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The Effectiveness of the Radec Learning Model Assisted by Wordwall Media on Critical Reading Skills

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ABSTRACT
This study aims to determine the effectiveness of the RADEC (Read, Answer, Discuss, Explain, Create) learning model assisted by Wordwall media on critical reading skills. The study took place in the even semester of 2025/20206 which was implemented at SDN 122 Pekanbaru. The study population was all fourth-grade students of SDN 122 Pekanbaru who participated in learning using RADEC learning assisted by wordwall media in the experimental group (22 students) and those who participated in learning using the conventional model in the control group also numbered 22 students. The sample was determined at 40 students based on a statistical formula. This number was divided into 20 students from the experimental class and 20 students from the control class. Each sample member was drawn from the population using a simple random sampling technique without replacement. The instrument used in this study was a critical reading ability test in the form of validated essay questions. Normality tests and homogeneity tests were used to meet the requirements for using the independent sample t-test, and the N-Gain test to see the level of effectiveness. The results of the study showed that there was a significant influence of the use of the RADEC model assisted by Wordwall media, as evidenced by the Sig. (2-tailed) value of 0.010 < 0.05. The level of effectiveness in the experimental class showed an average N-Gain of 0.3039 which was included in the medium category, while the control class was 0.2010 with a low category. Thus, it can be concluded that the RADEC learning model assisted by wordwall media is effective in improving the critical reading skills of fourth grade students of SDN 122 Pekanbaru.

Keywords: model radec, wordwall, critical reading

Efektivitas Model Pembelajaran Radec Berbantuan Media *Wordwall* terhadap Ketermpilan Membaca Kritis

ABTRAK
Penelitian ini bertujuan untuk mengetahui efektivitas model pembelajaran RADEC (Read, Answer, Discuss, Explain, Create) berbantuan media Wordwall terhadap keterampilan membaca kritis. Penelitian berlangsung pada semester genap 2025/20206 yang dilaksanakan di SDN 122 Pekanbaru. Populasi penelitian adalah seluruh siswa kelas IV SDN 122 Pekanbaru yang mengikuti pembelajaran menggunakan pembelajaran RADEC berbantuan media wordwall di kelompok eksperimen (22 siswa) dan yang mengikuti pembelajaran menggunakan model konvensional di kelompok kontrol juga berjumlah 22 siswa. Sampel ditetapkan sebanyak 40 siswa berdasarkan formula statistik. Jumlah ini terbagi dari 20 siswa kelas eksperimen dan 20 siswa juga dari kelas kontrol. Setiap anggota sampel ditarik dari populasi menggunakan teknik random sederhana tanpa pengembalian. Instrumen yang digunakan dalam penelitian ini berupa tes keterampilan membaca kritis dalam bentuk soal uraian yang telah divalidasi. Uji normalitas dan uji homogenitas digunakan untuk memenuhi syarat penggunaan uji t sampel independen, dan uji N-Gain untuk melihat tingkat efektivitas. Hasil penelitian menunjukkan bahwa terdapat pengaruh yang signifikan dari penggunaan model RADEC berbantuan media Wordwall, dibuktikan dengan nilai Sig. (2-tailed) sebesar 0,010 < 0,05. Tingkat efektivitas pada kelas eksperimen menunjukkan rata-rata N-Gain sebesar 0,3039 yang termasuk dalam kategori sedang, sementara kelas kontrol sebesar 0,2010 dengan kategori rendah. Dengan demikian, dapat disimpulkan bahwa model pembelajaran RADEC berbantuan media wordwall efektif dalam meningkatkan keterampilan membaca kritis siswa kelas IV SDN 122 Pekanbaru.

Kata kunci : model radec, wordwall, kemampuan membaca kritis

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INTRODUCTION

Critical reading skills are a high-level literacy competency that requires fourth-grade students to analyze, evaluate, and draw inferences from information. However, the reality at SDN 122 Pekanbaru shows that this ability remains low. This phenomenon is evident in students' difficulty distinguishing fact from opinion and drawing logical conclusions from assigned reading material. This situation is exacerbated by a learning process that tends to be conventional and teacher-centered, resulting in students being less stimulated to think deeply. Tarigan (2015:145) emphasizes that critical reading requires thoughtful and analytical thinking to understand the meaning behind each line of writing.

