

RADEC-Based Teaching Module Assisted by Media Gallery Walk on Oral Communication Skills: A Development Study

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ABSTRACT

Objective: The background of this study is based on the importance of learning that encourages active participation of prospective teachers and oral communication skills in accordance with current curriculum requirements. The RADEC model was chosen because it is able to facilitate a systematic and structured learning process, while the Gallery Walk media was used to increase interaction between prospective teachers and provide space for active presentation of work results. The purpose of this study was to determine the development of teaching modules based on the RADEC learning model assisted by the Gallery Walk media on oral communication skills for prospective elementary school teachers. The design used was the ADDIE model, which was limited to three stages, namely analysis, design, and development. The research data was obtained from the validation of materials and media, as well as from a questionnaire responded to by prospective teachers. The results showed that the teaching module based on the RADEC learning model assisted by the Gallery Walk media obtained an average score of 93.1 from subject matter experts, which is classified as very feasible, and an average score of 90.2 from learning media experts, which is also classified as very feasible. Based on these two scores, the average score was 91.7, which is in the very feasible category. These results indicate that the RADEC-based teaching module assisted by Gallery Walk media for prospective elementary school teachers is feasible to be used as a learning resource for introducing various learning models. The novelty of this study lies in the explicit integration of the structured RADEC stages (Read, Answer, Discuss, Explain, Create) with the interactive Gallery Walk activity. Unlike previous interventions that mainly rely on discussions or presentations, this combination systematically develops students' oral communication skills through progressive learning stages and visual-collaborative interaction. The Gallery Walk component allows students to present ideas, observe peers' work, and provide feedback, creating a more interactive and reflective learning experience. Thus, this module offers a distinctive pedagogical approach to strengthening prospective teachers' oral communication skills.

INTRODUCTION

Learning in Indonesia emphasizes students based on differentiation and is oriented towards strengthening competencies and developing the Pancasila student profile (Khairiyah et al., 2023). Therefore, prospective elementary school teachers are at the forefront of shaping the basic abilities of students, especially in facing the current paradigm shift in learning that requires active student involvement in building knowledge and skills (Estari, 2020). Therefore, the learning process at the elementary school level must be designed with the right approach in order to foster critical thinking, creativity from an early age, collaboration, and communication skills. One of the essential skills that needs to be developed from an early age is oral communication skills.

According to Dewi and Kustiarini (2022) oral communication skills are the ability of a person to convey ideas, thoughts, or information effectively through public speaking or face-to-face conversation. This involves not only speaking clearly and coherently, but



also the ability to interact, respond to questions, and convey messages effectively. However, in practice, many prospective elementary school teachers still face challenges in oral communication. This occurs because the learning approach used is still teacher-centered, where lecturers dominate learning activities, while students are only passive recipients of information. This results in a lack of space for students to practice speaking, discussing, and expressing their opinions. Therefore, innovation is needed in the learning process that can encourage active student involvement, especially in the aspect of communication.

Based on observations and interviews with one of the lecturers teaching the course at the PGSD FPISBS IPI Garut study program, it was found that prospective teachers are not yet able to meet good communication standards, are not yet able to read student characteristics, have not mastered theories and concepts, and lack understanding of techniques for elaborating learning materials correctly in accordance with the chosen approach and student characteristics. This is also demonstrated by the results of oral communication skills tests, where around 50% of students still have difficulty conveying scientific ideas when arguing in discussion activities. In addition, prospective teachers do not yet understand various effective, empathetic, and polite communication strategies, whether verbal, written, or other forms, and do not yet understand how to communicate with students using language specific to educational activities or games. Furthermore, many prospective teachers still have difficulty expressing ideas verbally, expressing opinions with confidence, and actively interacting in class discussions. Instead of solving these problems, these skills must be integrated with teaching modules that combine literacy skills to use language and images in various forms for reading, writing, listening, speaking, seeing, presenting, and thinking critically about innovative and applicable ideas (Abidin et al., 2021)

