

THE READINESS OF PRIMARY SCHOOL TEACHERS TO IMPLEMENT THE READ-ANSWER-DISCUSS-EXPLAIN-AND CREATE (RADEC) LEARNING MODEL

Yogi Kuncoro Adi^{1,2*}, Wahyu Sopandi¹, Jumanto^{1,3}, Hany Handayani^{1,4}, and Nana Suryana^{1,5}

¹Program Studi Pendidikan Dasar, Sekolah Pascasarjana Universitas Pendidikan Indonesia, Bandung, Indonesia

²Program Studi Pendidikan Guru Sekolah Dasar Universitas Kuningan, Kuningan, Indonesia

³Program Studi Pendidikan Guru Sekolah Dasar Universitas Slamet Riyadi, Surakarta, Indonesia

⁴Program Studi Pendidikan Guru Sekolah Dasar STKIP Purwakarta, Purwakarta, Indonesia

⁵Program Studi Pendidikan Guru Madrasah Ibtidaiyah IAI Latifah Mubarakiyah, Tasikmalaya, Indonesia

Abstract: This study aims to investigate the primary school teachers' readiness to implement Read-Answer-Discuss-Explain-and Create (RADEC) learning model. This research was a survey research with quantitative approach. 32 primary school teachers in the Sub-district of Pagerageung, Tasikmalaya Regency, West Java participated in this study. They have already attended the workshop on RADEC Learning Model. Data were collected by using questionnaire. Data analysis used percentage technique with editing, scoring, and tabulation stage. The results show that the primary school teachers are ready to implement the RADEC learning model. Based on readiness aspects, the gain of Cognitive aspect readiness is in the Very Ready category, the gain of Emotive-attitudinal aspect readiness is in the Very Ready category, and the gain of Behavioral aspect readiness is in the Ready category. However, there is an indicator on the Behavioral aspect readiness, namely organizing time, still in the Less Ready category. This means the teachers may have difficulty to take time trying RADEC learning model.

Keywords: readiness, primary teacher, RADEC learning model

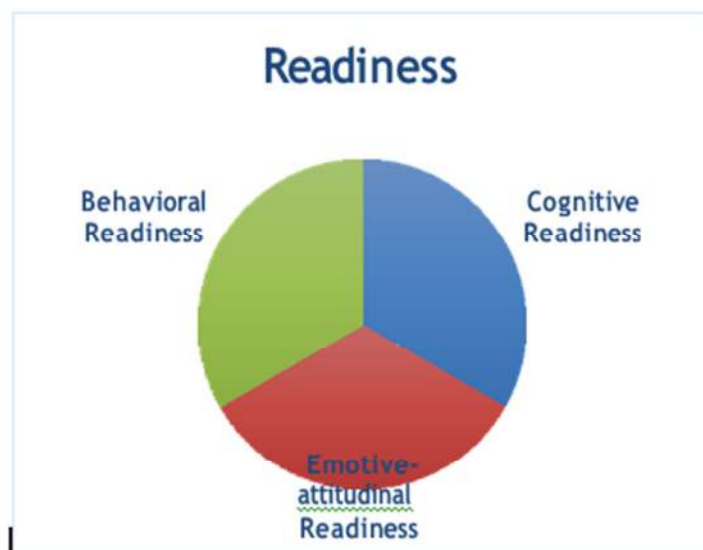
1. Introduction

Today, we know that 21st century skills in global education issues must be prepared since primary education. Therefore, more effort is needed. Efforts to improve quality education must begin by improving teacher learning processes. Teachers must help students to construct what they learn, so that they can analyze information and integrate their knowledge to solve problems in everyday life. Our statement means that teachers must have readiness in their profession. Thorndike (Schunk, 2012) states in his law of readiness that "*Applying this idea to learning, we might say that when students are ready to learn a particular action (in terms of developmental levels or prior acquisition skills), then behaviors that foster this learning will be rewarding. When students are not ready to learn or do not possess prerequisite skills, then trying to learn is waste and a waste of time*". It can be interpreted that one's readiness to do something is an important aspect for both processes or the results of an activity.