Selecting an innovative learning model is key to addressing this low critical reading ability. The RADEC (Read, Answer, Discuss, Explain, Create) model offers a solution because each syntax is designed to stimulate higher-order thinking skills through independent exploration and group discussion. Sopandi (2019:23) states that the RADEC model facilitates students' development of 21st-century competencies, including critical thinking. To optimize learning in the digital age, this model is combined with Wordwall, which provides an interactive quiz platform to increase student motivation and engagement. This combination is expected to create an active learning ecosystem, significantly improving the critical reading skills of fourth-grade students at SDN 122 Pekanbaru.

Based on this background, the research question is formulated as follows: Is the use of the RADEC learning model, supported by Wordwall media, effective in improving the critical reading skills of fourth-grade students at SDN 122 Pekanbaru?

In line with this formulation, the purpose of this study is to determine the effectiveness of the RADEC learning model, supported by Wordwall media, on the critical reading skills of fourth-grade students at SDN 122 Pekanbaru. This objective is expected to provide an empirical overview of the improvement in student learning outcomes through the combination of innovative models and digital media.

From a pedagogical perspective, the benefits of this research are its contribution to teachers in enriching the variety of learning models that are oriented towards student activity. For students, this research is useful in creating a learning experience that is both enjoyable and challenges their cognitive abilities.

Theoretically, this research reinforces constructivism theory, which emphasizes that knowledge is actively constructed by students through social interaction and direct experience. Vygotsky in Suyono (2014:105) emphasized that human cognitive development is inseparable from the role of language and social interaction in the learning environment. The theoretical study of the variables in this study includes the RADEC model and critical reading skills. The RADEC model consists of five main stages, each with a specific function in building understanding. The Read and Answer stages serve to build a knowledge base, while Discuss, Explain, and Create serve to deepen and apply that knowledge. Pratama (2020:45) explains that the effectiveness of the learning model can be seen from the achievement of learning objectives and the consistent improvement in student performance scores. On the other hand, critical reading involves an active mental process. Somadayo (2011:15) states that critical reading is the ability to understand the meaning behind the lines of writing to discover the author's true purpose.

This research is supported by several relevant articles demonstrating the efficacy of similar models. First, research by Salam et al. (2021) demonstrated that the RADEC model significantly impacts reading comprehension in elementary schools. Second, research by Afila et al. (2024) demonstrated that integrating RADEC with interactive media such as Kahoot can effectively improve conceptual understanding. Third, research by Hairunnisa et al. (2024) confirmed that RADEC

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syntax is highly relevant for improving students' literacy skills because its structure encourages independent exploration. The novelty of this research lies in the combination of the RADEC model with Wordwall media, which focuses specifically on critical reading indicators at SDN 122 Pekanbaru.

METHOD

This research procedure began with preparation, implementation, and concluded with evaluation. During the preparation stage, the researchers conducted initial observations at SDN 122 Pekanbaru, developed a critical reading ability test instrument, and tested the instrument's validity and reliability. The implementation phase involved administering a pre-test to both groups, followed by treatment using the RADEC learning model with Wordwall media in the experimental class and conventional methods in the control class. The evaluation phase concluded with a post-test to measure students' critical reading skills after the treatment.

The research design used was quantitative with a quasi-experimental design. The design employed was a Nonequivalent Control Group Design. In this design, two non-randomly selected groups were selected: the experimental class, which received the RADEC learning model with Wordwall media, and the control class, which used conventional methods. Both groups were given a pre-test to determine their initial abilities, and a post-test to determine the effect of the treatment.

Data collection took place at SDN 122 Pekanbaru, located on Jalan Suka Karya, Pekanbaru City. This research was conducted during the even semester of the 2025/2026 academic year.

The study population was all fourth-grade students of SDN 122 Pekanbaru who participated in learning using RADEC learning assisted by wordwall media in the experimental group (22 students) and those who participated in learning using the conventional model in the control group also numbered 22 students.

The sample was determined at 40 students based on a statistical formula (Santoso, 2023; Razak, 2005; Amin et al., 2023).