This teaching module is a solution designed to implement active, meaningful learning that is tailored to the characteristics of students. Therefore, this study aims to improve oral communication skills through the development of a teaching module based on the RADEC learning model assisted by the Gallery Walk media through learning activities. The RADEC (Read, Answer, Discuss, Explain, Create) learning model is one of the models that suits learning needs (Septianingrum & Wicaksono, 2025). This model encourages active student involvement through systematic stages, starting from reading and understanding the material, answering questions, discussing, explaining again, to creating products or works. The application of the RADEC model is highly relevant in fostering literacy, collaboration, and critical and creative thinking skills (Sopandi, 2023). To support the effectiveness of the RADEC model, learning media that can facilitate active student involvement is needed. One suitable medium is Gallery Walk, where this medium displays student work and conducts presentation activities while moving from one group to another. This medium is very suitable to be applied because it is active, visual, and fun, and allows students to learn from their friends' work directly (Harland & Salmiah, 2024; Salsabilah et al., 2021; Warat et al., 2025)

With this background, this study aims to develop and test the feasibility of a teaching module based on the RADEC learning model assisted by the Gallery Walk medium on the oral skills of prospective elementary school teachers with the title "Teaching Module Based on the RADEC Learning Model Assisted by the Gallery Walk Medium on Oral Communication Skills: A Development Study." Therefore, a development study is needed to produce teaching modules that are valid, practical, and effective, and can serve

as a guide for prospective elementary school teachers in implementing active and meaningful learning. The results of this study are expected to make a real contribution to efforts to strengthen the aspects of discussion, presentation, and reflection of prospective elementary school teachers through the context of training or learning practices.

RESEARCH METHOD

The research method used in this study was an R&D research method with steps in the ADDIE model (Sugihartini & Yudiana, 2018) limited to three steps, namely analysis, design, and development. The participants who tested the feasibility of the teaching module design were two language experts and two learning experts. The instrument used was a validation sheet aimed at measuring the feasibility of the teaching module with the aim of producing accurate quantitative data. Therefore, each instrument must have a scale and refer to the teaching module feasibility indicators, which include: (1) content feasibility; (2) learning significance; (3) language; (4) graphics and appearance; and (5) the feasibility of the use of *Gallery Walk* in the module. The data analysis technique in this study used qualitative data analysis and feasibility analysis or expert assessment of teaching materials and content by assigning scores to each validator.

To enhance the replicability of the study, the feasibility indicators used in the validation instrument are described in more detail as follows. First, content feasibility, which includes the alignment of the material with the learning outcomes, the accuracy and scientific correctness of the concepts, the depth and breadth of the material, and the relevance of the material to the context of elementary school learning. Second, learning significance, which includes the suitability of learning activities with the RADEC model syntax, the ability of the module to encourage active and collaborative learning, the connection between the material and students' learning experiences, and the potential of learning activities to develop critical thinking, creativity, and communication skills. Third, the language aspect, which includes sentence clarity, text readability, the use of communicative language appropriate for prospective elementary school teachers, and consistency in the use of terminology. Fourth, the graphics and appearance aspect, which includes the layout of the module, the selection and size of fonts, the clarity of illustrations or images, the balance between text and visual elements, and the overall attractiveness of the design. Fifth, the feasibility of the *Gallery Walk* activity, which includes the clarity of activity instructions, the alignment of the activity with learning objectives, the ability of the activity to encourage interaction and discussion among students, and the suitability of the assessment methods used in the *Gallery Walk* activity. Each of these indicators is assessed using a rating scale by the validators to determine the feasibility level of the developed teaching module. The detailed description of these indicators is expected to provide clearer guidance for other researchers who intend to replicate or further develop similar studies. The product feasibility criteria are as follows:

Table 1. Product Feasibility Criteria

| Description | Score |
|-----------------|--------|
| Highly Suitable | 85-100 |
| Suitable | 70-84 |
| Fairly Suitable | 55-69 |
| Not Suitable | <55 |

RESULTS AND DISCUSSION

Results

This study aims to provide prospective elementary school teachers with comprehensive knowledge in mastering innovative, reflective, and applicable pedagogical skills. This module does not merely function as a technical guide, but also serves as a learning tool that fosters awareness of the importance of designing active, collaborative, and student-centered learning processes.

