

The RADEC Model as a 21st Century Learning Innovation in Social Studies at Madrasah Ibtidaiyah

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ABSTRACT

This research focuses on the issues in teaching Social Studies (IPS) in the 6th grade at MI Anwarussalam, highlighting the difficulties students face in understanding the Social Studies material. The primary challenges encountered include the teaching methods and the predominant use of the lecture method by the teacher, which is considered less effective, as well as the limited variety of educational videos available. This study employs a literature review with the main aim of identifying and analyzing these issues. The results indicate that the RADEC (Read, Answer, Discuss, Explain, Create) learning model can be a more effective solution in enhancing student interaction and understanding. The implications of this research are highly relevant in the era of Society 5.0, where the use of technology and innovative teaching approaches are key to equipping students with the skills needed to face future challenges. The implementation of the RADEC model is expected to create more engaging and effective Social Studies learning, in line with the needs of the digital era and a smart society.

Keywords: Learning Inovation, RADEC Model, Social Studies

1). INTRODUCTION

The rapid development of science and technology in the 21st century has brought significant changes and impacts in various aspects of life around the world, including Indonesia which must also follow global influences (Chairunnisa, C. C., & Sukardi, R. R., 2022). (Binkley, M., Erstad, O., Herman, J., Raizen, S. L., Ripley, M., Miller-Ricci, M., & Rumble) mentions that in facing these 21st-century challenges, students need to have 10 key skills. These skills are critical thinking skills, creative thinking skills, metacognition thinking skills, communication, collaboration, information literacy, computer literacy, citizenship, work and career, as well as individual and social responsibility skills. Therefore, in learning at Madrasah Ibtidaiyah, one of which is social studies learning, it is necessary to use a variety

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of learning methods and models and effective media to facilitate the learning process and be able to achieve learning goals optimally. This is in line with the opinion of Zaunuri (2017:75) which stated that the use of varied methods can improve student learning outcomes in Elementary Schools / Madrasah Ibtidaiyah.

However, based on the results of interviews in grade 6 of Madrasah Ibtidaiyah social studies learning process there are problems, namely the methods used are less varied or still use the lecture method, where there is only one-way communication (Teacher Center) and media assistance such as learning videos are still limited, so that activities that involve students in learning make students sleepy and feel bored with the delivery of material delivered by the teacher. This causes students' understanding of social studies lessons to be relatively low. Suboptimal student learning outcomes are often caused by a lack of interest in learning. One of the factors that affects this is the application of learning methods that do not vary. Khausar (2018:73) stated that the application of monotonous learning methods can reduce students' interest, which then has a negative impact on their learning outcomes.

Based on the problems that have been explained, a learning model is needed that can help teachers improve student activities and learning outcomes, one of which is by using the RADEC (Read, Answer, Discuss, Explain, Create) learning model. This opinion is in line with Anggraeni et al. (2021:13) who stated that one of the innovative models that is the result of development in accordance with the conditions and situations in Indonesia is RADEC learning. Handayani and Sopandi (2019) also stated that teachers can use RADEC learning as a means to develop 21st century skills in students, because this learning model is effective in helping students master the skills needed in the modern era.

The RADEC (Read, Answer, Discuss, Explain, Create) learning model has various advantages that have been expressed by several experts. Suryana (2017:407) stated that this learning model requires human resources to have high skills. In addition, according to Sopandi (2019:35), the RADEC model is also able to encourage students to develop 21st century skills and master the concepts learned. This shows that RADEC is an effective learning model to prepare students for future challenges.

The RADEC model has been proven to be able to encourage students to read diligently, improve their understanding of the material presented, and motivate them to develop the competencies needed

in the current era. All of these benefits show that the RADEC model is very effective in supporting the learning process. As expressed by Sopandi (Andini and Fitria, 2021) that the RADEC model is able to make students more motivated and competent in accordance with the demands of the times. Thus, the RADEC model can improve material understanding and can develop students' understanding to acquire the competencies needed today. Yudin et al. (2020) showed that the application of the RADEC model improves students' critical thinking skills and learning outcomes in social studies subjects in elementary schools. Therefore, it can be concluded that the RADEC model is effective in improving student skills in 21st century learning as well as student learning outcomes at the elementary school level/Madrasah Ibtidaiyah.