"*Teachers readiness and suitable teaching approaches had a highly significant relationship to the levels of student motivation, academic achievement and overall perception on the effectiveness of the lessons* (Rosnani Jusoh, 2012). In line with him, (Salo, Uibu, Ugaste, & Rasku-Puttonen, 2015) states that "*The teachers' beliefs influence their readiness to change their teaching practices*". Therefore, these statements indicate how important teacher readiness is. In this case, teacher readiness has a significant impact on students which in the end is the achievement of educational goals. Readiness is an important variable that must always be developed by the teacher.

2. Literature Review

Bandura (Maddox, Forte, & Boozer, 2000) describes a basic social learning model. Through this model, the direct and reciprocal relationships between cognitive, emotive-attitudinal, and behavioral domains of each individual are clearly visible. That is, each domain is influenced by and affects each other domain within a person.



Based on the scheme, (Maddox et al., 2000) describes the three domains from the aspect of readiness. These include: (1) cognitive readiness, including Possess the cognitive and critical thinking skills necessary to succeed as learners, Aware of their own strengths and limitations, Readily make connections between classroom learning and "real world" applications, Aware of their personal values and willing to disclose them in the learning process, Able to integrate concepts and tools from various academic disciplines; (2) emotive-attitudinal readiness, including Emotionally ready to assume responsibility for their own learning, Enthusiastic about learning, Willing to adapt to the sometimes ambiguous and open-ended nature of experiential learning, Appreciate the intrinsic value of learning; and (3) behavioral readiness, including Willing to function in a partnership with their learning peers and facilitators, Adept at organizing time demands to achieve learning goals.

Readiness to become a competent teacher requires preparation of relevant efforts. These efforts include preparing knowledge, skills and behavior as competencies in implementing professionalism. In line with the research of (Mahmud, Ismail, Rahman, Kamarudin, & Ruslan, 2012) "*Teachers' readiness is measured in terms of knowledge, skills and attitude*". The skills of these three aspects are manifested into the four teacher competencies, which include pedagogic, personal, professional and social competencies. (Presiden Republik Indonesia, 2005) Pasal 28 Ayat 3 states that; (1) Pedagogic competence is the ability to manage student learning which includes understanding of students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials; (2) Personality competence is a strong, stable, mature, wise and authoritative personality ability, an example for students, and noble; (3) Professional competence is the ability to master the learning material widely and in depth which allows it to guide students to meet the competency standards set in the Standar Nasional Pendidikan; (4) Social competence is the ability of educators as part of the community to communicate and interact effectively with students, fellow educators, education personnel, parents/guardians of students, and the surrounding community.

The readiness of teachers based on their competence is the foundation for them to be ready for their profession. The readiness includes the implementation of classroom learning activities, which require innovative and creative learning models. So many learning models can be chosen to improve the learning process. But choosing a learning model that is relevant to the situation, conditions, and character of students in Indonesia is a challenge. The Read-Answer-Discuss- Explain-and Create (RADEC) learning model was developed to correct the problems of low quality student learning processes and outcomes (Sopandi & Iswara, 2017). Learning by using RADEC learning model was first introduced at an international conference in Kuala Lumpur, Malaysia which became an alternative learning model that was relevant to Indonesia's conditions (Sopandi, 2017). The model name (RADEC) is the learning syntax so that it is easy to remember the order of its implementation. Through the assignment of reading and answering questions about reading at home (Read), and by answering questions before learning begins (Answer), students will be more independent to seek and obtain knowledge from various sources. Furthermore, through a process of discussion with friends and informants (Discuss) students will be more active, communicative, and collaborative. Then through the evaluation (Evaluation) stage, and the creation process (Creating) students will be more critical and creative.

