

ABSTRAK

PENGARUH MODEL *READ ANSWER DISCUSS EXPLAIN CREATE* (RADEC) TERHADAP DIMENSI KREATIF DALAM PROFIL PELAJAR PANCASILA PADA MATERI ENERGI ALTERNATIF

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Penelitian ini dilatarbelakangi oleh belum diterapkannya dimensi kreatif dalam profil pelajar pancasila pada pembelajaran Fisika di SMA Negeri 5 Tasikmalaya. Kreativitas sangat penting dalam memahami konsep melalui proyek atau latihan berpikir kreatif. Sebagai solusi dalam mengatasi hal ini, diterapkan model pembelajaran *Read Answer Discuss Explain Create* (RADEC) yang berfokus pada keterlibatan aktif peserta didik. Penelitian ini bertujuan untuk mengetahui pengaruh model RADEC terhadap dimensi kreatif dalam profil pelajar pancasila pada materi energi alternatif. Metode yang digunakan adalah *quasi experiment* dengan desain *matching only posttest only control group design*. Sampel dipilih secara *purposive sampling*, yaitu kelas X.10 sebagai kelas kontrol (36 peserta didik) dan kelas X.12 sebagai kelas eksperimen (36 peserta didik). Pengukuran dimensi kreatif dilakukan melalui *posttest* berbentuk esai yang mencakup 10 soal berdasarkan tiga indikator dimensi kreatif dalam profil pelajar pancasila. Analisis data meliputi validasi ahli, uji coba instrumen, analisis keterlaksanaan model, uji prasyarat, dan uji hipotesis menggunakan uji t ($\alpha = 0,05$). Hasilnya menunjukkan $t_{hitung} > t_{tabel}$ yakni $8,4 > 1,67$ sehingga H_0 ditolak dan H_a diterima. Dengan demikian, penerapan model RADEC berpengaruh signifikan terhadap dimensi kreatif dalam profil pelajar pancasila pada materi energi alternatif.

Kata kunci: Dimensi Kreatif, Energi Alternatif, Model *Read Answer Discuss Explain Create* (RADEC), Profil Pelajar Pancasila.

ABSTRACT

THE INFLUENCE OF THE READ, ANSWER, DISCUSS, EXPLAIN, CREATE (RADEC) MODEL ON THE CREATIVE DIMENSION IN THE PANCASILA STUDENT PROFILE ON ALTERNATIVE ENERGY CONCEPT

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This research is motivated by the fact that the creative dimension in the pancasila student profile has not been implemented in Physics learning at SMA Negeri 5 Tasikmalaya. Creativity is very important in understanding concepts through projects or creative thinking exercises. As a solution to overcome this, the Read Answer Discuss Explain Create (RADEC) learning model is applied which focuses on the active involvement of students. This study aims to determine the effect of the RADEC model on the creative dimension in the pancasila student profile in the topic of alternative energy. The method used is a quasi-experiment with a matching-only posttest-only control group design. The sample was selected using purposive sampling, with class X.10 as the control group (36 students) and class X.12 as the experimental group (36 students). The measurement of the creative dimension was conducted through a posttest in the form of essay questions, consisting of 10 questions based on three indicators of creativity in the pancasila student profile. Data analysis included expert validation, instrument testing, model implementation analysis, prerequisite tests, and hypothesis testing using t-test ($\alpha = 0.05$). The results showed that $t_{\text{calculate}} > t_{\text{table}}$ ($8.4 > 1.67$), leading to H_0 being rejected and H_a being accepted. Thus, the application of the RADEC model has a significant effect on the creative dimension in the pancasila student profile in the topic of alternative energy.

Keywords: *Creative Dimension, Alternative Energy, Read Answer Discuss Explain Create (RADEC) Model, Pancasila Student Profile.*