



## ENHANCING ENGLISH LEARNING MOTIVATION: THE IMPACT OF THE RADEC LEARNING MODEL ON HIGH SCHOOL STUDENTS AT DARUL ULUM LAMONGAN

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### ABSTRACT

This study investigates the effectiveness of the RADEC (Read-Answer-Discuss-Explain-Create) learning model in enhancing English learning outcomes among high school students at Darul Ulum Lamongan. Utilizing a quasi-experimental design, students were divided into an experimental group using the RADEC model and a control group with conventional methods. Data were collected through observation and documentation, and analyzed using descriptive statistics and hypothesis testing. The findings demonstrate that the RADEC learning model significantly improves student outcomes, as shown by high T-statistics and very low P-values in the posttest. However, the pretest revealed no significant difference between the groups, indicating similar baseline knowledge. The model also contributed to a 47.7% increase in students' interest in learning English. Despite this, several constructs showed weak reliability and validity, suggesting a need for further refinement in implementation. In conclusion, the RADEC model is an effective method for improving English learning performance and motivation. Nevertheless, further investigation into initial learning factors is recommended to ensure consistent application and results.

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## 1. INTRODUCTION

The learning process is crucial because the success of educational objectives is contingent upon its execution (Andini & Fitria, 2021). According to Suryosubroto (Werdayanti, 2008), As per Suryosubroto (in Werdayanti, 2008), the learning process is a series of steps that teachers undertake to achieve their teaching objectives. These steps include the planning, implementation, and evaluation of activities, as well as the implementation of follow-up programs in the educational environment (Agustin et al., 2021). The learning process is significantly impacted by the learning implementation plan, which is tailored to the field conditions of the material (Halim, 2022).

The learning process is significantly impacted by the meticulous preparation of learning implementation plans by educators in accordance with the stages of creation (Putri & Zulfadewina, 2023). The learning process is initiated when the teacher is required to devote more attention to the lesson material (Kristyaningrum, 2024). One possible interpretation is that educators prioritize the learning process and give less attention to the outcomes that have been achieved. Consequently, it is imperative that educators first comprehend the fundamental principles of learning. In 2023, UNESCO has established four pillars of universal education: (1) learning to know, which also means learning to learn; (2) learning to be; (3) learning to be someone; and (4) learning to live together (Rani). This is consistent with the principle of lifelong learning. "Learning is a process of interaction between students and educators and learning resources in a learning environment (Rani, 2023). The principle of lifelong learning is in line with this. "Learning is a process of interaction between students and educators and learning resources in a learning environment (Mulyani et al., 2023)." School-based learning must be distinguished from textbooks and utilized as reference teaching materials (Ratnasari & Sukmawati, 2023).

Teaching materials can be good if they meet the requirements. These results are used as material attributes. Based on the curriculum and book center, the material is considered good if it meets four textbook-style assessment criteria: the content or material must be by the curriculum, the presentation must be by learning principles, the language, and format must be attractive (Nengsih & Hamsiah, 2023). Good teaching materials must combine knowledge, facts, concepts, principles, skills, and attitudes to support learning (R. Astuti et al., 2022). One way to solve learning activity problems is to create teaching materials. One effort to improve the quality of education in schools is by improving the teaching and learning process (Maryam & Fatmawati, 2024). Various new concepts and insights about the teaching and learning process have emerged and developed along with the rapid development of science and technology. Teachers are the component that determines the quality of education, so to develop their resources and become more professional, they must continue to follow developments in concepts and learning models as innovations in the world of education (Hopipah et al., 2024).

Language is the most significant thing about humans because it is very meaningful and is the main medium for conveying ideas, information, feelings, and so on. Language is important in everyday life and various interactions (Amelia et al., 2024). The extent of language mastery greatly influences development in certain areas, such as communicating according to desires, needs, and feelings to other people and society (Chairunnisa & Sukardi, 2022). Language as a medium of information is very important to master. It cannot be denied that we spend our lives in language through speaking, listening, reading, and writing. Whatever we do and whatever our profession, we will not be successful if we do not master the language well (Nurseptiani & Maryani, 2019). This language is also used for communication, namely to convey messages or ideas from the speaker to the listener, so that the function of language is clear as a means of communication, both oral and written. For example, English is an international language often used worldwide for communication (Wibowo et al., 2023).