The data collection tool used in this study was a critical reading ability test. The test was structured as a 10-item essay test covering indicators of interpretation, analysis, inference, evaluation, and explanation. This instrument underwent expert judgment and a pilot test to ensure its validity and reliability before being used to collect research data. In addition to the test, documentation and observation techniques were also used as supporting data to describe student activity during the learning process. The model used a Normalized Gain (N-Gain) calculation, categorized based on low, medium, and high criter 30) Students are assisted by the teacher to answer the meaning of the idiom "cut the shit" in a notebook, photographed, and uploaded to a Google form.

The test results per test item are scored using the scoring rubric as follows: First, question number 1. Score-4: the answer is highly accurate, aligns perfectly with the explicit facts in the text, and is explained comprehensively. Score-3:the answer is correct and aligns with the text, but the explanation is less complete or brief. Score-2: the answer is less accurate or only mentions a small piece of information from the text. Score-1: the answer is incorrect, irrelevant, or merely copies the question sentence.

Second, question number 2. Score-4: the answer is highly accurate, aligns perfectly with the explicit facts in the text, and is explained comprehensively. Score-3: the answer is correct and aligns with the text, but the explanation is less complete or brief. Score-2: the answer is less accurate or only mentions a small piece of information from the text. Score-1: the answer is incorrect, irrelevant, or merely copies the question sentence.

Third, question number 3. Score-4: capable of analyzing cause-and-effect relationships with highly logical reasoning and supported by textual evidence. Score-3: capable of stating the reason/

cause, but the logical relationship is less profound or lacks specific evidence. Score-2: the reasoning provided is less logical or disconnected from the core problem in the text. Score-1: o:nly provides a short answer without any reasoning, or the reason makes no sense at all.

Fourth, question number 4. Score-4: capable of analyzing cause-and-effect relationships with highly logical reasoning and supported by textual evidence. Score-3: capable of stating the reason/ cause, but the logical relationship is less profound or lacks specific evidence. Score-2: t:he reasoning provided is less logical or disconnected from the core problem in the text. Score-1: only provides a short answer without any reasoning, or the reason makes no sense at all.

Fifth question number 5. Score-4: capable of analyzing cause-and-effect relationships with highly logical reasoning and supported by textual evidence. Score-3: capable of stating the reason/ cause, but the logical relationship is less profound or lacks specific evidence. Score-2:the reasoning provided is less logical or disconnected from the core problem in the text. Score-1: only provides a short answer without any reasoning, or the reason makes no sense at all.

Fifth question number 6. Score-4: capable of drawing highly accurate conclusions or predictions based on implicit clues in the text. Score-3: capable of making conclusions or predictions, but lacks sufficient supporting facts from the text. Score-2: the conclusion or prediction made is too superficial or deviates from the implicit meaning of the text. Score-1: the answer does not contain any elements of the conclusion or prediction requested by the question.

Fifth question number 7. Score-4: apable of drawing highly accurate conclusions or predictions based on implicit clues in the text. Score-3 capable of making conclusions or predictions, but lacks sufficient supporting facts from the text. Score-2: the conclusion or prediction made is too superficial or deviates from the implicit meaning of the text. Score-1: the answer does not contain any elements of the conclusion or prediction requested by the question.

Fifth question number 8. Score-4: capable of drawing highly accurate conclusions or predictions based on implicit clues in the text. Score-3: capable of making conclusions or predictions, but lacks sufficient supporting facts from the text. Score-2: the conclusion or prediction made is too superficial or deviates from the implicit meaning of the text. Score-1: the answer does not contain any elements of the conclusion or prediction requested by the question.

Fifth question number 9. Score-4: provides a firm evaluation/stance accompanied by highly strong, critical, and relevant arguments.Score-3: provides an evaluation/stance, but the supporting arguments are less strong or too general. Score-3: only provides an evaluation (agree/disagree) without clear supporting arguments. Score-1: the evaluation or argument provided is completely irrelevant to the situation being evaluated.

Fifth question number 10. Score-4: provides a firm evaluation/stance accompanied by highly strong, critical, and relevant arguments. Score-3: provides an evaluation/stance, but the supporting arguments are less strong or too general. Score-2: only provides an evaluation (agree/disagree) without clear supporting arguments. Score-1: the evaluation or argument provided is completely irrelevant to the situation being evaluated.

