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Obstacles and Solutions in Implementing RADEC Learning Through Visual Media in Reading Comprehension Learning: Case Study in Class IV Elementary School

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Abstract. This research aims to identify obstacles and solutions in implementing the RADEC model with visual media to help students understand reading in fourth grade elementary school. The method used in this research is a qualitative approach with a case study design. Data was collected using interview, observation and documentation techniques. Based on interviews, teachers already understand the RADEC stages, there are challenges that must be faced at the Discuss and Create stages, especially in inviting students to discuss and understand the material. Visual media such as pictures, videos and graphics help students understand reading, but are hampered by device limitations and internet connections. Visual media also does not fully match students' learning styles, so teachers use various other media. Most students responded positively, especially in the Read and Answer stages, although there were difficulties in the Discuss and Create stages. To overcome this obstacle, teachers create simple visual media such as illustrations or mind maps and propose regular training and improving school facilities.

Keywords: RADEC Learning Model, Reading Comprehension, Visual Media, Elementary School

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INTRODUCTION

Indonesia is one of the developing countries in the world, both in economic and educational aspects. The level of educational progress is often used as a measure of a nation's progress, which is reflected in the level of intelligence of its people. Education in Indonesia is still considered to be lagging behind other countries in Southeast Asia. One of the main reasons is the gap in the number of teaching staff and inadequate educational facilities, which hinder the optimal implementation of educational policies. Results of a survey conducted by Cooperation Economy and Development (*Organization for Economic Coorporation and Development* or OECD) which launched the results of international student assessments (Program for International Student Assessment or PISA) in 2018 reported that. Indonesian students rank low in reading, mathematics and science, reflecting the quality of education that needs to be improved.

In this modern era, everything is required to move quickly and become more sophisticated, including the education system. It is hoped that education in Indonesia will immediately improve so that it can compete and not be left behind by neighboring countries in Southeast Asia. Currently, students are considered the millennial generation who have the ability to master technology well. This condition encourages teachers to be able to keep up with the times and adapt their teaching methods to remain relevant and effective. (Yudhistira et al., 2020) said that teachers are required to continue to innovate so that students do not get bored with learning.

Education is an important aspect of human life that plays a role in preparing generations to be able to compete in the 21st century era. The rapid development of technology in the 21st century has also encouraged scientific progress in the field of education, including in elementary schools. With increasingly sophisticated technology, teachers have wider opportunities to innovate in designing more interesting and interactive learning. Binkley (in Hopipah et al., 2024) said that to remain relevant in the 21st century, students need to master ten important skills, including creative thinking, critical thinking, metacognitive skills, as well as the ability to communicate and collaborate. Apart from that, information and technology literacy, understanding of citizenship, work and career preparation, as well as individual and social responsibility are also important skills that students must have in this era.

The four main components of language skills include listening, speaking, reading and writing. These four skills complement each other and are inseparable elements of the language learning process in education. One of the main skills that students must master is reading comprehension, which involves the process of understanding, interpreting, and analyzing information in text. Reading comprehension not only helps students understand subject matter, but also builds critical and analytical thinking skills that are important for future success. According to (Pohan et al., 2021) the better students' reading skills, the more their academic achievement and knowledge will increase. Meanwhile, according to (Komalasari & Riani, 2023) By reading regularly, a person can improve their ability to understand science, study various fields of science, and apply them in everyday life

Comprehension is a key aspect in reading activities (Alpian & Yatri, 2022). According to (Mawaddah et al., 2016) understanding is a process that involves the ability to explain and interpret something, being able to provide more comprehensive and adequate descriptions, examples and explanations, and being able to present descriptions and explanations more creatively. Meanwhile (Aledya, n.d.) stated that understanding is a fundamental aspect in the learning process, and every mathematics lesson should be more directed at instilling concepts based on understanding. This is because understanding makes it easier to transfer knowledge. From these opinions, it can be concluded that understanding is a fundamental and key aspect in various learning processes, including reading and mathematics. Understanding involves the ability to explain, interpret, and provide images and examples comprehensively and creatively. An emphasis on understanding in learning, especially mathematics, is important to facilitate knowledge transfer, so that students can apply the concepts they have learned in new contexts in the future.

Reading ability reflects the ability to understand the material read in depth. In this process, the reader will reconstruct the interpretation of the message implied in the text. In order for learning

reading comprehension skills to be effective, teachers need to be innovative and creative in implementing learning models. RADEC learning model (*Read-Answer-Discuss-Explain-Create)* as an effective model for improving reading comprehension skills through an interactive approach.