English is a communication instrument that is recognized as an international language, which is why mastery of the language is a determinant in the current global era (Harun & Yuza, 2022). Consequently, the acquisition of English is of paramount importance in the field of education, as it enables students to engage in communication and interaction with individuals from a variety of global regions (Widodo et al., 2024). In Indonesia, English is the initial foreign language that is required to be taught at all levels and categories of education, from elementary school to university (Yanti & Suriani, 2024). Listening, reading, writing, and speaking are the four primary abilities that students must acquire in order to effectively utilize a language. Conversely, it is crucial to acquire language components, including vocabulary and grammar (Irawan et al., 2024).

In learning English, sometimes students experience difficulties (Fadil & Ramadhan, 2023). These difficulties vary, starting from the difficulty of the material they study, causing them to be less able to grasp the lessons, which causes them to need more confidence in expressing opinions or speaking in English (Fairus et al., 2023). However, it must be admitted that the use of English in high school still needs to be as expected. Learning English in high school consists of four language skills students must master: listening, speaking, reading, and writing (Khaltsum, 2023). These four skills cannot be separated because they support each other in achieving success in learning English (Maryani & Nurseptiani, 2019).

Related to the English language learning process at Darul Ulum Sugio High School, Lamongan Regency (Hutapea & Saddia, 2024). Teachers have made efforts to prepare learning plans, implement learning, and carry out evaluations seriously by making changes and updates not only in the areas of curriculum, media, tools, and learning models but also in the areas of administration, organization, and personal, even Overall, this change is a renewal in the teaching system which concerns all existing components for the effectiveness of teaching in an educational institution (V. D. Astuti, 2024).

In order to enhance the quality of Indonesia's human resources, specifically through the national education system, it is necessary for all parties involved in the field of education to adopt a more professional approach to the teaching and learning process (Amalia et al., 2023). In this regard, the educator is obligated to ascertain and endeavor to enhance the effectiveness and significance of the educational system. Teachers are anticipated to be capable of selecting effective and diverse learning models during the teaching and learning process (Januaripin, 2024).

The selection of a learning model is contingent upon the teaching objectives, materials, student competencies, and available facilities and infrastructure (Pujiawati et al., 2024). When selecting a learning model, it is essential to consider the teacher's knowledge and mastery of the model, as well as the alignment of the learning objectives with the materials, goals, and scope. The RADEC learning model is one learning model that may serve as an answer (Widiari et al., 2023). RADEC (Read-Answer-Discuss-Explain-Create) learning paradigm. The RADEC learning model is developed by the youth of the nation. Sopandi initially introduced this learning model at an international seminar in Kuala Lumpur in 2017 (Ardianti et al., 2023).

The RADEC (Read, Answer, Discuss, Explain, and Create) learning model has been widely applied in various levels of education and subjects to improve the quality of student learning processes and outcomes. Research conducted by (Septyasari et al., 2024). Research shows that implementing the RADEC model in thematic learning in elementary schools can have a positive impact on student learning outcomes. This model is considered capable of creating a more active and focused learning environment, making it easier for students to understand the material being taught. This is in line with the 2017 findings (Ardianti et al., 2023). which revealed that the use of the RADEC model in advertising materials, slogans, and posters at SMPN 2 Siak Kecil can significantly increase student learning motivation. Active student involvement in RADEC stages such as discussion and creation make the learning process more meaningful and enjoyable.

The RADEC learning model is a learning model that is specifically designed to support the implementation of 21st-century learning in Indonesia. It is specifically tailored to the needs of students, who are required to quickly master a variety of scientific concepts and refine their multiliteracy skills (Septyasari et al., 2024). The RADEC learning model has been extensively implemented in general subjects, including social sciences, nature, and languages. It is anticipated that the RADEC learning model will address the challenges encountered in the teaching and learning process, particularly in terms of fostering the interest of Darul Ulum High School students in learning English.

