

**PENGARUH MODEL PEMBELAJARAN RADEC DAN
INKUIRI TERHADAP KETERAMPILAN BERPIKIR
TINGKAT TINGGI MAHASISWA PGSD PADA
PERKULIAHAN IPA**

TESIS

diajukan untuk memenuhi sebagian syarat untuk memperoleh gelar
Magister Pendidikan Dasar



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**PENGARUH MODEL PEMBELAJARAN RADEC DAN INQUIRI
TERHADAP KETERAMPILAN BERPIKIR TINGKAT TINGGI
MAHASISWA PGSD PADA PERKULIAHAN IPA**

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Diajukan untuk memenuhi sebagian dari syarat memperoleh
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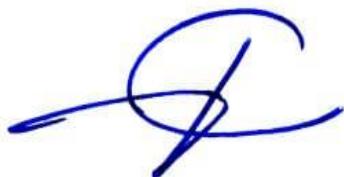
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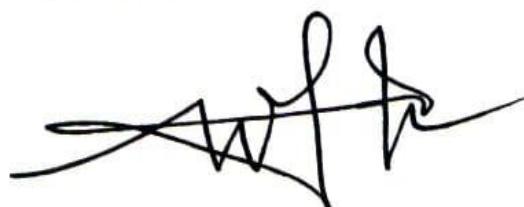
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ABSTRAK

Penelitian ini bertujuan untuk menguji perbedaan pengaruh model pembelajaran RADEC dengan model pembelajaran Inkuiiri terhadap HOTS mahasiswa PGSD pada mata kuliah Pendalaman Materi IPA SD. Penelitian dilakukan melalui metode kuasi eksperimen dengan *the matching pretest-posttest design*. Sampel penelitian ditentukan secara purposif dan instrumen pengumpulan data dikembangkan berdasarkan taksonomi Bloom Revisi yang memuat dua dimensi, yaitu dimensi pengetahuan (faktual, konseptual, prosedural, dan metakognitif) dan dimensi proses kognisi (menganalisis, mengevaluasi, dan mengkreasi). Uji perbedaan melalui ANACOVA memperoleh indeks signifikansi sebesar 0.047 yang berarti bahwa terdapat perbedaan HOTS yang signifikan antara mahasiswa yang belajar dengan model pembelajaran RADEC dengan mahasiswa yang belajar dengan model pembelajaran Inkuiiri. Perbedaan tersebut diperkuat oleh rata-rata N-Gain kelas RADEC yang lebih tinggi (berkategori Sedang) daripada kelas Inkuiiri (berkategori Rendah). Dua indikator perbedaan tersebut dapat disimpulkan bahwa model pembelajaran RADEC lebih berpengaruh positif terhadap peningkatan HOTS mahasiswa PGSD pada mata kuliah Pendalaman Materi IPA SD daripada model pembelajaran Inkuiiri. Pembahasan penelitian lebih lanjut menjelaskan bahwa kesesuaian sintaks model pembelajaran RADEC dengan konteks ke-Indonesiaan, khususnya pada tahap Read dan Answer dipahami sebagai faktor yang memfasilitasi mahasiswa lebih siap untuk proses pembelajaran selanjutnya, yakni belajar pada tahap Discuss, Explain, dan Create. Maka dari itu, dapat disimpulkan bahwa terdapat perbedaan HOTS yang signifikan antara mahasiswa yang memperoleh pembelajaran dengan model pembelajaran RADEC dengan mahasiswa yang memperoleh pembelajaran dengan model pembelajaran inkuiiri.

Kata Kunci : Model Pembelajaran RADEC, Model Pembelajaran Inkuiiri, HOTS

THE EFFECT OF RADEC AND INQUIRY LEARNING MODELS ON HIGH ORDER THINKING SKILLS OF PROSPECTIVE ELEMENTARY SCHOOL TEACHER ON SCIENCE EDUCATION

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ABSTRACT

This study aims to examine the differences in the influence of the RADEC learning model with the Inquiry learning model on high order thinking skills of prospective elementary school teacher on science education. The study was conducted through a quasi-experimental method with the matching pretest-posttest design. The research sample was determined purposively and data collection instruments were developed based on Bloom's Revised taxonomy which contains two dimensions, namely the dimensions of knowledge (factual, conceptual, procedural, and metacognitive) and the dimensions of the process of cognition (analyzing, evaluating, and creating). This difference is reinforced by the higher N-Gain RADEC class (medium category) than Inquiry class (Low category). These two differences indicators can be concluded that the RADEC learning model has a more positive effect on the improvement of prospective elementary school teacher on science education than the Inquiry learning model. Further research discussion explains that the syntax compatibility of the RADEC learning model with the Indonesian context, especially at the Read and Answer stages is understood as a factor that facilitates students being better prepared for the next learning process, namely learning at the Discuss, Explain, and Create stages. Therefore, it can be concluded that there are significant differences in HOTS between students who obtain learning with the RADEC learning model and students who obtain learning with inquiry learning models.

Keywords: RADEC Learning Model, Inquiry Learning Model, HOTS

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