

Critical Reading and Creative Writing Literacy Learning Training Based on the RADEC Model to Improve Teachers' Pedagogical Competence

Suharti¹, Faidin², Ardi Rahmawan³

¹²³STKIP Harapan Bima

Email : suharti@habi.ac.id

Abstract

This Beginner Community Empowerment (PMP) is focused on critical reading and creative writing literacy learning training based on the RADEC model to improve the pedagogical competence of teachers in SMPN 1 Woha. The determination of this training is based on the low ability of teachers in implementing literacy learning that focuses on critical reading and creative writing, many teachers still prefer to use lecture methods and give assignments through worksheet. The goal to be achieved in the community service is to provide Critical Reading and Creative Writing literacy learning training Based on the RADEC Model to Improve the Pedagogical Competence of Teachers SMPN 1 Woha. Stages of the method, Socialization, Training, Application of technology, Mentoring and evaluation, in this case there are pretests and posttests to determine the teacher's understanding of the material. The results obtained from the implementation of this PMP activity as a whole got good and satisfactory results. Some components that were successfully achieved in the implementation of this activity include: 1) achievement of activity objectives as indicated by the level of participation of participant, pretest and posttest results, questionnaires, and, 2) achievement of planned material targets, as well as technology application activities, mentoring to evaluation of literacy learning carried out by teachers were carried out well as indicated by the planning and implementation of critical reading literacy and creative writing based on the RADEC model by teachers, literacy materials taken from various literacy e-book platforms, packaged in Barcode for critical reading and creative writing activities.

Keywords: Literacy Learning, Critical Reading and Creative Writing, RADEC Model, Pedagogical Competence

INTRODUCTION

SMP Negeri 1 Woha is one of the state schools with an educational unit, namely Junior High School (SMP). The school is located at Jln. Buya Hamka No. 25, Tente Village, Woha District, Bima Regency, West Nusa Tenggara Province. SMPN 1 Woha has a School Operational Permit Decree Number: 10-PAN / PEM / I / 1957 Date 01-011957, with the national school principal number (NPSN) 50205664. Learning at SMPN 1 Woha is carried out in double shifts. In a week, learning is carried out for 6 days.

In this case, the PMP team chose the location of SMPN 1 Woha because there are problems with increasing literacy in schools such as problems with students, teachers, school management, school environment, school curriculum, learning conditions.

The problems faced by students in critical reading and creative writing literacy are that students are sometimes not accompanied by teachers in literacy activities; students have difficulty understanding the contents of the reading; students are disturbed by friends when reading; not bringing books when doing literacy; no reading book updates in the library. In

addition, the books are not varied and sometimes do not have pictures, often feel bored when reading at home and school, limited access to reading materials, limited guidance from parents, limited internet quota, no feedback from teachers.

Teachers, the problems faced by teachers are that students are busy memorizing daily test materials; students chat with friends; literacy activities will not run if not accompanied by teachers. the difficulty of finding free e-book platform sites and lack of free e-book references, cooperation between teachers and parents, limited special assistance from parents when children are learning and being literate.

School management, principals and school residents make plans for a 15-minute literacy movement in the classroom. Critical reading and Creative writing activities in the library are rarely carried out. Reading in the library is only done when the teacher is not in class. Meanwhile, there is also no evaluation and follow-up of the literacy movement.

School environment, one of the supports for literacy is the library. However, many of the books in the library are outdated, books are

dominated by textbooks from a curriculum that is no longer valid or not used. In addition, the books available are general knowledge such as novels, story books, and history books, some are damaged so they are not suitable for reading. Moreover, these books are old publications.

School Curriculum, schools have implemented the 2013 Curriculum and the Independent Learning Curriculum. Unfortunately, the independent curriculum implemented in grade VII lacks independence in learning, while the 2013 curriculum implemented in grades VIII and IX tends to emphasize knowledge, less improving student skills such as critical reading and creative writing.



Figure 1. School Conditions

Learning conditions, learning methods tend to be conventional, both lectures and demonstrations, so that student literacy is not optimally achieved in the learning process. The implementation of conventional methods clearly hinders the process of achieving student literacy. So, teachers need to be aware of and try to carry out literacy learning, especially in critical reading and creative writing (Suharti and Susilana, 2020). By building student knowledge through interaction with learning objects such as various media and learning resources related to student experiences. Suharti, and Faidin. (2023), regarding reading and writing literacy, both cover all basic literacies such as science literacy, numeracy, digital, and others using reading and writing skills as basic skills.

Unfortunately, teachers rarely carry out literacy learning through reading and writing activities due to the lack of teacher competence regarding the implementation of literacy. The impact on the achievement of increased student literacy. In the research results of Suharti et al.