Through this module, prospective teachers are expected to understand the systematic steps of the RADEC learning model, starting from reading (*read*), answering (*answer*), discussing (*discuss*), explaining (*explain*), and creating (*create*). Each stage is designed to help them develop oral communication skills, critical thinking, and creativity, which are at the core of 21st-century learning. The Gallery Walk media enriches the learning experience by providing opportunities for students to interact, explore ideas, and appreciate their peers' work in a dynamic classroom atmosphere. In this process, the poster development activity becomes an important part of the *create* stage because through this activity students not only express their ideas visually but also learn to present and explain their ideas verbally to their peers. Therefore, the description of the poster development stage provides a practical illustration of how students integrate visual and verbal communication within the learning process.

Thus, the main objectives of developing this module are to prepare prospective elementary school teachers to be able to:

1. Implement the RADEC learning model appropriately and contextually.
2. Utilize Gallery Walk media as a means to encourage active student participation.
3. Develop an innovative mindset in designing learning that is both enjoyable and meaningful.
4. Become reflective educators who are ready to adapt to the developments of modern education.

More broadly, this module aims to develop prospective teachers who are not only competent in terms of knowledge but also skilled in building humane interactions with students, so that they are able to nurture a generation that is critical, communicative, and creative. These stages can be described as follows:

Analysis Stage

At the analysis stage, oral communication skills were analyzed to determine the competencies that prospective elementary school teachers must have, because through good communication, a teacher can convey knowledge while building humanistic relationships with students. The analysis results were obtained through unstructured interviews conducted with several prospective teachers (students) in the PGSD Study Program in Garut and unstructured observations at one of the campuses in Garut as well as a review of relevant literature.

The results of the interviews showed that during the learning process, particularly in relation to communication skills, prospective teachers still experienced difficulties, especially in speaking coherently, clearly, and confidently. This is not in line with the characteristics of ideal elementary school teacher candidates, one of which is being communicative. Being communicative is not only about speaking, but also the ability to listen. Communicative teachers are able to combine verbal language with facial



expressions, body movements, eye contact, and voice intonation. This makes messages easier to understand, while also creating a lively and enjoyable classroom atmosphere. They are not only teachers, but also educators who nurture the character and potential of children as a whole.

Based on this needs analysis, learning objectives were identified that must be adjusted to innovative learning strategies that not only facilitate understanding of the material, but also provide space for prospective teachers to practice speaking actively and authentically. These learning objectives are then translated into several indicators of Graduate Learning Outcomes and Course Learning Outcomes to determine the content by applying the RADEC (Read, Answer, Discuss, Explain, Create) learning model based on the Gallery Walk media (Burhanudin et al., 2024).

The RADEC model enriches students' ability to discuss and express ideas, making it highly potential for improving oral communication skills. The use of the Gallery Walk media further strengthens this process, as students are encouraged to move around, observe, and comment on other groups' work. This activity trains students to speak boldly, express their opinions, and provide constructive feedback. Thus, the combination of RADEC and Gallery Walk not only builds cognitive understanding but also creates an interactive, creative, and enjoyable learning atmosphere. Therefore, the RADEC-based teaching module assisted by Gallery Walk is not merely a methodological innovation but also an effort to support prospective teachers to be better prepared to become inspiring and communicative educators in the modern education era. (Rahmadona et al., 2024). To further strengthen these findings, feedback from prospective teachers as module users was also collected during the limited trial stage. This feedback was obtained through student response questionnaires and observations of the implementation of the *Gallery Walk* activity. In addition, student performance during the activity was assessed using an assessment rubric that included several aspects, namely content understanding, oral communication skills, visual creativity in poster development, group collaboration, and the ability to provide feedback on other groups' work. This rubric helped lecturers evaluate student participation more objectively while also providing insight into the development of students' communication and collaboration skills during the learning process.

Based on the summary of prospective teachers' responses during the limited trial, most participants stated that the use of the RADEC-based module assisted by *Gallery Walk* made the learning process more active, engaging, and easier to understand. Students also reported that the discussion and poster presentation activities within the *Gallery Walk* helped them become more confident in expressing their ideas orally and provided opportunities to learn from the perspectives of other groups. However, several students suggested improvements, such as providing more varied examples of posters and offering more detailed explanations of the assessment rubric so that the evaluation criteria could be better understood. Overall, the responses from prospective teachers indicate that the module is not only feasible to use but also effective in supporting the development of communication skills, collaboration, and active participation in the learning process.

