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OBSTACLES IN IMPLEMENTING THE RADEC LEARNING MODEL AS A FORM OF DEVELOPING STUDENTS' SOCIAL INTERACTION ABILITIES OF MI TEACHER EDUCATION STUDENTS

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Abstract

Study This focus attention to the identification of "Obstacles in Implementing the RADEC Learning Model as an Effort to Develop Ability Interaction Social Student. Research This use approach combination or mixed methods for analyze application of the RADEC (Reading, Answering, Discussing, Evaluating, and Creating) learning model in development ability interaction social student. With using the Concurrent Embedded model, and using the purposive sampling technique. With results study This are the Obstacles in Implementing the RADEC Learning Model as Form Development Ability Interaction Social Students (1) Variations Ability Reading and Initial Comprehension of Students. Stage First in RADEC is Read, which requires student understand material in a way independent before lectures. However, the ability literacy and level understanding beginning PGMI students still diverse. As a result, the Answer and Discuss process becomes not enough effective Because student No own foundation knowledge that should be obtained at the stage beginning (2) Low Courage and Skill Communication in Discussion. The RADEC model demands student active discuss, explain, and put forward ideas in front of Friend peers. Common obstacles appear is Lots PGMI students who are still not enough believe self, passive, or Afraid put forward opinion. Culture academics who have not fully support openness and courage speak make the Discuss and Explain stages are not running optimally. As a result, the goal RADEC main for increase interaction social and collaboration become hampered. (3) Limitations Time Management. limitations time face advance make a number of RADEC stages impressed rush, especially at the Explain and Create stages which require time more Lots For exploration and collaboration.

Keywords: RADEC, Interaction Social, College Student

Abstrak

Studi ini berfokus pada identifikasi "Hambatan dalam Menerapkan Model Pembelajaran RADEC sebagai Upaya Mengembangkan Kemampuan Interaksi Sosial Siswa. Penelitian ini menggunakan pendekatan kombinasi atau metode campuran untuk menganalisis penerapan model pembelajaran RADEC (Membaca, Menjawab, Mendiskusikan, Mengevaluasi, dan Menciptakan) dalam pengembangan kemampuan interaksi sosial siswa. Dengan menggunakan model Concurrent Embedded, dan menggunakan teknik purposive sampling. Hasil penelitian ini adalah Hambatan dalam Menerapkan Model Pembelajaran RADEC sebagai Bentuk Pengembangan Kemampuan Interaksi Sosial Siswa: (1) Variasi Kemampuan Membaca dan Pemahaman Awal Siswa. Tahap pertama dalam RADEC adalah Membaca, yang mengharuskan siswa memahami materi secara mandiri sebelum kuliah. Namun, kemampuan literasi dan tingkat pemahaman awal siswa PGMI masih beragam. Akibatnya, proses Menjawab dan Mendiskusikan menjadi kurang

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efektif karena siswa tidak memiliki dasar pengetahuan yang seharusnya diperoleh pada tahap awal. (2) Rendahnya Keberanian dan Keterampilan Komunikasi dalam Diskusi. Model RADEC menuntut siswa untuk aktif berdiskusi, menjelaskan, dan mengemukakan ide di depan teman sebaya. Hambatan umum yang muncul adalah banyak mahasiswa PGMI yang masih kurang percaya diri, pasif, atau takut menyampaikan pendapat. Budaya akademis yang belum sepenuhnya mendukung keterbukaan dan keberanian berbicara membuat tahapan Diskusi dan Penjelasan tidak berjalan optimal. Akibatnya, tujuan utama RADEC untuk meningkatkan interaksi sosial dan kolaborasi menjadi terhambat. (3) Keterbatasan Manajemen Waktu. Keterbatasan waktu yang dihadapi membuat sejumlah tahapan RADEC terburu-buru, terutama pada tahapan Penjelasan dan Kreasi yang membutuhkan lebih banyak waktu untuk eksplorasi dan kolaborasi.
Kata kunci: RADEC, Interaksi Sosial, Mahasiswa

INTRODUCTION

Ability interaction social is one of the aspect important in learning 21st century (Mashudi, 2021; Zubaidah, 2016). Students no only sued for own ability academic, but also skills supportive social they in work in a way collaborative, communicating with effective, and complete problem in a way together. In the context of education high, development ability interaction social student become an integral part of objective learning, especially in prepare they face increasingly global challenges complex (Kohl et al., 2026; Leblond et al., 2026). In practice, the learning process in various college tall still lots apply a holistic approach one direction. Learning that is dominated method lecture tend limit involvement active student in the learning process. Conditions this impact on less development ability interaction social students, because chance for collaborate, discuss, and interact in a way effective with fellow student and lecturer become limited (Darmadi, 2015; Iskandar, 2008; Syafaruddin, 2003).