The RADEC learning model is believed by researchers as a learning model that has many advantages. However, as a learning model that is still newly developed, there are still many teachers in Indonesia who do not understand the application of the RADEC learning model. Therefore, this research was preceded by a workshop on 21st century skills development needs and about the application of the RADEC learning model in primary school. It is relevant to (Kristiantari, 2014) that teachers are able to act in front of the class when they get the right training model. In the end, the researchers conducted research on the readiness of the teacher to apply the RADEC learning model in the classroom.

3. Methodology

This survey research aims to investigate the readiness of primary school teachers to implement the RADEC learning model into the classroom. The population in this study were all primary school teachers in Pagerageung Subdistrict and Sukaresik Subdistrict, Tasikmalaya District, West Java who attended a workshop on the application of the RADEC learning model conducted by the Sekolah Pascasarjana UPI in collaboration with IAILM Suryalaya. Data collection techniques used in this study are questionnaires with scoring 4 likert scales. Test the validity of the data using construct validity, which uses the opinion of expert judgment. Data analysis techniques through the stages: (1) Editing, the researcher must ensure that the respondent has filled out all the statements in the questionnaire; (2) Scoring, measurement and data collection by giving a score on the respondent's answers to each item, then adding up for all items; (3) Tabulation, data that has been classified according to the group is then tabulated into the table. Furthermore, the results of the questionnaire are calculated according to the following criteria.

PERCENTAGE	CATEGORY
86%-100%	Very Ready
70%-85%	Ready
56%-69%	Less Ready
< 56%	Not Ready

