



Implementing the RADEC Learning Model To Enhance the Indonesian Subject Learning Motivation of Fifth-Grade Students at SDIT Bina Insan Parepare

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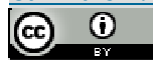
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ABSTRACT

This study aimed to improve the learning process and learning motivation of fifth-grade students in Indonesian language learning, particularly on advertisement and brochure materials, through the RADEC (Read, Answer, Discuss, Explain, Create) learning model. Using a qualitative Classroom Action Research design, the study involved one teacher and 28 fifth-grade students at SDIT Bina Insan Parepare during the 2026/2027 academic year. Data collection was carried out using multiple techniques, including observation, questionnaires, and documentation, throughout two consecutive research cycles. Each cycle followed a sequence of planning, implementation, observation, and reflection. The findings showed improvements in teacher and student learning activities from fair to good categories, while students' learning motivation increased from 19 students meeting the mastery criteria in Cycle I to 28 students in Cycle II. The study indicates that the RADEC model successfully promotes more effective learning experiences and strengthens students' motivation toward learning.

INTRODUCTION

Learning motivation is a crucial factor in achieving effective learning and successful educational outcomes. A high degree of learning motivation encourages students to become more involved in classroom activities and to consistently put forth effort until their learning tasks are completed., and achieve better academic performance. However, preliminary data obtained from the teacher's motivation observation records at SDIT Bina Insan Parepare revealed that students' learning motivation remained relatively low. Only a few students demonstrated high learning motivation, whereas the majority showed moderate levels of motivation and some exhibited low motivation. These findings suggest that efforts are needed to enhance learners' motivation to engage in learning in order to support effective learning processes and better learning outcomes.

Low learning motivation may negatively affect students academic achievement, understanding of learning materials, and development of essential skills. Therefore, teachers need to design learning environments that are engaging, meaningful, and capable of encouraging active student participation. One way to address this issue is through the implementation of innovative learning models that promote student engagement and motivation. Learning activities that emphasize students' active involvement are particularly important at the elementary school level, where students learn more effectively through interaction, collaboration, and direct participation.

One learning model that has the potential to address these challenges is the RADEC (*Read, Answer, Discuss, Explain, Create*) learning model. RADEC (*Read, Answer, Discuss, Explain, Create*) encourages This instructional model promotes active learner engagement by involving students in a sequence of meaningful learning activities, including reading, responding to questions, collaborative discussion, concept presentation, and the development of innovative products or solutions. Moreover, the model has been designed to address the educational demands and competency requirements of the 21st century learning by fostering critical thinking, communicatiion, collaboration, and creativity. While previous studies have mainly examined the effectiveness of RADEC (*Read, Answer, Discuss, Explain, Create*) in improving cognitive learning outcomes, limited attention has been given to its role in enhancing students' learning motivation, particularly in Indonesian language learning at the elementary school level. Therefore, This investigation provides additional empirical insights that strengthen the existing body of research concerning the implementation of the RADEC (*Read, Answer, Discuss, Explain, Create*) learning model to improve the learning motivation of fifth-grade students in Indonesian language learning at SDIT Bina Insan Parepare. Accordingly, this study aims to investigate how the implementation of the RADEC (*Read, Answer, Discuss, Explain, Create*) learning model can improve students' learning motivation in Indonesian language learning.

LITERATURE REVIEW

Learning Model

Effective learning requires an instructional model that serves as a guide for setting objectives, implementing learning activities, conducting assessments, and carrying out follow-up actions. According to Saparuddin & Nisa (2024), a learning model is a fundamental framework that guides the planning and implementation of instruction, including the use of learning media and resources that are appropriate to the characteristics of the subject matter.

Understanding learning models involves not only their definitions and classifications but also their compatibility with students' learning characteristics. Prastawa & Radiyanto (2024) argue that the selection of a learning model should be based on a sound rationale, aligned with the way students learn, supported by appropriate teaching practices, and facilitated by a conducive learning environment. Furthermore, Hendracipta (2021) states that learning models are designed to achieve specific educational objectives; therefore, their selection should consider learning goals, subject matter, student characteristics, and the availability of facilities and learning resources.

