



Improving Learning Outcomes through the RADEC Learning Model on the Topic of 'me-' Prefix in Grade IV at SDN Genuksari 02

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ABSTRACT

This study aims to improve student learning outcomes regarding the prefix "me-" through the application of the RADEC (Read, Answer, Discuss, Explain, and Create) learning model. The research was conducted in the fourth-grade class at SDN Genuksari 02, Genuk District, Semarang City, Central Java Province, during the odd semester of the 2026/2027 academic year—specifically in August 2026. The population and sample consisted of all 30 fourth-grade students (17 boys and 13 girls), selected using a saturated sampling technique. This study is a Classroom Action Research (CAR) project based on the Kemmis and McTaggart model, carried out in two cycles; each cycle comprised the stages of planning, action implementation, observation, and reflection. Research instruments included learning outcome tests, observation sheets for teacher and student activities, interview guidelines, and documentation sheets. Data were analyzed using quantitative descriptive analysis—specifically class averages and the percentage of classical mastery—complemented by an N-Gain analysis to determine the extent of improvement in learning outcomes. The results indicate that the average learning outcome score increased from 60.67 in the pre-cycle to 81.00 in Cycle I and 90.67 in Cycle II, while classical mastery rose from 26.67% to 73.33% and 86.67%, respectively. The N-Gain score from the pre-cycle to Cycle II was 0.76, falling into the "high" category. These results demonstrate that the implementation of the RADEC learning model is effective in improving students' learning outcomes regarding the prefix *me-* in the fourth grade of elementary school.

Keywords: learning outcomes, RADEC learning, me- prefix

INTRODUCTION

Education is a crucial aspect of developing students' potential, equipping them with the knowledge, skills, attitudes, and abilities necessary to navigate the evolving demands of life. The shifts in the 21st century require students not only to master knowledge but also to possess critical thinking, creativity, communication, collaboration, and problem-solving skills. Consequently, the learning process must provide opportunities for students to engage actively in acquiring, processing, and applying knowledge (Mardhiyah et al., 2021). National education is directed toward the holistic development of students' potential, as

mandated by Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System (Republic of Indonesia, 2003). One subject that plays a significant role in developing these competencies is the Indonesian language. The "Phase B" learning outcomes for the Indonesian language guide students to develop language proficiency for communication and reasoning, as well as the ability to comprehend and convey ideas through various language-based activities (Agency for Standards, Curriculum, and Assessment, 2024). A specific linguistic topic studied by fourth-grade students is the prefix *me-*

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prefix in the Indonesian language, *me-* is primarily used to form verbs. In practice, this prefix can undergo morphological variations—becoming *mem-*, *men-*, *meng-*, *meny-*, or *menge-*—depending on the root word that follows, a process known as morphophonemic change (Resticka et al., 2026).

Difficulties in grasping morphological aspects persist among elementary school students. Research (Khoerunajah et al., 2024) indicates the presence of language errors among fourth-grade elementary students, including those related to morphology. This situation indicates that students' understanding of linguistic rules still requires strengthening through instruction that provides opportunities to grasp and apply concepts firsthand. Based on initial observations and pre-cycle test results for fourth-grade students at SDN Genuksari 02, learning outcomes regarding the prefix *me-* remain suboptimal. Out of 30 students, the average score was 60.67, against a Learning Objective Attainment Criterion (KKTP) of 75. Only 8 students (26.67%) met the criterion, while 22 students (73.33%) did not. These difficulties are evidenced by errors such as writing *mebaca* instead of *membaca* (to read), *menapus* instead of *menghapus* (to erase), and *mecat* instead of *mengecat* (to paint)—errors that reveal a lack of understanding regarding how the prefix *me-* changes form when attached to certain root words.

Observations of the instructional process further indicate that learning activities remain largely centered on teacher explanations and individual exercises. There is a clear need to increase opportunities for students to engage with information, answer questions, participate in discussions, articulate their reasoning, and apply concepts (Mardhiyah et al., 2021). Consequently, an instructional model that actively involves students in understanding the material is necessary; selecting an appropriate model tailored to students' needs can effectively support the enhancement of their learning capabilities (Afandi & Ernawati, 2024).