Based on the above explanation regarding the low activity and learning outcomes of students in social studies learning and the success of previous research in the use of the RADEC learning model, the focus of this research is to further examine the application of the RADEC learning model in social studies subjects. The title of this research is "RADEC Model as a 21st Century Learning Innovation in Social Studies Subjects at Madrasah Ibtidaiyah".

2). METHODS

A research method is a series of methods used to solve a problem. This research uses a qualitative approach and reinforced by quantitative data. Sugiyono (2019) argues that qualitative research methods are often referred to as naturalistic research methods because they are carried out in natural conditions or natural settings. This method is based on the philosophy of postpositivism and is used to research the condition of natural objects, where researchers play a key instrument. Data collection in this study was carried out through triangulation (combined) techniques, data analysis was inductive/qualitative, and the results of the study emphasized meaning rather than generalization.

Qualitative research has special characteristics. First, this research was conducted under natural conditions with the researcher as a key instrument. Second, the data collected is descriptive, usually in the form of words or pictures, so it does not emphasize numbers. Third, the research focuses more on the process than the final product or product. Fourth, data analysis is carried out inductively. Fifth, qualitative research prioritizes meaning over generalization (Sugiyono, 2019).

In qualitative research, researchers as human instruments have an important role. The researcher establishes the focus of the research, selects informants as data sources, collects data, assesses data quality, analyzes data, interprets the results, and finally makes conclusions. Although the researcher is

the main instrument, once the focus of the research becomes clear, a simple research instrument can be developed to complement and compare the data obtained through observation, interviews, and documentation (Sugiyono, 2019).

In this study, the author uses a literature study method with the main study to identify and analyze these problems. The literature study method used in this study uses written works, both published and unpublished. In line with Fink's (2014) opinion that literature studies are systematic, explicit, and reproducible research methods, which are used to identify, evaluate, and synthesize information from various written sources.

This approach allows researchers to collect, evaluate, and synthesize information from a variety of written sources from written works, both published and unpublished. Through this method, researchers can provide a deep understanding of the problems being studied based on existing knowledge, as well as formulate theoretical and methodological contributions that are relevant to the research topic.

Literature studies are a very important aspect and must be used in any research. This is because literature studies function to develop theoretical and practical aspects, as well as assist researchers in finding theoretical foundations, thinking frameworks, and research hypotheses. These points are basic elements in scientific research, which makes literature studies a part that cannot be ignored in the research process (Azis, 2023).

As for how to make a good and correct literature study so that it can become a reliable reference (Azis, 2023): First, choose a library source where the source is appropriate or relevant to the theme, topic or idea raised. Several criteria when choosing a Literature source include, 1) relevant to the research topic, 2) the content conveyed must be easy to understand, 3) use statements, can be accounted for, can be proven empirically, 4) be organized so that it is systematic and easy to find references to the information needed, 5) it is renewable and in accordance with the times, 6) the source of the literature must still be related to the research and use reliable sources.; Second, trace the source of the Library first; Third, read clear library sources; Fourth, taking notes while collecting references relevant to the research or topic; Fifth, After all the data has been collected. Of course, the last review is to present a literature review to a description that has been processed using one's own language.

3). RESULTS AND DISCUSSION

RESULTS

The preliminary results were carried out at MI Anwarussalam by giving questionnaires to students and also interviews with students and teachers. The questionnaire provided contains statements related to the RADEC model Steps. Based on the results of the questionnaire, 54.5% of students never read the material before learning in class, 45.5% of students never did practice questions before learning in class, 54.5% of students never discussed with friends when studying the material, 54.5% of students never appeared in front of the class to explain the material that had been learned, and 63.6% of students who never made a work from what had been learned in class.

The results of the questionnaire are in accordance with the results of interviews conducted with class teachers. Students are not used to reading the material first, they just wait for the explanation given by the teacher in class. In classroom learning, especially social studies learning, teachers often provide explanations of the material and children are given practice questions. Group discussion activities are rarely carried out in social studies subjects. In addition, students are not given the opportunity to carry out activities that require creative ideas from the material they have learned, especially social studies subjects, but students often make works on SBDP subjects or project-based learning.