In addition, the learning that is still ongoing method - oriented conventional become challenge alone in development interaction social students (Fatimah et al., 2024; Saadah et al., 2025). Focus more learning emphasize on delivery material make student not enough trained for participate active, discussing and working the same in group. As a result, the experience learning as it should be can hone ability interaction social student not yet can come true optimally (Alawiyah, 2017; Mulyani, 2015). Learning model RADEC (*Read, Answer, Discuss, Explain, Create*) offers solution potential For overcome problem this. The RADEC model is designed for integrate activity learning based relevant collaboration, exploration, and creativity with development interaction social. In this model, students invited for read as step beginning understand material, answer questions (*answers*) for practice understanding individual, discuss (*discuss*) individually group for strengthen interaction social, explaining findings they for build trust yourself, and create products innovative learning (Pratama et al., 2019).

Through discussion and collaboration that is at the heart of RADEC, students own chance for each other interact, exchange ideas, and work the same in finish tasks (Fitriani et al., 2025; Kurniayati et al., 2025). Activities this give room for student for develop interpersonal skills such as communication, empathy, and ability finish conflict. In addition, RADEC also encourages learning based context, in which students Study For connect knowledge with life everyday, so that increase relevance and meaning learning (Fatimah et al., 2024). Although the RADEC learning model has significant potential, study about its implementation in development ability interaction social student still relatively limited. So far, the implementation of RADEC has been more lots focused on

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improving achievements Study cognitive, whereas aspect affective, especially ability interaction social, not yet get adequate attention.

Conditions this show existence gap necessary research reviewed more further to obtain greater understanding comprehensive about RADEC's contribution to development social student (Salma Ihsani Fhilrizki et al., 2024). Study this done for integrating the RADEC learning model in frame develop ability interaction social students. Focus study directed at exploration the extent to which the RADEC approach is capable increase skills student in communicate, work the same, and build connection positive social during the learning process. Through comprehensive approach, research this expected can give contribution real to development of holistic learning strategies.

Although in a way conceptual RADEC learning model has potential big in develop ability interaction social students, their implementation in the field No always walk without obstacles. Differences character students, readiness lecturer, management time learning, as well as dynamics class become potential factors influence success implementation of this model. Therefore that's important for study in a way deep various obstacles that arise in the RADEC implementation process. Based on description said, research This focus attention to the identification of "Obstacles in Implementing the RADEC Learning Model as an Effort to Develop Ability Interaction Social Student".

METHOD

Study This use approach qualitative and quantitative that is approach combination or *mixed methods* For analyze application of the RADEC learning model (*Reading, Answering, Discussing, Evaluating, and Creating*) in development ability interaction social student (Creswell, 2012; Sugiyono, 2019) . Approach qualitative allows for dig deep understanding about How student interact during the learning process using the RADEC model, as well as for understand perceptions, experiences, and dynamics that occur in context the. Whereas approach quantitative implemented for obtain data in the form of number or percentage that describes level RADEC's success in develop interaction social students. With combination this, researcher can get greater understanding comprehensive, because the data is qualitative give context and meaning behind interaction students, while quantitative data give objective evidence about to what extent the RADEC model is effective in develop ability interaction social. In a way simple, use method qualitative and quantitative put forward the combination that will get the best understanding compared to One method just (Sugiyono, 2019).

Type of research used is study descriptive qualitative with *Concurrent Embedded* model or mixture no balanced (Azhari et al., 2023; Iskandar et al., 2019; Nasution et al., 2024). Research This aim for describe and analyze how the RADEC model can increase ability interaction social students. Through method this, researcher make an effort understand phenomena that occur in a way holistic without focus on testing hypothesis or measurement statistics. *Concurrent Embedded* Model is a research model that combines qualitative and quantitative data in a way simultaneously, but with different weights. In the study this, qualitative data play a role as primary data, while quantitative data used as supporting data (secondary) for strengthen findings (Hafizah et al., 2025; Sulung & Muspawi, 2024). Quantitative data collected and analyzed through indexing and categorization in accordance rules quantitative, using scale likert approach combination this done in a way pure and natural according to condition field, without manipulation or data engineering. Research directed at the phenomenon action, with objective get

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perspective participants in a way comprehensive about experience they in the learning process using the RADEC model (Iskandar & Machali, 2020).