The RADEC (Read, Answer, Discuss, Explain, Create) Learning Model

The RADEC (*Read, Answer, Discuss, Explain, Create*) learning model is an instructional approach designed to take an active role and motivate students in the learning process. According to Sopandi et al., (2021), RADEC promotes the development of advanced cognitive skills Indonesian educational context while supporting the achievement of national education goals. Similarly, Handayani et al., (2019) This model seeks to foster the holistic development of students, enabling them to become individuals with strong faith to God, competent, creative, independent, and responsible democratic citizens.

The RADEC (*Read, Answer, Discuss, Explain, Create*) learning model is named after its instructional stages. According to Nurmitasari et al., (2023), the model The model is organized into five sequential phases: reading, responding to questions, discussion, explanation, and creation.

Objectives of the RADEC (Read, Answer, Discuss, Explain, Create) Learning Model

The RADEC (*Read, Answer, Discuss, Explain, Create*) learning model aims to foster students' active participation, independence, and critical and creative thinking through a structured and meaningful learning process. According to Kustiarini et al., (2024) RADEC (*Read, Answer, Discuss, Explain, Create*) positions students as the center of learning by encouraging active engagement and learning responsibility through its five successive learning activities that include reading, answering questions, discussion, explanation, and the creation of meaningful outputs. Moreover addition, the model emphasizes the development of holistic competencies, including academic, social, and emotional aspects, making it relevant for preparing students to face the demands of 21st-century learning.

In the Indonesian educational context, students expected to master various learning contents within limited instructional time. (Dharma, 2023; Sopandi et

al., 2021) state that the RADEC (*Read, Answer, Discuss, Explain, Create*) stages are designed to improve conceptual understanding, enhance problem-solving skills, promote peer collaboration, and facilitate students in generating ideas or creative products through a student-centered learning approach.

Characteristics of the RADEC Learning Model (Read, Answer, Discuss, Explain, Create)

The RADEC (*Read, Answer, Discuss, Explain, Create*) model is a student-centered learning approach emphasizes reading, critical thinking, discussion, and creation. According to Dharma (2023), the RADEC (*Read, Answer, Discuss, Explain, Create*) learning model is characterized by its emphasis on higher-order thinking skills (HOTS). Although relatively new, RADEC (*Read, Answer, Discuss, Explain, Create*) has been widely studied for its contribution to improving students' higher-order thinking skills. Its focus on reading, discussing, explaining, and creating makes it a strategic approach for enhancing education in Indonesia by optimizing students' cognitive potential.

Furthermore, Isnaeni (2025) describes RADEC (*Read, Answer, Discuss, Explain, Create*) as an innovative, literacy-based learning model that promotes critical thinking and positions students as the center of the learning process. It does not merely emphasize the transfer of information, but actively engages students in understanding concepts, discussing ideas, and constructing knowledge independently and collaboratively.

Steps of the RADEC (Read, Answer, Discuss, Explain, Create) Learning Model

According to Sopandi et al., (2021) the RADEC (*Read, Answer, Discuss, Explain, Create*) learning model consists five structured phases. The process begins with the Read phase, where learners independently identify and analyze relevant information from multiple learning resources in response to preliminary questions. It then continues to the Answer phase stage, they respond to these questions using their understanding from the reading process. The Discuss stage involves group discussion to compare and refine answers. In the Explain stage, students present their understanding in class to cover learning objectives. Finally, in the Create stage, students are encouraged to apply their knowledge to generate creative ideas or products.

Advantages of the RADEC (Read, Answer, Discuss, Explain, Create) Learning Model

According to Sundari et al., (2025), the RADEC (*Read, Answer, Discuss, Explain, Create*) learning model has several advantages, including increasing students' reading interest and learning readiness, developing communication and teamwork skills, fostering creativity, supporting more efficient and structured teaching, promoting student-centered learning, and enhancing students' literacy skills, including technological and cultural literacy.

Previous Research

Januari-pin (2024) found that the RADEC (*Read, Answer, Discuss, Explain, Create*) learning model can serve as a strong framework for improving students' learning motivation. Similarly, Jamal & Imran (2025) reported that its

implementation contributes to increasing students' motivation to learn. Furthermore, Aurelia et al., (2024) stated that the application of the RADEC (*Read, Answer, Discuss, Explain, Create*) model has a positive effect on creative thinking skills, as it enhances learning motivation and supports students in participating actively in reading to develop a more comprehensive understanding of the subject matter.

