

**PENGARUH MODEL PEMBELAJARAN LEARNING CYCLE 5E
BERBANTUAN MIND MAPPING TERHADAP HASIL BELAJAR IPAS
PADA SISWA KELAS V DI GUGUS V KECAMATAN SERIRIT TAHUN
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ABSTRAK

Rendahnya hasil belajar siswa dalam mata pelajaran IPAS di kelas V SD menjadi permasalahan yang perlu perhatian. Salah satu faktor penyebabnya adalah kurangnya variasi model pembelajaran dan keterlibatan aktif siswa dalam proses belajar. Penelitian ini bertujuan untuk menganalisis pengaruh penerapan model pembelajaran *Learning Cycle 5E* berbantuan *Mind Mapping* terhadap hasil belajar siswa kelas V di Gugus V Kecamatan Seririt. Penelitian ini menggunakan desain eksperimen semu (*quasi eksperimen*) dengan jenis *Nonequivalent Post-test Only Control Group Design*. Sampel penelitian terdiri dari 41 siswa. Data dikumpulkan melalui tes objektif dan dianalisis dengan uji-t menggunakan analisis statistik deskriptif dan inferensial. Hasil analisis menunjukkan nilai Sig. (2-tailed) $0,000 < 0,05$, yang berarti hipotesis alternatif diterima. Simpulan penelitian ini menunjukkan bahwa penerapan model pembelajaran *Learning Cycle 5E* berbantuan *Mind Mapping* berpengaruh signifikan terhadap peningkatan hasil belajar IPAS siswa kelas V SD. Implikasi dari penelitian ini adalah perlunya penerapan model pembelajaran yang inovatif dan berbasis visual untuk meningkatkan keterlibatan aktif siswa dan hasil belajar secara lebih efektif.

Kata Kunci : *Learning Cycle 5E*, *Mind Mapping*, Hasil Belajar, IPAS, Sekolah Dasar

***THE EFFECT OF THE 5E LEARNING CYCLE MODEL ASSISTED BY MIND
MAPPING ON IPAS LEARNING OUTCOMES OF FIFTH GRADE STUDENTS
IN CLUSTER V SERIRIT SUB-DISTRICT
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ABSTRACT

The low learning outcomes in the IPAS (Science and Social Studies Integration) subject among fifth-grade students has become an issue that needs attention. One contributing factor is the lack of variation in teaching models and limited active student engagement during learning. This study aims to analyze the effect of implementing the 5E Learning Cycle model assisted by Mind Mapping on the learning outcomes of fifth-grade students in Cluster V, Seririt Sub-district. The research employed a quasi-experimental design, specifically the Nonequivalent Post-test Only Control Group Design. A total of 41 students participated as the research sample. Data were collected using objective tests and analyzed using descriptive and inferential statistics, including a t-test. The analysis results showed a significance value (2-tailed) of 0.000, which is less than 0.05, indicating that the alternative hypothesis was accepted. The findings concluded that the use of the 5E Learning Cycle model supported by Mind Mapping had a significant positive effect on improving students' IPAS learning outcomes. The implication of this research is the need for innovative, visually-based teaching models to effectively enhance student engagement and learning outcomes.

Keywords: 5E Learning Cycle, Mind Mapping, Learning Outcomes, IPAS, Elementary School