From the results of the preliminary study, it can be concluded that teachers have not implemented the RADEC learning model in the classroom. This was also confirmed because teachers only knew the RADEC learning model but did not understand it, so they had not tried to apply the model.

DISCUSSION

Based on the results of the analysis conducted by the author, it was found that the data that optimal learning outcomes had not been achieved in the 6th grade students of MI Anwarusslam. This is evidenced by the lack of understanding from MI Anwarussalam 6th grade students in the material in social studies subjects. The lack of understanding from MI Anwarussalam students is due to the learning method used by teachers who are still fixated on the lecture method in explaining material related to the study of Social Sciences, so that it does not cause a little boredom for students in digesting the learning material delivered by their teachers.

One of the solutions to this problem is to apply a learning model that is more interesting and easy to digest by students. The model can be in the form of the RADEC model, which in this learning

model applies 5 basic ways for more effective and efficient learning through learning such as Read, Answer, Discuss, Explain an Create (RADEC) (Sopandi, 2021).

Character formation in children is also very necessary in the educational process, because a good child's character will create a good learning atmosphere as well. One way to form the character of students is by applying the RADEC learning system in the teaching and learning process. (Sopandi, 2021).

In the RADEC-based learning method, teachers will be faced with several good tips and tricks in supporting the success of the teaching and learning process of children in the classroom. Teachers are required to be able to have good strategies and approaches to children as the target of the realization of this RADEC method, one of which is to provide as much space as possible to students in their work (Sopandi, 2021).

As explained by Trilling. B., Fadel (2009) that in the 21st century, every teacher must have a learning concept that is more interesting and easy for students to understand. These skills consist of learning skills and skills to innovate which include the ability to think creatively, skills in solving various problems or problems, good communication skills, the ability to uphold the principle of cooperation, and always prioritize creativity in innovating.

The monotony of the teaching and learning process in the classroom is one of the significant challenges faced by students while studying at school. The teacher's delivery that is only limited to lectures or just conveys the material directly also gives a boring impression to students. This is certainly due to the lack of creativity from teachers who give lessons in class. The assignment that accumulates and always gives memorization to students is also one of the reasons why there are still many students who do not fully understand the concept of the material as conveyed by the teacher in front of the class. So that it causes low thinking ability of students due to the heavy learning load in them (Tembang and Suharjo, 2017).

As explained above, an alternaphytic solution is needed to solve this problem. One of the best solutions is to apply the RADEC learning method in the teaching and learning process of students. Which this learning method is very easy to understand by students, and in accordance with the characteristics of Indonesia society (Sopandi, 2017).

This RADEC learning method is in the form of a method that applies 5 structured stages in the implementation process. The first is Read or read, Answer or answer. Discuss or discuss, Explain or explain, and also Create or create. This learning method is also a learning method that is easy to understand by students and teachers as teaching staff in the world of education, as well as providing more creativity and innovation for learning in the world of education (Sopandi et. al., 2018).

In the learning method using the RADEC system, it does not take long enough, because this method is easy to understand and focuses more on understanding the concept first so that it gives rise to various creative thoughts and after the process leads to the realization of the skills and thoughts that have been possessed by teachers and students. (Lukmanudin, 2018).

RADEC itself has 5 stages that must be worked on in order to achieve optimal, effective, and efficient learning outcomes. The first stage is Read. In this stage, students are given the opportunity to read or watch everything that they feel is related to the learning materials at school. Students are also given the opportunity to learn independently first, as a first step to enter the next stage.

The second stage is Answer or answering. Where students when starting the teaching and learning process must be given time to answer questions related to the material that has been studied previously. This second stage can be carried out at the beginning before the teaching and learning process is carried out.

The third stage is a discussion or discussion, where students are given the opportunity to be able to form study groups at home and at school, and given assignments related to the material to be studied that day. This requires good group work, so that the process of filling out assignments or answer sheets can be filled to the maximum. However, if there is a problem, it will be discussed again by the students and assisted by teaching staff such as the teacher concerned.

