

THE ROLE OF THE RADEC LEARNING MODEL IN SUPPORTING ARABIC LANGUAGE LEARNING FOR STUDENTS' WRITING SKILLS

Ulul Azmi Pakaya

Universitas KH. Abdul Chalim, Indonesia

ululpakaya123@gmail.com

Abstract

The background of this research is the need to improve writing skills (maharab kitabab) in Arabic language learning, where students often face difficulties in writing well and in a structured manner. The aim of this study is to analyze the role of the RADEC learning model (Read, Answer, Discuss, Explain, and Create) in helping to develop Arabic writing skills, particularly for students. The research method used is qualitative with a descriptive approach, through observations and interviews with teachers and students at a madrasa. The results of the study indicate that the RADEC model is effective in improving the writing abilities of students, as it provides a systematic approach to understanding texts, analyzing ideas, discussing content, evaluating writing, and clearly communicating ideas. This model also helps increase the motivation of students in Arabic language learning. The conclusion of this study is that the application of the RADEC model can significantly improve writing skills (maharab kitabab) and make learning more interactive and engaging.

Keywords: RADEC Learning Model, Students, Maharab Kitabab.

مستخلص البحث

تنبع خلفية هذا البحث من الحاجة إلى تنمية مهارة الكتابة في تعلم اللغة العربية، إذ يواجه المتعلمون غالباً صعوبات في الكتابة الجيدة والمنظمة. هدف هذا البحث إلى تحليل دور نموذج التعلم راديق (اقرأ، أجب، ناقش، فسّر، وابتكر) في تنمية مهارات الكتابة بالعربية، ولا سيما لدى الطلبة. اعتمد البحث منهجاً كيفياً ذاتياً وصفي، من خلال الملاحظة والمقابلة مع المعلمين والطلبة في إحدى المدارس الشرعية. أظهرت النتائج فاعلية نموذج راديق في تحسين قدرات المتعلمين الكتابية؛ إذ أتاح لهم منهجاً منظماً لفهم النصوص، وتحليل الأفكار، ومناقشة المحتوى، وتقويم الكتابة، والتعبير بوضوح. كما ساهم هذا النموذج في رفع دافعية الطلبة لتعلم اللغة العربية. خلص البحث إلى أنّ تطبيق نموذج راديق أن يطور مهارة الكتابة بفاعلية ويجعل التعلم أكثر تفاعلية وجاذبية.

الكلمات المفتاحية: نموذج التعلم راديق والطلبة ومهارة الكتابة.

INTRODUCTION

Language is a bridge to all feelings, thoughts, and knowledge that individuals share with one another. Language serves as a tool that encourages cooperation among the public. It is an integral part of culture and plays a key role in the development of culture as we know it today. Language



also holds an important position, serving as both a tool for social integration and social adaptation.¹ Language can be considered vital for humans as it is the tool used for communication. Arabic is a language used by the Arab people to convey their intentions.² Arabic is learned for two reasons. First, because it is the language of communication, which must be learned if we wish to interact with speakers of the language. Second, because it is the language of religion, and Muslims are required to learn Arabic for the perfection of their religious practices, as their holy book is in Arabic.³

When learning Arabic, we must master four language skills: Listening (*Maharah Istima*), Speaking (*Maharah Kalam*), Reading (*Maharah Qiroah*), and Writing (*Maharah Kitabah*).⁴ All of these language skills play a crucial role in human life. With language, people can communicate, give and receive information, and share experiences. Just like the other language skills, writing skills have many benefits. Writing not only serves as a means of indirect communication but also helps someone to think critically, recognize their own potential, and retain information. Writing becomes a way for someone to express all their emotions, thoughts, and feelings, which can ultimately help to clear their mind. Writing skills are different from other language skills because writing involves communicating using written forms.⁵

Theoretically, there are two problems that continue to be faced in Arabic language learning: linguistic problems, often referred to as linguistic issues, and non-linguistic problems. A teacher's knowledge of both types of problems is crucial in detecting issues so that solutions can be found, minimizing problems and ensuring the Arabic language learning process is effective. Often, students who are capable and fluent in writing in Indonesian find it difficult to write in Arabic, as writing in Arabic differs from writing in Indonesian. When students face Arabic language lessons, they often struggle with writing, which leads to a lack of motivation to learn. Moreover, if the learning process is monotonous and unengaging, it further discourages students from enjoying the subject.

