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The Influence of the Radec Learning Model on Interest in Reading

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Abstract. This investigation aims to analyze the impact of the Radec learning model while reading interest. The subjects of this research were pupils in their fifth grade in elementary school students. This study is an example of classroom action research. carried out in three cycles. The first, second and third cycles consist of classroom observations, interviews and implementation of actions. The results of this research show that in cycle 1 the results obtained were 35% of students' motivation towards reading, 26% of students' attention to reading and 42% of students' emotions towards reading. In cycle 2 there was an increase in the percentage of assessment indicators obtained as a result of student motivation towards reading 45%, student attention towards reading 53% and students' emotions towards reading increased 62%. and in cycle 3 there was a very significant increase in students starting from students' motivation towards reading increasing by 85%, students' attention to reading by 90% and students' emotions towards reading by 98%.

Keywords: Learning Model, Radec, Reading Interest

INTRODUCTION

Everyone must possess four essential language skills to participate in linguistic activities: reading, writing, speaking, and listening (Mulyati, 2015). These four skills can be categorized into two types: both productive and receptive language abilities. Listening and reading fall under language that is receptive skills, while speaking and writing are classified as productive language skills (Rohmaniyah et al., 2023). Language learners do not acquire these skills instantly but rather through a gradual process. From birth—or even while still in the womb—infants begin by listening, followed by speaking, then learning to read and write (DINI & Aulia, 2022). these four skills is closely linked to the cultural quality and literacy level of a society. For example, in Indonesia, people may spend an entire night listening to a wayang kulit (shadow puppet) performance but may not engage in reading activities.

Reading is often regarded as the window to the world, as it allows individuals to gain access to various pieces of information that were previously unknown (Aswinarko, 2012). As a fundamental skill, reading serves as a crucial foundation for acquiring other forms of knowledge (Hilda Melani Purba et al., 2023). However, beyond reading ability, a strong willingness to read is also essential. The combination of reading skills and motivation significantly influences a person's level of knowledge and overall competence (Satriawan et al., 2023).Based on reading activities in society, reading proficiency can be categorized into seven levels (Sulistyo-Basuki, 1991:7), which are as follows: (1) individuals who are completely illiterate, (2) individuals with the highest level of reading proficiency, (3) individuals who are in the process of learning to read, (4) individuals who are literate but do not read books, (5) individuals who are literate but are not regular readers, and (6) individuals who are literate and consistently read books.

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Increasing interest in reading has become more essential than ever. The increasingly globalized world has, in a way, compelled us to sharpen our awareness of the vast amount of circulating information (Natalia et al., 2014). Moreover, this situation also demands continuous self-improvement. One of the key ways to achieve these objectives is through reading (Mubarock et al., 2021).

The lack of reading interest among Indonesians should prompt relevant stakeholders to promptly analyze and address the root causes of this issue, particularly at the elementary school level (Nasrullah et al., 2021). According to Zulfan Efendi et al. (2023), the declining interest in reading has become deeply concerning. This issue is further exacerbated by the high number of school-age children who are unable to afford education, forcing them to drop out or not complete elementary school at all.

Reading interest refers to an individual's attraction or desire to engage in reading. It is not limited to books but also includes articles, newspapers, magazines, and other written materials. Reading interest holds a crucial position, as without it, individuals may struggle to develop reading habits (Rahim, 2005).

Rahayu (2012) defines reading interest as a psychological tendency that drives a person toward reading. Meanwhile, according to Herman Wahadaniah, reading interest is a strong and profound attention to the pleasure of reading, which motivates individuals to read, either by personal choice or external encouragement. In conclusion, reading interest is the desire or motivation that drives a person to read, playing a fundamental role in fostering reading habits and engagement.Several obstacles hinder the implementation of school literacy activities, including (1) inadequate facilities and infrastructure, a lack of diverse teaching methods, and low student discipline in developing literacy habits (Dhina Cahya Rohim & Septina Rahmawati, 2020). Additionally, students' reluctance to read often stems from laziness and the perception that reading is a forced, passive activity (Nila Sari, 2017). Another contributing factor to the decline in reading interest is the low educational background of parents and the limited time available for students to engage in reading after school, as they are often occupied with helping their parents (Anwar & Rahimu, 2021).

