The Effectiveness of RADEC Learning Model to Improve HOTS (Higher Order Thinking Skill) in *Insya'* Learning

Efektivitas Model Pembelajaran RADEC untuk Meningkatkan HOTS (Higher Order Thinking Skill) pada Pembelajaran *Insya'*

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Abstract

HOTS (Higher Order Thinking Skill) is necessary for living in the 21st century. In this century, routine work will be charged to robots, while humans will be charged with creative work. In order to avoid being eroded by the times, HOTS needs to be developed even since elementary school. Therefore, there is a need for methods, strategies, or learning models that can improve student HOTS. Researchers conducted a study to test the effectiveness of implementing the RADEC learning model in improving students' HOTS in learning Insya'; the material translates the text, and how students respond to the learning model. The research method used is quasi-experimental, with the research design of a nonequivalent Control Group. The results showed that it took 135 minutes to implement the RADEC learning model in learning Insya' material translating text in PP Darussalam. The improvement in higher-order thinking skills (HOTS) after receiving treatment is reported to be 49%, which is classified as a sufficient category. Nevertheless, the RADEC learning model is still considered more effective in enhancing HOTS than the classical model, and the participants' response to this model is highly positive, reaching 81%. Further research on the RADEC learning model, using an equivalent comparative model, is needed to strengthen its effectiveness in enhancing HOTS.

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Abstrak

HOTS *(Higher Order Thinking Skill)* merupakan keterampilan yang diperlukan untuk hidup di abad 21. Pada abad ini, pekerjaan rutinitas akan dibebankan kepada robot, sedangkan manusia akan dibebankan pekerjaan kreatif. Agar tidak tergerus oleh zaman, HOTS perlu dikembangkan bahkan sejak duduk di bangku sekolah dasar. Karena itu, perlu adanya metode, strategi, atau model pembelajaran yang dapat meningkatkan HOTS peserta didik. Peneliti melakukan sebuah penelitian untuk menguji efektivitas implementasi model pembelajaran RADEC dalam meningkatkan HOTS peserta didik pada pembelajaran *Insya'* materi menerjemahkan teks serta bagaimana respon peserta didik terhadap model pembelajaran tersebut. Metode penelitian yang digunakan adalah metode kuasi eksperimen dengan desain penelitian *The Nonequivalent Control Group*. Hasil penelitian menunjukkan bahwa diperlukan waktu 135 menit untuk mengimplementasikan model pembelajaran RADEC pada pembelajaran *Insya'* materi menerjemahkan teks di PP Darussalam Kersamanah Garut. Kemudian peningkatan HOTS peserta didik setelah diberikan treatment adalah sebesar 49% yang termasuk kategori cukup. Namun demikian, model pembelajaran RADEC tetap dipandang lebih efektif dalam meningkatkan HOTS dibanding model klasik dan respon peserta didik terhadap model ini sangat positif, yaitu sebesar 81%. Perlu dilakukan penelitian lanjutan tentang model pembelajaran RADEC dengan model pembanding yang ekuivalen untuk lebih memperkuat bukti efektivitas model pembelajaran RADEC dalam meningkatkan HOTS.

Kata Kunci: HOTS (*Higher Order Thinking Skill*), Menerjemahkan Teks, Model Pembelajaran RADEC, Pembelajaran Insya.

Introduction

Higher-order thinking Skills (HOTS) or higher-order thinking skills need to be possessed to live in the 21st century. The Framework Partnership of 21st Century Skills formulates four skills needed in the 21st century: communication, collaboration, critical thinking, and problem-solving, as well as inventiveness and innovation, which can be represented through higher-order thinking Skills (HOTS).[1]

However, based on the results of pre-research observations in the form of test implementation conducted by researchers at PP Darussalam Kersamanah Garut on April 14, 2022, it was found that the HOTS of students was still low, as evidenced by the test results tested on several students. Several things cause this: lack of motivation of students to follow

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[1] Rifa Hanifa Mardhiyah dkk., "Pentingnya Keterampilan Belajar di Abad 21 sebagai Tuntutan dalam Pengembangan Sumber Daya Manusia," *Lectura: Jurnal Pendidikan* 12, no. 1 (4 Februari 2021): 33, https://doi.org/10.31849/lectura.v12i1.5813.

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learning (which can be seen from the lack of curiosity), lack of insight about the learning material, and the learning process that is still teacher-centered, so it seems monotonous.