Study taking place at FTK UIN STS Jambi which is located at Simpang Sungai Duren, Jambi District, Outer City, Regency Muaro Jambi Jambi. The population used in this study were PGMI students in the fifth semester. The sampling technique used was *non-probability sampling with purposive sampling* technique, which is a sampling determination technique with certain considerations (Putri, 2018, 2020). The considerations that researchers need are: VG semester students who will participate in the learning process using the RADEC model. Class G was chosen for several reasons, including

1. The researcher teaches a 4 credit course in this class, so he has the opportunity to observe the learning process directly and understand the dynamics of students' social interactions in more depth.
2. This class is considered representative in describing the social interactions of students at the fifth semester level, so that the data obtained can reflect the real experiences of students in following the RADEC model.
3. Sampling in one class allows researchers to manage data in a more focused and controlled manner, so that qualitative analysis can be carried out in more depth and detail.

Data sources in study This consists of of two types, adapted with the *Concurrent Embedded* model that combines qualitative and quantitative data in a way simultaneous However with weight different:

1. Primary data: Interview deep with students who have follow learning using the RADEC model, lecturers who implement this model, as well as observation direct to interaction social student during learning.
2. Secondary data: Documentation, literature, distribution relevant questionnaire with RADEC learning and capabilities interaction social students. Secondary data this used for strengthen and validate findings from qualitative data.

Data collection techniques in study This customized with the *Concurrent Embedded* model, namely qualitative data as primary data and quantitative data as supporting data:

1. Interview: Semi- structured interview done with student for get information about experience they related with the RADEC model and its impacts to interaction social. Interview this aim for dig understanding and views they about application of this model.
2. Observation Participatory: Researcher will do observation to activity classroom learning that applies the RADEC model, with focus on interaction social that occurs between students. Observation this aim for see how student interact in every RADEC model stages, such as discussion groups and evaluation.
3. Questionnaire: Questionnaire distributed to student for measure perception they about effectiveness of the RADEC model in increase interaction social. Questionnaire this use scale rating scale, for example 1–5, for evaluate aspects like courage opinion, cooperation, communication, and ability listening. Questionnaire data used for strengthen and validate findings from qualitative data.
4. Documentation: Collecting material or notes related implementation of the RADEC model in class, as well as results discussion and reflection students who can give description about interaction social events that occur during the learning process.

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Data obtained from interviews, observations, documentation, and questionnaires analyzed with type study *Concurrent Embedded*, where the analysis qualitative become focus main and quantitative data functioning as complement for strengthen findings. Steps the analysis is as following:

1. Organization: Data from interviews, observations, and documentation categorized based on themes main thing that appears, for example development communication between students, improvement work the same in discussion group, courage opinion, and skills listening. Quantitative data from questionnaires are also categorized in accordance relevant indicators for support findings qualitative.
2. Coding: Researchers give code on relevant pieces of qualitative data with each theme, so that make it easier identification pattern interaction social student during application of the RADEC model. Quantitative data processed use score or percentage from questionnaire for give description supporting numeric patterns found in qualitative data.
3. Interpretation and Conclusion: After the data was coded and mapped, the researcher interpret findings for understand how the RADEC model affects ability interaction social students. Analysis results quantitative used for strengthen conclusion, so that findings study reflect good meaning deep from experience student and proof objective based on numerical data (Yusnaldi et al., 2021).

RESULTS AND DISCUSSION

Obstacles in Implementing the RADEC Learning Model as Form Development Ability Interaction Social Student

Read, Answer, Discuss, Explain, and Create (RADEC) learning is one of the approach innovative that emphasizes activity reading, answering, discussing, explaining, and creating as series structured learning (Rahmah et al., 2026). This model believed capable develop ability cognitive, affective, to social participant educate through stages that give room for interaction, work same, and creativity (Hendrianty et al., 2025). Elementary Madrasah Teacher Education Study Program (PGMI) UIN Sulthan Thaha Saifuddin Jambi, RADEC model starts adopted as alternative learning active for increase quality of the learning process students, in particular in context interaction social which is one of the competence important candidate educators.

However thus, the implementation RADEC learning in the PGMI environment is not let go from various obstacles that affect its effectiveness. Students as participant learning sometimes face difficulties at the stage read critical Because background behind ability diverse literacy. In addition, the dynamics class like size group, time face limited face, as well as readiness lecturer in apply RADEC steps in consistent also becomes influencing factors quality implementation of this model. Constraints the often impacts the stage discussion and explanation that should be become moment important for develop ability interaction social student.