One model that aligns with these needs is the RADEC (Read, Answer, Discuss, Explain, Create)

learning model, developed by Wahyu Sopandi as an alternative instructional approach suited to the Indonesian educational context (Sopandi et al., 2021). The RADEC model consists of five stages: Read, Answer, Discuss, Explain, and Create. These stages provide students with opportunities to acquire information, construct understanding, discuss their thoughts, communicate ideas, and apply their knowledge (Sopandi et al., 2021). The RADEC model can also enhance learning outcomes in the Indonesian language by fostering active student engagement throughout the learning process (Gustiani et al., 2026). When applied to the study of the prefix *me-*, for instance, the RADEC model involves reading example words, answering questions about root words and the resulting morphological changes, discussing these answers, explaining the rationale behind the word forms used, and applying these concepts within sentences or creative tasks. This ensures that students do not merely memorize the forms of the prefix, but also grasp the relationship between the prefix and the root word (Latifa et al., 2025).

The implementation of the RADEC model in primary school education is also supported by previous research. A study by Rani and Reinita (2025) demonstrated that applying the RADEC model with fourth-grade students improved learning outcomes, with the average score rising from 79.4 in the first cycle to 92.6 in the second cycle. Similarly, research by Fiyani and Fanani (2025) found that the RADEC model influences the reading comprehension skills of fourth-grade primary school students, with an independent sample t-test significance value of 0.000 ($p < 0.05$). Meanwhile, research by Hasibuan et al. (2024) indicates that the RADEC model can enhance the reading comprehension skills of elementary school students, as demonstrated through classroom action research. Based on this prior research, the RADEC model has been utilized to improve learning outcomes, reading comprehension abilities, and the thinking skills of elementary school students. However, there is a scarcity of research specifically



applying the RADEC model to improve learning outcomes regarding the prefix "me-" among fourth-grade elementary school students. This gap in the literature justifies the need to implement the RADEC model for the study of the prefix "me-" in the fourth grade at SDN Genuksari 02.

Given this context, the research question addressed in this study is: can the implementation of the RADEC (Read, Answer, Discuss, Explain, and Create) learning model improve learning outcomes concerning the prefix "me-" for fourth-grade students at SDN Genuksari 02, Semarang?

In line with this research question, the study aims to enhance learning outcomes related to the prefix "me-" through the application of the RADEC model among fourth-grade students at SDN Genuksari 02, Semarang. This research is expected to provide theoretical contributions by offering additional scientific references on the application of the RADEC model within Indonesian language instruction in elementary schools. Furthermore, it offers practical benefits: serving as an alternative teaching model for educators, helping students improve their understanding and learning outcomes, and providing a foundation for future researchers to develop studies involving different subject matter or grade levels.

Theoretically, learning outcomes refer to the abilities acquired by students after participating in a learning process; they are used to determine the extent to which established learning objectives have been achieved (Sudjana, 2017:22). In this study, learning outcomes focus on the students' cognitive domain, specifically their ability to remember (C1), understand (C2), apply (C3), and analyze (C4) content related to the prefix *me-* (Sopian, 2021:358). An affix is a bound morpheme attached to a base form to create a new word through the process of affixation. In the Indonesian language, the prefix *me-* has several variations—*me-*, *mem-*, *men-*, *meng-*, *meny-*, and *menge-*—the usage of which depends on the initial phoneme of the base form. These variations are part of a morphophonemic process involved in the

formation of affixed words (Mono, 2025:481-482).

The RADEC learning model is considered relevant for this subject matter because the prefix *me-* requires more than just memorizing forms; it necessitates an understanding of the relationship between the prefix and the base form. This understanding can be developed through the stages of reading, answering, discussing, explaining, and creating (Sopandi, 2021:13-14).

METHOD

This study employs a Classroom Action Research (CAR) design based on the Kemmis and McTaggart model, which consists of four components in each cycle: planning, acting, observing, and reflecting. According to Arikunto et al. (2021), Classroom Action Research is a study conducted to improve the learning process and quality through actions implemented systematically within the classroom. The research was conducted in the fourth-grade class at SDN Genuksari 02, Genuk District, Semarang City, Central Java Province, during the odd semester of the 2026/2027 academic year—specifically in August 2026. It was carried out over two cycles, with each cycle consisting of two sessions, each lasting 2 x 35 minutes. Cycle I took place on Tuesday, August 4, 2026, and Wednesday, August 5, 2026, while Cycle II was held on Tuesday, August 11, 2026, and Wednesday, August 12, 2026. The research was executed collaboratively, with the researcher serving as the implementer of the interventions and the fourth-grade teacher acting as an observer to monitor the implementation of the instruction.