(2022), the assessment of students' reading literacy was carried out through the ability to understand texts with questions that determine the main ideas in the text, answer questions in the form of implied words properly and correctly, determine the meaning of a word in the text, pronouns that indicate and write students work in the form of written tests from multiple choice and essay forms and compositions that are arranged with word and sentence structures based on topics.

During the learning process in the classroom, teachers have not been able to implement learning that focuses on critical reading and creative writing, many teachers still prefer to use lecture methods and give assignments through worksheets. This is also because teachers always assume that students have minimal knowledge (poor literacy), research by Suharti, and Faidin. (2023) explains that low literacy is because the learning process is more about transferring knowledge, not focusing on constructing critical and creative literacy, then many texts are selected from textbooks presented monotonously in learning in the usual way. Until now, schools have implemented the independent learning curriculum, even though the curriculum is in learning activities and in each part or stage of the activity there are points of critical and creative thinking skills.

The literacy learning process certainly presents critical and creative reading skills so that it greatly helps the process of achieving student abilities. Critical reading and creative writing skills help teachers realize the demands of the times which are very complex. However, unfortunately teachers have not been able to fully implement this because they are still struggling with worksheet, textbooks as the main reference in the learning process. Teachers are less innovative in preparing and presenting materials according to student development and cognition.

One of the models that is suitable for improving high-level skills such as critical reading literacy and creative writing is the RADEC model. The RADEC learning model is a model that emphasizes learning through read - answer - discuss - explain - create activities. In accordance with the stages of RADEC learning,

this model is a learning model that can provide knowledge to students through various sources of information (Ulfa, et al., 2024). Has a better impact on improving conceptual knowledge and creativity (Apriansah, et al., 2023).

Imran, et al. (2021) the RADEC model activates students and provides meaningful learning. In this regard, the model overcomes the problem of low quality of the learning process and student learning outcomes. Lestari, et al. (2022). The RADEC model can encourage students to be active in acquiring, not only concepts but also abilities and attitudes related to the environment, socio-culture, and sustainable economy.

Furthermore, Nurnaningsih, et al. (2023). RADEC learning is one of the instruments that is predicted to help bridge students in creative thinking, one of which is a strong encouragement at the creation stage. This can provide knowledge to teachers regarding critical reading and creative writing literacy learning in junior high schools so that it can improve teachers' pedagogical competence, Nugraha, and Mahardika (2023) explained in their research results that students in higher education have a positive response that learning using RADEC can improve pedagogical competence through the quality of the process and learning achievements.;

Thus, the PMP team wants to help and support teachers in making literacy learning activities a success through critical reading and creative writing activities. This is done through critical reading and creative writing literacy learning training using the RADEC Model for Teachers in SMPN 1 Woha.

METHOD

The implementation stages are divided into 5 stages of the method, namely: (1) The first stage in implementing solutions to overcome partner problems is socialization. Socialization is carried out to introduce the Critical Reading and Creative Writing Literacy Learning training program based on the RADEC Model to Improve the Pedagogical Competence of Teachers SMPN 1 Woha. The purpose of the socialization is to provide a clear understanding of the objectives, benefits, and training process to participants; (2)

After the socialization process, the next stage is training.

The training was carried out for 2 days with materials covering various literacy learning text modes, literacy learning models, critical reading literacy learning strategies and creative writing. SMPN 1 Woha's teachers were given new knowledge and skills in teaching critical reading literacy and creative writing involving materials from the literacy platform with implementation using the RADEC model. Interactive and participatory methods were used in delivering the material to ensure maximum understanding;(3) There are 2 days in the application of technology, it is also an important stage in implementing the solution. In the context of PMP at SMPN 1 Woha, the application of technology can help strengthen the learning process. The use of technology such as literacy eBook platforms and learning barcode applications can improve students' critical reading and creative writing literacy; (4) The mentoring and evaluation stages are carried out simultaneously to ensure the success of the training program. Mentoring is carried out to provide support and guidance to teachers in implementing literacy learning based on the RADEC model that has been studied. Evaluation is carried out to measure the impact and effectiveness of training on improving teachers' pedagogical abilities. Evaluation data is used to identify successes and areas that still need improvement; and(5) The last stage is the sustainability of the program. It is important to ensure that the results of the training are not only temporary, but can be sustainable in the long term.

RESULTS AND DISCUSSION

Based on the results of the training activities, there were 90 teachers who participated in the training. During the implementation stage of the training, 100% of the training participants participated from the beginning of the socialization, training, the application of technology until evaluation.

The initial activity carried out by the Community Service team was to visit and convey the introductory letter and permission to conduct training to the school. Furthermore, a discussion

was held regarding the technical implementation of the activity. The training began on August 28-31, 2024, targeting teachers at SMPN 1 Wohe.

In this training activity, 90 teacher participants in SMPN 1 Wohe were gathered who participated in critical reading and creative writing literacy learning training based on the RADEC Model. Before the training activity began, before the training's day the participants filled out the pretest.