Related to the statement above, researchers found a study on a learning model proven to solve these problems, namely the RADEC Learning Model. The RADEC Learning Model is a new learning model consisting of four syntaxes: Read, Answer, Discuss, Explain, and Create.[2] Judging from the syntax, this model can be a solution because the read stage can increase student insight. Higher-order thinking occurs when a person has information stored in memory and acquires new information, then connects and organizes and can develop that information to reach or obtain answers and solutions in a situation that would be confusing. Then, the answer stage can increase students' curiosity because previously, students have been equipped with several pieces of information or knowledge they have read. The next stage, namely discuss, explain, and create, can improve the learning process to be student-centered and increase student HOTS because the create stage is the highest in the cognitive level according to the revised edition of Bloom's taxonomy.[3]

Researchers also found several relevant studies on the RADEC Learning Model that can improve HOTS, namely Pratama's research, which shows that the RADEC learning model has a positive effect on increasing the HOTS of PGSD students in the Elementary School Science Material Deepening course, even higher than the inquiry model.[4] The research of Pratama et al. also showed similar results.[5] Jumanto et al., in their research, stated that the RADEC learning model positively influences elementary school students' creative thinking ability.[6] Tulljannah and Amini concluded in their research that the RADEC learning model is very clear about building HOTS, which is analytical thinking skills. The

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[2] Wahyu Sopandi, "Sosialisasi dan Workshop Implementasi Model Pembelajaran RADEC Bagi Guru-Guru Pendidikan Dasar dan Menengah," *Pedagogia : Jurnal Pendidikan* 8, no. 1 (28 Februari 2019): 19–34, https://doi.org/10.21070/pedagogia.v8i1.1853.

[3] Yoga Adi Pratama, Wahyu Sopandi, dan Yayuk Hidayah, "RADEC Learning Model (Read-Answer-Discuss-Explain And Create): The Importance of Building Critical Thinking Skills In Indonesian Context," *International Journal for Educational and Vocational Studies* 1, no. 2 (28 Juni 2019), https://doi.org/10.29103/ijevs.v1i2.1379.

[4] Yoga Adi Pratama, Tesis, "Pengaruh Model Pembelajaran RADEC dan Inkuiri Terhadap Keterampilan Berpikir Tingkat Tinggi Mahapeserta didik PGSD Pada Perkuliahan IPA", (Bandung: UPI, 2019), h. iii.

[5] Yoga Adi Pratama, dkk., "Pengaruh model pembelajaran RADEC terhadap keterampilan berpikir tingkat tinggi siswa sekolah dasar", *JINoP (Jurnal Inovasi Pembelajaran)*, Vol. 6, No. 2, 2020, h. 191.

[6] Jumanto, dkk. "The effect of RADEC and expositional model on creative thinking ability in elementary school students in Surabaya," ICEE 2018 International Conference on Elementary Education. 2018.

create sta supports HOTS because the highest level is creating.[7] Another thing with Agriyana is that her research proves that the RADEC learning model can improve the reading skills of elementary school students.[8] Furthermore, the research of Ilham et al. concluded that the RADEC learning model assisted by the Zoom Cloud meeting application had a significant effect compared to the discovery learning model on critical thinking skills and science learning outcomes of grade VI students of SDN Kalukuang 1 Makassar.[9]

Some of these studies prove that the RADEC Learning Model can improve students' HOTS. However, until this study was written, researchers had not found any research on implementing the RADEC Learning Model in *Insya'* learning, especially text translation material. This study aims to test the effectiveness of implementing the RADEC learning model in improving students' HOTS in learning *Insya'* material translating texts and how students respond to the learning model. This is expected to be evidence of strengthening the effectiveness of the RADEC Learning Model in improving student HOTS, and this research can also be a reference for teachers of text translation material.

This research was carried out at the Darussalam Kersamanah Islamic Boarding School in Garut, and the population in this study was the entire class III TMI learning year 2021-2022. The sampling technique used is purposive sampling, where the sample is selected based on certain criteria. Sample selection is conducted through interviews with teachers and curriculum teams with the criteria of students with homogeneous learning outcome values.