¹ Sanas Tasia Sihalo, Khairani Aprilia, and Lili Tansliova, 'Analisis Faktor Dan Dampak Penggunaan Bahasa Gaul Terhadap Keterampilan Berbahasa Indonesia Di Kalangan Mahasiswa', *Morfologi: Jurnal Ilmu Pendidikan, Bahasa, Sastra Dan Budaya*, 2.3 (2024), p. 252.

² Husnaini Jamil, 'An Nahwu Al Wazhifi Dalam Pembelajaran Bahasa Arab (Perbandingan Teori 'Athif Fadhl Muhammad Dan Abdul 'Alim Ibrahim)', *AL-WARAQAH Jurnal Pendidikan Bahasa Arab*, 3.2 (2022), p. 29.

³ Ummu Fadhilah Imran Ibrahim, 'Analisa Pembelajaran Bahasa Arab Menggunakan Al-Arabiyyah Lin Nasyiin; Studi Kasus Madrasah Putri Imam Malik Makassar', *Al-Maraji': Jurnal Pendidikan Bahasa Arab*, 6.1 (2022), p. 57.

⁴ Irgan Maulana and others, 'Pembelajaran Keterampilan Menulis Teks Eksposisi Dengan Metode Quantum Learning Type Show Not Tell Pada Siswa Kelas X Smk Pariwisata Pabuaran' *Didaktik: Jurnal Ilmiah PGSD STKIP Subang*, 08, 02(2022), p. 90.

⁵ Rasyida Nurrahmi and Dian Indihadi, 'Analisis Hasil Keterampilan Menulis Teks Deskripsi Siswa Melalui Tayangan Video', *PEDADIDAKTIKA: Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, 7.3 (2020), p. 118.

Nurhayati (2011:69) states, one effort that can be made is by using the right learning model. Therefore, teachers are required to design and use strategies that are suitable for each lesson so that they can perform their tasks effectively and efficiently, and students can gain a good and meaningful understanding of the material presented.⁶ Joyce & Weil suggest that a learning model is a plan or pattern that can be used to form a curriculum (long-term lesson plans), design learning materials, and guide learning in the classroom or elsewhere. A learning model can be considered a pattern of choice, meaning that teachers select a learning model that is appropriate and efficient for achieving educational goals.⁷

One learning model that can be used is the RADEC (Read, Answer, Discuss, Explain, Create) model, as several previous studies have shown its effectiveness. According to Titin Nurhayatin in her research entitled “The Application of the Read, Answer, Discuss, Explain, Create (RADEC) Model to Enhance Students’ Creativity in Writing Procedure Texts in Grade 7 Bilingual SMP Taruna Bakti Bandung” in 2023, she mentions that the RADEC model can enhance creativity in writing procedures because students can optimize their abilities independently, search for the concepts of the material by collaborating with their group, express ideas and opinions while answering questions with appropriate communication, and create a product in the form of a procedure text creatively, without forgetting the structure of the procedure text and the applicable language rules.⁸

Sopandi & Handayani (2019:80) state that the RADEC learning model is an innovative model that stimulates and encourages the potential possessed by students.⁹ The RADEC model uses its syntax as the name of the model: Read, Answer, Discuss, Explain, and Create.¹⁰

⁶ Purnawarman Purnawarman and Sukran Makmun, ‘Efektifitas Model Pembelajaran Kooperatif Tipe STAD Terhadap Keterampilan Menulis Teks Negosiasi Siswa Kelas X SMK Ulil Albab Nw Gegek’, *Jurnal Ilmiah Telaah*, 7.2 (2022), p. 234.

⁷ Putri Khoerunnisa and Syifa Masyhuril Aqwal, ‘Analisis Model-Model Pembelajaran’, *Fondatia: Jurnal Pendidikan Dasar*, 4.1 (2020), p. 2.

⁸ Detty Nurwendah, Titin Nurhayatin, and Rani Siti Fitriani, ‘Penerapan Model Read, Answer, Discuss, Explain, Create (Radece) Untuk Meningkatkan Kreativitas Peserta Didik Dalam Menulis Teks Prosedur Di Kelas 7 Bilingual SMP Taruna Bakti Bandung’, *Jurnal Sociohumaniora Kodepena (JSK)*, 4.1 (2023), p. 68.