The RADEC Learning Model is an approach that focuses on the active role of students (student-centered learning) through a series of activities that encourage understanding of concepts, collaboration, problem solving, and producing certain ideas or works (Pohan et al., 2021). The RADEC learning model is an alternative learning model that can be applied by teachers in the teaching and learning process. This learning model follows a flow or stages that correspond to the abbreviation of its name, namely *Read, Answer, Discuss, Explain, Create.* The simple structure of this learning model makes it easier for teachers to remember and apply the steps in RADEC learning more effectively.

The advantages of the RADEC learning model according to (Jurnal et al., 2024) are that it can increase students' reading interest, encourage students' active involvement during the learning process, and develop their independence. Apart from that, this model also functions to foster interest in reading and stimulate students to be more active in learning. Meanwhile, according to (Y. Handayani et al., 2019) the RADEC learning model has other advantages, namely 1) The learning steps are easy for teachers to understand, because the steps can be seen from the abbreviation of the model name itself, namely *Read, Answer, Discuss, Explain, and Create.* 2) can help students to build a reading culture, 3) increase students' literacy, 4) increase students' conceptual understanding and 5) encourage students to develop 21st century competencies. From the advantages above, the RADEC learning model is effective in increasing students' interest in reading, encouraging active involvement, and developing their independence. Its easy-to-understand steps, reflected in the acronyms Read, Answer, Discuss, Explain, and Create, make it a useful tool for teachers. Apart from that, this model also plays a role in building a reading culture, increasing literacy, deepening students' conceptual understanding, and encouraging the development of 21st century competencies.

In the learning process, abstract material that lacks direct relevance to students' daily experiences often poses significant challenges for both teachers and learners, potentially hindering comprehension and retention. Abstract concepts, particularly in subjects that require higher-order cognitive skills, can be difficult for students to internalize without concrete representations or contextual connections. According to Harris Budiman et al. (2016), learning is fundamentally a communication process in which information is transmitted from a source or sender to a recipient, necessitating the use of effective instructional strategies to ensure clarity and understanding. The integration of educational media serves as a crucial mechanism

to bridge the gap between abstract content and students' cognitive structures, facilitating the transformation of complex ideas into more tangible and comprehensible forms.

Media, as an intermediary in the process of knowledge transfer, plays a vital role in enhancing engagement, comprehension, and retention (Kustandi et al., 2021). The selection of appropriate instructional media is informed by cognitive load theory, which suggests that learners process information more efficiently when it is presented in a well-structured, multimodal format that aligns with their cognitive capacities. Among the various forms of educational media, visual media stands out as one of the most effective tools for supporting learning, as it aids in information encoding, fosters meaningful learning, and reduces the cognitive effort required for conceptual understanding.

In this study, the learning process incorporates visual media to facilitate the delivery of instructional material in a more interactive and accessible manner. Visual media, which includes images, diagrams, videos, and infographics, provides a structured representation of complex information, allowing students to establish clearer mental models and connect abstract concepts to real-world contexts. Research in multimedia learning theory (Mayer, 2021) indicates that learners exhibit improved retention and comprehension when visual and verbal elements are combined effectively, as this dual-channel processing enhances cognitive integration. Furthermore, visual media fosters student-centered learning by encouraging exploration, discussion, and active engagement with the content.

Given its significance, the implementation of visual media in this research aligns with contemporary pedagogical approaches that emphasize constructivist learning principles, where students construct their own understanding through interaction with meaningful stimuli. The incorporation of visual elements is not merely an auxiliary tool but a fundamental component of effective instructional design, aiming to bridge the gap between theoretical knowledge and practical application. As education continues to evolve in response to technological advancements, the strategic use of visual media has the potential to transform traditional teaching methodologies, making learning experiences more dynamic, immersive, and impactful.

The use of visual media in the RADEC (Read, Answer, Discuss, Explain, Create) model in the learning context functions to clarify information, increase understanding, and help students build relationships between concepts. According to Trianto (in Yeni Hilda. et al., 2020) Visual media is a tool for conveying and displaying material through images that can be seen directly by students. By using this visual media, students become more focused in understanding the material taught by the teacher in class.