On the other hand, the ability interaction social is fundamental aspects that must be owned PGMI students as prospective elementary school teachers (Mahfuzah et al., 2025). They sued for capable communicate in a way effective, working the same in finish tasks, as well as manage dynamics emerging social in the learning process in the classroom. The actual application of RADEC give room wide for development ability the because every the stages demand student for participate, argue, and present ideas in a

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active. However, the constraints in implementation cause potential development interaction social not optimal as expected.

Phenomenon the show existence gap between objective RADEC learning and reality its implementation in the field. Although RADEC was designed for form learners active and capable work together and communicate with well, obstacles technical and pedagogical often hinders achievement objective said. Some student seen passive during the discussion process, no believe self in explain results analysis, or not enough involved in session creation product learning. Situation This give indication that a good learning model even though need readiness systematically so that it can walk effective.

Based on description said, research this important done for identify in a way deep various obstacles that arise in implementation RADEC learning in the PGMI UIN Sulthan Thaha Saifuddin Jambi. Research this also attempts dig how constraint the influence the development process ability interaction social student as candidate educators. With understand obstacles mentioned, it is hoped that can found solution or more strategies appropriate for optimize implementation of RADEC. The obstacles in invention study this presented as following:

Variation Ability Students' Initial Reading and Comprehension

Questionnaire results strengthen findings observation that the RADEC learning model contributes positive to development interaction social students. Their height achievement on the "work" indicator same", "positive feeling", and "giving support" shows that RADEC is effective in create environment collaborative and mutual learning support. Students capable Work in group, building atmosphere conducive discussion, as well as show attitude each other value during the learning process ongoing.

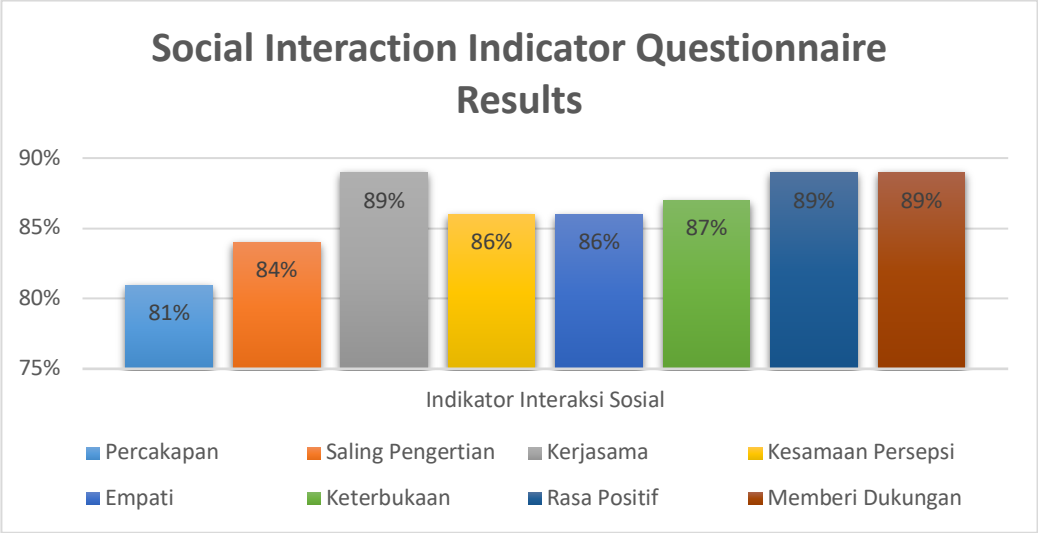


Figure 1. Questionnaire Results Indicator Ability Interaction Social

However Thus, it can be seen in the results questionnaire indicator interaction social on achievement relative "conversation" indicator more low indicates existence obstacle in aspect courage and fluency communication oral students. Conditions This related close with variation ability reading and comprehension beginning students at the stage *Read*. Student with ability reading and comprehension a good start tend more Ready participate active in discussion and delivery opinion, while student with ability reading that is still limited experience difficulty in understand material in a way deep. As a result, they tend passive, hesitant to speak, or only follow channel discussion without significant verbal contribution.

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Stage First in RADEC is *Read*, which requires student understand material in a way independent before lectures. However, the ability literacy and level understanding beginning PGMI students still diverse. Some students difficulty understand text academic in a way deep, so that they come to class without adequate preparation. As a result, the *Answer* and *Discussion process* become not enough effective Because student No own foundation knowledge that should be obtained at the stage beginning.

