



## **RADECE (Reading, Answer, Discuss, Create and Evaluation): E-Learning Model “Merdeka Belajar” through Higher of Think of Al-Islam and Kemuhammadiyah**

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### **Abstract**

The aim of this article is Radece (reading, answer, discuss and create): E-Learning Model through higher of think of Al-Islam and Kemuhammadiyah. The method of the research is qualitative method. A two-part questionnaire served as the study tool of Al-Islam and Muhammadiyah. The first portion of the questionnaire was administered before to the activity and was designed to show the teachers' experience with implementing currently popular innovative learning methods of Al-Islam and Muhammadiyah. After the session, the teachers were given a second part questionnaire to determine their readiness to adopt the RADECE learning paradigm. The data was analyzed both quantitatively and qualitatively. According to the findings of the first questionnaire, teachers have been unable to integrate currently popular creative learning methods due to a variety of factors of Al-Islam and Muhammadiyah. According to the findings of the first questionnaire, teachers have been unable to integrate currently popular creative learning methods due to a variety of factors. The second study's findings suggest that socialization and workshops can help teachers use the RADECE learning approach. The majority of individuals who say that the syntax of the RADECE learning model through higher of think of Al-Islam and Kemuhammadiyah demonstrate this. They are interested in researching the implementation of the RADECE learning model through higher of think of Al-Islam and Kemuhammadiyah; and they are interested in researching the implementation of the RADECE learning model through higher of think of Al-Islam and Kemuhammadiyah; and they are interested in researching the implementation of the RADECE learning model through higher of think of Al-Islam and Kemuhammadiyah.

*Keywords :E-Learning Model; Kemuhammadiyah; Radece; higher of think; Al-Islam and Kemuhammadiyah.*

### **Introduction**

The 21st century is an information age characterized by rapid development of information (Alif, S.,dkk., 2020). Rapid development. This is supported by the

development of communication technology especially in the field of computerization which makes routine conditions in the 21st century more automatic. Development it makes changes in

all aspects of life. Likewise with education, the complex conditions of the 21st century provide rapid changes to the learning environment (Aminullah, dkk., 2021).

The results of the study illustrate that the thinking ability of Indonesian students is still in the low category (Efendi, A., & Elihami, E., 2020). One of the reasons for the low thinking of Indonesian students is the learning process which has not developed the aspects tested in the comparative study test. Such learning is a commentary on conventional learning or learning which is dominated by the use of the lecture method (Elihami, E., & Ibrahim, I., 2020). So that the impact of students studying in the 21st century is still experiencing the learning process in a similar way, such as students learning in the previous century. In the Indonesian context this innovative learning model does not necessarily improve the quality of education Indonesia today. This is most likely because the teachers in the field experienced difficulties in implementing it these innovative learning models so that they can it is said that there is a problem in the practice of education in Indonesia (Eskarya, H., & Elihami, E, 2020).

Difficulty for teachers in Indonesia to organize learning that is in accordance with the demands of the times, is required to provide alternative solutions by developing a learning model that fits the context Indonesia. This learning model is the **Read-Answer-Discuss-Explain-Create- and Evaluation** learning model, abbreviated as RADECE. Several preliminary studies have shown the suitability of the RADECE learning model for this

improve the quality of the process and learning outcomes in situation and conditions in Indonesia, (Rospigliosi, A, 2011). The successful implementation of this learning model is still limited in scope, a wider scope of testing is still needed and at various levels of education. However These tests can only be carried out when the teacher already knows and has the ability as well willingness to implement the learning model The RADEC. In line with the things described above, it has been done socialization activities and learning model workshops RADEC. This article describes the results of research on how the impact of outreach activities and model workshops RADEC learning towards teachers' readiness to implement it (Husni, H., & Elihami, E, 2020). As for the research question is how to implement innovative learning models in primary and secondary education so far, how the impact of the RADEC learning model workshop on knowledge of primary and secondary education teachers RADEC learning model, and how the teacher responds primary and secondary education to the learning model (Irman Syarif, dkk., 2020). However, from the results of the meditation, one letter was added, namely E. The addition of the letter E was Evaluation, so it was called RADECE.

## **Result and Discussion**

The learning model most often practiced by the participants is a learning model of cooperative learning followed by other learning models, namely the inquiry learning model, discovery, PBL and PjBL,

respectively, (Jabri, U., Elihami, E., & Ibrahim, I., 2020). While what is interesting from this data, nearly half of the participants honestly stated that they use conventional learning models more often (Faisal, F., et al., 2020). This number illustrates that the conventional learning model (lecture) still colors the learning practice of both primary and secondary education. In other words, the facts show that participants only recognize the learning model before they have done it, (Khalik, M. F., Asbar, A., & Elihami, E., 2020).

Ever practicing a learning model does not guarantee that the implementation of an innovative learning model is consistently implemented in schools. So then, it is necessary to know the innovative learning model that is most often implemented. This data will illustrate that there have been consistent efforts to improve the quality of education through the quality of learning, (Rahman, A. A., Suherman, A., Susilawati, D., & Putra, G. P., 2020).