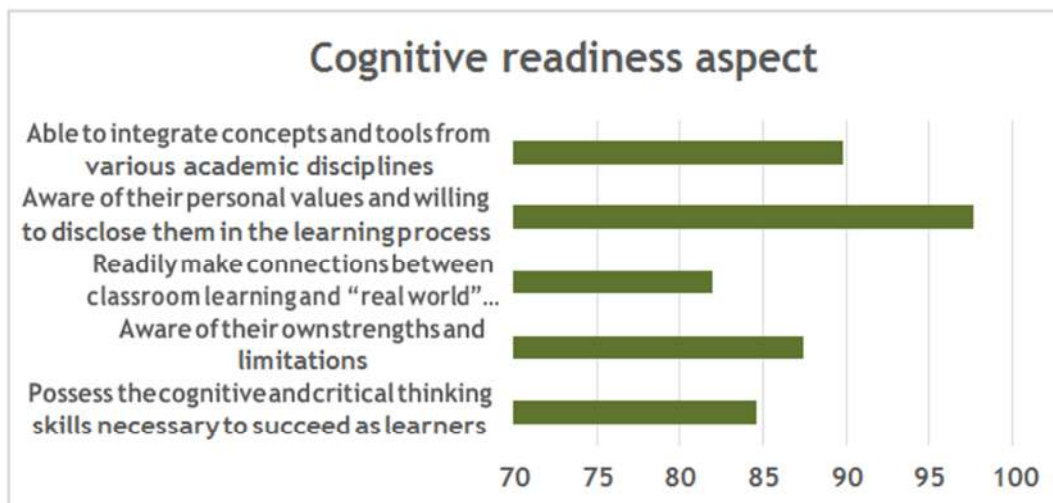
4. Results & Discussion

a. Results

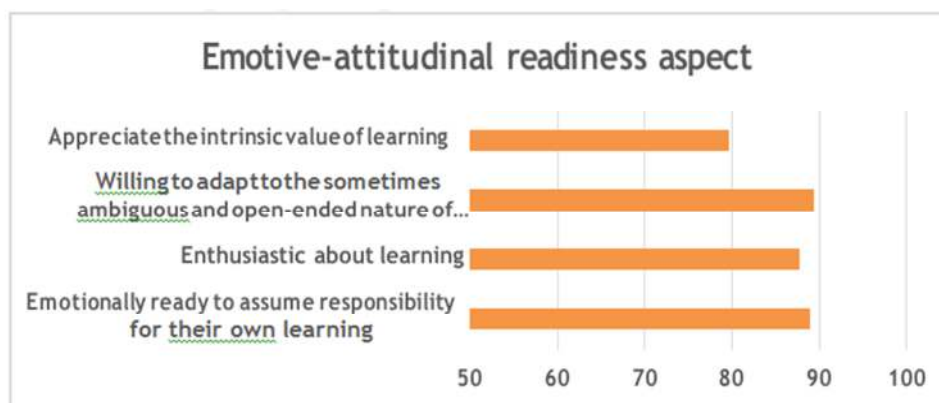
Based on the research, the achievement of the Cognitive readiness aspect is the highest percentage of 87.28 with the Very Ready level. The Emotive-attitudinal readiness aspect is below that with a percentage of 86.52, which is Very Ready. While the third aspect of Behavioral Readiness with a percentage of 78.65 which is categorized as Ready. Finally, based on the overall calculation, the mean readiness of teachers is 85.5 which are categorized as Ready.

READINESS ASPECT	PERCENTAGE	AVERAGE
COGNITIVE READINESS	87.28	85.5
EMOTIVE-ATTITUDINAL READINESS	86.52	
BEHAVIORAL READINESS	78.65	

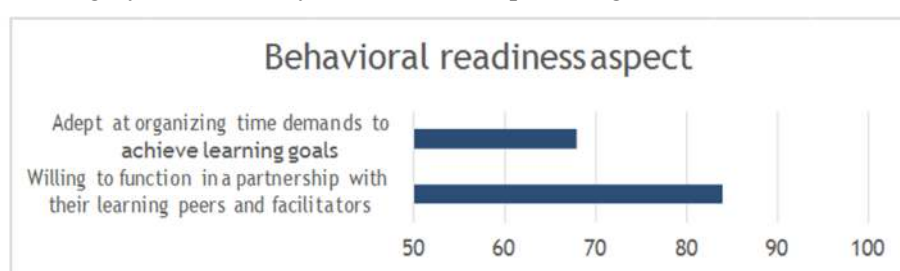
In the Cognitive readiness aspect, the indicators that get percentages in the Very Ready category are indicators of 'aware of personal values' with a percentage of 97.66, the indicator 'integrating concepts' with a percentage of 89.84, and indicators 'aware of strength' with a percentage of 87.5. Then the indicators that get the Ready category are indicators of 'cognitive thinking' with a percentage of 84.64 and an indicator of 'making connections in learning' with a percentage of 82.03.



In the Emotive-attitudinal readiness aspect, the indicators that get the Very Ready category are 'adapt' with 89.45 percentages, 'responsibility' indicators with 89.06 percentages, and 'enthusiastic' indicators with 87.89 percentages. The indicator that gets the Ready category is 'appreciate value' which gets a percentage of 79.69.



In the Behavioral readiness aspect, the indicator 'establish partnership' gets the Ready category which is at the percentage of 83.98. While the indicator 'organizing time' gets the lowest category from all aspects, the category is Less Ready because it has a percentage of 67.97.



b. Discussion

In the Cognitive readiness aspect, teachers believe that they are very ready to implement reflection activities, provide reinforcement, and create discussion because students will develop their critical thinking and creativity based on that. The teachers are ready to make lesson plans, media, evaluation, and learning materials with the RADEC learning model.

In the Emotive-attitudinal readiness aspect, the teachers are very ready to implement learning with the RADEC learning model. Therefore, it is expected that through RADEC learning model, critical thinking and creativity of students will develop, of course, it begins with the teacher who already has these skills. Student learning in their critical and creative improvement efforts starting from the beginning stage certainly requires examples to be replicated before being able to develop themselves. Therefore, the teacher as a facilitator does not mean not guiding students during the learning process. The teachers are ready to facilitate students in each of their learning activities.