Level *Read* And *Answer*, visual media such as pictures, graphs or videos make it easier for students to understand material and information better, especially abstract concepts. This also attracts students' interest in learning so that they are better prepared to be actively involved in the discussion process. This was also expressed by Wati (in Yeni Hilda. et al., 2020) Visual media is a tool that presents material by combining various elements such as lines, shapes, colors and textures. These elements create an attractive appearance and strengthen the delivery of information to students.

Visual media also supports the stages *Discuss* And *Explain* by helping students communicate effectively, share their views, and strengthen their arguments. (Kustandi et al., 2021) say that using images in visual media is an effective communication method in the teaching and learning process in a digital environment. This visualization makes concepts easier to understand in groups, while increasing understanding through visualization of connected ideas and concepts. Finally, at the Create stage, visual media becomes a guide and inspiration in producing creative work or solutions, thereby encouraging students to think more innovatively. According to the results of research conducted by (Simbolon et al., 2022) there is a significant influence between Visual Media on student creativity, which shows that when students are given the freedom to use visual media, they can more easily express ideas and innovations. However, although this stage has great potential for developing student creativity, there are several specific obstacles in implementing it in the field.

General obstacles that teachers may face in using the RADEC learning model and visual media, limited facilities, varying student abilities, teacher readiness in implementing the RADEC learning model. One of the main problems teachers face in implementing the RADEC model with visual media is limited facilities. Because according to (Rusby et al., 2017) Visual Media can be in the form of image representations such as illustrations, paintings or photos that show the appearance of an object. To use this media, teachers need devices such as projectors, computers or good internet. However, many schools do not have these facilities or are inadequate, so the use of visual media in learning is limited.

The diversity of students' abilities can also be an obstacle in implementing the RADEC learning model related to students' reading comprehension abilities. As stated by Sopian (Andini & Fitria, 2021), the RADEC model helps students read more diligently, understand the material better, and provides encouragement so that they can achieve important skills today. However, in reality in the field some students may have difficulty understanding texts, either due to low levels of comprehension, varying reading speeds, or difficulties in extracting information from texts. This can affect the effectiveness of learning, especially when teachers rely on texts as the main source of information.

Teacher readiness in using the RADEC learning model can also be a common challenge or obstacle. As stated by (Nurfadhillah et al., 2021) that if the visual media brought by the teacher is not creative, difficult for students to understand, and boring, then this can reduce the effectiveness of learning. Elementary students need colorful and interesting media so they don't get bored and stay focused during lessons. Attractive media can help attract students' attention and make them more enthusiastic in following the learning material. In order to use visual media effectively, teachers need special skills in selecting and managing the right media for the material being taught. If teachers are poorly trained or not confident enough in using technology, implementation of this model can be hampered.

Teachers' readiness to implement the RADEC learning model with visual media is greatly influenced by their skills and knowledge in selecting and using effective media. Teacher readiness is one of the key factors in the successful implementation of the RADEC model. (H. Handayani et al., 2019) said that the RADEC learning model has an impact on the learning process, namely that it can motivate prospective teachers to read more diligently, be active in the learning process, be involved in discussions, dare to express opinions, and encourage them to be more creative and productive. The researchers' above problems provide new understanding about more effective ways to combine the RADEC model and visual media in helping students understand reading better.

Based on the background of the problems described above, the researcher wants to conduct research "Constraints and Solutions in the Implementation of RADEC Learning through Visual Media in Reading Comprehension Learning: Case Study in Class IV Elementary School," to find out the obstacles and appropriate solutions to students' reading comprehension. It is hoped that the results of this research will provide new ideas for teachers in improving the quality of learning in the classroom, as well as being useful for those who make educational policies to design rules or programs that support the use of more creative learning methods and appropriate use of visual media, especially to improve abilities. reading students from an early age.

METHODOLOGY

This research uses a qualitative method with a case study design. According to (Fitrah & Luthfiyah, 2017) Qualitative research is a research method that collects data in the form of descriptions, both in the form of written and spoken words, which come from people or subjects that can be observed. This method was chosen because it aims to understand in depth the obstacles and solutions in implementing the RADEC learning model (*Read, Answer, Discuss, Explain, Create)* through visual media in the context of learning reading comprehension in class IV elementary school. The case study design allows researchers to

explore phenomena that occur in one school. A case study is a research method that is carried out intensively and in depth on a program, event or activity on an individual or group to understand the phenomenon as a whole. According to Creswell (Ananda & Febrian Kristiana, 2017) Data is collected from various information sources that are rich in context to explore information in depth.