Reading interest is a strong desire or inclination toward reading (Arum, 2015). This definition aligns with Saepudin (2015), who describes reading interest as a psychological tendency that drives individuals to engage in reading activities. Developed countries tend to have societies with high reading interest because it emerges from individuals themselves (Rejeki, 2018). As a result, reading interest plays a crucial role in a nation's progress.

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Compared to other ASEAN and other nations, Indonesia is ranked among the lowest in reading interest. Globally, Indonesia has a reading index of 0.001, meaning only one out of every thousand people has a strong reading interest. This figure contrasts sharply with the reading index of the United States (0.45) and Singapore (0.55). Out of 39 surveyed countries, Indonesia ranked 38th in reading interest.

Additionally, the reading proficiency of sixth-grade students in Indonesia is concerning, with a score—Thailand (65.1), and Singapore (74.0). Data from Indonesia's Central Bureau of Statistics (BPS) in 2006 further highlights the issue, showing that only 23% of Indonesians rely on reading as a source of new information, while 85.9% prefer watching television, and 40.3% listen to the radio.

Reading is one of the fundamental skills essential in the field of education (Harianto, 2020). Strong reading abilities not only help individuals comprehend information but also contribute to the growth of critical thinking, creativity, and problem-solving skills (Frans et al., 2023). In the educational context, reading interest has a crucial part in determining pupils' academic success. The greater an individual's interest in reading, the actual greater their opportunity to expand their knowledge and deepen their understanding across various disciplines.

However, in reality, students' reading interest in Indonesia remains relatively low (Ramadhanti et al., 2024). According to data Indonesia ranks among the lowest in reading literacy compared to other countries. The survey results indicate that many students struggle with comprehending reading materials in depth. Additionally, a report from UNESCO highlights that Indonesia's reading culture has not yet developed optimally, as reflected in the low number of books read by the population each year.

The lack of enthusiasm for reading among students is influenced by several factors, including limited access to engaging reading materials, ineffective study habits, and teaching methods that do not fully encourage active reading (Agustina et al., 2023). Many learning models still rely on conventional, teacher-centered approaches, which limit students' active participation in the learning process (Yofamella & Taufik, 2023). As a result, students often lack motivation to read and deeply understand the material. To address this issue, innovative teaching strategies are needed to enhance students' reading interest. One effective approach is the RADEC (Jais, 2019).

Model is a structured yet flexible approach that is easy for educators to implement. It consists of five steps—Read, Answer, Discuss, Explain, and Create—which encourage students to develop strong comprehension skills through collaboration and communication.

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1. *Read* (R): Students read textbooks or other relevant sources related to the lesson to be studied in class. Teachers provide pre-learning questions to help students focus on key concepts.

2. *Answer* (A): Students independently answer the pre-learning questions outside of class time using various sources.

3. *Discuss* (D): During class, students engage in group discussions to review and refine their answers. Teachers encourage peer tutoring to foster collaborative learning.

4. Explain (E): A classical explanation of the discussed material is presented, with students given the first opportunity to share their insights before the teacher provides further clarification.

5. *Create* (C): Students generate creative ideas, which may take the form of research questions, problem-solving strategies, or project proposals relevant to the lesson and real-life situations. The teacher serves as a guide, offering inspiration through practical examples.

This methodology encourages critical thinking, problem-solving abilities, and active learning. Making it a successful method for improving pupils' literacy interest and comprehension. To implement the RADEC learning model effectively, a structured sequence of steps, or syntax, is followed:

1. *Read* (Membaca): Students independently read relevant materials before the face-to-face class session. The teacher provides pre-learning questions related to the upcoming topic, which students must answer outside the classroom by researching various sources such as textbooks and the internet.