In the Behavioral readiness aspect, the teacher is ready to communicate his RADEC learning with others. However, teachers have difficulty managing time to try this RADEC learning model even though their understanding of this model is good. This is relevant to (Haag & Megowan, 2015) "*Three barriers that have already been identified are: the need for time, resources, and training*". Therefore, (Prastowo, 2015) revealed that efforts to develop the professionalism of primary school teachers must reach the most fundamental aspects of changing their competencies, mindset. Mindset is a determinant of changes in one's behavior and attitudes. Although this has not been reached through this research.

5. Conclusion

In general, the readiness of primary school teachers in Suryalaya, Tasikmalaya Regency is categorized as Ready. Based on its aspects, the Cognitive readiness aspect gets the Very Ready category. Emotive-attitudinal readiness aspects get the Very Ready category. While the Behavioral readiness aspect is categorized as Ready. However, there is one indicator on the aspect of Behavioral Readiness 'organizing time' to get the Less Ready category with the achievement of 67.97. It is possible that teachers have difficulty managing time to try this RADEC learning model even though their understanding of this model is good.

Acknowledgement

This research was supported by Sekolah Pascasarjana Universitas Pendidikan Indonesia and Institut Agama Islam Latifah Mubarakiyah Suryalaya Tasikmalaya.

References

- Haag, S., & Megowan, C. (2015). Next Generation Science Standards: A National Mixed-Methods Study on Teacher Readiness. *School Science and Mathematics, 115*(8), 416–426. <https://doi.org/10.1111/ssm.12145>
- Kristiantari, R. (2014). Analisis Kesiapan Guru Sekolah Dasar Dalam Mengimplementasikan Pembelajaran Tematik Integratif Menyongsong Kurikulum 2013. *Jurnal Pendidikan Indonesia, 3*(2), 460–469.
- Maddox, N., Forte, M., & Boozer, R. (2000). Learning Readiness: An underappreciated yet vital dimension in experiential learning. *Developments in Business Simulation & Experiential Learning, 27*(1993), 272–278.
- Mahmud, R., Ismail, M. A. H., Rahman, F. A., Kamarudin, N., & Ruslan, A. R. (2012). Teachers' Readiness in Utilizing Educational Portal Resources in Teaching and Learning. *Procedia - Social and Behavioral Sciences, 64*, 484–491. <https://doi.org/10.1016/j.sbspro.2012.11.057>
- Prastowo, A. (2015). Perubahan Mindset dan Kesiapan Guru Sekolah Dasar dalam Persaingan Pendidikan di Era MEA. *Prosiding Seminar Nasional, 626–641*.
- Presiden Republik Indonesia. Peraturan pemerintah Republik Indonesia nomor 19 tahun 2005 tentang standar nasional pendidikan (2005).
- Rosnani Jusoh. (2012). Effects of Teachers' Readiness in Teaching and Learning of Entrepreneurship Education in Primary Schools. *International Interdisciplinary Journal of Education, 1*(7), 98– 102. <https://doi.org/10.12816/0002885>
- Salo, A., Uibu, K., Ugaste, A., & Rasku-Puttonen, H. (2015). Student-Teachers' And School-Based Teacher Educators' Beliefs About Teaching Practices And Instructional Goals. *Procedia - Social and Behavioral Sciences, 191*, 2203–2212. <https://doi.org/10.1016/j.sbspro.2015.04.295>
- Schunk, D. H. (2012). *Learning theories: an educational perspective 6th ed.* Boston: Pearson Education Inc.
- Sopandi, W. (2017). The quality improvement of learning processes and achievements through the read-answer-discuss-explain-and create learning model implementation. In *Proceeding 8th Pedagogy International Seminar 2017: Enhancement of Pedagogy in Cultural Diversity Toward Excellence in Education* (Vol. 8, pp. 132–139). Kuala Lumpur, Malaysia.
- Sopandi, W., & Iswara, P. D. (2017). Pengajuan Pertanyaan Pra-Pembelajaran dalam Model Pembelajaran RADEC untuk Meningkatkan Keterampilan Membaca Pemahaman Peserta Didik. In *Proceeding 2nd International Multiliteracy Conference and Workshop for Students and Teachers* (pp. 405–420).