Fifth question number 11. Score-4: explains the main idea/message in a coherent, clear, and creatively independent manner using their own words. Score-3: explains the content of the text correctly, but the sentence structure is still rigid or closely mimics the original text. Score-2: the explanation is convoluted and lacks coherence, making the core information difficult to understand. Score-1: the explanation is highly chaotic, fails to portray the story content, or the answer is extremely brief.

Fifth question number 12. Score-4: explains the main idea/message in a coherent, clear, and creatively independent manner using their own words. Score-3: explains the content of the text correctly, but the sentence structure is still rigid or closely mimics the original text. Score-2: the

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explanation is convoluted and lacks coherence, making the core information difficult to understand. Score-1: the explanation is highly chaotic, fails to portray the story content, or the answer is extremely brief.

Fifth question number 13. Score-4: explains the main idea/message in a coherent, clear, and creatively independent manner using their own words. Score-3: e:xplains the content of the text correctly, but the sentence structure is still rigid or closely mimics the original text. Score-2: the explanation is convoluted and lacks coherence, making the core information difficult to understand. Score-1: t:he explanation is highly chaotic, fails to portray the story content, or the answer is extremely brief.

This study involved two requirement tests: the normality test and the homogeneity test. To determine the effectiveness of the learning model on critical reading skills, an independent sample t-test and an N-Gain test were used. All calculations use the SPSS application.

RESULT

This study aims to determine the effectiveness of the RADEC learning model, using wordwalls, on the critical reading skills of fourth-grade students at SDN 122 Pekanbaru. The results are presented based on the research problem formulation, including initial ability (pretest), final ability (posttest), and improvement analysis and hypothesis testing. The data analysis technique used in this study was descriptive and inferential statistics using the SPSS program. Descriptive statistics were used to present the data by calculating the mean, median, mode, and standard deviation of the pre-test and post-test scores. For a more rigorous analysis, parametric inferential statistics in the form of a t-test (Independent Samples T-Test) were used to test the research hypotheses. Prior to conducting the t-test, prerequisite analysis tests were conducted, including a normality test using the Kolmogorov-Smirnov technique to ensure normal distribution of the data, and a homogeneity test using Levene's Test to ensure equal variances. Furthermore, to determine the level of effectiveness.

1. Students' Critical Reading Skills Treatment Class

The descriptive statistics for the pre-test critical reading skills data for the treatment class were 60.88 with a standard deviation of 15.069. The post-test critical reading skills data were 82.99 with a standard deviation of 9.333 (Table 1). Mean postest kelas perlakuan meningkat sebesar 22,11.

Table 1
Descriptive Statistics of Pre-test and Post-test Scores for the Treatment Class

Descriptive Statistics			
Treatment	N	Mean	Std. Deviation
pretest	20	60,88	15,069
posttest	20	82,99	9,333

2. Students' Critical Reading Skills Control Class

The descriptive statistics for the pre-test critical reading skills data for the treatment class were 59.80 with a standard deviation of 14.109. The post-test critical reading skills data were 75.11 with a standard deviation of 9.969 (Table 2).The mean posttest of the control class increased by 15.32.

Table 2
Descriptive Statistics of Pre-test and Post-test Scores for the Control Class

Descriptive Statistics			
Control	N	Mean	Std. Deviation
pretest	20	59,80	14,109
posttest	20	75,11	9,969

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3. Effectiveness of the RADEC Model Assisted by Wordwall Media on Critical Reading Skills

3.1 Normality Test

The results of the normality test indicate that the pretest and posttest data in both classes were normally distributed.

Table 3
Normality Test

Tests of Normality						
Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest Control	0,133	22	,200*	0,958	22	0,446
Post-test Control	0,137	22	,200*	0,924	22	0,093
Pretest Treatment	0,115	22	,200*	0,972	22	0,763
Post-test Treatment	0,106	22	,200*	0,966	22	0,622

Based on the results of the Shapiro–Wilk test on the control class, a significance value of 0.446 was obtained for the pretest data. This value indicates that the distribution of the pretest data for the control class is above the established significance limit, thus the pretest data for the control class is declared normally distributed. Furthermore, the significance value for the posttest data for the control class is 0.093. This value is also greater than 0.05, indicating that the posttest data for the control class is normally distributed.