This study used a quasi-experimental method with a nonequivalent Control Group design. The type of data in this study is quantitative data with data sources including primary data sourced from students and observers, then secondary data sourced from documentation. The data collection techniques used are tests, questionnaires, and observations. All research instruments have been tested by experts (expert judgment) and readability, validity, and reliability tests. The Test was used to test HOTS based on the revised Bloom's Taxonomy theory edition. The data analysis techniques used are normality

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[7] Rahmia Tulljanah dan Risda Amini, "Model Pembelajaran RADEC sebagai Alternatif dalam Meningkatkan Higher Order Thinking Skill pada Pembelajaran IPA di Sekolah Dasar: Systematic Review", *Jurnal Basicedu,* Vol. 5, No. 6, 2021, h. 5508.

[8] Rifa Kurnia Agriyana, Tesis, "Higher Order Thinking Skills Siswa Sekolah Dasar Melalui Pembelajaran Read-Answer-Discuss-Explain-And Create Pada Materi Daur Air", (Bandung: UPI, 2020), h. viii.

[9] Muhammad Ilham S dkk. "Pengaruh Model Pembelajaran Radec Berbantuan Aplikasi Zoom terhadap Kemampuan Berpikir Kritis IPA Siswa Kelas VI SDN Kalukuang 1 Makassar di Era Pandemi Covid-19", *Indonesian Journal of Primary Education,* Vol. 4, No. 2, 2020, h. 174.

tests, homogeneity tests, paired sample tests, and independent sample tests using the help of the SPSS program version 16.00 for Windows.

Results and Discussion

1. Implementation of RADEC Learning Model in Learning *Insya'* Material Translating Text

The RADEC learning model consists of the syntax of the word RADEC itself, namely: Read, Answer, Discuss, Explain, and Create. Implementing the RADEC learning model in *Insya'* learning takes 115 minutes for one material consisting of six points to be translated. If adjusted to the class hours at the Darussalam Kersamanah Islamic Boarding School in Garut, which lasts 45 minutes per meeting, then the implementation of this model requires three meetings with a total duration of 135 minutes. The following researchers explain the stages of implementation of the RADEC learning model in learning *Insya'* material translating text:

a. Preparatory stage: In the preparation stage, the teacher prepares club sheets and translations that have similarities with the text to be translated by students. This is done to stimulate students to translate the real text.

b. Introductory Activities: The teacher says greetings, conducts class management, reads attendance, asks about lessons in previous meetings as reinforcement, and conveys learning objectives to be achieved. The preliminary activities are allocated 5 minutes for each meeting or 15 minutes for three meetings.

c. Core Activities (105 minutes): The core activities consist of Read, Answer, Discuss, Explain, and Create stages as a hallmark of RADEC. Learning activities were filled with Read, Answer, and Discuss stages at the first meeting. Learning has not reached the Explain and Create stage due to time constraints. Explain and Create activities were carried out at the second and third meetings. At the Read Stage, the teacher divided the students into six groups. The teacher gives each group a prepared uslub sheet (material to read containing the uslub and its translation) before starting the lesson, and the students read and analyze the uslub and group discussion for 10 minutes. At the Answer Stage, the teacher allows each group to ask questions about proposals that still need to be understood. The teacher gives students worksheets containing texts that must be translated to each group, and then students in each group of six people answer one number of the text that must be translated; this stage is allocated 15 minutes. At the

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Discuss Stage, students discuss the results of each other's work in each group. The second and third meetings are the explanation and creation stages. In the Explain Stage, the teacher asks one of the groups to write their work on the board using a black marker, which is the number one translation, and present the proposal (such as why they translated it so, the reason for the final letter of each word, etc.) and so on until the last number question. At this stage, the teacher gives stimulus questions to the presentation group so they present the proposal completely. Next, the teacher allows the other group to evaluate the presentation group's translation by marking the error point with a red marker and then revealing the reason for the error. Then make a uslub that feels more appropriate. At this stage, the teacher acts as an evaluator who mediates between the presentation group and other groups. If the assessment group's argument is correct, then the teacher allows the group to make a proposal that is felt to be more appropriate. The uslub formation process carried out by students is at the Create stage, the highest stage in the revised Bloom taxonomy HOTS.

d. Furthermore, students and teachers conclude from the results of presentations and discussions by combining the opinions of the presentation group and the assessment group because the truth in translating texts is relative or not concrete. After the first group presentation and discussion, learning continues with the second and third group presentations and discussions. The core activity at the second meeting took 35 minutes, complemented by 10 minutes of preliminary and closing activities. Similarly, the learning steps at the third meeting focused on the presentation and discussion of the fourth, fifth, and sixth groups. The core activity at the third meeting also takes 35 minutes. So, the total time required to implement the core learning activities, *Insya'*, the material translating texts using the RADEC learning model is 105 minutes.

e. Closing Activity: At this stage, the teacher and students conclude from the discussion results, the teacher informs the lesson activity plan for the next meeting, the teacher and students conduct a joint prayer to close the learning activity, and the teacher provides motivation and says greetings. The time allocation required for the closing activity is 5 minutes. Thus, it takes an allocation of 15 minutes for three meetings.

