



Comparison of RADEC Learning Model and SQ3R Learning Model on Reading Interest of Elementary School Students

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Abstract: Students' interest in reading is increasingly demanded according to the challenges of the 21st century. However, students' interest in reading decreases when technology develops, where the flow of data and information is getting faster and more complex. Therefore, there needs to be a learning model in the classroom to increase students' reading interest. The study examines the RADEC learning model with the SQ3R learning model on students' reading interests. This type of research is quantitative with quasi-experimental research. The research design used was a pre-test, post-test non-equivalent multiple group design. The population of this research is fifth-grade students in Tanete Rilau Subdistrict, Barru Regency, South Sulawesi. Sampling was done randomly. The results showed that the average reading interest of students in the RADEC learning model was higher than in the SQ3R learning model. There is a significant difference between the RADEC learning model and the SQ3R learning model on interest in reading for fifth-grade elementary school. Therefore, teachers can use the RADEC learning model to increase students' reading interest in schools.

Keywords: RADEC learning model, SQ3R learning model, reading interest.

Abstrak: Minat membaca siswa semakin dituntut sesuai dengan tantangan abad 21. Namun minat baca siswa semakin berkurang seiring dengan berkembangnya teknologi, dimana arus data dan informasi semakin cepat dan kompleks. Oleh karena itu, perlu adanya model pembelajaran di kelas untuk meningkatkan minat baca siswa. Penelitian ini mengkaji model pembelajaran RADEC dengan model pembelajaran SQ3R terhadap minat baca siswa. Jenis penelitian ini adalah kuantitatif dengan penelitian eksperimen semu. Desain penelitian yang digunakan adalah pre-test post-test nonequivalent multiple group design. Populasi dalam penelitian ini adalah siswa kelas V di Kecamatan Tanete Rilau, Kabupaten Barru, Sulawesi Selatan. Pengambilan sampel dilakukan secara acak. Hasil penelitian menunjukkan bahwa rata-rata minat baca siswa pada model pembelajaran RADEC lebih tinggi dibandingkan pada model pembelajaran SQ3R. Terdapat perbedaan yang signifikan antara model pembelajaran RADEC dan model pembelajaran SQ3R pada minat baca siswa kelas V SD. Oleh karena itu, guru dapat menggunakan model pembelajaran RADEC untuk meningkatkan minat baca siswa di sekolah.

Kata kunci: model pembelajaran RADEC, model pembelajaran SQ3R, minat baca.

▪ INTRODUCTION

In the 2013 curriculum, the competencies that students in Indonesian language lessons must achieve are spoken or written language competencies. Language competence consists of four skills: listening, reading, speaking and writing. One aspect that is a problem in our country is the aspect of reading. UNESCO data in 2011 showed that the percentage of Indonesian children's interest in reading was only 0.01 per cent. That means that out of 10,000 children in Indonesia, only one child likes to read

(Susanti, 2019). In addition, the reading ability test in PISA (Programme for International Student Assessment) in 2009 showed that students in Indonesia were ranked 57th out of 65 participants with a score of 396 out of an average score of 493. While, in PISA in 2012, Indonesia experienced a downgrade in ranked 64th out of 65 participants (Pohan et al., 2020). The data shows that students' interest in reading in Indonesia has decreased drastically. If this continues to decline, it can result in the weak insight of Indonesian students.

During teacher working group activities, observations and interviews with fifth-grade teachers in Tanete Rilau District, Barru Regency, revealed that students did not have a good interest in reading. Students can be said to have very little interest in reading. The tendency read to recognize words and sentences in light contextual reading. Events or events that occur on social media and from experience are more often read than reading science materials or reading materials related to learning at school. Students like to read messages through social media, and odd and funny stories are often compared to scientific reading material. Therefore, schools must look for learning models to increase students' reading interest.

Schools as places for the educational process need to apply innovative learning models in schools that include reading activities as a basis for learning. According to Joyce et al. (Listini et al., 2022), the learning model becomes a plan or pattern used to help students acquire information, ideas, skills, ways of thinking, and express themselves. The learning model is a framework for designing instructions for teachers to carry out the learning process. From the application of this learning model, it is hoped that it can be a tactical step to overcome student learning problems in reading skills.