Design Stage

This stage is the stage of designing teaching modules based on the RADEC learning model assisted by the Gallery Walk media. There are two stages in the preparation of

teaching modules and the creation of design illustrations of the flow of media utilization. First, the researcher first compiled teaching modules tailored to learning objectives by raising the topic of learning about Environmental Change and Its Impact on Life. This topic can be developed based on current issues that occur in everyday life. Prospective teachers are then directed to compile material based on the topic into a simple concept map, paying attention to the RADEC (Read-Answer-Discuss-Explain-Create) learning model assisted by the Gallery Walk media. This model emphasizes the active involvement of prospective teachers through the stages of reading, answering, discussing, explaining, and creating, so that each individual has the opportunity to think critically while honing their speaking skills. The work continued to the second stage, namely the development of topics aligned with the concept map illustrations, which were translated into learning posters based on the prospective teachers' creative ideas with the requirement that the layout must at least include (1) the main title; (2) main illustration; (3) explanation of the material stages; (4) interesting facts/mini quizzes; and (5) references used; as well as (6) the identity of the drafting team. The objective of the RADEC-based teaching module assisted by the Gallery Walk media is to train prospective teachers to be more courageous, confident, and skilled in conveying ideas, asking questions, and responding to opinions through discussion and presentation activities, as well as to be more dynamic and participatory, not only as listeners but also as idea generators.

Develop Stage

This stage is the development stage of the teaching module based on the planned design and the creation of poster products through the RADEC learning model based on Gallery Walk. The topic developed in the poster is "Environmental Change and Its Impact on Life." This teaching module contains material that integrates oral communication skills through the selected learning model and media. This teaching module was developed with the help of poster products so that prospective teachers would be able to develop visual presentations of concepts or information that could be understood by readers through presentation media or Gallery Walk. Students were trained to explain the content of the posters, respond, and discuss so that their speaking skills would develop. The following are some of the results of the teaching module topic displays through posters that have been developed by prospective elementary school teachers.



Figure 1. Develop Stage

Based on the four images, the results of the poster creation will be used in the Gallery Walk activity, based on the teaching module that has been developed. This can guide prospective teachers to present ideas or work in front of others, while interacting with other groups. It can also train them to (1) convey ideas clearly and structurally; (2) listen,

give feedback, and negotiate constructively; and (3) work together in groups to achieve common goals.

After product development, validation was carried out by experts and judgment experts consisting of four experts, namely two subject matter experts and two learning media experts, with the aim of testing the feasibility of the teaching module based on the learning model that had been developed. These experts are PGSD IPI Garut lecturers who have a background in basic education. The validation results from the subject matter experts obtained an average score of 93.1, which is classified as very feasible, while the learning media experts obtained an average score of 90.2, which is also classified as very feasible. The following are the results of the expert validation assessment:

Table 2. Validator Recap Results

| Nu | Validator | Average | Category |
|----|-----------------------|-------------|------------------------|
| 1 | Subject Matter Expert | 93,1 | Highly Suitable |
| 2 | Learning Media Expert | 90,2 | Highly Suitable |
| | Average | 91,7 | Highly Suitable |

Based on Table 2, the average score from the validators' recapitulation is 91.7, which falls into the acceptable category. The RADEC-based teaching module assisted by the Gallery Walk media has undergone a validation process by subject matter experts, media experts, and limited trials with prospective teachers. The assessment covers aspects of content, presentation, language, and graphics, all of which meet high eligibility criteria. This shows that the module is able to support the learning needs of prospective teachers, particularly in developing oral communication skills, creativity, and their role as learning facilitators. Based on these results, this module can be recommended for use in lectures and learning practices in elementary schools as an innovative, applicable teaching tool that is relevant to the demands of the 21st century. In addition, the Media Gallery Walk combined with RADEC syntax makes the learning process more interactive, collaborative, and encourages active participation from prospective teachers. This module also helps researchers have clear guidelines in managing classes, developing oral communication skills, and facilitating prospective teachers to think critically and creatively.