Figure 1. Socialization Stage of Training Activities



Figure 2. Training Stage (Delivery of Critical Reading Literacy and Creative Writing Learning Materials based on the RADEC Model)



Figure 3. Delivery of Literacy Learning Media Material Through the Wardwall and Quizzes Digital Platforms



Figure 4. Delivery of Literacy Barcode Creation Material, access to the tiered text literacy platform and input of text types and literacy works in Barcode

The socialization stage was carried out on the first day, August 28, 2024, along with the delivery of training materials. On the second day, the training stage was again carried out, with materials delivered by 3 speakers, after which the training participants were asked to provide questions related to the material that was not yet understood. At the end of the training, the teachers participating in the training were divided into several groups according to their areas of expertise/subjects taught to conduct direct training on how to learn critical reading literacy and creative writing based on the RADEC Model.



Figure 5. Implementation Stage (Simulation of Technology Implementation and Subject Teacher Innovation)



Figure 6. Implementation Stage (Simulation of Technology Implementation and Subject Teacher Innovation)



Figure 7. Implementation Stage (Simulation of Technology Implementation and Subject Teacher Innovation)

The third and fourth days are the stages of technology implementation. Each group is trained by instructors consisting of competent students and accompanied by lecturers. Each participant carries out a simulation of critical reading and creative writing literacy learning based on the RADEC Model and is trained until they are able and fluent in carrying out the learning process.

Here, teachers have the opportunity to practice teaching according to the results of the previous day's training in their respective fields of expertise. The training provided is in the form of critical reading and creative writing literacy learning training based on the RADEC Model to improve the pedagogical competence of SMPN 1 Woha teachers.

The material provided is delivered using a PowerPoint presentation slide guide that can be seen by all participants in the room. The implementation technique, from the resource person, is that the resource person delivers material on critical reading and creative writing literacy learning based on the RadeC Model and is also continued with assistance by the Training TEAM.

The accompanying facilitator is obliged to assist participants who have difficulties in implementing literacy learning using the RADEC model. How to create and access literacy platforms and barcodes. During the implementation process, the school internet was disrupted and could not be used so that accessing online services was slightly disrupted. However, internet constraints can be overcome by conducting network teasing from several existing mobile phones. At the end of the training activity, training participants were asked to fill out a post-

test to determine the level of understanding and effectiveness of the training program.



Figure 8. Implementation Stages (Evaluation of the implementation of Technology and Innovation carried out by Teachers after training)



Figure 9. Evaluation and Mentoring Stage of Technology and Innovation Implementation



Figure 10. Evaluation and Mentoring Stage of Technology and Innovation Implementation



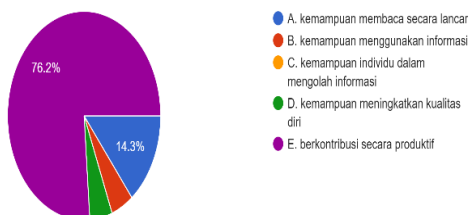
Figure 11. Evaluation and Mentoring Stage of Technology and Innovation Implementation

Evaluation and mentoring stage, this stage is carried out in the literacy learning process carried out by partner teachers in the classroom. After several weeks of training. This evaluation is carried out on improving teacher competence in implementing critical reading and creative writing literacy learning through the literacy platform. The implementation carried out by the teacher is that the teacher inputs various literacy texts via Google Drive to be accessed on the Barcode of each subject by students, the literacy material selected is adjusted to the learning material. Students access literacy material on the barcode via cellphone or laptop then ask students to read critically, the results of reading comprehension through finding information, analyzing, comparing and concluding and creating ideas from the reading results can be uploaded in the Barcode of literacy works whether in the form of posters or written works of students. This triggers students' motivation and enthusiasm to work in creating works and producing literate students.

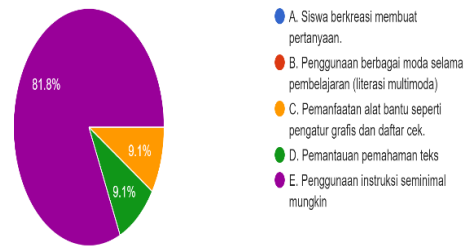
Based on the results of the PMP team's observations, after the teacher listened to the delivery of the training material on the first day, the teacher practiced teaching critical reading and creative writing literacy learning based on the RADEC Model.

The following is a description of the posttest question about the "literacy concept". The percentage of teachers' understanding of training activities was 76.2% and "characteristics of learning implementing literacy strategies" was 81.8%.

1. Konsep literasi terkait dengan kata kunci berikut, KECUALI...
 42 responses



7. Karakteristik pembelajaran yang menerapkan strategi literasi, KECUALI...
 11 responses



Specifically, the level of teacher understanding ability after conducting training activities along with mentoring, and implementation can be shown through the table below.