Research result show that variation ability read PGMI students at UIN Sulthan Thaha Saifuddin Jambi became constraint main in Implementation of the RADEC learning model (*Read, Answer, Discuss, Explain, Create*). Variations the appear good in aspects smoothness reading, comprehension reading, as well as ability conclude information. Some student experience difficulty understand article journal or material reading given, researcher find existence enough gap wide between students who have ability literacy high and those who are still is at the stage base in understand text academic. Gap This influence effectiveness the "*Read*" stage becomes foundation main before student capable continue to stages next.

Ability constraints read the reinforced by the low understanding beginning student to material learning. At this stage beginning implementation of RADEC, some student confess not yet own experience adequate in construct knowledge from various source in a way independent. When given text or article scientific, partly student capable understand draft basic, but part other precisely experience confusion in connecting main ideas with context learning. Low understanding beginning this make student slow in processing required information for work groups and interactions social.

Study find that student with ability read tall more fast understand draft learning and being able submit question critical at the "*Answer"* stage. On the other hand, students with ability read low tend only repeat information without do analysis. This is cause imbalance in work groups, where students who are more strong literacy take role dominant. Gap the cause a feeling of inadequacy believe self in weak students in literacy, so that interaction social in group become less than optimal. In this case This as for interview to 5th semester PGMI students as following:

> " As student, I feel learning with the RADEC model is sufficient challenging, especially Because ability Our reading abilities are different. Friends whose abilities read it more good usually more fast understand material. When entering to stage *Answer*, they Can direct submit question critical and analytical reading with more deep. Meanwhile that, we are the ones who are capable read it Still not enough often only Can understand in a way common and tend to repeat content reading without analysis more carry on. Difference This felt when Work in group. Friends whose literacy more strong often become more dominant in discussion, not Because No Want to share, but because they more fast think and understand material. This is make part from us feel not enough believe self for convey opinion. As a result, the discussion become not enough balanced Because no all member be at the level same understanding." (Interview to 5th semester students of PGMI UIN STS Jambi, On November 10, 2025).

Variation ability reading also has an impact on the discussion process in class. The RADEC model emphasizes importance collaboration and argumentation in "Discuss" stage. However, students who are less understand reading difficult give contribution substantial. In some observation, students seen only follow current

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conversation without capable responding to friends' ideas in a way critical. This is cause discussion walk No balanced and purposeful for develop ability interaction social no fully achieved. In addition, the constraints understanding beginning appears in students who have not used to do activity read analytical. When given reading academic, they Not yet capable identify core concepts, keywords, and structure text so that not enough Ready enter "Explain" stage. Students tend read in a way surface without understand meaning deep from text. Condition This cause they experience difficulty when requested explain return material with Language alone, which in fact is the core of RADEC learning.

Research result show that the "Explain" stage requires ability strong literacy for process information, organize it back, and convey it in a way oral and writing. However, some student no capable do this process in a way independent Because No own understanding adequate start. When asked explain, they more Lots read repeat text without capable formulate understanding new. This is signify that implementation of RADEC requires intervention special for student with ability literacy low.

Variation ability reading also influences the "Create" stage, namely stage final in the demanding RADEC model creativity based on understanding previously. Research find that students who understand material with Good capable produce creative output such as posters, mind maps, or scenario learning. On the other hand, students who are less understand reading produce works that are still shallow and lacking innovativ. Obstacles to understanding beginning cause they only copy example, not create idea new.

In context interaction social, research show that limitations literacy and understanding the beginning is very influential dynamics group. Group learning whose members own ability read heterogeneous often experience inequality communication. Students who lack understand reading tend passive and more Lots listen than participate. This is impact on low ability they in collaborate, discuss, and provide bait come back constructive. Interaction social in the context of RADEC should be woke up through balanced exchange of ideas. However, the results study show that student with understanding beginning low experience obstacle in convey opinion. They feel no enough certain with what is understood so that afraid of making a mistake speak. On the other hand, students with understanding strong take over conversation, so that interaction become no equal. Imbalance This reduce chance development ability interaction social in all student.

Variation constraints ability reading also has an impact on the formation process culture academics in the classroom. The RADEC model demands readiness individual before collaborate. But if student No read in a way seriously, they will left behind in discussion. Observation show existence group new students read when class started, so that the learning process become no effective. Condition this make RADEC not walk as should and have an impact on quality interaction social. Researchers also found that lecturer experience difficulty in facilitate RADEC learning when ability read student no evenly. Lecturers must provide material reading additional, explaining repeat concepts important, and giving guidance intensive for students who are less understand. This is make time learning become no efficient. In other words, the success of RADEC depends heavily on the ability of relatively early uniform, which in study this no fulfilled.