The subjects of this study were the 30 fourth-grade students at SDN Genuksari 02 for the 2026/2027 academic year, consisting of 17 boys and 13 girls. A saturated sampling technique was employed, as the entire population was included in the study. Data collection involved both test and non-test methods. Test-based data were gathered to assess student learning outcomes regarding the prefix "me-" through written, multiple-choice tests

administered during the pre-cycle phase and at the conclusion of each cycle. Non-test methods included observations of the teacher's implementation of the RADEC syntax and student activities; interviews with the fourth-grade teacher to gain insight into the instructional environment; and the collection of documentation, such as grade records, teaching modules, student worksheets (LKPD), samples of student work, and photographs of the learning activities (Sugiyono, 2022).

The research instruments employed included learning achievement test sheets—developed based on indicators ranging from C1 to C4—observation sheets for monitoring teacher and student activities (specifically the implementation of each phase of the RADEC model), interview guidelines for the classroom teacher, and documentation sheets. The intervention involved the application of the RADEC learning model, which consists of five stages: the Read stage, conducted as a pre-learning activity where students are assigned to read instructional materials (such as texts or illustrated comics) containing words with the prefix *me-* (an active-voice verbal prefix in Indonesian); the Answer stage, carried out during the first session, in which students individually answer questions regarding root words and the morphological changes that occur when the prefix is added; the Discuss stage, where students work in small groups of 4–5 to categorize or pair words containing the prefix *me-* with their respective root words; the Explain stage, held during the second session, in which group representatives present their discussion findings; and the Create stage, where students compose short paragraphs using words with the prefix *me-*—with each cycle concluding with a post-test.

The research data were analyzed using both quantitative and qualitative descriptive methods. Quantitative analysis was used to assess improvements in student learning outcomes by comparing results from the pre-cycle, Cycle I, and Cycle II (Sugiyono, 2022). This involved calculating individual student scores using the

formula: $\text{Score} = (\text{Score Obtained} / \text{Maximum Score}) \times 100$; determining the class average using the formula: $\bar{X} = \text{SX} / \text{N}$; and calculating the percentage of classical learning mastery using the formula: $P = (\text{N} / \text{n}) \times 100\%$, where $\bar{X}$ represents the class average, SX is the sum of all student scores, N is the number of students who achieved mastery, and n is the total number of students. Furthermore, the improvement in learning outcomes was analyzed using the N-Gain formula: $g = (\text{final score} - \text{initial score}) / (\text{maximum score} - \text{initial score})$, with the following categories: $g > 0.7$ (high), $0.3 \leq g \leq 0.7$ (medium), and $g < 0.3$ (low) (Wahab et al., 2021). Data obtained from observations, interviews, and documentation were analyzed using a qualitative descriptive approach—involving data reduction, data presentation, and conclusion drawing (Sari & Wirawati, 2022)—to serve as a basis for reflection in each cycle.

This study is considered successful if there is an increase in the students' average learning outcome scores from the pre-cycle stage through Cycle I and Cycle II, and if at least 85% of the students achieve a score equal to or greater than 75, in accordance with the Learning Objective Achievement Criteria (KKTP) for the fourth-grade Indonesian language subject at SDN Genuksari 02, specifically regarding the topic of the prefix *me-*. If these success indicators are not met by the end of Cycle II, the research may be extended to subsequent cycles as needed.

RESULTS

1. Initial Learning Outcomes (Pre-cycle)

Before implementing the intervention, the researcher conducted a pre-cycle test to assess the students' baseline ability to understand the topic of words with the prefix *me-*. The results of the pre-cycle test indicated that the students' initial proficiency was low, with a class average score of 60.67. Out of 30 students, only 8 (26.67%) met the Minimum Mastery Criteria (KKTP), while the remaining 22 students (73.33%) did not. The

complete results of the pre-cycle test are presented in the table below.

Table 1
Recapitulation of Pre-cycle Test Scores on the Topic of Words with the Prefix *me-*

No.	Indicator	Description
1	Number of students	30
2	Minimum Mastery Criteria (KKTP)	75
3	Number of students who achieved mastery	8
4	Number of students who did not achieve mastery	22
5	Class average score	60.67
6	Classical mastery percentage	26.67

Based on the table, it is evident that the students' initial understanding of words with the prefix *me-* was low, particularly regarding the identification of changes to the root word upon the addition of the prefix *me-* (such as the elision of initial consonants, retention of initial consonants, or nasalization). Consequently, the researcher implemented the RADEC learning model—comprising five stages: Read, Answer, Discuss, Explain, and Create—with the aim of improving the students' understanding and learning outcomes.