Table 1. Results of Teacher Understanding in Literacy Learning Training Activities

No	Level Understanding	Percentage
1	Very not understanding	2
2	Not understanding	3
3	Quite understanding	25
4	Understanding	50
5	Very understanding	20

Source: The result of Pretest and Posttest Data

Based on the results of the implementation of training activities, it can be concluded that the level of teacher understanding of critical reading and creative writing literacy learning based on the RADEC model can be understood well.



Figure 12. Group Photo at Training Activities

CONCLUSION

The Critical Reading and Creative Writing Literacy Learning training program based on the RADEC Model has well done according to the planned schedule. Based on the

responses, responses, and participation of the participants, it can be concluded that the participants were satisfied with the Critical Reading and Creative Writing Literacy Learning training based on the RADEC Model because they were able to carry out Critical Reading and Creative Writing Literacy Learning based on the RADEC Model which is very much needed to support the improvement of student literacy.

SUGGESTIONS

It is hoped that in the future similar training programs can continue to be pursued in order to maintain cooperation between universities and partner schools. In addition, teachers are expected to continuously strive to develop their abilities and understanding related to literacy learning through various learning models.

ACKNOWLEDGEMENTS

The community service team would like to thank LPPM STKIP Harapan Bima for supporting this community service well. Furthermore, the community service team would like to thank the Directorate of Research and Community Service (DRPM), Ministry of Research, Technology, and Higher Education for the support given to the community service team in the form of community service funding assistance that supported the implementation of this community service.

BIBLIOGRAPHY

- Apriansah A, Sujana A, Ismail A. (2023). Pengaruh Pembelajaran RADEC Terhadap Pemahaman Konsep dan Kreativitas Siswa Kelas IV pada Materi Transformasi Energi. *Didakt J Pendidik*. 13(1):45–56.
- Imran ME, Sopandi W, Mustafa B, Riyana C. (2021). Improving Primary School Teachers' Competence in Teaching Multi-Literacy through RADEC-based Training Programs. *Cypriot J Educ Sci*.16(6):3033–47.
- Lestari H, Ali M, Sopandi W, Wulan AR, Rahmawati I. (2022). The Impact of the RADEC Learning Model Oriented ESD on Students' Sustainability Consciousness in Elementary School. *Pegem Egıt ve Ogr Derg*. 2022;12(2):113–22.
- Nurnaningsih, Hanum CB, Sopandi W, Sujana A. (2023). Keterampilan Berpikir Kritis dan

Berpikir Kreatif Siswa Sekolah Dasar dalam Pembelajaran Berbasis RADEC. *J Basicedu*.;7(1):872–9.

- Nugraha T, Mahardika SN. (2023). Student Response to the Radec Learning Model in Improving Teacher Pedagogic Competence. *Curr Issues Elem Educ J*. 2(1):50–8.
- Nurwendah D, Fitriani RS, Nurhayatin T. (2023). Penerapan Model Read, Answer, Discuss, Explain, Create (Radec) Untuk Meningkatkan Kreativitas Siswa dalam Menulis Teks Prosedur di Kelas 7 Bilingual SMP Taruna Bakti Bandung. *J Sosiohumaniora Kodepena Inf Cent Indones Soc Sci*.4(1):61–9.
- Suharti S, Susilana R. (2020). Implementasi Muatan Lokal Bahasa Inggris dalam Meningkatkan Kemampuan Berbicara Bahasa Inggris Siswa di Sekolah Dasar. *JP-IPA J Pendidik Ilmu Pengetah Alam* [Internet].;01(02):36–49. Available from: <https://jurnal.habi.ac.id/index.php/JP-IPA/article/view/10>.
- Suharti, dan Faidin. (2023). *Implementasi Muatan Lokal Bahasa Inggris dalam Meningkatkan Literasi Membaca dan Menulis Menggunakan Model 4C*. Kabupaten Bima, Nusa Tenggara Barat: El Sufi Publishing.. ISBN: 978-623-5449-13-5
- Suharti, Faidin, Ibrahim, dan Fajrun. (2022). Upaya Peningkatan Literasi Membaca dan Menulis Bahasa Inggris berbasis Kearifan Lokal pada Pembelajaran Muatan Lokal Menggunakan Model 4C. *J Ilm Mandala Educ*.8(4):2626–33.
- Suharti, dan Faidin. (2023). Effectiveness of a Critical Literacy Program Based on the PjBL Model to Improve Students' Critical Reading and Creative Writing and English Speaking Ability. *J Ilm Mandala Educ*. 9(4):3023–35.
- Ulfa M, Oktaviana E, Hasanah N. (2024). Penerapan Model Radec dan Pembelajaran Berbasis Masalah dalam Meningkatkan Keterampilan Literasi literasi. *J Educ Rev*. 1(2):16–27.