One learning model that can overcome problems in students' reading skills is the Read, Answer, Discussion, Explain, and Create (RADEC) learning model. The RADEC learning model is a student-centred learning activity by carrying out a series of activities for understanding concepts, collaborating, solving problems, and generating ideas/works. This model is an answer to meet the skills of the 21st century today, which requires students to have 4C abilities, namely critical thinking and problem solving, creativity, communication skills, and the ability to work collaboratively. This model is a solution for the process of learning activities that accommodate students to develop their abilities independently and collaborate with friends to exchange information and solve problems. Besides that, the RADEC learning model is a learning model designed from inquiry learning and then modified in such a way as to match the conditions of students in Indonesia. The RADEC learning model is a choice of learning model that solves education problems in Indonesia ((Sopandi, 2017). Therefore, this model is appropriate to be used as an option for using innovative learning models in Indonesia. Besides being easy to remember the syntax, the model was formed based on the education system in Indonesia, which requires students to understand many scientific concepts with limited time. This model is the latest solution for education that involves the achievement of 21st-century competencies, character, and literacy skills as well as preparation for exams held by schools and universities.

The learning model that has the potential to be applied in learning reading comprehension is the Survey, Question, Read, Recite, and Review (SQ3R) learning model. The SQ3R learning model is a learning model that focuses on efficient reading activities and helps students to concentrate more on the text. Reading can encourage

students to understand better what they read, directed to the essence implied in a book or text. SQ3R is an effective learning method because it helps students understand and remember the material studied. The SQ3R model has five stages: survey, question, read, recite, and review (Dewi et al., 2021).

The SQ3R learning method is student-centred because students are required to actively explore and enrich their understanding of the concepts being studied. This learning method also allows students to learn systematically, effectively, and efficiently in dealing with various teaching materials (Dian Kiran Dewi, 2021). Dewi et al. 2021 stated that the SQ3R learning method is more efficient because students can repeatedly study teaching materials. The efficacy of SQ3R model has been proven effective in learning fourth-grade students' reading comprehension skills. Similarly, Yesika et al., 2020 showed that the SQ3R learning model improved the reading comprehension ability of elementary school students. In addition, in learning, what needs to be considered is the use of learning media. In the era of the 21st century, the world of education must also utilize technology. In the teaching and learning process, digital media is beneficial for teachers to distribute content material to make it easier for students to understand. Even digital media (better known as multimedia) can increase interest in learning certain materials when using digital media. Digital media for learning include printed words, pictures of teaching materials, audio, video or animation.

Based on this, the RADEC learning model improves student learning activities. Students are more active during the learning process with various syntaxes. On the other hand, the SQ3R learning model, with its syntax that directs students to carry out efficient reading activities so that it can encourage students to understand better what they are reading, is focused on the essence implied in a book or text. The two learning models both activate students and support students in increasing reading interest.

▪ **METHOD**

Participants

The research population was all 472 grade 5 elementary school students in the Tanete Rilau sub-district, Barru Regency. The sampling technique used is simple randomness to select schools that will be experimental class 1 and 2 from schools in the population. The research sample was randomly selected as experimental class 1, class V UPTD SD Negeri 44 Barru, while the research sample randomly selected as experimental class 2 was class V UPTD SD Negeri 64 Barru. This research is located in 2 schools in different clusters and regions but in 1 sub-district, namely Tanete Rilau, Barru Regency.

Research Design and Procedures

This research uses a quasi-experimental model with a pretest-posttest design nonequivalent multiple group design. The research has two variables: the treatment variable, the learning model, and the measuring variable, namely reading interest. Reading interest is the tendency of students toward historical narrative texts after responding with indicators 1) feeling happy reading books, 2) need to read books, 3) interest in books, and 4) desire to read books. The learning model consists of two: the RADEC model and the SQ3R model.

Instrument

The instrument uses an observation sheet to monitor the experimental activities of the two models and reading interest using a Likert scale. Both instruments were validated qualitatively before being used in the classroom using two experts, one from the lecturer and one from the teacher. The questionnaire instrument is in the form of questions to determine the development of students' reading interests. The type of test given is written in the form of answer choices. The statements given are 30 numbers with a questionnaire indicator of reading interest validation in this study using content validation was carried out by consulting two expert lecturers to become validators—content validity using the Gregory Index formula.