2. Learning Outcomes in Cycle I

In Cycle I, the researcher applied the RADEC learning model, focusing on the topic "Words with the Prefix *me-*." The "Read" stage was carried out as a pre-instructional activity, involving an assignment to read a text titled "Morning Activities" (Kegiatan di Pagi Hari). In the first session, students carried out the "Answer" phase by responding to questions regarding root words and the forms of affixes. This was followed by the "Discuss" phase, in which students worked in groups to categorize words with the prefix *me-* based on their specific forms (*mem-*, *men-*, *meng-*,

meny-, *menge-*). In the second session, students engaged in the "Explain" phase by presenting their discussion results, followed by the "Create" phase, where they composed short paragraphs using words with the prefix *me-*. The session concluded with a post-test for Cycle I.

Observations during Cycle I indicated that while the RADEC learning stages were implemented, student engagement was not yet optimal. During the "Answer" phase, some students still struggled to identify root words and the various forms of the prefix *me-*. In the "Discuss" and "Explain" phases, some students remained passive and lacked the confidence to present their group's findings. The students' learning outcomes for Cycle I, based on the post-test, are presented in the following table.

Table 2
Summary of Student Learning Outcomes for Cycle I

No.	Indicator	Details
1	Total number of students	30
2	Minimum Mastery Criteria (KKTP)	75
3	Number of students who achieved mastery	22
4	Number of students who did not achieve mastery	8
5	Class average score	81.00
6	Classical mastery percentage	73.33

Based on the table, the class average score increased from 60.67 in the pre-cycle stage to 81.00 in Cycle I. The number of students who met the Minimum Mastery Criteria (KKTP) also rose from 8 to 22, with the classical mastery percentage increasing from 26.67% to 73.33%. Nevertheless, the classical mastery percentage in Cycle I did not yet reach the research success indicator of 85%; therefore, the study proceeded to Cycle II with several improvements: incorporating learning media in the form of videos and illustrated comics, providing more intensive guidance to students who experienced difficulties with root words beginning

with a vowel or consisting of a single syllable, and restructuring the "Discuss" phase through a "Magic Word Puzzle" game to encourage greater student participation.

3. Learning Outcomes for Cycle II

The planning for Cycle II was developed based on reflections from Cycle I, focusing on the topic "Let's Get to Know the Prefix *me-*". The Read phase was implemented by assigning students to read an illustrated comic titled "Riko's Daily Stories" (Cerita Harian Riko). In the first session, students engaged in the "Answer" phase using a student worksheet (LKPD) and the "Discuss" phase through a "Magic Word Puzzle" game, where they matched root words with their correct forms using the prefix *me-*. In the second session, students carried out the "Explain" phase by presenting the results of their game, followed by the "Create" phase, in which they composed paragraphs using words with the prefix *me-*. The cycle concluded with a post-test for Cycle II.

Observations during Cycle II indicated an improvement in the learning process. Students participated more actively in each stage of the RADEC model; they demonstrated a better ability to identify root words and their corresponding forms with the prefix *me-*, and they used these words more accurately within sentences during the "Create" phase. The students' learning outcomes for Cycle II are presented in the table below.

Table 3
Recapitulation of Student Learning Outcomes for Cycle II

No.	Indicator	Details
1	Total number of students	30
2	Minimum Mastery Criteria (KKTP)	75
3	Number of students who achieved mastery	26
4	Number of students who did not achieve mastery	4
5	Class average score	90.67
6	Classical mastery percentage	86.67

Based on the table, the class average score increased from 81.00 in Cycle I to 90.67 in Cycle II. The number of students who met the Minimum Mastery Criteria (KKTP) also rose from 22 to 26, with the classical mastery percentage increasing from 73.33% to 86.67%. This percentage has surpassed the research success indicator, which was set at 85%. Consequently, the research was concluded at Cycle II, even though four students had not yet met the Minimum Mastery Criteria (KKTP); these students were directed to participate in remedial activities and receive individual guidance.

4. Recapitulation and Analysis of Improvements in Learning Outcomes

Based on the evaluations conducted during the pre-cycle, Cycle I, and Cycle II, there was an improvement in student learning outcomes regarding the topic of the prefix "*me-*" following the gradual implementation of the RADEC learning model. The recapitulation of these improvements is presented in the table below.

