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Student Responses to the Implementation of the Read-Answer-Discuss-Explain-Crate Learning Model through the Zoom Meeting Application

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Abstract. This study aims to determine student responses to the application of the Read-Answer-Discuss-Explain-Crate learning model through the Zoom Meeting Application. This research uses a descriptive research method and qualitative approach. The subjects of this study were 28 students of class V Elementary School in a private elementary school in the Antapani area. The instrument used is in the form of a questionnaire containing positive and negative statements that students will choose according to what they experienced during learning activities. The data obtained in this study will be analyzed by calculating the percentage results of each statement of student responses to the implementation of the Read-Answer-Discuss-Explain-Crate Learning Model through the Zoom Meeting Application. From the results of the study, it was found that on average more than 75% of students responded positively to the application of the RADEC learning model through the zoom meeting application.

Keywords: RADEC, Student Response, Online Learning

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INTRODUCTION ~ Since the spread of the Covid-19 outbreak, it has had an impact on various sectors of life around the world, including the education sector. So that the government through the Ministry of Education and Culture (Kemendikbud) establishes a policy of learning from home or learning carried out from home for schools located in the yellow, orange, and red zone areas in accordance with the Joint Decree of the Minister of Education and Culture, Minister of Religion, Minister of Health and the Minister of Education and Culture. Domestic Affairs regarding Guidelines for the Implementation of Learning in the 2020/2021 Academic Year and the 2020/2021 Academic Year during the Covid-19 period. For educational units that are in the green zone, they can carry out face-to-face learning while still paying attention to the Health protocol (Asmuni, 2020).

Learning from home (BDR) is implemented with a distance learning system (PJJ). In-Law No. 20 of 2003 article 1 paragraph 15, it is explained that PJJ is education in which students are separated from educators and learning uses various learning resources through communication technology, information, and other media (Asmuni, 2020). PJJ activities certainly create a new challenge for a teacher to still be able to create fun, interesting, and active learning (Nurhayati, 2020).

Digital technology is one of the learning media that plays an important role in improving the abilities and skills of students. Coupled with the current state of the world which has entered the era of

the industrial revolution 4.0 where one of the impacts is that there are many changes, one of which is in the world of education which has implemented digital technology in the learning process (Muhammad Iqbal, 2019).

Based on the foregoing, the government policy that has been drawn up is an online learning system that is applied nationally, each unit of education provider must comply with and implement the policy, so it is hoped that this policy will accommodate the obligation to organize learning on the one hand and on the other hand demonstrate the existence of obedience to participate in tackling the spread of COVID-19 in the implementation of education.

In carrying out online learning activities, of course, education providers, especially teachers, must really design these online learning activities so that students can understand the material presented so that the learning objectives and skills that must be possessed by students can be achieved even though learning is carried out online.

One aspect that plays a role in learning activities is the existence of a learning model. The learning model is one part of learning activities to improve students' cognitive abilities, besides that the learning model provides structure and direction in learning activities (Listia Ernaeni, 2019). Learning models are very important to be designed by teachers both when learning directly and when learning online. In this case, of course, there are many models that can be used to carry out online learning, but in online learning activities this time the researcher tries to use the RADEC (Read-answer-discuss-explain-create) model through the zoom meeting application for online learning for class students. V in one of the elementary schools in the Antapani area.

There are several reasons why researchers chose the RADEC learning model to be applied in online learning activities. One of the characteristics is that it is very suitable for use today, especially when children have to learn a lot independently. The following are some of the characteristics of the RADEC learning model, namely: (1) RADEC learning encourages students to be actively involved in the learning process, (2) RADEC learning encourages students to study independently, (3) RADEC learning connects the knowledge that students already have with the material. what he learns, (4) RADEC learning connects the material he learns with his environment and contemporary issues, (5) RADEC learning provides opportunities for students to actively ask questions, discuss, plan investigations, and make conclusions, (6) learning RADEC makes students study in depth the material being studied through pre-learning assignments (Handayani, 2019).

The selection of the RADEC model in online learning carried out by researchers apart from its characteristics in accordance with the current pandemic conditions is also expected to make students more interested in participating in learning activities, because students have never previously used the RADEC learning model so it is hoped that students will be happier and will find it easier absorb knowledge seen from student responses when following the learning process.

