

ABSTRACT

TIA IPANKA, 2026. “THE EFFECT OF THE RADEC LEARNING MODEL (READ, ANSWER, DISCUSS, EXPLAIN, AND CREATE) ASSISTED BY TIC TAC TOE GAME-BASED QUESTION CARD MEDIA ON STUDENTS’ CRITICAL THINKING SKILLS (A Quasi-Experimental Study in Economics Subject for Grade XI at SMA Negeri 5 Tasikmalaya Academic Year 2025/2026).”

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This study was motivated by the low level of critical thinking skills among students in economics. The purpose of this study was to determine the effect of implementing the RADEC (Read, Answer, Discuss, Explain, and Create) learning model, supported by tic-tac-toe-based question cards, on the critical thinking skills of 11th-grade students in the economics class at State Senior High School 5 Tasikmalaya. The method used was quantitative with a quasi-experimental design employing a nonequivalent control group design. The study population consisted of all 11th-grade students, with class XI.8 serving as the control group and class XI.10 as the experimental group, selected through purposive sampling. Data were collected via pretests and posttests and analyzed using IBM SPSS 26 software. The results of the study indicate a significant difference in critical thinking skills between the experimental class and the control class, with the experimental class’s posttest average score being higher than that of the control class. Based on the average N-Gain scores, the experimental class also had a higher average N-Gain score than the control class. Furthermore, the effect size of 0.99 which falls into the large effect category indicates that the implementation of the RADEC learning model has a significant impact on students’ critical thinking skills. Thus, it can be concluded that the RADEC learning model, supported by question cards based on the tic-tac-toe game, is effective in enhancing students’ critical thinking skills.

Keywords: *Critical Thinking Skills, RADEC (Read, Answer, Discuss, Explain, and Create), Tic Tac Toe Based Question Card Media*