Table 4
Recapitulation of Student Learning Outcomes at Each Stage

Stage	Average Score	Mastery	Not Mastery	Class Mastery
Pre-cycle	60.67	8	22	26.67%
Cycle I	81.00	22	8	73.33%
Cycle II	90.67	26	4	86.67%

As shown in the table, the average learning outcome score increased by 20.33 points from the pre-cycle to Cycle I, and by an additional 9.67 points from Cycle I to Cycle II. The class mastery rate also rose from 26.67% in the pre-cycle to 73.33% in Cycle I and 86.67% in Cycle II. To determine the extent of the improvement in learning outcomes more objectively, the researcher conducted an N-Gain analysis by comparing the average score from the pre-cycle with the average scores from Cycle I and Cycle II. The results of the N-Gain analysis are presented in the table



below.

Table 5
N-Gain Analysis Results for Learning Outcome Improvements

Comparison	I n i t i a l
Average	F i n a l
Average	N-Gain
Category	
Pre-cycle – Cycle I	60.67
81.00	0.52
Moderate	
Pre-cycle – Cycle II	60.67
90.67	0.76
High	

Based on the table, the N-Gain value from the pre-cycle to Cycle I is 0.52 (moderate category), while the N-Gain value from the pre-cycle to Cycle II is 0.76 (high category). These results indicate that the improvement in student learning outcomes following the implementation of the RADEC learning model is reflected not only in the average scores and classical mastery rates but also in a significant increase in subject matter comprehension—particularly in Cycle II, after instructional improvements were made based on reflections from Cycle I.

DISCUSSION

The pre-cycle test results indicate that the learning outcomes of fourth-grade students at SDN Genuksari 02 Semarang regarding words with the prefix *me-* were low, with a class average of 60.67 and a classical mastery rate of 26.67%. Students struggled to identify words with the prefix *me-*, determine root words, and understand how root words change when the prefix *me-* is added—especially in cases involving the elision of initial consonants, roots beginning with vowels, or monosyllabic root words. These findings suggest that simply providing an explanation of the prefix *me-* is insufficient; students require opportunities to discover examples, process

information, discuss their understanding, articulate their reasoning, and apply their knowledge. This situation served as the basis for the researchers to implement the RADEC model—a learning model designed to engage students through a process of reading, answering, discussing, explaining, and creating—thereby fostering student involvement in the learning process (Sopandi et al., 2021).

Following the implementation of the RADEC model in Cycle II, the students' average score increased from 60.67 to 81.00, and the classical mastery rate rose from 26.67% to 73.33%. Regarding the specific content indicators, the "Read" and "Answer" activities helped students identify words with the prefix *me-* and determine their root words; the "Discuss" activity assisted students in understanding the variations of this prefix (*mem-*, *men-*, *meng-*, *meny-*, and *menge-*); the "Explain" activity provided students with the opportunity to articulate their understanding; and the "Create" stage allowed them to apply this knowledge by composing paragraphs using words with the *me-* prefix. These findings align with research by Rani and Reinita (2025), which demonstrates that the RADEC model can improve learning outcomes for fourth-grade elementary students between Cycle I and Cycle II. This consistency reinforces the evidence that the "Read," "Answer," "Discuss," "Explain," and "Create" stages effectively support the enhancement of student learning outcomes. Nevertheless, the results from Cycle II did not yet meet the study's success criteria—as the classical mastery rate reached 73.33% against a target of 85%—indicating a need for further improvements in instructional media and additional guidance for students who continue to face difficulties.

The reflections from Cycle I served as the basis for refining the interventions in Cycle II. To address students' challenges in understanding morphological changes, more intensive guidance was provided, specifically focusing on root words that begin with vowels or consist of a single

syllable. To improve student engagement during discussions, the "Discuss" stage was structured around a group game called "Magic Word Puzzle" (Puzzle Kata Ajaib), while the limited variety of instructional media observed in Cycle I was addressed by incorporating educational videos and illustrated comics. These improvements demonstrate that the interventions in Cycle II were developed based on concrete findings from Cycle I; thus, the reflection process served not merely as an evaluation, but as a foundation for determining subsequent instructional strategies.

Following these improvements, learning outcomes in Cycle II showed a more significant increase: the class average rose from 81.00 to 90.67, and the classical mastery rate improved from 73.33% to 86.67%—surpassing the research success indicator of 85%. This progress indicates that the adjustments made, based on the reflection, had a positive impact on learning outcomes. For material previously perceived as difficult, students were provided with additional examples through videos and comics, practice exercises via the "Magic Word Puzzle" game, and individual guidance. Meanwhile, the "Create" activity continued to offer students opportunities to apply words with the prefix *me-* within sentences or paragraphs. Consequently, the improvement in learning outcomes is reflected not only in the rise of the class average but also in the fact that the instructional enhancements were directly targeted at the specific difficulties identified during the previous cycle.