## 2. METHODS

A critical instrument for gathering the necessary data and information is research methods. Researchers employed a quantitative methodology in this investigation due to the numerical data and numerical results (Januaripin, 2024). The experimental and control courses were the two groups that were involved in the quasi-experimental method. The control class was not subjected to any special treatment, whereas the experimental class received a novel treatment. Subsequently, statistical evaluations were implemented to assess the conditions of the two classes.

The control group design employed in this investigation is nonequivalent. The control and experimental groups are not arbitrarily selected in this design. A pretest was administered to both courses prior to the implementation of the treatment to ascertain the students' initial proficiency in the lesson. Subsequently, the RADEC learning model was implemented to administer treatment to the experimental class, while the control class exclusively employed the conventional learning model. Subsequently, a posttest was administered to both classes, consisting of multiple-choice questions to evaluate the learning outcomes and identify substantial disparities between the classes that implemented the RADEC learning model and those that did not.

All members of this investigation were classified as Class. The sample was divided into two groups: the experimental group, which was administered the RADEC learning model, and the control group, which did not receive the learning model. Researchers employ documentation and observation in their data collection methodologies. In order to ascertain the conditions of the field that will serve as the research site, observations are conducted. In contrast, documentation is employed to accumulate a variety of data sources, such as student learning scores, which serve as a source of documentation. Descriptive statistics were implemented to conduct data analysis, which encompasses measures of fundamental data values, including the average (mean), median, variance, and standard deviation. Descriptive statistics provide a summary of the data and phenomena that were observed during the research, as well as information about the data distribution based on the mean of the existing data collection.

## 3. RESULTS AND DISCUSSION

### Results

#### *Research Variable Reliability*

**Table 2. Composite reliability and Cronbach alpha inspection results**

<i>Construction</i>	<i>Cronbach's Alpha</i>	<i>Rho_A</i>	<i>Composite Reliability</i>	<i>Average Variance Extracted (AVE)</i>
Giving Pretest (O <sup>1</sup> )	0.325	0.547	0.614	0.378

Posttest administration after implementing the RADEC learning model (O <sup>2</sup> )	0.128	0.173	0.668	0.527
Giving a pretest before being treated with conventional learning models (O <sup>3</sup> )	1.000	1.000	1.000	1.000
Giving a posttest after being given conventional learning model treatment (O <sup>4</sup> )	0.513	-1.386	0.803	0.671
<b>The Relationship between the RadeC Learning Model and the Interest in Learning English at Darul Ulum Lamongan High School Students</b>	0.513	0.523	1.000	1.000

(Source: Processed from primary data, 2024)