From the results of the assessment that has been carried out, there are certainly several improvements that need to be made, namely the determination of material with the characteristics of prospective elementary school teachers that must be adjusted to current conditions, the accuracy of information and completeness of content that must be adjusted to current conditions, the language used in accordance with the level of student development must be more communicative, provide space for reflection with clear instructions, and the graphic display must be adjusted to the creativity of prospective teachers, and the assessment of Gallery Walk activities must be more detailed.

Discussion

Based on the research results, in general, the feasibility test results assessed by two experts, namely subject matter experts and learning media experts, show that the RADEC-based teaching module assisted by the Gallery Walk media is very feasible to use in the learning process. This teaching module can be developed in stages using the ADDIE model. In an era of learning that requires innovative learning resources,

especially in responding to the challenges of the 21st century, prospective teachers must have critical thinking, collaborative, creative, and communicative skills.

However, the teaching module that has been developed still requires several improvements to enhance its overall quality and effectiveness. One aspect that needs particular attention is the accuracy of the material and information presented in the module so that the content remains relevant to current educational issues and developments. Accuracy in instructional materials is essential because it determines the reliability of the knowledge constructed by learners. Learning resources that present accurate, up-to-date, and well-structured information can significantly support meaningful learning and prevent misconceptions among students (Tomlinson, 2013). Therefore, future revisions of the module should involve a more comprehensive review of the content by subject matter experts and align the material with recent developments in educational theory, curriculum policies, and current issues in elementary education. In addition, the language used in the module should be more communicative, and the font size and typography should be adjusted to better suit the characteristics of prospective elementary school teachers as readers. From the perspective of readability theory, typography particularly font size plays an important role in improving reading comfort and comprehension, which ultimately influences students' engagement with learning materials (Lonsdale, 2016).

Another important aspect that requires further refinement is the assessment of the Gallery Walk activity. Although the module already incorporates authentic assessment through several components such as written responses, discussion participation, visual products, oral presentations, and individual reflections, the evaluation criteria for the Gallery Walk activity still need to be more detailed and systematic. Authentic assessment emphasizes the importance of clear performance indicators and transparent criteria to ensure fair and meaningful evaluation of student learning (Wiggins, 1998). Therefore, future development should include more comprehensive analytic rubrics that clearly describe assessment indicators such as the clarity and accuracy of ideas, visual organization of posters or mind maps, creativity of the presented work, depth of conceptual understanding, collaboration within groups, and the effectiveness of oral explanations during the Gallery Walk presentation. Detailed rubrics will help lecturers assess student performance more objectively while also providing clearer expectations and constructive feedback for students, thereby supporting reflective and meaningful learning processes (Brookhart, 2013).

The module is designed so that prospective teachers can learn independently or with guidance (Majid, 2016) In the context of the Merdeka Curriculum, teaching modules are an important tool that helps teachers create differentiated, adaptive, and learner-centered learning (Syamsidar et al., 2025)

The main features of teaching modules include: (1) clear learning objectives, (2) structured learning activities, (3) formative and summative assessments, and (4) enrichment or remedial activities. Thus, teaching modules are not merely a collection of materials, but also a guide to the teaching and learning process that emphasizes the achievement of competencies as a whole (Primayana, 2022)

Similarly, in the development of teaching modules based on the RADEC learning model, it is designed to provide space for students to read consciously, discuss collaboratively, explain their understanding, and create new products. Combined with the Gallery Walk media, prospective teacher students not only learn from lecturers but

also from the work and ideas of their friends, making their learning experience richer, more enjoyable, and meaningful (Joyful Learning). The integration of the RADEC learning model with the Gallery Walk media contributes significantly to the quality of learning in the modern era. RADEC provides a systematic framework for developing critical, analytical, and creative thinking skills, while Gallery Walk complements this with social interactions that strengthen collaboration, communication, and reflection.

In line with various studies ((Cruz & Lopez, 2022; Fida et al., 2022; Hanizon et al., n.d.; Hardimansyah, 2024; Kumbhar et al., 2024; Nur et al., 2023; Oladele & Adewumi, 2025; Putra et al., 2020; Sheeba et al., 2020; Taheri et al., 2022)), this integration has been proven to improve student learning outcomes, interest, motivation, and communication skills. Moreover, this strategy is relevant to the needs of 21st-century education, which demands collaborative, critical, creative, and communicative skills.