Research participants were selected using techniques *purposive* with the help of *key person.* With this technique, researchers selectively select relevant participants and research locations to gain an in-depth understanding of the main problem to be researched. Data collection methods use interviews, observation and documentation methods.

This research was conducted in one of the elementary schools in Subang Regency with a focus on class IV. Participants in this research were fourth grade teachers who applied the RADEC model in learning reading comprehension using visual media.

DATA COLLECTION TECHNIQUES

This research uses several data collection techniques to obtain a comprehensive understanding, according to (Rusandi & Rusli, 2015). Data in case study research can be obtained through various techniques, including interviews, observation, and documentation. The informants of this research who acted as resource persons were elementary school teachers totaling 5 people. The criteria for research resource persons are determined based on the needs in this study, which are as follows:

1. An Elementary School Teacher
2. Have 3 years of teaching experience
3. Understanding the World of Primary
4. Understanding Pedagogical
5. Willing to Provide Information in the Interview

In addition, there are Criteria for Taking Certain Classes:

1. Grade IV of Elementary School, as it is an important transition period in the development of more complex reading and comprehension skills.
2. Grade IV is in the stage of student development, at this level tends to be more prepared to explore interactive and creative learning approaches.
3. Grade IV is considered strategic to help students understand reading that begins to be abstract.

Therefore, the data collection techniques in this research are:

1 In-depth interviews: conducted with teachers to understand experiences, obstacles and solutions applied during the learning process. Teachers were interviewed to dig

deeper into the technical, pedagogical, and administrative barriers they faced, as well as the solutions they tried to implement.

2 Class Observation: Conducted to see directly how the RADEC model is applied with visual media, especially in learning reading comprehension. This observation covers every stage of RADEC, starting from *Read* until *Create*, as well as the use of visual media in each of these stages. Data from observations can provide a real picture of the effectiveness of implementing this method and the obstacles that arise during the learning process.

3 Documentation: Collection of supporting documents, such as teaching modules, teaching materials, and student work results. This documentation provides physical evidence of planning and learning outcomes, which can corroborate data from interviews and observations.

4 Data Triangulation: Data triangulation is carried out by combining and harmonizing the results of research findings with the research theory used. Triangulation is a strategy to combine multiple data collection methods, theories, or perspectives to improve the accuracy of interpretation of a phenomenon." (Flick, 2018). Creswell, J. W. (2018).

Table 1. Interview grid with teachers

No	Indicator
1	Teachers' understanding and experience of RADEC
2	Use and Constraints of Visual Media
3	Student Responses to the Methods and Media Used
4	Solutions that have been implemented to overcome obstacles

RESULTS AND DISCUSSION

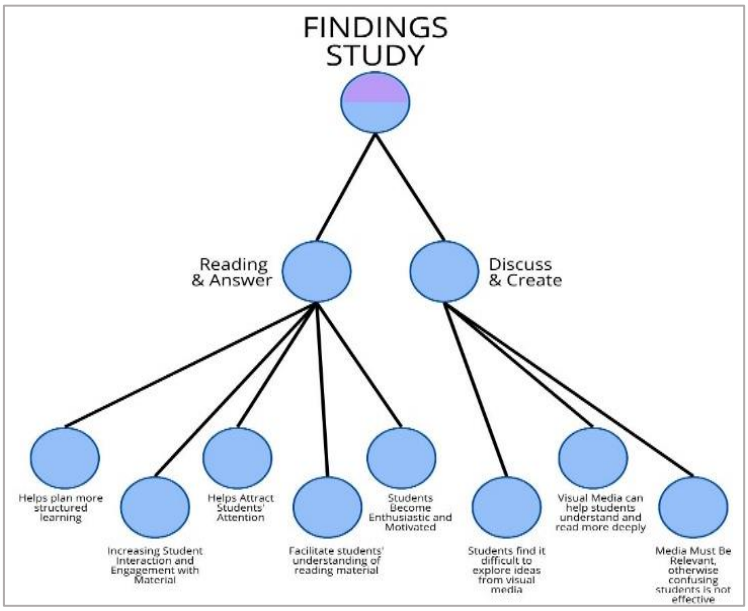

Figure 1. Findings Study

This discussion aims to describe the research results obtained through interviews, observation and documentation in order to provide a comprehensive picture of the implementation of the RADEC method.