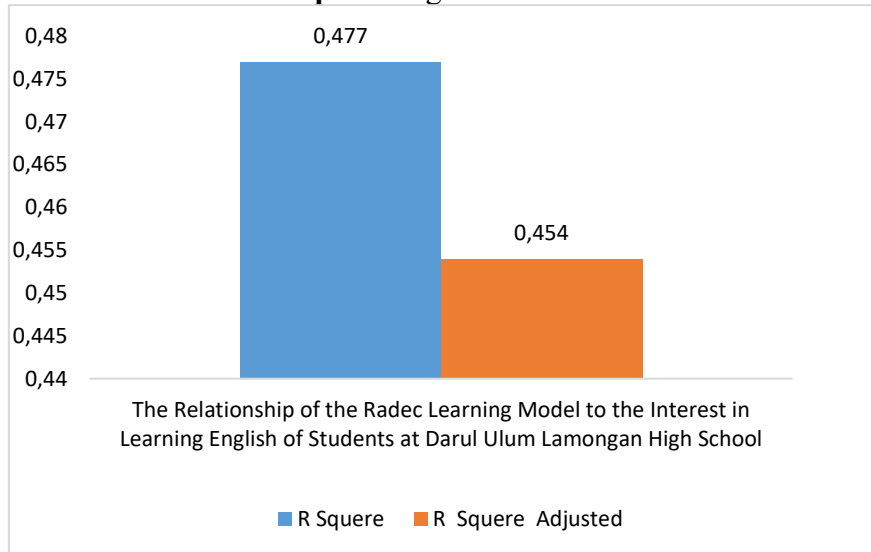
The table of reliability test results in this research necessitates the examination of numerous critical aspects. Numerous constructs were subjected to reliability tests, including administering a pretest (O1), administering a posttest following the implementation of the RADEC learning model (O2), administering a pretest prior to receiving treatment with a conventional learning model (O3), administering a posttest subsequent to receiving treatment with a conventional learning model (O4), and investigating the correlation between the RADEC learning model and students' interest in learning English at Darul Ulum Lamongan High School. The Cronbach's Alpha value for the O1 construct is 0.325, which suggests low reliability and the potential for inconsistencies in the initial pretest measurements, according to the analysis results. The Cronbach's Alpha value for the O2 construct was 0.128, which also suggests low reliability. This suggests that there are inconsistencies in the measurement of posttest data following the implementation of RADEC. In contrast, the O3 construct has a perfect Cronbach's Alpha value of 1.000, which suggests that it is highly reliable or provides excellent consistency in pretest measurements prior to the application of the conventional model. The Cronbach's Alpha value for construct O4 is 0.513, which suggests moderate reliability. Concurrently, the Cronbach's Alpha value of 0.513 indicates that the RADEC model and interest in learning are also in the moderate reliability category.

Additionally, the Rho\_A analysis reveals that the Rho\_A values for constructs O1 and O2 are 0.547 and 0.173, respectively, which are below the acceptable reliability thresholds. Nevertheless, construct O3 demonstrated exceptional results once more, with a Rho\_A value of 1.000. In contrast, O4 exhibited negative results, specifically -1.386, which suggested a significant issue with the reliability of posttest measurements following the implementation of the conventional learning model. Only the O3 construct and the relationship between the RADEC model and learning interest have a perfect score of 1.000, which indicates very good reliability, as demonstrated by Composite Reliability, which is more precise in assessing reliability than Cronbach's Alpha. Constructs O1, with a value of 0.614, and O4, with a value of 0.803, exhibit moderate to excellent reliability. Conversely, construct O2, with a value of 0.668, exhibits low reliability.

The O1 construct has an AVE value of 0.378, which is indicative of inadequate validity, as demonstrated by the Average Variance Extracted (AVE) analysis, which evaluates the construct's convergent validity. The minimum standard of convergent validity is met by the O2 construct, which has an AVE value of 0.527. The RADEC model relationship and the O3 construct have a perfect AVE value of 1.000, which suggests outstanding convergent validity.. In contrast, O4 exhibits a high level of validity, as evidenced by its AVE value of 0.671. This research's constructs, particularly those in the pretest and posttest following the application of the RADEC model, exhibited low reliability and validity, as indicated by the results. This may

suggest that the RADEC model necessitates additional modifications or treatment during its implementation to enhance the accuracy and consistency of the results. Conversely, the constructs associated with the pretest prior to the conventional model and the relationship between the RADEC model and interest in learning demonstrate reliability and validity, rendering them suitable for use in this investigation.