⁹ Adriansyah Kusuma Wardani, Titin Nurhayatin, and Yeni Cania Puspita, ‘Pembelajaran Menulis Cerita Pendek Berorientasi Pada Pengembangan Kreativitas Peserta Didik Dengan Menggunakan Model Radece (Read, Answer, Discuss, Explain, Create) Di Kelas Xi Smkn 3 Bandung Tahun Pelajaran 2022/2023’, *Bahtera Indonesia; Jurnal Penelitian Bahasa dan Sastra Indonesia*, 9.2 (2024), p. 462.

¹⁰ Triska Rindiana, Muh. Husen Arifin, and Yona Wahyuningsih, ‘Model Pembelajaran Radece Untuk Meningkatkan Higher Order Thingking Skill Dalam Pembelajaran IPS di Sekolah Dasar’, *Autentik: Jurnal Pengembangan Pendidikan Dasar*, 6.1 (2022), p. 92.

METHOD

In this study, we used a type/approach of research called Library Research. Library research is a study used to collect information and data through various materials available in libraries, such as documents, books, magazines, historical stories, and so on. Library research also involves studying various reference books and previous research results that are similar, which are useful for establishing a theoretical foundation for the problem being researched. Library research also refers to a data collection technique by reviewing books, literature, notes, and various reports related to the problem to be solved. According to other experts, library research is a theoretical study, reference, and other scientific literature related to the culture, values, and norms that develop in the social situation being studied.

RESULTS AND DISCUSSION

The author searched for research journals relevant to the research title. As a result, the researcher found 20 relevant research journals, but the author narrowed them down to just 3 journals. This was because these journals met the author's criteria, which are: 1) They have the same dependent and independent variables as the research being conducted, 2) The references used are from the last 5 years, 3) They use standardized and refined language, 4) They have an ISSN, which helps determine whether the journal is accredited or not. By meeting these four indicators, the author presents these journals in Table 1 as shown below:

Table 1. Relevant Research Journals

No	Journal Title	Research Purpose	Results and Discussion
1.	Application of the RADEC Model to Enhance Students' Creativity in Writing Procedure Texts	To enhance students' creativity in writing procedure texts using the RADEC (Read, Answer, Discuss, Explain, Create) model	The RADEC model has proven effective in improving students' creativity and learning outcomes in writing procedure texts. This approach focuses learning activities on students, encouraging independence and collaboration.
2.	Analysis of Students' Communication Skills in the Inquiry and RADEC Models	Analyzing the comparison of communication skills between the Inquiry and RADEC models in fifth-grade students.	Both models enhance communication skills, but the RADEC model tends to produce more effective communication due to the more structured discussion activities.

3. Application of the RADEC Model in Enhancing Creativity in Writing Procedure Texts at SMP Taruna Bakti	Similar to Journal No. 1, with the subject and emphasis on more explicit results regarding students' creativity.	Students' creativity sharply increased with the RADEC model, supported by independent activities and group discussions that actively encouraged the exploration of ideas.
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One important study that highlights the use of the RADEC model was conducted at SMP Taruna Bakti Bandung. This research aimed to determine the effectiveness of the RADEC model in enhancing students' creativity in writing procedure texts. In practice, the RADEC model encourages students to be active in the process of reading teaching materials, answering triggering questions, discussing in small groups, explaining the results of discussions in front of the class, and creating their own procedure texts as the final outcome of the learning process.

The research findings showed a significant increase in students' creativity. This increase was marked by the students' ability to develop ideas independently, use varied language, and produce systematic and communicative procedure texts. The "Create" activity in the final stage provides an opportunity for students to express themselves and produce original works. Previous stages, such as discussion and explanation, also played a major role in building a collective understanding that strengthened their final outcomes. The creativity that emerged was not only in the form of writing but also in the use of media and tools when explaining their work. This reflects that the RADEC model not only encourages writing skills but also sharpens presentation skills and systematic thinking.