The results of the Shapiro–Wilk test on the experimental class show a significance value of 0.763 for the pretest data, indicating that the pretest data for the experimental class is normally distributed. The posttest data for the experimental class is also significantly distributed at 0.622. This value is also greater than 0.05, indicating that the posttest data for the experimental class is normally distributed.

3.2 Homogeneity Test of Results

Based on the Mean Levene's test, the Levene's statistic is 0.046, with a significance value of 0.831. The significance value is greater than 0.05, indicating that the data variance between the control and experimental classes is equal or homogeneous. This indicates that the difference in mean scores between groups is not influenced by differences in data variability.

Table 4
Homogeneity Test

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Test Result	Based on Mean	0,046	1	42	0,831
	Based on Median	0,016	1	42	0,9
	Based on Median and with adjusted df	0,016	1	41,279	0,9
	Based on trimmed mean	0,038	1	42	0,845

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3.3 Independent Samples t-Test

As mentioned earlier, an independent samples t-test was used to determine the effectiveness of the RADEC learning model, supported by Wordwall media, on critical reading skills in students at SDN 122 Pekanbaru. A screenshot of the SPSS results is shown in the table below.

Table 5
Independent Samples t-Test Results

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Test Result	Equal variances assumed	.046	.831	-2.685	42	.010	-781.818	291.162
	Equal variances not assumed			-2.685	41.819	.010	-781.818	291.162

The significance value of 0.010 is smaller than 0.05, so it can be concluded that there is an influence of the RADEC learning model assisted by Wordwall media on students' critical reading abilities.

3.4 N-Gain Test

At the end, the results of the N-Gain Test calculations are presented.

Table 8
N-Gain Test

Descriptives

Class		Statistic	Std. Error
Control	Mean	0,201	0,03594
	Std. Deviation	0,1686	
	Minimum	0,01	
	Maximum	0,59	
	Range	0,58	
Treatment	Mean	0,3039	0,03576
	Std. Deviation	0,16775	
	Minimum	0,04	
	Maximum	0,56	
	Range	0,52	

Based on the results of the descriptive N-Gain analysis, the average N-Gain value for the control class was 0.2010. This value indicates that the improvement in students' critical reading skills in the control class was relatively low. This indicates that the learning implemented in the control class has not significantly improved students' critical reading skills. The median value of 0.1662 and the maximum value of 0.59 indicate that a small number of students experienced improvement, but overall, the improvement was relatively small. Furthermore, the minimum value of 0.01 indicates a decline in ability in some students.

Meanwhile, the results of the N-Gain analysis for the experimental class showed an average value of 0.3039. This value indicates that the improvement in students' critical reading skills in the experimental class was in the moderate category. The median value of 0.3246 and the maximum value of 0.56 indicate that most students in the

experimental class experienced greater improvement in critical reading skills compared to the control class. Although there was a minimum value of 0.04, overall, the improvement in the experimental class was more consistent and higher.

DISCUSSION

The learning implemented in this study was face-to-face offline learning conducted with fourth-grade students at SD Negeri 122 Pekanbaru. The sample used in this study consisted of two classes: class IVB as the experimental class and class IVA as the control class, each with 22 students. The purpose of this study was to determine the effectiveness of the RADEC learning model assisted by Wordwall media on the critical reading skills of fourth-grade elementary school students in Indonesian language learning on descriptive texts (mutual cooperation and cooperation texts).

Based on the results of data analysis using a Quasi-Experimental Design using a Nonequivalent Control Group Design, it was found that there was an effect on students' critical reading skills after being treated with the RADEC learning model assisted by Wordwall media. Research data at SDN 122 Pekanbaru showed that the average pretest score in the experimental class was 60.88, then increased significantly to 82.93 in the posttest. Meanwhile, in the control class, the average pretest score was 59.79, increasing to 75.11 in the posttest.

This significant difference in improvement was influenced by the RADEC treatment. The higher score increase in the experimental class compared to the control class demonstrates that the RADEC model is more effective in improving the critical reading skills of fourth-grade students at SDN 122 Pekanbaru. Furthermore, the decrease in the standard deviation in the experimental class' posttest (from 15.06 to 9.33) indicates that students' critical reading skills became more evenly distributed after participating in the RADEC learning. This indicates that the model not only increased the average grade but also helped students with previously low abilities develop and achieve the same standard of completion as other students.