Overall, implementing the RADEC learning model in learning *Insya'*, the material for translating texts takes 135 minutes, adjusted to the duration of three meetings. Implementing the RADEC learning model must be separate from the reading, answering, discussing, Explaining, and Creating stages. For this reason, the researcher prepared an

observation sheet and asked Usth. Nita Sa'adah, S.Pd., Usth. Enziz Azizah, S.Pd., and Usth. Eva Fauziah, S.Pd., will be an observer in implementing this model. Here are the conclusions of the observations:

1) The learning process is in accordance with the guidelines of the RADEC learning model in learning *Insya'* material translating texts. It is just that the duration of each learning stage in each meeting is not the same as the guidelines;

2) Learning using a scientific approach. So that students become the subject of learning while teachers act as facilitators and evaluators;

3) Students actively analyze proposals, ask questions, discuss, and open dictionaries at the Read, Answer, and Discuss stages. So that the learning process looks alive. While the teacher goes around supervising and responding to students who ask questions because they are confused, even the majority of students ask their group mates;

4) In the Explain and Create stage, a small number of students (one to two people in each group) gave responses even to the point of debate between the presenter group and the evaluator group, while the majority of students listened carefully, even to the point of frowning;

5) The learning process requires three meetings for one material translation.

After conducting analysis and observation on the implementation of the RADEC learning model in learning *Insya'* material translating this text, researchers concluded several things as follows:

1) The RADEC learning model can be implemented in *Insya'* learning, a non-exact subject. This does not rule out the possibility that the RADEC learning model can also be implemented in other non-exact learning, but there needs to be further research to prove it;

2) Teachers need serious preparation before the learning process. Because the teacher must make a uslub that has similarities with the material that students will translate. For this reason, this model requires more effort from the teacher at the preparatory stage;

3) Much time is taken up because students use dictionaries interchangeably. Therefore, before entering the material to translate texts, teachers should announce to students that for the next meeting, all students are required to bring an Indonesian-Arabic dictionary so that the learning process is more effective;

4) The stages of the RADEC learning model that can improve HOTS, in general, are in the Answer stage. According to Pratama, the Answer stage can stimulate students' HOTS,

then proceed with the next stages.[10] However, in learning *Insya"*'s material and translating texts, students have been stimulated to think higher at the reading stage. At this stage, students are led to analyze the translation results from Indonesian. Analyzing, in Bloom's taxonomy revision, is a level five or C5 cognitive domain;

5) Students who are active at the Explain and Create stage have high cognitive criteria or a sufficient understanding of Nahwu and Sharf. At the same time, other Tests tend to pay attention only. Researchers concluded that this happened because students Needed to become more familiar with the HOTS-based learning model, and students' understanding of Nahwu, Sharf, or other Arabic-supporting sciences affected the successful implementation of the RADEC learning model.

2. The Effectiveness of the RADEC Learning Model in Improving HOTS

The following presents an overview of student HOTS based on the results of descriptive analysis using the SPSS 16.00 for Windows application:

Table 1. Descriptive Analysis Results

Test	Sample	Minimum	Maximum	Average	S. Deviation
Experimental Class					
Pre-test	20	27	71	46,35	10,389
Post-test	20	55	85	69,20	9,801
Control Class					
Pre-test	20	23	67	42,25	11,187
Post-test	20	27	67	44,60	10,640

Table 1 shows the results of the descriptive analysis, which shows that the samples in this study numbered 20, both for the experimental and control classes. The experimental class HOTS score based on the pre-test results is mostly in the interval 41-60, with a sufficient category of as many as 14 people. Based on the pre-test results, the control class HOTS score is mostly in the interval 41-60, with sufficient categories of as many as ten people. The data showed that the pre-test results of the experimental and control classes were homogeneous. Then, the experimental class HOTS score based on most post-test results was 61-80, with a good category of as many as ten people. Based on post-test results, the control class HOTS score is mostly in the interval 41-60 with a sufficient category of as many as 12 people. The results of the analysis showed that there was a difference in post-test scores between the experimental class and the control class.