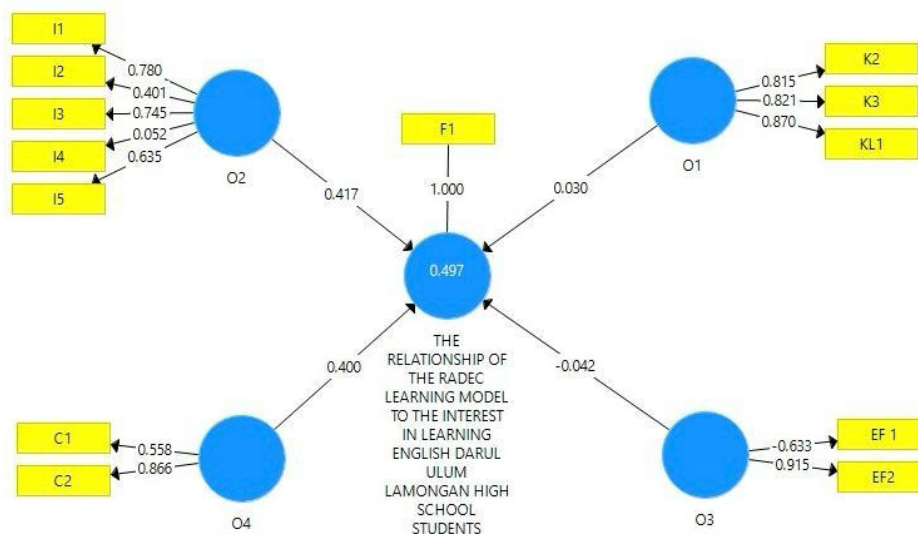
**Graph 1. Regression Results**



The regression analysis results in the table indicate that the R Square value of 0.477 exists between the RADEC learning model and the interest of pupils in learning English at Darul Ulum Lamongan High School. This indicates that the RADEC learning model can account for approximately 47.7% of the variation in students' interest in learning English. In other words, the RADEC learning model has a substantial impact on the interest of students in learning. In the interim, the Adjusted R Square value of 0.454 indicates that the model can still account for approximately 45.4% of the variability in interest in learning English, even after accounting for the number of independent variables in the model. The model's satisfactory quality and absence of overfitting are suggested by the moderate disparity between the R Square and R Square Adjusted values. This demonstrates that the RADEC learning model is a critical factor that can stimulate students' interest in studying English at Darul Ulum Lamongan High School. Nevertheless, this model does not account for additional influencing factors.

**Hypothesis testing**

**Figure 1. Bootstrapping output**



Source: processed from primary data, 2024

The validity and reliability of the research data were assessed by conducting hypothesis testing between independent and dependent variables using the bootstrapping method in SEMPLS, as illustrated in Figure 1. This test employs T-statistics and P-values, which will be presented as a t-table, to identify valid research data. T-statistic values must be greater than 1.96, and P-values must be less than 0.05.

<i>Variable</i>	<i>Original Sample (O)</i>	<i>Sample Mean (M)</i>	<i>STDEV</i>	<i>T-Statistics ( O/STDEV)</i>	<i>P value</i>	<i>Hipotesis</i>
Giving Pretest (O <sup>1</sup> )	0.030	0.032	0.090	0.336	<b>0.737</b>	<b>Rejected</b>
Posttest administration after implementing the RADEC learning model (O <sup>2</sup> )	0.417	0.438	0.109	3.816	<b>0.000</b>	<b>Accepted</b>
Giving a pretest before being treated with conventional learning models (O <sup>3</sup> )	-0.042	-0.024	0.098	0.433	<b>0.665</b>	<b>Rejected</b>
Giving a posttest after being given conventional learning model treatment (O <sup>4</sup> )	0.400	0.394	0.071	5.624	<b>0.000</b>	<b>Accepted</b>

Source: Processed by primary data, 2024

The table displays the results of the hypothesis test analysis, which indicate that each variable tested yielded distinct results. Given that the null hypothesis cannot be rejected in the variable "Giving Pretest (O1)," the proposed hypothesis is denied. This suggests that the administering measured in this study was not influenced by any site pretest that was administered. In the same vein, the P value of 0.665 for the variable "Giving a pretest before being treated with the conventional learning model (O3)" suggests that the proposed hypothesis is rejected, as no significant effect was observed. Conversely, the results of the variable "Giving Posttest after implementing the RADEC (O2) learning model" indicate a P value of 0.000 and a T-Statistics of 3.816. The posttest results are substantially influenced by the application of the RADEC learning model, as indicated by these results. Consequently, the proposed hypothesis is accepted. The posttest results are also significantly influenced by the conventional learning model treatment (O4), as evidenced by the significant results of the variable "Giving a posttest after being given conventional learning model treatment (O4)" with a P value of 0.000 and T-Statistics of 5.624. This analysis suggests that the RADEC learning model has a substantial impact on student learning outcomes following the implementation of the posttest, as observed in the conventional learning treatment. Nevertheless, the pretest conducted prior to the implementation of the RADEC model and conventional learning did not demonstrate a substantial impact. This may suggest that the initial levels of knowledge of both groups of students were comparable prior to the implementation of the treatment. These findings underscore the significance of the learning model in enhancing student learning outcomes, particularly following the implementation of learning interventions.