The teaching modules help teachers reduce the burden of delivering content. Teachers no longer have to dictate all the material in detail but can use the time to provide individual guidance to students. This allows students to focus more on understanding concepts in depth and at their own learning pace (Nengsih et al., 2024).

In line with the results of a study by Hidayat et al. (2023)) emphasizes that teaching modules based on the RADEC (Read, Answer, Discuss, Explain, and Create) learning model have been proven to improve the understanding of science concepts among fifth-grade elementary school students. With this approach, students are not only asked to read and answer questions, but also to discuss, explain, and create learning products. As a result, students become more active and their understanding of the material becomes stronger.

The development of RADEC-based teaching modules with Gallery Walk follows the research and development (R&D) steps up to the product development stage, which refers to Gustiani (2019) understanding. The R&D stages include: (1) Needs analysis: Identifying the learning needs of prospective teachers; (2) Planning: Determining objectives, materials, RADEC strategies, and the Gallery Walk format; and (3) Initial product development: Compiling a complete draft of the teaching module with assessment instruments. Assessment is an important part of the teaching module. With the principle of authentic assessment, the assessment not only emphasizes cognitive aspects, but also affective and psychomotor aspects (Wiggins, 1998)) by utilizing observation sheets. The forms of assessment include: (a) Written Products: Answers to questions; (b) Discussion Participation: Assessed based on contributions within the group; (c) Visual Works: Posters/mind maps for Gallery Walk; (d) Oral Presentations: Explanation of discussion results; and (e) Individual Reflections: Notes on learning experiences.

However, the teaching module that has been developed needs improvement in terms of the accuracy of the material and information so that the content can be adjusted to current issues. The language used must be more communicative, the font must be adjusted to suit prospective elementary school teachers, and the assessment of the Gallery Walk activity must be more detailed. This opinion is supported by developmental theory that font size is an important element in text readability, which directly impacts student comfort when reading. This opinion is supported by developmental theory that font size is an important element in text readability, which directly impacts student comfort when reading (Lonsdale, 2016)



However, the RADEC-based teaching module using the Gallery Walk media is very suitable for use because it fulfills the elements of language, children's literature, and learning aspects. Pedagogically, ethnolinguistic-based storybooks show great potential in improving student literacy, especially in terms of language. The accuracy of the teaching module is the main foundation for successful learning. An accurate teaching module will serve as a bridge that guides students to learn correctly, helps teachers teach in a focused manner, and ultimately creates an effective, humanistic, and enjoyable learning atmosphere (Primayana, 2022)

CONCLUSION

This study on the development of a teaching module based on the RADEC learning model assisted by the Gallery Walk media has produced a feasible, innovative, and relevant learning tool to improve students' oral communication skills, particularly for prospective elementary school teachers. The development process was conducted systematically through the stages of needs analysis, design, expert validation, and limited testing. The evaluation results indicate that the module has a high level of feasibility in terms of content, language, presentation, and graphics, and it is positively received by users because it is easy to understand, applicable, and aligned with the characteristics of the Merdeka Curriculum. The implementation of the RADEC model (Read, Answer, Discuss, Explain, Create) encourages prospective teachers to actively participate in the learning process, where the reading and answering stages build foundational knowledge, discussions strengthen collaboration, explanations foster confidence in speaking, and creative activities stimulate creativity through the Gallery Walk product. The Gallery Walk activity provides opportunities for prospective teachers to express ideas visually while practicing the confidence to present their ideas to others, which directly contributes to the improvement of oral communication skills in terms of clarity, fluency, and confidence in presenting arguments. Therefore, the developed module not only supports the achievement of academic competence but also reinforces the formation of communicative, collaborative, and appreciative character among prospective teachers. The implications of this study suggest that the RADEC-based teaching module supported by Gallery Walk can serve as an effective instructional strategy for lecturers and practitioners in teacher education programs to foster active, collaborative, and communication-oriented learning environments. For future research, further studies are recommended to examine the effectiveness of this module on a broader scale with more diverse participants and educational contexts, as well as to explore its potential impact on other competencies such as critical thinking, creativity, and collaboration, including the possibility of integrating digital learning platforms to enhance its implementation.

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