The conventional learning (lecture) with reason there is teacher interaction, makes it easier to achieve concepts, and to equalize students' perceptions; make it easier to direct/ condition students; more approaches towards students and know more about students' difficulties with the material; and easy to implement, cheap and simple because only. It only takes teacher's knowledge, (Sopandi, W., 2019). Furthermore, there is an interesting thing that was found in this study, namely participants who stated that they often implement innovative learning models, in fact most of them cannot rewrite the

syntax, (Suhendra, I, 2020). This data shows that there are difficulties for the participants to memorize the steps of an innovative learning model. If you can't write the syntax alone, of course the participants will certainly not implement this innovative learning model, (Sukardi, R. R., Sopandi, W., & Riandi, R., 2021).

There are several possible reasons for not implementing the innovative learning model recommended by the Ministry of Education and Culture, in addition to its difficult syntax to memorize, is the density of the curriculum, the tests that are still emphasizes on the cognitive aspects, requires a lot of preparation more and worries he could not convey learning material according to the available time allocation. Existence of the difficulty of the participants in implementing this innovative learning model requires a solution in the form of an alternative learning model that is easy to memorize and understand syntax.

The characteristics that will emerge from the RADECE learning model according to the participants' opinion are critical, creative, innovative, responsibility, honest, disciplined, hard work, independent, democratic, curiosity, communicative, fond of reading, diligent, confident, hard work, conscientious and courageous, and cooperation. Furthermore, 100% of participants think that the RADECE of E-learning model can train critical thinking skills. The reasons are various, namely:

1. Through the search for other information / teaching sources, the ability to think critically can be built.

- The RADECE model can facilitate various ideas or ideas from children, so that the form of reading to develop critical thinking and knowledge will grow into the critical thinking stage. Next, all participants think that the RADECE learning model can train problem-solving skills.

The reasons are:

- In RADECE, the students are not trained to find problems and try to provide solutions.
- Students are able to practice problem solving skills. Because problem solving is solved simultaneously through the Interim class discussions, the reasons for 100% of participants to think that the RADECE learning model can train communicative skills are: In 21st century skills, 100% of participants think that the RADECE learning model can train creative thinking skills.

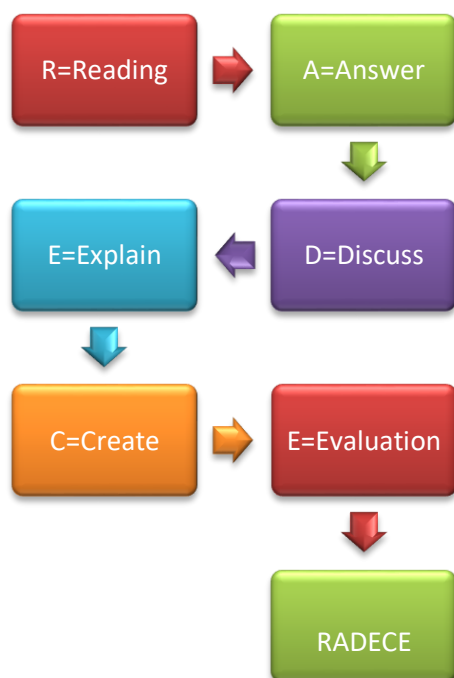


Figure 1: RADECE Model

The reasons are:

- The RADECE model makes teachers more creative by designing pre-learning questions
- In RADECE through the screate. In addition to developing character data, critical thinking, problem solving, communicative, collaborative, and creative thinking, the RADECE learning model is also very easy to understand. 100% of participants stated that the RADECE learning model has a syntax / learning steps that is easy to remember because of the use of the abbreviation R-AD-E-C-E. Pronunciation or pronunciation is also easier. This adds to the advantages of the RADECE learning model over other learning models which often have syntax confusing and difficult to understand every time you remember, (Neulborne, M, 2020). Although the RADECE learning model is a cutting-edge learning model that can develop character and skills in the 21st century, however, this learning model needs to be tested more. As many as 36 respondents or 65% have the desire to carry out research on the RADECE learning model. The reasons are:

- Want to know whether RADECE can improve learning outcomes in certain studies.
- Intrigued by the implementation of the RADECE model how can it treat problems.

- c. Want to add knowledge about the latest learning models.
- d. The syntax is easier to apply 5 In accordance with field conditions and problems, while 10 participants or 18% were not interested in doing research using the RADECE learning model. Some of the reasons are that at this time they are already carrying out learning that is almost identical to the RADECE stages, want to try to make innovations themselves, and have a lot of activity. While the remaining 17% did not answer.

learning in schools has not changed relatively over time which causes low student achievement. The results of the socialization research and the RADECE learning model workshop indicated that the participants easily remembered and understood the RADECE learning models. They also believed that this model could develop characters (responsibility, honesty, hard work, thorough and brave). In addition, this study also shows that the majority of participants are interested in researching and implementing the RADECE learning model. This study only involved a limited number of participants and their work areas. For this reason, the same activities are needed by involving more participants and carried out in rural areas, urban groups. Thus, more accurate information will be gathered about the implementation of innovative learning models that are known to teachers. In addition, the impact of socialization activities and workshops in rural areas and urban areas can also be identified.

### **Conclusion**

This study shows the difficulties of the majority of participants in implementing the defender model. This difficulty is caused by the syntax of innovative learning models that are difficult to remember and understand, considering that the creators of these models come from abroad and do not consider the conditions and conditions in Indonesia. The difficulty of the participants in implementing these innovative learning models may explain why

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