The constraints indicates that RADEC implementation requires a supporting strategy in increase ability reading and comprehension beginning students. Without effort mentoring literacy, students with ability low will Keep going experience difficulty in follow the learning process. Some student even state that they need training read effective before can following RADEC with good research results also show that weak students in

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literacy tend own anxiety more academic high. They feel stressed when must read text long and discussed in a way deep. Condition This influence on trust self they in interact social. Interaction social as it should be develop through discussion group precisely hampered Because student reluctant participate.

In discussion more further, researchers find that RADEC implementation has an impact positive for students who have own ability read good. They experience improvement in aspect thinking critical, ability explaining, and creativity. But for student with ability low, RADEC actually cause burden cognitive additional. This shows that RADEC's effectiveness depends heavily on readiness literacy student. Limitations literacy also influences ability student in understand instructions on each RADEC stages. Some student confess difficulty understand what should they do it at the "Answer" stage or “Explain”. Difficulty the no only related with content reading, but also comprehension to steps learning That itself. As a result, the learning process become no walk in accordance plan. The study also noted existence non- academic obstacles that worsen variation ability reading, such as lack of motivation reading, lack of time learning, and disorders environmental factors this make students who have own understanding low the more left behind. In the discussion group, they become passive and only members depend on explanation friend.

In terms of interaction social, RADEC actually give very spacious room for student for each other learning. however, variations ability read make interaction social no develop in a way evenly distributed. Group with level literacy tall show dynamics further discussion live, while group with member capable low more much silence. Difference this show existence influence strong from literacy beginning to success of the learning model collaborative.

The lecturer stated that for reduce gap mentioned, it is necessary approach differentiation learning. Lecturers must prepare teaching materials with level varying difficulty in accordance ability students. However, learning differentiation this need time and energy additional that is not always available. This is show that RADEC does not can stand alone as method learning without literacy strategy support addition. In a way overall, results study show that variation ability reading and comprehension beginning student become constraint significant in RADEC implementation for develop ability interaction social PGMI students at UIN Sulthan Thaha Saifuddin Jambi. RADEC has potential big as a learning model collaborative, but its effectiveness is greatly influenced by readiness literacy students. Therefore that, the increase ability reading, training understanding reading, and intervention literacy become condition main so that RADEC can running optimally and truly capable develop ability interaction social student in a way evenly.

The low Courage and Skill Communication in Discussion

Study This find that Implementation of the RADEC (*Read, Answer, Discuss, Explain, and Create*) learning model for PGMI UIN Sulthan Thaha Saifuddin Jambi has not yet fully capable increase courage and skill communication student in context discussion class. Although student understand RADEC steps in theoretically, its implementation in space class no running optimally because still there is obstacle individual and situational influences ability interaction social. Findings beginning show that part big student feel doubtful about put forward opinion moment session *Discuss* and *Explain*. Doubt this appear especially because of fear of being wrong, worry to evaluation friend peers, as well as lack of experience in convey argumentation in a way open. This

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is signify that trust self academic students at the stage discussion still is at in category low.

> "I still feel doubtful about convey opinion moment discussion or presentation. Sometimes afraid of being wrong or not enough in the eyes friends, so more often passive and following channel discussion more friends active." (Interview to 5th semester students of PGMI UIN STS Jambi, On November 17, 2025).

The results of the observation also show that skills communication oral student be at the level develop However Not yet reach category good. When discussing, many students who do not capable convey opinion in a way systematic, tending repeat statement friends, and less capable develop ideas in a critical. Phenomenon This confirm that RADEC has not yet utilized as a strategy for build communication strong academics. At the stage *Read* and *Answer,* students seen active do task individually. However, the activity This No automatic push courage they are at the stage next. This is show existence gap between ability literacy academic and ability communication social. Students who are able understand text Not yet Of course capable disclose his understanding through discussion. Interview deep with student disclose that part from they feel Not yet used to with a demanding learning model intensive verbal participation. They more comfortable with method lecture or Work group passive compared to activity discussion open that requires courage put forward idea. This becomes factor cultural influences low skills communication.

From the side lecturer, research This show that although lecturer has apply RADEC steps, facilitation at the session discussion Not yet directed in a way intensive For push participation all students. Some discussion tend dominated by students certain ones that have ability communication more good, so less students believe self No get room For develop self. Observation to dynamics class show that interaction social student Still dominated pattern connection Friend close. Students tend active when discuss with groups that have they know, but passive when discussion done in a way random. This is show that environment social influential big to courage communicating. Environmental factors less class support openness also plays a role contribute. Some student confess feel Embarrassed Because room class considered too formal and less give room For expression free. Atmosphere rigid class make student reluctant speak spontaneously, so that session *Discuss* No walk effective.