The fourth stage is explain, where at this stage, students are required and given the opportunity to explain what has been discussed previously with their group friends. Starting from the beginning of the material to the end of the material. For those who explain, it is permissible to be any representative of the group, and it is also permissible for all group participants to get allotments to explain what has been discussed in the group. Other students were also given the opportunity to participate in commenting or refuting what had been made by the group that performed or who explained the material that had been made. The results of the discussion will be used as material for further study by the teaching staff and will be explained back to the students.

The last stage, the fifth is Create, where students are given the opportunity to be able to make ideas as creative as possible from what they have learned before. For example, students are asked to discuss and discuss material on how to preserve the environment. And given the opportunity for students to prepare posters or so on related to environmental conservation. So that learning does not only focus on delivery, but also involves drawing skills in it. And create its own attraction in the learning process in the classroom. However, it is a note that this creative idea does not always appear in every class meeting. But at least teachers provide opportunities for students to put out all their innovations and creative ideas to support the teaching and learning process of students and the creation of an effective and efficient learning atmosphere.

In the previous study, it was also discussed about the learning model that uses RADEC, such as in the research conducted by Pratama, Y.A. et al in 2020 aimed to test the influence of the RADEC learning model on the higher-level thinking skills of grade V elementary school students in the theme of ecosystems. The research method used is a quasi-experiment with the matching pretest-posttest design. The sample was selected purposively, with SDN 5 Pagarsih as the experimental class and SDN 1 Pagarsih as the control class. The research instrument refers to the Revised Bloom taxonomy.

The results show that the RADEC learning model has a more significant positive impact on improving students' higher-order thinking skills compared to the inquiry learning model. This can be seen from the comparison of the average pretest and posttest scores between the RADEC class and the inquiry class. The increase in the score in the RADEC class reached 29.64, while in the inquiry class it was only 18.36. RADEC's learning syntax consisting of Read, Answer, Discuss, Explain, and Create stages is considered more appropriate to the educational context in Indonesia and is more effective in facilitating the learning process.

Second, the research conducted by Nursyamsyiah, Y. et al in 2023 aims to determine the application of the RADEC learning model in improving student activities and learning outcomes on animal life cycle materials. This study uses the classroom action research method (PTK) applied to grade V students of SD Negeri Mayang 1, Cisalak District, Subang Regency, with a total of 25 students. The data collection techniques used include observation and tests, with instruments in the form of student activity observation sheets and evaluation tests.

The results of data analysis show that the application of the RADEC learning model significantly increases student learning activities. In cycle 1, the average student learning activity in the aspects of reading, answering, discussing, explaining, and creating reached 80% with very high criteria. In cycle 2, the activity increased to 85% with very high criteria. In addition, student learning outcomes also increased from an average of 68% in cycle 1 with good criteria, to 84% in cycle 2.

Third, the research conducted by Chairunnisa, C.C. et al. in 2022 aims to describe the application of the RADEC (Read-Answer-Discuss-Explain-Create) Model in improving the learning outcomes of social studies material for grade IV students at SDN Kalimulya 1 in online learning. This research is a classroom action research (PTK) which is carried out in two cycles. The data collection techniques used include interviews, documentation, observations, and evaluation sheet tests. The data were analyzed in a qualitative and quantitative descriptive manner.

The results showed a significant increase in the completeness of student learning outcomes after the implementation of the RADEC model. Before using the RADEC model, the completeness of student learning outcomes was only 46%. After cycle I, this figure increased to 69%, and in cycle II, completeness reached 91%.

From several previous studies, RADEC is considered to be able to solve problems in the learning process in the classroom.

4). CONCLUSIONS

The conclusion of this article is that the RADEC (Read, Answer, Discuss, Explain, Create) learning model has proven to be effective in improving the quality of Social Sciences (IPS) learning at Madrasah Ibtidaiyah (MI). Research shows that traditional teaching methods, such as lectures, are not effective enough in improving the understanding of students, who often feel bored and unmotivated. The RADEC model, with its interactive approach and focus on developing 21st-century skills such as critical, creative, and collaborative thinking, provides innovative solutions that can improve student activities and learning outcomes. The implementation of RADEC at MI Anwarussalam shows that students are more involved in the learning process, starting from reading the material, discussing, to creating works, which ultimately improves their understanding of social studies material. This model is relevant and indispensable in today's digital age and intelligent society, where innovative and adaptive skills are becoming increasingly important.

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