## Discussion

The results of the reliability analysis and hypothesis testing that have been presented have led to the discussion of several significant findings. The reliability analysis results indicate that not all constructs in this study are reliable. This is evident in the Cronbach's Alpha value for constructs such as the pretest (O1), which was only 0.325, suggesting instability or inconsistency in the initial measurement. Conversely, the construct of administering a pretest prior to the conventional learning model (O3) demonstrates a Cronbach's Alpha value of 1.000, which suggests a high level of consistency. These findings are consistent with the values derived from Composite Reliability and  $\rho_A$ , which offer a comparable assessment of the reliability of the measurement. The Average Variance Extracted (AVE) indicates that the validity of several constructs, including the pretest (O1) and posttest (O2) administered after the implementation of the RADEC learning model (O2), is subpar, with AVE values below 0.5. This implies that the construct may not be sufficiently robust to account for the variability of the measured items. Conversely, the construct of administering a pretest prior to treatment with the conventional learning model (O3) and the correlation between the RADEC model and student interest in learning demonstrate exceptional validity, with a perfect AVE value of 1.000.

After the implementation of RADEC (O2), the results of hypothesis testing indicate that the RADEC learning model has a substantial impact on student learning outcomes. This is supported by the high T-Statistics value (3.816) and the extremely low P value (0.000) of the posttest variables. This suggests that the RADEC learning model effectively enhances pupil learning outcomes. Similarly, the conventional learning model has a substantial impact on posttest results, as evidenced by the P values and T-statistics. Nevertheless, it is intriguing that administering a pretest prior to the RADEC model and conventional learning did not demonstrate a substantial impact. The high P value of these two pretest variables suggests that there were no significant differences in the prior knowledge of the students prior to the treatment. This may be indicative of the homogeneity of the students' prior knowledge levels.

These results suggest that the RADEC model can have a substantial positive effect on the improvement of student interest and learning outcomes through the implementation of learning interventions. Nevertheless, the non-significant pretest results suggest the necessity of a more comprehensive approach to comprehending the initial factors that influence learning prior to the implementation of the intervention. This discussion underscores the necessity of careful analysis of hypothesis test results and the consideration of reliability and validity in research design to guarantee that the learning model implemented is truly effective in the educational context under investigation.

## 4. CONCLUSION

The RADEC learning model has been demonstrated to be highly effective in enhancing student learning outcomes at Darul Ulum Lamongan High School, as evidenced by the results of reliability analysis and hypothesis testing in this research. The results indicate that the RADEC model has a significant impact on the posttest results of students, as evidenced by the high T-Statistics values and extremely low P values. This confirms that the RADEC model can be a successful learning approach for enhancing student interest and academic performance. In contrast, the pretest results, which were conducted prior to the implementation of both the RADEC model and the conventional learning model, did not demonstrate a significant effect. This finding may suggest that the students' initial knowledge was consistent prior to the treatment. This implies that, despite the efficacy of learning interventions through the RADEC model, a more comprehensive approach may be necessary for the initial assessment of students' aptitude or prior knowledge. This study's conclusion underscores the significance of conducting appropriate hypothesis analysis and testing the reliability and validity of measuring

tools in educational research to guarantee that the learning model implemented yields the intended outcomes within the educational context. Thus, the RADEC model can be regarded as an effective learning method; however, its implementation necessitates a comprehensive assessment of the initial factors that impact the student learning process.

## 5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article and confirm that the paper is free of plagiarism.

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