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[10] Yoga Adi Pratama, "Pengaruh…", h. 64.

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The data on the difference in post-test scores of the experimental and control classes above need to be analyzed for significance to prove the effectiveness of the RADEC learning model. Before data analysis, an analysis prerequisite test is carried out, which states that the data is normally distributed and homogeneous. Furthermore, data analysis was carried out, which was summarized in the following table:

Table 2. Summary of Paired Sample Test Results

Class	Average	t_{count}	t_{table}	Df	P
Pre-test Experimental Class	46,35	11,576	1,729	19	0,000
Post-test Experimental Class	69,20				
Pre-test Control Class	42,25	6,202	1,729	19	0,000
Post-test Control Class	44,60				

Table 2, the summary of the results of the Paired Sample Test test above, shows that the average pre-test score of the experimental class was 46.35, then the average post-test score increased to 69.20 with an increase of 22.85 (49%). Based on the paired sample test, a t count of 11.576 with a significance of less than 0.01 was obtained, then the table t value at df 19 with a significance of 5% was 1.729. The increase in the average value of the experimental class of 22.85 is significant because the calculated t value is greater than the table t value (11.576 > 1.729), and the significance value is less than 0.05 (0.000 < 0.05). Furthermore, based on Table 2 above, it is known that the average pre-test score of the control class was 42.25, then the average value of the control class post-test score increased to 44.60 with an increase of 2,350 (6%). Based on the paired sample test, a t count of 6.202 with a significance of less than 0.01 was obtained, then the table t value at df 19 with a significance of 5% was 1.729. So, the increase in the average value of the control class by 2.35 is significant because the calculated t value is greater than the table t value (6.202 > 1.729), and the significance value is less than 0.05 (0.000 < 0.05).

Based on the results of the paired sample test above, it can be concluded that the average increase in test scores of experimental and control classes is significant. The two learning models used in this study, namely the RADEC and the classical learning models, affect increasing student HOTS. The results of the RADEC learning model effectiveness test in improving HOTS are as follows:

Table 3. Summary of Independent Sample Test Results

Class	Average Increase	t_{count}	t_{table}	Df	P
Experimental Class	22,85	7,605	2,024	38	0,000

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Control Class	2,350

Table 3, the summary of the results of the independent sample test above, shows the average increase in the experimental class is 22.85 then the average increase in the control class is 2.350, with a difference between the two of 20.5. Based on the independent sample test, a t count of 7.605 with a significance of less than 0.01 was obtained, then the table t value at df 38 with a significance of 5% was 2.024. So it can be concluded that the difference in the increase in the average value of the experimental and control classes by 20.5 is significant because the calculated t value is greater than the table t value (7.605 > 2.024) and the significance value is less than 0.05 (0.000 < 0.05).

As stated in Table 3 above, the increase in the average HOTS score of students after implementing the RADEC learning model in learning material Insya translating text was 22.85 (49%). Based on the International Center for the Assessment of Higher Order Thinking quoted by Pratama, a value of 49% is included in the sufficient category. However, the RADEC learning model is more effective than the classical learning model in improving students' HOTS. This is evidenced by the average value difference test using an independent sample test, which states that the average difference between the experimental and control classes is 20.50 and is declared significant. The average increase in the experimental class HOTS score of 22.85 is higher than in the control class HOTS score of 2.35.

The increase in average HOTS scores is supported by the syntax of the RADEC learning model suitable for developing HOTS. At the Read stage, students are asked to read and analyze the translated uslub, such as analyzing word structure, the use of Nahwu rules, vocabulary, and other Arabic knowledge. This certainly stimulates learners' HOTS, as analysis is the fourth cognitive level or C4 in Bloom's revised taxonomy. Furthermore, in the Answer stage, students are asked to answer the question of translating the text by applying the results of the club analysis at the read stage. Applying is the third cognitive level or C3 and answering questions according to Rashid et al., cited by Pratama is a juxtaposition that can stimulate critical thinking.[11] Then, at the Discuss stage, students can be seen discussing and presenting their translation results to group mates. This stage increases the critical power of group friends. It increases self-confidence and Legowo attitude in accepting criticism, which is indispensable for living in the 21st century and socially. This discussion process encourages learners to ask questions and respond, building HOTS. This is to the

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[11] Yoga Adi Pratama, "Pengaruh…", h. 65.

research of Murphy et al. (2014) from Pratama, which states that discussion can build critical-analytical skills.[12] This significant increase in HOTS is also supported by the Explain stage, where students will develop higher-order thinking skills by conveying the evaluation results to friends. More specifically, the evaluation skills in Bloom's revised taxonomy fall into C5. Furthermore, the final stage in the RADEC learning model, namely Create, can develop HOTS because the highest level of HOTS is creating.