Data analysis

Data analysis techniques used in this study consisted of descriptive and inferential analysis techniques. Descriptive analysis is for describing reading interest. The frequency distribution of students' reading interest interval values was analyzed using categorization. The implementation of learning is observed based on the activities of teachers and students during the learning process. The observation sheet shows how teachers and students have implemented the planned RADEC and SQ3R stages.

Then, observations were made using a checklist and a column containing information related to the implementation of learning. Observations were carried out by the observer, who became the observer in this study, the fifth-grade teacher. The next data analysis used the inferential statistical analysis technique F test. Data prerequisite test was carried out, data normality test and data homogeneity test. The hypothesis test uses the F test based on decision making, namely, if the value of $\text{sig} < 0.05$, then H_0 is rejected and H_a is accepted; otherwise, if the value of $\text{sig} \geq 0.05$, then H_0 is accepted and H_a is rejected.

▪ RESULT AND DISSCUSSION

The observations of teacher activities in implementation show that the RADEC learning model's learning process has an average score of 3.54. The RADEC model learning stage planning was carried out very well in every meeting. It is based on an average score of 3.54, indicating a very good category. Observing student activities in implementing the learning process using the RADEC learning model was 3.7. It shows that the students followed the learning stages of the RADEC model very well in each meeting. It is based on an average score of 3.7, which indicates a very good category. This category is quite high according to the research results show that there is a positive relationship between students' interest in reading books and their use of smartphones. However, the relationship between the two variables is very weak and insignificant at the 0.05 level, so the relationship cannot be generalized. Students rarely use smartphones to access e-books but use them for other purposes instead (Octaviani & Martono, 2021).

Observing teacher activities in implementing the learning process using the SQ3R learning model was 3.6. It shows that the implementation of the SQ3R model learning stage planning was carried out very well in each stage. It is based on an average score of 3.6, indicating a very good category. Observing teacher activities in implementing the learning process using the SQ3R learning model was 3.6. It shows that the implementation of the SQ3R model learning stage planning was carried out very well in

each stage. It is based on an average score of 3.6, indicating a very good category. Students followed the learning stages of the SQ3R model well in each meeting. It is based on an average score of 3.2, which indicates a good category. This category is high according to the research results showing a positive relationship between Reading Interest and Reading Comprehension Ability in-class VA and VB students of SD Negeri Karya Bhakti Odd semester of the 2019/2020 academic year (Aisyah & Punamasari, 2021).

Data on students' reading interests are grouped into three categories. The average score of students' reading comprehension ability was converted into the four categories above, so the average reading interest in the pre-test experimental class 1 was included in the medium category, which was 65. While experimental class 2 was also included in the medium category, which was 64. The description of the post-test reading interest in experimental class 1 by applying the RADEC learning model and experimental class 2 by applying the SQ3R learning model shows that the reading interest of experimental class 1 and experimental class 2 differs. The difference is based on the average score obtained in experimental class 1 is 91, while the average score for experimental class 2 is only 75, and the median obtained, is significantly different. The median experimental class 1 is 90, while the median experimental class 2 is 75. Students' reading interest increased more in experimental class 1 than in experimental class 2. Students' reading interest is grouped into three categories.

The frequency and percentage distributions show that the average score of students' reading interest in the post-test was converted into the three categories above, so the average post-test reading interest of experimental class 1 was included in the high category, namely 91. While experimental class 2 was included in the medium category, namely 75. The analysis of students' reading interest showed that the significance of the data was $0.062 > 0.05$, so the data was declared homogeneous. The results of the analysis of reading comprehension ability were obtained, and the significance of the data was $0.773 > 0.05$, so the data was declared homogeneous. The reading interest variable with sig value. $0.00 < 0.05$, then H_0 is rejected, and H_a is accepted. It means that there are differences in the reading interest of class V students in both classes of the RADEC learning model and the SQ3R learning model.

The implementation of learning the RADEC learning model and the SQ3R learning model has different learning processes terms of learning because the syntax of the RADEC learning model encourages students to carry out various activities in learning, such as reading, answering, discussing, explaining, and creating works so that learning is more varied. The teacher's activities in RADEC learning are to provide students with questions based on reading texts on pre-learning activities that will be studied at the next meeting, monitor and motivate students to read and do assignments, and motivate students who are successful in doing certain tasks from the LKS to guide their friends. Those who have not mastered it (through discussion activities) ensure that what the presenter explains is scientifically correct. All students understand the explanation, encourage other students to ask questions, argue, or add to what has been presented by presenters from other groups, explain essential concepts that all students have not mastered, guide students to realize their creative ideas, create reports and report them. In addition, parents can help increase students' interest in reading.

