*) Berbantu Media Padlet Terhadap *Higher Order Thinking Skills* Pada Materi Sel”

Berpikir tingkat tinggi, salah satu keterampilan yang dibutuhkan pembelajaran abad ke-21 karena mampu memiliki keterampilan menganalisis, mengevaluasi, serta menciptakan pengetahuan baru. Penelitian ini dilakukan untuk meningkatkan HOTS menggunakan model *Learning Cycle 5E* terintegrasi Padlet pada materi sel. Metode penelitian yaitu *quasi experiment*, desain *non-equivalent control group*. Hasil penelitian menunjukkan keterlaksanaan pembelajaran kelas eksperimen 91% dari aspek kinerja guru maupun aktivitas siswa. Sementara, kelas kontrol diperoleh 90,33% kinerja guru dan aktivitas siswa. Hasil *posttest* kelas eksperimen 82,25 (baik sekali) dengan hasil *N-Gain* 0,72 (tinggi) dan kelas kontrol hasil *posttest* 77,03 (baik) dengan hasil *N-Gain* 0,55 (sedang). Hasil uji *Mann-Whitney* diperoleh  $\text{Sig. (2-tailed)} = 0,00 < 0,05$ , sehingga  $H_0$  ditolak dan  $H_a$  diterima, serta diperkuat uji *effect size* sebesar 1,44 (tinggi). Maka, dapat disimpulkan bahwa terdapat pengaruh model *Learning Cycle 5E* berbantu Padlet terhadap HOTS pada materi sel di SMA.

**Kata Kunci:** Berpikir Tingkat Tinggi, *Learning Cycle 5E*, Sel.



## **ABSTRACT**

**Luthfiyatulqolbiyah Nuryaman (1212060071)** “*The Effect of the 5E Learning Cycle Model (Engage, Explore, Explain, Elaborate, Evaluate) with the Help of Padlet Media on Higher Order Thinking Skills in Cell Biology*”

*Higher-order thinking is one of the skills required for 21st-century learning because it enables students to analyze, evaluate, and create new knowledge. This study was conducted to improve higher-order thinking skills using the Padlet-integrated 5E Learning Cycle model in cell material. The research method was a quasi-experiment with a non-equivalent control group design. The results showed that the implementation of learning in the experimental class was 91% in terms of teacher performance and student activity. Meanwhile, the control class obtained 90,33% teacher performance and student activity. The posttest results for the experimental class were 82,25 (very good) with an N-Gain of 0,72 (high), while the control class posttest results were 77,03 (good) with an N-Gain of 0,55 (moderate). The Mann–Whitney test results obtained Sig. (2-tailed) = 0.00 < 0,05, so  $H_0$  was rejected and  $H_a$  was accepted, and reinforced by an effect size test of 1,44 (high). Thus, it can be concluded that there is an effect of the 5E Learning Cycle model assisted by Padlet on higher order thinking skills (HOTS) in cell material at high school.*

**Keywords:** 5E Learning Cycle Model, Cell, Higher-Order Thinking.