Another study supporting the effectiveness of the RADEC model was conducted with fifth-grade students, focusing on communication skills. This study compared the communication skills of students taught using the Inquiry and RADEC learning models. The results showed that both models had a positive impact, but RADEC was more effective in improving students' communication skills, particularly in expressing opinions, collaborating in groups, and conveying ideas logically. This can be attributed to the structure of RADEC, which requires students to actively engage in discussions, explain their results, and create a product that is then presented to their peers. This process trains students to formulate ideas, listen to others, respond, and express opinions confidently. The "Discuss" and "Explain" stages in this model are central to creating effective two-way communication in the classroom. In this context, the RADEC model contributes significantly to holistic learning, where students not only understand the material but also learn to

communicate it effectively. This is highly relevant to the goals of primary education, which aim to shape individuals who are proficient in language and able to socialize positively.

Other journals also highlight RADEC's contribution to building students' literacy skills, particularly in critical reading and reflective writing activities. Through the reading activity in the initial stage, students are guided to understand the text deeply. The "Answer" stage is used to test initial understanding and challenge students to think critically about the reading content. Subsequently, discussions are held as a forum for exchanging ideas, making the learning process more lively and contextual. The "Explain" and "Create" stages in this model not only train students to express their understanding but also to organize their ideas into coherent and meaningful texts. In the journals reviewed, students showed significant progress in their ability to structure paragraphs, use appropriate text structures, and combine ideas from reading and discussion. One of the advantages of RADEC is its flexibility, which makes it applicable to various subjects, from Indonesian language to Social Studies. In the context of literacy, RADEC becomes an integrated learning model that strengthens the integration of cognitive, affective, and psychomotor aspects.

Based on several analyzed journals, RADEC is shown to encourage students to think at higher levels (HOTS). This is reflected in the creation activity at the end of the learning process, where students are required not only to understand and repeat information but also to apply, analyze, and even evaluate their ideas. The RADEC model encourages students to shift from a passive to an active mindset, from being recipients of information to creators of information. Students' ability to write procedure texts, for example, not only improves in quantity but also in quality. Their writing products become more complex, logical, and contextually appropriate. The research also mentioned that students who previously had difficulty expressing ideas in writing began to show better writing skills after several cycles of RADEC learning were applied.

Although the RADEC model has shown positive results, some challenges remain in its implementation. The research noted that not all students are immediately accustomed to discussion or presentation. Teachers need to first train students' social skills before the discussion and explanation stages can be maximized. Additionally, teachers must design questions and teaching materials that are suitable so that the "Answer" and "Discuss" stages truly serve as a medium for developing students' reasoning. Teacher readiness is also a crucial factor. The RADEC model requires an active role from the teacher in facilitating, guiding discussions, and evaluating learning outcomes not only based on the final product but also the process. Therefore, teacher training and the development of structured teaching materials are essential prerequisites for the success of this model.

CONCLUSION

The RADEC (Read, Answer, Discuss, Explain, Create) learning model has proven effective in improving the quality of learning, particularly in developing students' creativity, communication skills, and critical thinking abilities. The results from various studies indicate that the stages in RADEC encourage active student engagement, enhance conceptual understanding, and provide space for students to independently create work. The learning process, which involves discussion, explanation, and the creation of products, makes students more motivated and confident in expressing their ideas.

Additionally, RADEC is capable of shifting the learning paradigm from a teacher-centered approach to a student-centered one. This aligns with the demands of 21st-century education, which emphasizes higher-order thinking, collaboration, and communication skills. Although there are some challenges in its implementation, such as the readiness of both teachers and students, the RADEC model remains a viable alternative for innovative learning that is worth applying across various educational levels and fields of study. Support from educational institutions is essential for RADEC to be implemented optimally and sustainably.

ACKNOWLEDGMENT

Based on findings from various studies, it is recommended that teachers actively apply the RADEC learning model in teaching and learning activities, especially in subjects that emphasize critical thinking skills, communication, and creativity, such as Indonesian Language and Social Studies. The stages in the RADEC model have been proven to enhance learning outcomes, encourage active student participation, and foster higher-order thinking skills (HOTS). Teachers are also expected to develop teaching materials that support the implementation of RADEC, such as challenging reading materials, quality triggering questions, and rubrics for assessing both the process and the products of students.

In addition, educational institutions and local governments should provide continuous training and support for teachers in consistently implementing the RADEC model. This is crucial to ensure that teachers can design lessons that focus not only on the final outcomes but also on the process of developing students' skills. RADEC has the potential to be an adaptive learning approach to meet the needs of 21st-century students if supported by appropriate policies, professional teacher training, and active collaboration between schools, teachers, and students.

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