According to Maharani & Widhiasih,

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student responses are social reactions carried out by students in response to influences or stimuli from situations by other people (Ketut Sepdyana Kartini, 2020). According to Ketut, knowing student responses is very important in teaching and learning activities, it aims to make teachers understand students' ways of thinking and be able to direct students to have good and right ways of thinking. So that educators will find out where the student's mistakes are (Ketut Sepdyana Kartini, 2020).

Based on this background, researchers are interested in conducting research on student responses to the application of the Read-Answer-Discuss-Explain-Crate Learning Model through the Zoom Meeting Application. The purpose of this study is to determine student responses to the application of the Read-Answer-Discuss-Explain-Crate Learning Model through the Zoom Meeting Application.

METHOD

This research uses a descriptive research method and qualitative approach. The purpose of this study is to make a systematic or detailed description or description of student responses to the application of the Read-Answer-Discuss-Explain-Crate Learning Model through the Zoom Meeting Application.

In this study, the object of this study was derived from the results of the fifth-grade student response questionnaire at a private elementary school in the Antapani area. The distribution of this questionnaire was carried out on 28 students

The data collected in this study is using a questionnaire. According to Sugiyono, questionnaires are techniques or ways to collect data indirectly or researchers do not ask respondents directly (Ketut Sepdyana Kartini, 2020). In this study, the researcher used a questionnaire in the form of questions and statements used by researchers to determine student responses to the application of the model

Read-Answer-Discuss-Explain-Crate Learning Through the Zoom Meeting Application. According to Sudjana, the questionnaire technique for student responses will later be calculated, then analyzed descriptively by counting each statement until it is known the tendency of comparison between positive attitudes and negative attitudes of students (Mufidatul Hasanah, 2021).

The data obtained in this study will be analyzed by calculating the percentage results of each statement of student responses to the implementation of the Read-Answer-Discuss-Explain-Crate Learning Model through the Zoom Meeting Application. Then the data is collected, summarized, and calculated using the percentage (%) technique using the following formula:

$$Percentage\ of\ student\ responses = \frac{the\ proportion\ of\ students\ who\ choose}{total\ number\ of\ respondents} \times 100\%$$

RESULTS

Based on the results of data analysis that has been carried out by researchers on student responses obtained from the results of distributing questionnaires distributed through the google form application to 28 students, students' responses to the application of the Read-Answer-Discuss-Explain-Crate Learning Model through the Zoom Meeting Application will be displayed. the results of the presentation are in table 1.

DISCUSSION

Student response questionnaires are given to students at the end of learning when students have finished participating in learning activities. Based on Table 1, it can be seen that students' responses to the application of the read-answer-discuss-explain-crate learning model through the Zoom Meeting application received good responses from students, although there were some students who gave poor responses.

Based on the results of the research above, it can be seen that the total of student responses who responded well to the application of the RADEC learning model through the zoom meeting application was higher than the total number of students who responded less well. In the first statement which contains " I enjoy learning with the RADEC learning model because I read it first so that it trains me to find knowledge independently" as many as 94% of students responded agreeing to the statement. The existence of a READ or reading stage before learning activities makes students get used to reading the material first. According to Sopandi (Sopandi, 2018), the RADEC model is able to make students diligent in reading, improve understanding of the material and motivate them to pocket the competencies demanded today (Selfi Rahma Andini, 2021).

Table 1. *Student responses to the application of the Read-Answer-Discuss-Explain-Crate Learning Model through the Zoom Meeting Application*

No	Pernyataan	Percentage (%) Student Response					
		TA	A	Total(%)	D	SD	Total(%)
1	I like to learn with the RADEC learning model because reading first so it trains me to find knowledge independently	19.00%	75.00%	94.00%	6.00%		6.00%
2	I don't like learning using the RADEC learning model because there are group members who don't participate in the discussion	6.00%	6.00%	12.00%	69.25%	18.75%	88.00%
3	I can easily understand the water cycle material through the RADEC	56.50%	25.00%	81.50%	12.50%	6.00%	18.50%