This analysis includes teachers' understanding and experience, the use of visual media in learning, student responses, and solutions that have been implemented in dealing with various obstacles. It is hoped that data from various sources will provide a comprehensive view of the effectiveness and challenges that arise in RADEC practice in the field.

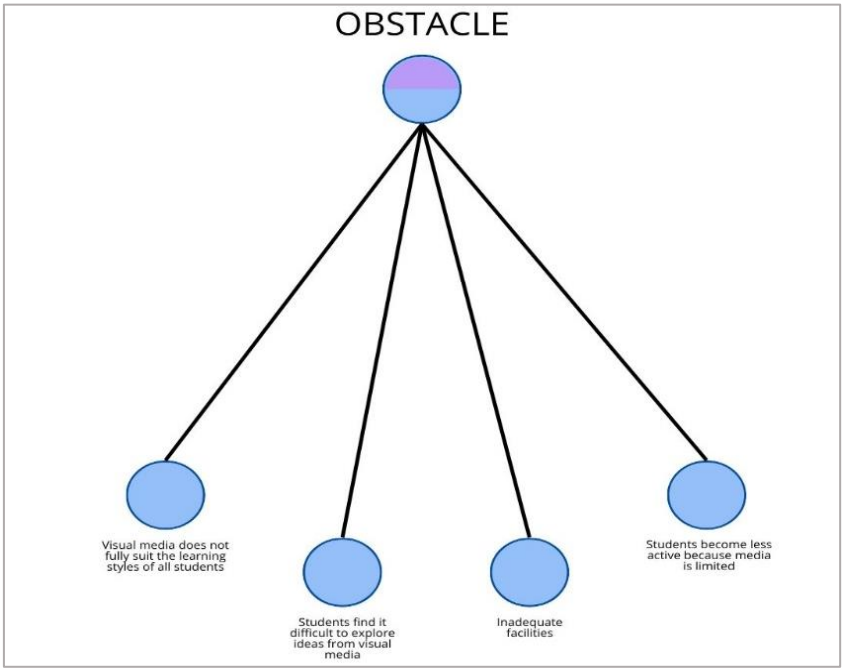

Figure 2. Obstacle Study

Based on the results of comprehensive data collection through interviews, observations, and documentation analysis, it was found that teachers have a solid conceptual understanding of the RADEC (Read, Answer, Discuss, Explain, and Create) learning model. This instructional approach, which emphasizes student engagement and active learning, has been recognized by teachers as a valuable framework that supports structured lesson planning and the systematic development of students' critical thinking skills. Teachers reported that the RADEC model helps them organize lesson materials more effectively, ensuring that learning objectives are clearly defined and progressively built upon through each stage.

In classroom implementation, teachers commonly initiate lessons with the Read and Answer stages, as these serve to introduce the topic and activate students' prior knowledge. These initial phases encourage students to engage with textual sources, comprehend key concepts, and formulate responses that reflect their preliminary understanding. The structured questioning techniques employed during the Answer stage further enable teachers to assess students' cognitive readiness before progressing to deeper analytical and collaborative activities.

Despite the benefits of RADEC, teachers identified significant challenges in executing the Discuss and Create stages, which are crucial for fostering higher-order thinking skills and creative problem-solving abilities. One of the primary difficulties is ensuring active student participation during discussions. Teachers observed that students often exhibit hesitation in articulating their thoughts, particularly when required to engage in critical analysis, synthesize information from multiple sources, or construct well-reasoned arguments. This reluctance may stem from various factors, including a lack of confidence, limited prior exposure to open-ended discussions, or insufficient scaffolding in earlier learning experiences.

Additionally, the Create stage presents challenges related to both pedagogical and logistical aspects. Teachers noted that facilitating student-driven projects or creative outputs requires careful guidance, adequate time allocation, and appropriate resources. Some students struggle with translating theoretical concepts into practical or innovative outputs, indicating the need for enhanced instructional support, structured brainstorming sessions, and iterative feedback mechanisms. Furthermore, the effectiveness of the Discuss and Create stages is often influenced by classroom dynamics, including student motivation levels, peer interactions, and the availability of supportive learning environments.