Analysis next find that ability student in respond other people's arguments still low. They often only give agreement without offer new ideas or argument alternative. This is show that skills communication critical Not yet formed optimally through RADEC learning. Another significant finding is lack of guidance special related to communication strategy academic. Students No get training explicit about method convey ideas, put forward opinion with strong reasons, or respond difference opinion in a way constructive. Without skills base said, RADEC becomes difficult executed in a way effective.

In addition, the obstacles psychological like anxiety speaking in front of general participate make things worse condition low courage communication. Anxiety This Lots appear in students force new beginning first time involved in discussion academic intensive. They need more adaptation long before capable come on stage speaking. Analysis show that RADEC actually own potential big in build interaction social student because of this model emphasize collaboration, argumentation, and creativity. However,

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the potential the No automatic develop without accompanying strategy support like *scaffolding,* habituation discussion and evaluation formative to ability communication. A number of active students give testimoni that RADEC gives room for they for develop courage and ability speak. However, the number of student active still very little compared to group passive. Condition This show that RADEC has not yet capable create equality chance Study for all student.

> "RADEC makes I more brave put forward opinion and training method speaking in front of class. But many other friends are still passive, so chance follow discussion Not yet evenly. If all student Can more pushed For active, I think the discussion will more balanced. At this time that is truly active only just a few people." (Interview to 5th semester students of PGMI UIN STS Jambi, On November 17, 2025).

Research results also show that culture academic environment PGMI students still leading to a pattern learning One direction. Tradition this make student used to accept information than produce ideas, so that they not enough Ready when sued for convey opinion in RADEC discussions. In several RADEC session, found that student more focus on the product end like task *Create* than the discussion process. This is cause activity communication no become priority for students. In fact, the discussion is the core in formation ability interaction social. Data analysis shows existence correlation between experience organization with courage communicate. Students who have experience organization or active in activity campus more brave talk and more skilled in convey opinion. This is show that context learning No the only one factors that form ability interaction social.

Study this also found that skills communication written student more Good than communication oral. At this stage *Read* and *Answer,* students capable give good answer in a way written. However, the answer the no they translate with good to in verbal communication throughout discussion ongoing. In overall, results study show that low courage and skill communication student in RADEC learning is caused by internal factors such as trust self and anxiety speaking, and factor external like culture class, facilitation lecturer, dynamics groups, and lack of habituation discussion. Condition this need get attention so that RADEC can truly become means development ability interaction social PGMI students. With Thus, RADEC learning at PGMI UIN Sulthan Thaha Saifuddin Jambi needs a more supportive strategy directed for increase courage and skill communication students. Although the implementation of RADEC has show good achievement in some big stage learning, obstacles at the Discuss stage show that student Still need guidance special in develop ability interact in a way active and effective.

Time Limitation

The study also found that researchers assess RADEC helps student become more brave disclose opinion. Previously, many PGMI students who tend to passive Because not enough used to discuss. However after several times the implementation of RADEC, students start show improvement trust self. The interaction that is built No only between students and lecturers, but also between students. Although thus, this process still hampered when time discussion shortened Because limitations time class. In this situation said, students who are slow understand draft tend left behind. This is show that RADEC

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requires sufficient time for the benefits truly optimal. The lecturer then recommend adjustment curriculum so that time learning can supports models like RADEC.

This study also revealed that researchers face difficulty in ensure all over student follow contribute when time discussion limited. A larger group dominant tend take transfer the discussion process, while other students only follow. Situation this lower RADEC's potential in build interaction equitable social justice. When time comes enough, researcher can do rotation role in group so that all participant participate. However when time narrow, rotation the no can done. Although thus, RADEC remains give experience study more collaborative good compared to conventional models. Obstacles related time this show the need for a new strategy in distribution assignments. Researchers also assessed that training advanced about management class RADEC based is very necessary. From the results analysis, found that constraint time also influences stage *explaining* what should be become moment for student for presenting his understanding. In reality, just part small students who received chance for explain. Researchers confess that limitations time make activity presentation must shortened. This is cause student no get equal opportunities in practice ability communication academic. Although thus, lecturer still try give bait come back although short. This process still give impact positive on improvement interaction social, although the quality no maximum. Condition the emphasize importance arrangement repeat allocation time. RADEC requires design flexible and planned time so that all stage can implemented with good.

Interview data show that researchers make an effort modify RADEC stages to be more realistic with situation learning. For example, stage *creating* often diverted become task based projects completed outside class. This strategy allows student still develop creativity without limited time face face. However, the lecturer still must provide online monitoring for ensure the process runs good. This is add burden work lecturer, but they realize importance creating stage in learning RADEC based. Although thus, modification This effective in increase skills interaction and creativity students. With thus, RADEC remains relevant although condition time not ideal.