2. *Answer* (Menjawab):Students respond to the pre-learning questions based on the information they gathered through reading. These questions are typically structured in a worksheet format to guide their learning process.

3. *Discuss* (Diskusi): During class, students are divided into groups to discuss their answers. Each member shares insights from different learning sources. The teacher plays a crucial role in motivating students, ensuring they actively participate, and encouraging peer tutoring. Students who struggle with the material can seek guidance from their peers, fostering positive interactions and collaborative learning.

4. *Explain* (Menjelaskan):Representatives from Each group reports to the class on the outcomes of their conversation.. Other students are encouraged to ask questions, provide counterarguments, or contribute additional perspectives. The teacher facilitates this stage by offering supplementary information or reinforcing key concepts to deepen students' understanding (Sapitri et al., 2024).

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5. *Create* (Mencipta): After completing the previous stages, students are expected to produce something meaningful. This can take the form of responses, questions, summaries, or creative ideas related to the lesson. Additionally, they are encouraged to create a project or work that reflects their understanding of the studied material.

By following these steps, the RADEC model promotes active engagement, critical thinking, and creativity, ultimately enhancing students' reading interest and comprehension skills.Several studies have been conducted to evaluate the efficiency of the RADEC model of learning in improving students' literacy skills. For instance, research by Sugiarto & Taufik (2020) found that RADEC enhances students' conceptual understanding in science subjects by actively engaging them in the learning process.

Similarly, a study by Pratiwi (2021) revealed that implementing the RADEC model in Indonesian language learning significantly improved students' reading skills, as it encouraged critical thinking and in-depth comprehension of texts. Moreover, research by Rahmawati & Nugroho (2022) indicated that students taught using the RADEC model showed better text analysis and inference-making abilities compared to those taught with conventional methods. These findings reinforce the idea that RADEC is a successful method for raising pupils' literacy levels.

Hidayat et al. (2023) revealed RADEC model in addition to enhances students' reading understanding, but also significantly boosts their interest in reading. The study found that when students were given the freedom to explore texts independently and engage in discussions with their peers, they became more enthusiastic about reading. Additionally, the RADEC model allowed students to connect the information they read with their personal experiences, further increasing their engagement in reading activities.

Furthermore, Santoso (2024) conducted research in secondary schools and found that integrating the RADEC model with Project-Based Learning (PBL) further motivated students to read with an exploratory purpose. This approach encouraged students to read not just for comprehension but also to apply their knowledge in real-world projects based on the information they gathered.

Based on various studies, Thus, the RADEC learning model can be considered has significant potential to enhance students' reading interest. Therefore, this research aims to further analyze the impact of the RADEC model on students' reading motivation and identify the key factors that support its effectiveness in the process of learning.

METHODOLOGY

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Employs a (CAR) using a quantitative methodology, following a structured and fixed sequence of procedures. The research procedure serves as a guide for conducting the study systematically. The four phases of classroom action research include preparation, execution, observation, and reflection. (Arikunto et al., 2012).

The study is conducted collaboratively between the researcher and the teacher over two cycles. The research subjects consist of 25 fifth-grade students, with the focus of the study being their comprehension of science material. The researcher does not merely collect and analyze data but must adhere to the predetermined research stages to ensure accuracy and validity.

The method of data analysis employed in this investigation is descriptive statistics, which involves analyzing data by describing or presenting the collected information the way it is, without drawing broad conclusions or making broad generalizations. This approach allows for a clear and detailed depiction of the observed trends and patterns in the study. Used in distributing surveys to students and administering a post-test during the final cycle of the research (Nurhairina, 2022). The results from the questionnaires serve as supporting data for the classroom action research findings.

Additionally, observations were conducted in the first session to identify challenges students faced during the learning process. Interviews were also carried out with the science teacher to gather additional information about students' learning conditions before the RADEC learning model's implementation.

RESULTS AND DISCUSSION

Considering the outcomes of study conducted over three sessions—observation, introduction and implementation learning model—it was found that students' reading interest showed improvement. The increase in reading interest was assessed using three key indicators: reading motivation, attention focus, and emotional engagement in reading.