To address these challenges, teachers suggested several strategies, including the use of small-group discussions, structured peer collaboration, and guided questioning techniques to stimulate student engagement. Additionally, they emphasized the importance of integrating visual media, digital tools, and hands-on activities to facilitate the creative process and make

abstract concepts more tangible. Professional development programs focusing on discussion facilitation techniques, creativity enhancement, and differentiated instruction were also identified as necessary to improve the implementation of RADEC in diverse classroom settings.

Overall, while teachers acknowledge the pedagogical value of the RADEC learning model, particularly in fostering structured and inquiry-based learning, they also recognize the need for continuous refinement in its application. Future research should explore how tailored instructional interventions, enhanced teacher training, and innovative learning resources can optimize the effectiveness of the Discuss and Create stages, ultimately leading to improved student engagement, deeper comprehension, and the development of critical and creative thinking skills.

Teachers still need assistance in building more active interactions between students. Additionally, teachers recognized the benefits of RADEC in increasing student interaction and engagement with the material. However, the teacher also said that the understanding and application of RADEC in the classroom could be maximized if there was further training regarding RADEC implementation strategies in various subjects, including reading comprehension. This shows that even though the teacher's understanding is quite good, in daily practice, there are still challenges in getting students truly involved, especially at the discussion and explanation stage. The factors of teacher experience and training received seem to have an influence.

Teachers stated that visual media was very helpful in attracting students' attention and facilitating their understanding of reading material. Media such as images, short videos, and visual graphics are often used to add context to the material. However, there are several technical obstacles, including device limitations such as projectors and unstable internet connections. Apart from that, teachers also face obstacles in adapting visual media to make it relevant to the RADEC stages, especially at stage *Discuss*, where students sometimes find it difficult to associate visual information with reading content.

In class, visual media does attract students' attention at the beginning, but at a later stage, students become less active because the media is limited or not very relevant to the lesson. Visual media can help students understand better, but must be adapted to the RADEC stages and students' learning needs. Assistance in developing more appropriate media may improve learning outcomes.

Pedagogically, teachers feel that visual media does not fully suit the learning styles of all students. Some students still show difficulty in interpreting visual information, which requires teachers to involve various alternative media to ensure their understanding. This obstacle

indicates the need to adapt visual media to suit students' needs and characteristics, as well as additional skills for teachers in choosing the right media.

Teachers report that students generally respond positively to implementing RADEC with visual media. Most students seemed more enthusiastic and motivated when the material was presented with visual aids, especially at stage *Read* And *Answer*, where students can associate readings with related images or videos. However, at stage *Discuss* And *Create*, some students find it difficult to explore ideas from visual media and connect them with the content of the reading, so that participation in discussions is reduced.

This obstacle shows that student responses are very dependent on the relevance of visual media to the material being presented. Using appropriate visual media can help students understand reading more deeply, but on the contrary, media that is less relevant can actually confuse students and reduce the effectiveness of learning. This suggests that teachers need to improve their skills to encourage more active discussions. Apart from that, perhaps more interactive visual media could help maintain student enthusiasm during the learning process.