The findings of this study align with research by Gustiani et al. (2026), which indicates that the implementation of the RADEC learning model in Indonesian language instruction at the elementary school level can improve learning outcomes while fostering active participation and creativity among students. These findings are further supported by Mahendra et al. (2026), who demonstrated that the RADEC model, supplemented by Wordwall, is effective in enhancing the critical reading skills of fourth-grade elementary students. The study by Mahendra et al. (2026) yielded a significance value of 0.010 (< 0.05), indicating a difference in critical

reading skill outcomes between the group that received RADEC-based instruction (supported by Wordwall) and the group that received conventional instruction. This alignment was evident in Cycle II, during which students became more actively engaged in reading, discussing, explaining, and creating through the use of videos, comics, and the "Magic Word Puzzle" game. These findings also reinforce the results of studies by Fiyani and Fanani (2025) and Hasibuan et al. (2024), which show that the RADEC model has a positive impact on the language proficiency of elementary students—though those studies focused on reading comprehension rather than the specific linguistic topic of the prefix *me-* (as addressed in the present study). Consequently, this research provides a new contribution by offering empirical evidence that the RADEC model is also effective when applied to morphological topics—specifically the prefix *me-*—an area that has not yet been extensively explored.

From another perspective, the N-Gain analysis further substantiates these findings. An N-Gain value of 0.52 (categorized as "medium") from the pre-cycle to Cycle I indicates that the implementation of the RADEC model, even in its initial stages, has led to an improvement in understanding, albeit not yet at an optimal level. The N-Gain value from the pre-cycle to Cycle II was 0.76, falling into the "high" category; this indicates that the refinements made to the interventions in Cycle II successfully fostered a significant improvement in the mastery of the subject matter (Wahab et al., 2021). A key strength of this study lies in the consistent application of the RADEC framework, combined with adjustments to learning media and strategies in each cycle based on reflection—ensuring that the interventions remained highly responsive to the students' needs. However, the study has a limitation: the sample size is relatively small, involving only one class of 30 students at a single school. Consequently, the findings cannot be broadly generalized to the entire population of fourth-grade elementary school students in other regions. Furthermore, the data analysis is purely



descriptive-quantitative; it does not employ inferential statistical tests (such as a t-test) to determine the statistical significance of the improvement in learning outcomes.

Based on this, it can be concluded that the implementation of the RADEC learning model successfully improved student learning outcomes regarding the prefix "me-" for fourth-grade students at SDN Genuksari 02, Semarang. This improvement occurred because the RADEC model encourages active student engagement through its stages—Read, Answer, Discuss, Explain, and Create—which guide students to read and comprehend the material, answer questions, discuss their responses, articulate their understanding, and apply their knowledge through creative tasks. For teachers, it is recommended that when applying the RADEC model to other language-related topics, it should be supported by a variety of interactive learning media. This study demonstrates that the inclusion of videos, comics, and educational games in Cycle II contributed more effectively to improved learning outcomes compared to the reliance solely on text-based materials and PowerPoint presentations used in Cycle I.

CONCLUSION

Based on the results of the classroom action research conducted with fourth-grade students at SDN Genuksari 02 Semarang, it can be concluded that the implementation of the RADEC (Read, Answer, Discuss, Explain, and Create) learning model improves student learning outcomes regarding the prefix *me-*. This improvement is evidenced by an increase in the average learning score—from 60.67 (with a 26.67% classical mastery rate) in the pre-cycle, to 81.00 (73.33% classical mastery) in Cycle I, and finally to 90.67 (86.67% classical mastery) in Cycle II. An N-Gain score of 0.76—categorized as "high"—further confirms a significant improvement in the mastery of the subject matter. The classical mastery percentage in Cycle II exceeded the established success indicator (at least 85% of students reaching the learning objective mastery threshold, or

KKTP); consequently, the research intervention was deemed successful and concluded at the end of Cycle II. This progress is attributed to the consistent application of the RADEC stages, complemented by adjustments to learning media and strategies based on reflections made after each cycle. For teachers, the RADEC model serves as a viable alternative for teaching Indonesian language topics—such as the prefix *me-* or other linguistic concepts that require a gradual, step-by-step understanding. For future researchers, these findings could be expanded to cover different subject matter, grade levels, or educational contexts, potentially incorporating inferential statistical analysis to strengthen the generalizability of the results.

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