In the first cycle of the study, which involved observation, the researcher examined the teaching and process of learning in the classroom using the instructional methods applied by the teacher in the science subject. The results showed that students' motivation toward reading was 35%, their attention to reading was 26%, and their emotional engagement with reading was 42%.

These findings indicate that students primarily listened to the material presented by the teacher and showed minimal initiative in seeking additional information from textbooks. Furthermore, students only opened and read their textbooks when explicitly directed by the teacher.

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In the second cycle of the study, there was a noticeable improvement. During this phase, the researcher introduced to the students and began its implementation. To apply the RADEC method, two groups of pupils were formed, and each group was given learning materials to study at home.

As the RADEC students' interest in reading the learning materials started to increase. This was reflected in their enthusiasm during the lessons. Additionally, there was a noteworthy improvement in the assessment indicators, with students' motivation toward reading increasing to 45%, their attention to reading rising to 53%, and their emotional engagement with reading reaching 62%.

In the final cycle, the researcher fully implemented the RADEC method and assessed students by distributing a reading interest questionnaire. This phase showed a significant increase in students' engagement with reading. The results indicated that students' motivation toward reading increased to 85%, their attention to reading reached 90%, and their emotional engagement with reading rose to 98%. This remarkable improvement was largely due to the approach used during the learning process, where the researcher did not solely focus on textbook content but also connected the material to real-life case studies and factual examples.

This strategy encouraged students to engage in discussions with their peers and helped build their confidence in expressing arguments in front of their classmates. The increase in reading interest was further supported by the findings from the questionnaire distributed to the students. The following is a diagram that proves that the application of the Radec learning model can increase students' interest in reading.
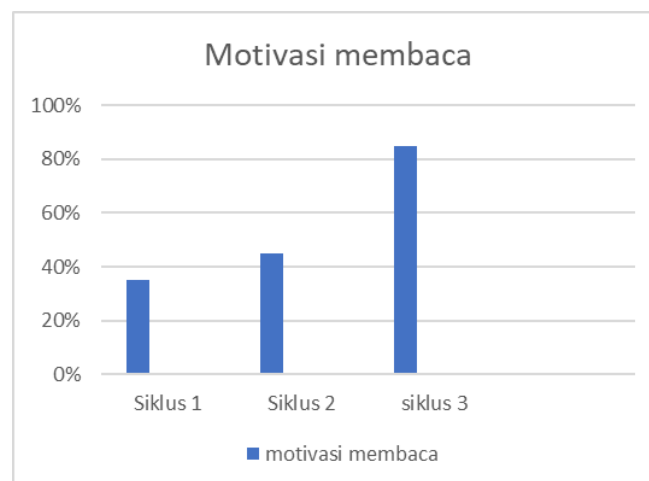

Figure 1. Reading Motivation

The diagram above clearly shows a notable rise in students' perusing motivation indicators. Heres evident from their enthusiasm when the RADEC learning model was introduced. One of

the contributing factors is that students can engage in discussions with their peers about various topics or issues related to the material being studied. Additionally, they feel more motivated due to the improved classroom environment compared to before.