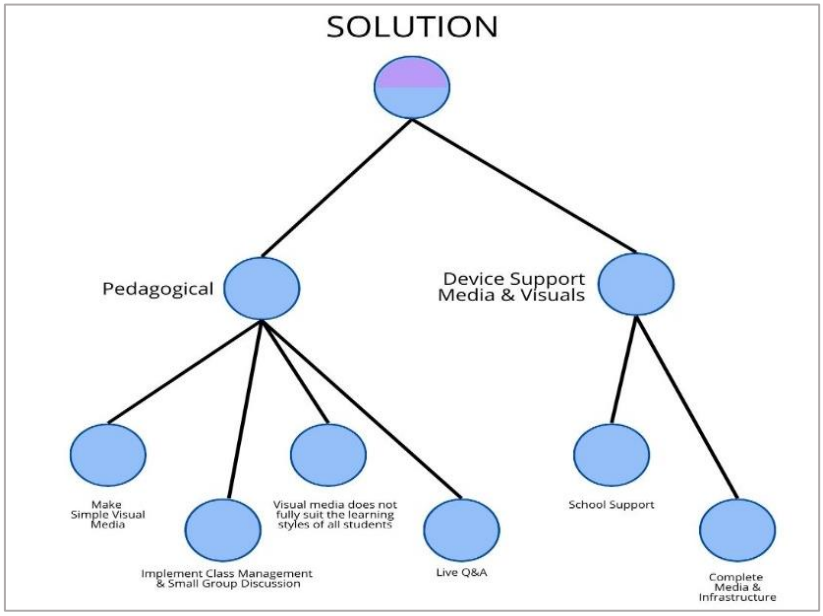

Figure 3. Solution Study

Teachers have implemented various strategies to address the challenges associated with the integration of visual media in learning. One of the primary issues faced is the limited availability of visual devices and instructional media. To mitigate this constraint, teachers have taken the initiative to develop simple yet effective visual aids, such as hand-drawn illustrations, diagrams, and mind maps, which serve to simplify complex concepts and present information in a more accessible and cost-effective manner. These visual representations not only facilitate students' comprehension but also enhance their engagement with the learning material, making abstract concepts more concrete and memorable.

In addition to addressing material limitations, teachers have also employed diverse pedagogical strategies to enhance classroom interactions and foster meaningful learning experiences. Among these strategies, small group discussions and structured question-and-answer sessions have proven effective in promoting active student participation. By encouraging peer-to-peer interactions and collaborative problem-solving, these methods help students develop critical thinking skills while reinforcing their understanding of the subject matter. Moreover, such strategies align with student-centered learning approaches, which emphasize inquiry-based learning and active knowledge construction rather than passive reception of information.

Recognizing the need for sustained professional development, teachers have also advocated for continuous training programs focused on the effective use of visual media within the RADEC (Read, Answer, Discuss, Explain, and Create) instructional model. These training sessions aim to enhance teachers' pedagogical competence in designing and implementing visual media that align with curriculum objectives and cognitive development principles. Furthermore, educators have called for increased institutional support, including improved access to multimedia resources, digital tools, and infrastructure, to ensure the seamless integration of visual media in the classroom.

By implementing these solutions, teachers aim to maximize the effectiveness of RADEC with visual media as a means of improving students' reading comprehension. The combination of teacher-led initiatives, student-centered pedagogical strategies, and institutional support is expected to contribute to a more interactive and engaging learning environment, ultimately fostering deeper comprehension, retention, and application of knowledge among students. Future research should further explore the long-term impact of these strategies on student learning outcomes and identify additional best practices for optimizing the use of visual media in various educational contexts.

DISCUSSION

This discussion evaluates the results of the research in the context of the research question, compares it with previous studies, and relates it to a theoretical framework. The results showed that visual media, such as illustrations and mind maps, significantly improved students' understanding in mathematics learning. These findings are in line with Creswell's (2018) research, which emphasizes the importance of data from multiple sources to understand the context of learning. Previous studies have also indicated that visual media helps students overcome learning difficulties, supporting teacher reports showing positive results. The data triangulation carried out strengthens the validity of the findings by combining the results of interviews and relevant theories. Flick (2018) explained that triangulation

improves the accuracy of the interpretation of phenomena, reflected in the positive responses of students to the methods and media used.

This highlights the importance of using varied learning strategies for learning effectiveness. In a theoretical framework, the focus on understanding in mathematics corresponds to the theory of constructivism, in which students build knowledge through experience. The use of visual media not only facilitates knowledge transfer, but also helps students apply concepts in new contexts. Overall, the study emphasizes innovation in teaching methods and the proper use of media, contributing to the development of more effective educational practices.

CONCLUSION

Based on the research results, the application of the RADEC learning model with visual media in reading comprehension learning in fourth grade elementary school shows a significant impact in increasing student engagement. Teachers have a good understanding of the RADEC model, although the biggest challenge lies in the stages *Discuss* And *Create*, which requires active student involvement to explore the material. The use of visual media, such as images and videos, has proven effective in attracting students' attention and facilitating their understanding. However, technical and pedagogical obstacles, such as device limitations and students' difficulties in interpreting visual media, are still the main obstacles.

Student responses were generally positive, with the majority feeling more motivated and interested in the material presented using visual media, especially at stage *Read* And *Answer*. However, there are challenges at this stage *Discuss* And *Create* which requires further adaptation so that visual media is more relevant to the reading material. Solutions implemented by teachers, such as the use of simple visual media and more interactive classroom management strategies, can overcome some of these obstacles. Apart from that, increasing training for teachers and support from schools in providing adequate infrastructure is expected to optimize the implementation of RADEC.

Overall, although there are still obstacles that must be overcome, implementing RADEC with visual media can improve students' reading comprehension, as long as the media used is relevant and appropriate to the students' characteristics.

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