

**PENGARUH MODEL *LEARNING CYCLE* PEMBELAJARAN
5E (*ENGAGEMENT, EXPLORATION, EXPLANATION,
ELABORATION, EVALUATION*) TERHADAP HASIL
BELAJAR IPAS KELAS V SD NEGERI 101815
SIDODADI T.P 2025/2026**

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *Learning Cycle 5E* (*Engagement, Exploration, Explanation, Elaboration, dan Evaluation*) terhadap hasil belajar Ilmu Pengetahuan Alam dan Sosial (IPAS) siswa kelas V SD Negeri 101815 Sidodadi Tahun Pelajaran 2025/2026 pada materi sistem pernapasan manusia. Penelitian ini menggunakan pendekatan kuantitatif dengan jenis penelitian eksperimen semu (*quasi experiment*) dan desain *nonequivalent control group design*. Populasi dalam penelitian ini adalah seluruh siswa kelas V SD Negeri 101815 Sidodadi yang berjumlah 43 siswa, dengan sampel penelitian terdiri atas kelas V-A sebagai kelas eksperimen (19 siswa) dan kelas V-B sebagai kelas kontrol (24 siswa). Pengumpulan data dilakukan melalui tes berupa *pretest* dan *posttest*. Data hasil penelitian dianalisis menggunakan uji normalitas, uji homogenitas, dan uji hipotesis dengan uji-t. Hasil penelitian menunjukkan bahwa nilai rata-rata *posttest* siswa pada kelas eksperimen yang menggunakan model *Learning Cycle 5E* sebesar 68,63, sedangkan nilai rata-rata *posttest* siswa pada kelas kontrol yang menggunakan pembelajaran konvensional sebesar 52,41. Hasil uji hipotesis menunjukkan bahwa nilai $t_{hitung} > t_{tabel}$, sehingga hipotesis diterima. Berdasarkan hasil tersebut, dapat disimpulkan bahwa terdapat pengaruh yang signifikan penggunaan model pembelajaran *Learning Cycle 5E* terhadap hasil belajar IPAS siswa kelas V SD Negeri 101815 Sidodadi. Model *Learning Cycle 5E* terbukti mampu meningkatkan keterlibatan aktif siswa, pemahaman konsep, serta hasil belajar IPAS dibandingkan dengan pembelajaran konvensional.

Kata Kunci: *Learning Cycle 5E*, hasil belajar, IPAS.

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ABSTRACT

This study aimed to determine the effect of the Learning Cycle 5E learning model (Engagement, Exploration, Explanation, Elaboration, and Evaluation) on students' learning outcomes in Natural and Social Sciences (IPAS) for fifth-grade students at SD Negeri 101815 Sidodadi in the 2025/2026 academic year, specifically on the topic of the human respiratory system. This research employed a quantitative approach using a quasi-experimental method with a nonequivalent control group design. The population of this study consisted of all fifth-grade students of SD Negeri 101815 Sidodadi, totaling 43 students. The sample included class V-A as the experimental group with 19 students and class V-B as the control group with 24 students. Data were collected through tests in the form of pretests and posttests. The research data were analyzed using normality tests, homogeneity tests, and hypothesis testing with a t-test. The results showed that the average posttest score of students taught using the Learning Cycle 5E model was 68.63, while the average posttest score of students taught using conventional learning methods was 52.41. The results of the hypothesis test indicated that the value of tcount was greater than or equal to ttable, meaning that the hypothesis was accepted. Based on these findings, it can be concluded that there is a significant effect of the Learning Cycle 5E learning model on IPAS learning outcomes of fifth-grade students at SD Negeri 101815 Sidodadi. The Learning Cycle 5E model proved to be effective in increasing students' active participation, conceptual understanding, and learning outcomes compared to conventional learning methods.

Keywords: *Learning Cycle 5E, learning outcomes, IPAS.*