Figure 2. Reading Attention

The diagram above illustrates an increase in students' reading attention indicators toward the RADEC learning model. Before its implementation, students already tended to pay attention to the material being presented. However, after the RADEC model was applied, their attention further increased—not only toward the material being delivered but also toward the reading content in their books.
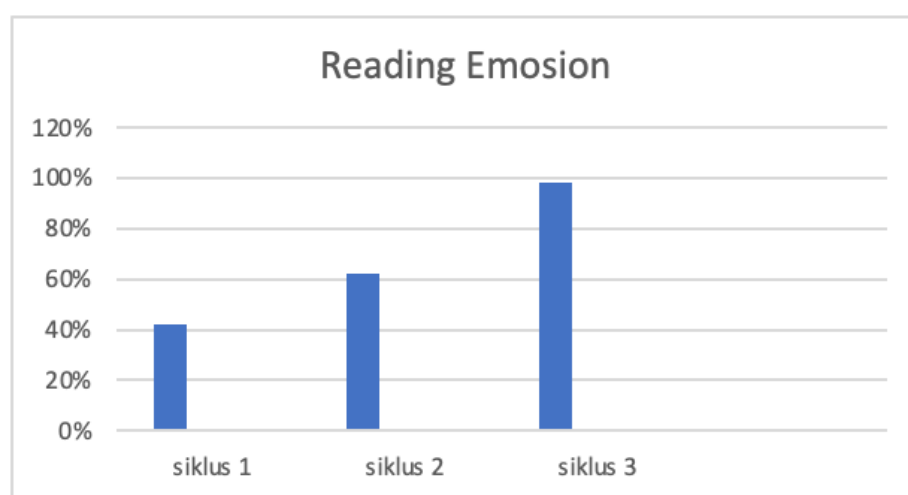

Figure 3. Reading Emotion

The diagram above shows a significant increase in students' reading emotions during the RADEC learning process. This is evident from their enthusiasm when the RADEC paradigm

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of learning was implemented. Among the supporting factors is that pupils can engage in discussions with their peers about various issues or topics related to the material being studied.

The data presented and explained above is supported by a reading interest questionnaire given to students during the evaluation process in the final stage. Additionally, another crucial supporting data comes from tests conducted in the last meeting, aimed at assessing the extent of students' knowledge gained throughout the RADEC learning model's implementation. The increase in students' reading interest has a direct impact on their learning outcomes, as evidenced by the post-test results, which show that higher reading interest correlates positively with improved academic performance.

The RADEC learning model's implementation focuses entirely on engaging all students, ensuring their active participation in the process of learning. It also encourages students to expand their knowledge by reading additional literature or other relevant books related to the subject matter, enabling them to solve various given problems. Regular application of the RADEC model, especially for students who tend to be passive during lessons, helps develop their problem-solving skills—from identifying issues to finding appropriate solutions.

The RADEC learning model's implementation in science lessons, specifically on the topic of light and its properties, provides a platform for students to understand the material through group discussions. These discussions are guided by the provided textbooks as a primary reference. Additionally, the researcher presents real-life case studies related to light and its properties, commonly observed in the surrounding environment. Each group then engages in discussions to analyze and find solutions to the given case, fostering deeper understanding and critical thinking.

After discussing the assigned material within their respective groups and receiving additional explanations from the researcher, a group rotation process was conducted. Each group selected one representative to present the material to members of other groups who visited to learn new concepts that had not been covered in their previous discussions. This structured rotation continued until all students had a comprehensive understanding of the topic.

Following this, the researcher posed questions related to light and its properties, encouraging students to think critically and rationally to find answers. This activity also aimed to assess the students' confidence and ability to express their thoughts in front of their peers.

The RADEC learning model's implementation in fifth-grade science lessons on light and its properties makes the learning process more meaningful, engaging, and interactive. It encourages students to actively participate and fosters social interaction among classmates. Since the RADEC model emphasizes student-centered activities, learners are maximally

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engaged in searching for and discovering answers on their own. Through this process, students are guided to independently explore solutions to questions posed, which helps build their confidence and develop their intellectual abilities as part of their cognitive growth.

CONCLUSION

Based on the research findings, it can be concluded that the implementation of the RADEC learning model has significantly increased the reading interest of fifth-grade students in the science topic "Light and Its Properties."

In the first session, the assessment indicators showed that students' motivation toward reading was at 35%, their attention to reading was at 26%, and their emotional engagement with reading was at 42%. After introducing and applying the RADEC model in the second session, these figures improved, with motivation rising to 45%, attention increasing to 53%, and emotional engagement reaching 62%.

By the final session, students' responses to the textbook showed a significant improvement, and their overall reception of the RADEC model was highly positive. This was reflected in the final assessment results, where motivation toward reading increased to 85%, attention to reading reached 90%, and emotional engagement peaked at 98%. These findings indicate that the learning process became more active and enjoyable for students.

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