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	learning model because I can discuss it with friends						
4	Learning using the RADEC learning model is boring	0.00%	6.00%	6.00%	69.25%	24.75%	94.00%
5	I am not interested in the RADEC learning model, because it takes a long time to discuss	6.00%	18.75%	24.75%	50.00%	25.25%	75.25%
6	I am more prepared to take part in learning because there is an activity to answer pre-learning questions before the learning activities begin	18.75%	56.50%	75.25%	18.75%	6.00%	24.75%
7	I am interested in participating in learning activities using the RADEC learning model on other science materials	12.50%	62.75%	75.25%	18.75%	6.00%	24.75%
8	I don't feel the difference between learning through the RADEC learning model and studying as usual	6.00%	18.75%	24.75%	56.50%	18.75%	75.25%
9	Learning using the RADEC model can increase my creativity	12.50%	62.50%	75.00%	25.00%	0.00%	25.00%
10	The water cycle material is not suitable to be taught using the RADEC learning model because I can't understand it well	6.00%	12.50%	18.50%	69.00%	12.50%	81.50%

Information: TA : Totally Agree

A : Agree
D : Disagree
SD : Strongly Disagree

In the second statement which contains "I do not like learning by using the RADEC learning model because there are group members who do not participate in the discussion" from the results of the responses collected by students 88% of students disagree with this. Because the discussion stage in the RADEC learning model makes all students learn to express their opinions in the discussions they have. According to Vygotsky, discussion activities are very important for students' cognitive development because students' cognitive abilities can develop if students are given the opportunity to interact socially through discussion activities (Setiawan, 2019).

The third statement which reads "I can easily understand the water cycle material through the RADEC learning model because I can discuss with friends" student responses obtained from the results of the questionnaire filled out by students was 81.50% of students agreed with the statement while 18.50% did not agree with this statement, from the results of the study conducted by the researcher, students did not understand when conducting the discussion because there were some students who had poor connections so that discussion activities were a bit constrained so that they did not follow the ongoing discussion.

The fourth statement reads "Learning using the RADEC learning model is boring" resulting in a student response of 94% disagreeing with the statement, this is because RADEC learning makes students actively participate in learning activities so that learning is not boring.

The fifth statement reads "I am not interested in the RADEC learning model, because it takes a long time to discuss" as many as 75.25% of student responses do not agree with the statement because even though the discussion is long, it is a stage where students can exchange opinions and get an understanding of the material. they learn. However, 24.75% of students agreed with the statement because some students were less active in discussing in their groups.

The sixth statement reads "I am more ready to take part in learning because there are activities to answer pre-learning questions before learning activities begin" from the results of student responses 75.25% of students agree with the statement. The existence of RADEC learning provides opportunities for students to study the material in depth through pre-learning assignments (Ilham, 2020).

The seventh statement reads "I am interested in participating in learning activities using the RADEC learning model on other science materials" the student responses obtained are 75.25% of students agree with the statement meaning that the student responds well to the RADEC learning model so that the RADEC learning model can be applied to the learning model other.

The eighth statement which reads "I don't feel the difference between learning through the RADEC learning model and learning as usual" the results of student responses obtained from the questionnaire they filled out were as many as 24.75% of students agreed with

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this opinion, but 75.25% of students did not agree with the statement. , meaning that more students feel the difference between learning by using the RADEC learning model and other learning models.

The ninth statement which reads "Learning using the RADEC model can increase my creativity" from the results of student responses who filled out the questionnaire the results were 75% of students agreed with the statement. The RADEC learning model can develop character, critical thinking, problem-solving, communicative, collaborative, and creative thinking skills (Sopandi WA, 2019). While 25% of students do not agree with the statement. Researchers realize that in this study there are still many shortcomings, one of which is limited time so that researchers are not optimal in implementing RADEC learning.

The tenth statement reads "The water cycle material is not suitable to be taught using the RADEC learning model because I can't understand it well" the results of the responses from the student questionnaire as much as 18.50% agree with the statement, while 81.50% students disagree with the statement which means the water cycle material suitable to be taught using the RADEC learning model so that students can understand the water cycle material well.

CONCLUSION

Based on research that has been done by researchers that the RADEC learning model which is applied through the zoom meeting application on the water cycle material gives a positive response from students taken from the results of the questionnaire distributed to students. With the RADEC learning model students are trained to find their own knowledge because they are accustomed to reading before learning, each group member is trained to express opinions, students better understand the material they are learning, learning to use the RADEC learning model is not boring, learning to use the RADEC learning model can increase their creativity.

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