In context development interaction social, RADEC is proven make student more active in weave work same. This statement is supported by research (Ramadhan et al., 2025). Where is the indicator of this cooperation? own mark results high questionnaire 89% are in the very good category. They study share role, listening opinion, and resolve conflict small in group. However, the interaction optimal social interaction occurs during the session sufficient discussion long. When time discussion limited, students tend finish task in a way in a hurry. Condition This make quality interaction decreased. Although thus, compared to conventional models, RADEC remains more superior Because give room learning more social real. This is in line with PGMI's goal is to print communicative prospective teachers. In a way overall, lecturer evaluate that interaction social student increase although challenge still There is.

Observation class show that lecturer often using additional strategies for overcome limitations time, such as give instructions written for speed up stage *answering.* This strategy enough effective, but reduce intensity ask answer directly. Although thus, the discussion still walk with good although no as deep as expected. The lecturer also encourages student for do discussion additional outside class through digital platforms. Approach this increase interaction social even though no face face. However, some student confess difficulty arrange time online discussion. Conditions this show the need support system more learning flexible. RADEC remains be a promising model, but need integration technology to be more effective.

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Findings other show that limitations time often cause lecturer shorten stage *discussing* what should be become center activity interaction social. Rushed discussion make student no had time convey opinion in a way deep. Situation This make quality interaction social no maximum. Although so, students still get experience valuable in work same. The lecturer is of the opinion that RADEC requires time more long, ideally when used on the eyes lecture - based project. With Thus, students can own time enough for reading, discussing, and creating product. Limitations time become challenge main, but no reduce RADEC values as a learning strategy active.

Based on findings research, obstacles time also has an impact on quality bait return given lecturer. When the lecturer must adapt allocation time, the feedback process becomes short and not in-depth. In fact, feedback is component important in RADEC for ensure understanding students. Although thus, lecturer still try give bait come back written as alternative. This strategy enough helpful, but need time additional outside class. Although so, students still feel helped and confessed more understand error they. This is show that constraint time no fully reduce RADEC effectiveness. Creative lecturers can find various method for provide constructive feedback.

Study conclude that although there is various obstacles, RADEC remains become an effective learning model in develop ability interaction social PGMI students. Challenges main lies in readiness lecturers and limitations time learning. However with modification strategy, use technology, and distribution proper task, obstacles the can overcome in a way gradually. The lecturer also realized importance training advanced For understand technique management time in RADEC. Students also need trained to be consistent read and answer question before class. With thus, RADEC can walk more smooth. Interaction social student Keep going increase although not yet fully optimal.

Study This confirm that RADEC contributes significant to learning active and development ability interaction social PGMI UIN Sulthan students Thaha Saifuddin Jambi. Although challenge time and readiness lecturer Still become constraint main, effort development of learning strategies Keep going done. The lecturer has show strong commitment for adapt self with this model. Students also show improvement in aspect interpersonal communication, work same, and courage think. This is prove that RADEC is relevant implemented as a learning model 21st century. With planning more time well, RADEC can give greater impact big. Research This give recommendation for faculty For strengthen training lecturers and review repeat duration lectures to suit with RADEC model requirements.

CONCLUSION

As for the conclusion from study about learning model analysis RADEC as form development ability interaction social students above can be concluded as following: Obstacles in Implementing the RADEC Learning Model as Form Development Ability Interaction Social Students (1) Variations Ability Reading and Initial Comprehension of Students. Stage First in RADEC is *Read,* which requires student understand material in a way independent before lectures. However, the ability literacy and level understanding beginning PGMI students still diverse. Some students difficulty understand text academic in a way deep, so that they come to class without adequate preparation. As a result, the *Answer* and *Discussion process* become not enough effective Because student No own foundation knowledge that should be obtained at the stage beginning (2) Low Courage and Skill Communication in Discussion. The RADEC model demands student active discuss, explain, and put forward ideas in front of Friend peers. Common obstacles appear

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is Lots PGMI students who are still not enough believe self, passive, or Afraid put forward opinion. Culture academics who have not fully support openness and courage speak make stage *Discuss* and *Explain* No running optimally. As a result, the goal RADEC main for increase interaction social and collaboration become hampered. (3) Limitations Time Management. limitations time face advance make a number of RADEC stages impressed in a hurry, especially at the stage *Explain* and *Create* what is needed time more Lots For exploration and collaboration.

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