The study results show that students have a high perception of parental involvement in education, as much as 51%, which affects students' reading interest guiding them to realize their creative ideas, make reports and report them. In addition, parents can help increase students' interest in reading. The study results show that students have a high perception of parental involvement in education, as much as 51.6%, which affects students' reading interest guiding students to realize their creative ideas, make reports and report them. In addition, parents can help increase students' interest in reading. The study results show that students have a high perception of parental involvement in education, as much as 51%, which affects students' reading interest (Ama, 2021). Then, Research results related to interest in learning can be improved in various ways. For example, the study results found the benefits acquired from the utilization of infographics, namely reducing the students' boredom, increasing their will to read, and developing their ability to think critically and organize ideas (Meialldy, 2021), smartphones (Narulita Mahendra, 2020), SQ4R (Alzu'bi, 2020), (Amanvermez İncirkuş & Beyreli, 2020), (Başar & Gürbüz, 2017) or using of Zoom Application (Khusniyah, 2020).

On the other hand, studies on literacy show that literacy can increase children's reading interest (Tarmidhi & Astuti, 2020). Another study using wall magazines can increase children's reading interest (UMAR, 2021). In contrast, student activities in the RADEC learning model are digging information from various sources, both books, other printed sources of information and other sources information such as the internet, and answering pre-learning questions so that this activity can foster student interest in reading.

The groups discuss answers to questions or assignments, representatives of students explain the essential concepts they have mastered in front of the class and discuss the completion of the given tasks they have obtained from reading from various sources. The results of their thoughts are independently at home, discussing the effects of thinking with group friends by making reports so that the process stimulates improved reading comprehension skills.

The SQ3R model applied to experimental class 2 shows that the students are active. Students actively ask questions during the learning process. Teacher activities in SQ3R learning are teachers explaining competencies and learning objectives, teachers demonstrating correct knowledge/skills or presenting information through teacher learning videos, teachers planning and providing guidance for reading texts and then directing them to work on worksheets that have been distributed, and teachers in groups. The teacher checks whether the students have succeeded in doing the task well and provides feedback with the correct answers.

Student activities in the SQ3R learning model are listening to the teacher's explanation by reading the reading text given, seeing and listening to the teacher's explanation, practising doing assignments, asking what things have not been understood, seeing the answers they are working on and matching them with the correct answers. There is a difference between the RADEC learning model and the SQ3R learning model in the reading interest of fifth-grade elementary school students. The RADEC model can be a mainstay for teachers to increase students' reading interest. Students' reading interest is influenced by several things, especially during the COVID-19 pandemic, where teachers conduct online learning. The study results show that

elementary school students tend to take reading activities as normal. In addition, reading activities tend to be only because of the teacher's task, ordered by parents. The duration of student reading is also limited to 10 to 30 minutes. It is because there are limitations during the pandemic. It results in students thinking that reading activities are just routines, without motivation and feeling happy when doing them (Fahmy et al., 2021).

Furthermore, efforts to increase reading interest in elementary school students should be given support so that interest in reading emerges from students and they are introduced to reading materials that they are accustomed to reading. Therefore the reading habit of students while sitting in elementary school will foster high reading interest until students grow up (Elendiana, 2020). However, other studies show that many factors influence interest, namely psychological factors, habit factors, book or reading materials, and family and school environmental factors (Asniar et al., 2020). There are also schools using other efforts, for example, (1) completing the number of reading books in the library, (2) the role of subject teachers in increasing students' reading interest, (3) the role of the principal and student representatives (4) the role of students in increasing reading interest (5) atmosphere a fun library (6) the school library lends textbooks to study at home (7) the library provides non-fiction books (Darlin & Fitriani, 2020). Other schools take the path through the library. Namely, to support students' reading interests, library facilities such as the role of teachers, librarians, internet facilities, e-books, e-journals and other facilities are needed (Niswaty et al., 2020). Other studies have shown that involving students in the assessment process in the classroom can increase student interest and motivation. The study involved students conducting class assessments (Rukli, 2022).