The results of the hypothesis testing supported this finding. An Independent Sample t-test on the posttest of both classes yielded a 2-tailed significance value of 0.010 (less than 0.05), indicating that H0 was rejected and H1 was accepted. These findings confirm that the use of the RADEC model, aided by wordwall media, is more effective than conventional learning, which is dominated by lecture methods. These results align with Fahrurrozi's (2022) opinion, which states that the RADEC model can increase student active engagement through systematic thinking stages, thereby promoting deeper reading comprehension.

The improvement in critical reading skills in the experimental class was also evident in the N-Gain test results, which showed an average score of 0.3039, categorized as moderate, while the control class only achieved an average N-Gain score of 0.2010, categorized as low. This difference indicates that learning with the RADEC model, aided by wordwall media, not only improves learning outcomes quantitatively but also encourages students' ongoing critical thinking processes.

The improvement in critical reading skills in the experimental class was also quantitatively reflected through the N-Gain test, which showed an average score of 0.3039 (30.39%), categorized as moderate, while the control class only achieved an average score of 0.2010 (20.10%), categorized as low. This 10.29% difference in effectiveness demonstrates that the RADEC model intervention made a greater positive contribution to students' cognitive thinking processes.

The Read and Answer stages train students to understand reading content and identify important information, while the Discuss and Explain stages develop students' abilities to analyze, evaluate, and convey ideas logically. The Create stage serves to construct understanding independently by presenting ideas in a systematic mind map.

Field findings during the implementation of the intervention indicated that the use of Wordwall

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media significantly increased student engagement and motivation. In the first meeting, students were still adapting to the digital game-based learning pattern, but they already showed increased interest in answering questions and understanding the text. This finding aligns with the findings of Ali et al. (2025), who stated that interactive digital media can capture students' attention in the early stages of learning and help build focus through engaging activities. This finding is reinforced by the findings of Mulyani et al. (2022), who emphasized the importance of developing digital-based literacy media to increase students' interest and reading literacy skills at the elementary school level.

In the second session, students began to demonstrate improved critical reading skills, characterized by their ability to classify information, draw inferences, and provide logical reasons for their chosen answers. This improvement aligns with the findings of Permana & Kurniaman (2024), who stated that integrating technology into Indonesian language learning, such as the use of digital platforms, is highly effective in honing students' reading skills because it provides a more structured and applicable learning experience. These findings are supported by research by Awaliyah et al. (2025), who stated that interactive activity-based learning and discussions can encourage students to think critically in evaluating information obtained from reading texts.

In the third session, students demonstrated improved and more in-depth explanatory skills. This is evident in students' ability to explain cause-and-effect relationships logically and organize their thoughts coherently, both verbally and visually through mind maps. This improvement indicates that students are able to construct comprehensive understanding and connect various pieces of information within the text. These findings align with Maspiroh and Sartono (2022), who stated that the Explain and Create stages in the RADEC model play a crucial role in developing higher-order thinking skills, particularly in explaining and organizing information systematically.

The findings of this study align with those of Widiastari and Puspita (2024), who stated that game-based digital learning media can increase cognitive engagement and learning motivation in elementary school students. Furthermore, research by Andika and Sunanto (2025) also demonstrated that active learning combined with interactive media can significantly improve students' critical thinking skills and reading literacy.

Thus, the results of this study demonstrate that the RADEC learning model, using Wordwall media, is effective in improving students' critical reading skills. Implementing this model creates more meaningful, interactive learning, and is oriented toward developing higher-order thinking skills. Therefore, the RADEC learning model, using Wordwall media, can be used as a relevant alternative learning strategy to improve the quality of literacy learning in elementary schools.

CONCLUSION

Based on the research results and data analysis, it can be concluded that the RADEC (Read, Answer, Discuss, Explain, Create) learning model, using Wordwall media, is effective in improving the critical reading skills of fourth-grade students at SDN 122 Pekanbaru. This was statistically proven through hypothesis testing, which showed a significant effect with a significance value of $0.010 < 0.05$. This effectiveness was further strengthened by the average N-Gain score obtained in the experimental class of 0.3039, which is in the medium category, higher than the control class, which only achieved 0.2010, which is in the low category. Thus, the integration of a systematic learning model and interactive media has been proven to positively contribute to improving students' critical reading indicators in elementary schools.

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