It should be underlined that the implementation of the RADEC learning model in this study was only carried out in classes with high enough cognitive criteria with the same comparison class or was homogeneous. So, of course, many outside influences make this study successful in proving the effectiveness of the RADEC learning model in improving HOTS. However, the RADEC learning model can be an alternative solution to the need for more success of other innovative learning models in improving student HOTS.

3. Student Response to the RADEC Learning Model

Researchers distributed questionnaires of students' responses to the RADEC learning model with a calculation formula using the Likert scale for as many as 20 respondents. The average percentage of student responses to the researchers' questionnaire was 78%. The following researchers present student responses to the RADEC learning model:

Table 4. Comparison of Experimental and Control Class Responses

No	Question	Experiment	Control
1	Love to learn subjects *Insya*	68 %	73 %
2	Understand the material of translating the text	74 %	71 %
3	Actively involved in every learning *Insya*	59 %	66 %
4	Learning like this is fun	80 %	59 %
5	Do not want other subjects to be taught like this	76 %	49 %
6	Be better prepared for exams with this kind of learning	85 %	60 %
7	This kind of learning makes critical power increase	85 %	51 %
8	Learning like this improves the ability to work in groups well	84 %	50 %
9	Learning like this increases confidence when expressing opinions	73 %	63 %

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[12] Yoga Adi Pratama, "Pengaruh…", h. 65.

10	This kind of learning reduces the fear of performing in front of the class	74 %	59 %
11	Learning like this increases creativity	83 %	68 %
12	Learning like this deepens insight into the material of translating	90 %	60 %
13	Learning like this spurs me to study harder	79 %	53 %
14	Learning like this makes me excited to follow *Insya'*s learning	70 %	61 %
15	Learning like this adds understanding to the use of Nahwu and Sharf rules	89 %	46 %
16	This kind of learning provides a standard for translating texts	81 %	48 %
	AVERAGE TOTAL	**78 %**	**58 %**

If we analyze the comparison of student responses above, it can be concluded that questions 1-3 are questions about students' interest in learning *Insya'*. Questions 4-16 are about students' interest in implementing learning models. Referring to the results of student responses to questions number 1-3, it can be concluded that students' interest in learning *Insya'* is positive, namely: experimental class 67% (average of 68, 74, and 59) and control class 70% (average of 73, 71, and 66). The positive category is based on the interpretation of the percentage of responses from Arikunto (2005), quoted by Pratama.[13] Furthermore, students' response to the RADEC learning model in terms of the experimental class response to questions 4-16 has an average score of 81% (average of responses 4-16), which is very positive. Meanwhile, students' responses to the classical learning model in terms of the response of the control class on questions number 4-16 have an average score of 56% (average of responses 4-16), which means neutral.

Thus, from this study, the interest of the experimental and control classes toward *Insya'*s subjects is homogeneous; both classes respond positively. However, after each class was given treatment, the responses of the two classes became different. The experimental class responded positively to the RADEC learning model, while the control class responded neutrally to the classical model. Further strengthens the researchers' assumption that implementing the RADEC learning model in learning material *Insya'* translates text more effectively than the classical model.

[13] Yoga Adi Pratama, "Pengaruh…".

Conclusion

This experiment-based quantitative research examines the effectiveness of implementing the RADEC learning model in improving students' HOTS in learning *Insya'* material translating text. This study produced the following conclusions: first, the RADEC learning model can be implemented in learning *Insya'* material translating texts with some adjustments to learning methods and strategies; second, the RADEC learning model is more effective in improving HOTS compared to the classical model, third, the response of learners to the RADEC Learning Model is very positive. This study tested the effectiveness of the RADEC learning model in improving HOTS with a comparison model that was considered not equivalent, namely the classical model. So, further research needs to be done to prove the effectiveness of the RADEC learning model by using an equivalent comparison model or other learning models that are considered capable of increasing HOTS.

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