Therefore, students at school spend more time reading because the more students read, the easier it is for them to understand the meaning of what they read, both explicitly and implicitly. The results of this study can be one of the considerations for readers, especially for education practitioners, in terms of improving students' reading comprehension (Dewi et al., 2020). RADEC learning model shows more encouraging students' reading interest. It aligns with the research results (Pohan et al., 2020). Therefore, teachers must be able to determine the right learning model. The research method in this article uses the literature study method. The data was collected through the results of literature searches and the effects of relevant studies, followed by content analysis. The results of this study indicate that, in general, the RADEC learning model improves student learning activities. Students are more active during the learning process with various syntaxes. In addition, the RADEC learning model supports students' reading comprehension skills during the implementation process. With the Read syntax, students' reading comprehension skills will be trained and expand students' information or insight before receiving the subject matter. The RADEC learning model is suitable for students in Indonesia whose reading literacy level is low compared to other countries. The habit of doing reading activities before the learning process can increase students' interest in reading.

Reading interest is related to reading comprehension ability. Students with a high reading interest will be able to understand the reading text well because students who are diligent in reading habits will improve their reading comprehension ability. The results of the data analysis showed that the average reading interest (post-test) score in experimental class 1 was higher than in experimental class 2. It means that experimental

class 1, which uses the RADEC learning model, can increase reading interest better than experimental class 2, which uses the model. SQ3R learning. The findings produced in this study align with the research that has been done (Pohan et al., 2020) aims to explain the role of the RADEC learning model on students' reading comprehension skills. The results of this study indicate that, in general, the RADEC learning model improves student learning activities. Students are more active in learning during the learning process with various syntaxes. In addition, the RADEC learning model supports students' reading comprehension skills during the implementation process. With the read syntax, students' reading comprehension skills will be trained and expand students' information or insight before receiving the subject matter.

However, several studies have shown that the SQ3R model is effective in learning. For example, a study examines the effect of SQ3R methods on Chinese reading comprehension for Year 3 pupils and determines pupils' perceptions toward using SQ3R methods (Fong & Hoon, 2021). The SQ3R strategy in the flipped classroom model can be applied in pedagogical practice. Therefore, this study should be valuable for researchers to present future studies and teachers who wish to improve their teaching methods (Fong & Hoon, 2020). However, the study results show that SQ3R is less effective than the SOAR model (Select, Organize, Associate, Regulate) (Jairam et al., 2014).

However, several studies show that the SQ4R model has a more positive influence on interest. For example, research on students' interest in reading and reading comprehension and the effect of using SQ4R. The technique on their reading interest and reading comprehension at SMAN 1 Pangkalan Kuras Pelalawan (Usman, 2021). However, several studies have shown that variations in learning resources, such as the type of book, affect students' interest in learning. For example, The result showed that students' reading interest was based on the number of books they read. Moreover, the factor was influenced by activity, involvement, and motivation in reading (Rinawati, 2019).

The solution to the problem of students' reading interest is the RADEC learning model that can be identified in the syntax of the RADEC learning model. There is a reading activity (read). At this stage, students explore information from various sources, both books and other sources of information. To be guided when digging up information, students are provided with pre-learning questions that are arranged in the form of student activity sheets which can be made according to the material to be taught by the teacher after the first stage is carried out, then proceed to the second stage, namely answering pre-learning questions (answer). This way, students can see where they have difficulty independently learning material. In addition, students themselves can judge whether he is an avid readers or not.

▪ **CONCLUSION**

The average score of students' reading interest using the RADEC model was obtained at 91. The average score of students' reading interest using the SQ3R model was obtained 75, and the average score of students' reading comprehension ability using the model SQ3R received 81. There is a difference in reading interest in the class treated with the RADEC model and the type treated with the SQ3R. It is based on the table test of between subjects' effects obtained a significance value of $0.000 < 0.05$. The post-test

results showed that the average score of students treated with RADEC was 91 (high category), while the average score of students treated with SQ3R was 75 (medium category). The data analysis found that the RADEC model increased students' reading interest more than the SQ3R model. The school should be able to apply the RADEC learning model in the learning process in the classroom as an effort to increase students' reading interest by utilizing learning technology media. Teachers can be more creative in choosing models and variations of learning so that learning becomes more effective according to the syntax of the RADEC learning model.

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