Research Hypothesis

H1: How is the RADEC (*Read, Answer, Discuss, Explain, Create*) learning model implemented to improve students' learning motivation in Indonesian language subject in Grade V of SDIT Bina Insan Parepare?

H2: Does the implementation of the RADEC (*Read, Answer, Discuss, Explain, Create*) learning model improve students' learning motivation in Indonesian language subject in Grade V of SDIT Bina Insan Parepare?

Low student motivation is associated with teacher-centered instructional practices that provide limited opportunities for active student participation. The implementation of the RADEC (*Read, Answer, Discuss, Explain, Create*) learning model through the stages of reading, answering, discussing, explaining, and creating is expected to increase students' engagement in the learning process, thereby leading to improved learning motivation.

METHODOLOGY

This investigation was designed as Classroom Action Research (CAR), a reflective and cyclical research approach that enables teachers and researchers to address classroom challenges through planned interventions and continuous evaluation of the teaching and learning process. In this study, the researcher employed the Classroom Action Research model developed by Stephen Kemmis and Robin McTaggart. This model consists of two interrelated cycles, meaning that if the objectives of Cycle I have not been achieved, the research will be continued to Cycle II.

This research was conducted during the second semester of the 2025/2026 academic year in Class V of SDIT Bina Insan Parepare, located at Jalan Jenderal Sudirman No. 44A, Bumi Harapan Village, Bacukiki Barat District, Parepare City, South Sulawesi Province, Indonesia.

Data collection techniques are methods used to obtain data in a research study. The data collected may include numerical data, written descriptions, oral information, and various facts related to the focus of the research. The data collection techniques employed in this study consist of **observation, questionnaires, and documentation**.

Data analysis is a technique used to summarize and interpret data accurately and systematically. The data analyzed in this study encompass two aspects: the **teacher aspect**, which includes the teaching methods employed during the learning process and the implementation of the learning model, and the **student aspect**, which includes students' learning motivation during the instructional process and their learning outcomes. The data were analyzed using **qualitative data analysis techniques**.

The study was considered successful when students' learning motivation, measured classically, reached the predetermined success criteria. If the overall learning motivation of the students in Class V of SDIT Bina Insan Parepare met the established indicator, the improvement in learning motivation was considered achieved, and the research did not need to proceed to the next cycle.

RESULTS AND DISCUSSION

This Classroom Action Research was organized into two iterative cycles. Each cycle involved a structured process that included planning, carrying out the intervention, observing the implementation, and reflecting on the outcomes. Each cycle procedure includes two meetings. The duration of each meeting was two instructional periods (2×35 minutes = 70 minutes). The learning activities were carried out in Class V.A of SDIT Bina Insan Parepare, consisting of 28 students, including 14 female students and 14 male students.

At the initial stage, the researcher conducted an interview with the principal to present the research framework and the objectives of the study, which focused on the implementation of Classroom Action Research (CAR). Subsequently, the researcher carried out more in-depth observations to identify actual problems relevant to the focus of the study.

The planning, which was consulted with the supervising lecturer, was further developed and refined. It included coordination with the Grade V.A homeroom teacher regarding the Indonesian language schedule, preparation of a Cycle I lesson plan using the RADEC (*Read, Answer, Discuss, Explain, Create*) model, development of teaching materials on advertisements, preparation of group worksheets, observation sheets for teacher, students, and learning motivation, student motivation questionnaires, and documentation tools such as a mobile phone and tripod.

The observation results of the learning process during the implementation of RADEC (*Read, Answer, Discuss, Explain, Create*) show that the learning process has been running quite well, although there are still several aspects that need to be improved in order to further optimize students' engagement and learning motivation. Therefore, the research continues to Cycle II by making improvements based on the reflection results from Cycle I.

Based on the quantitative analysis of observation data and questionnaire results at the end of Cycle I, it can be concluded that the predetermined success indicators had not yet been achieved. The reflection identified several shortcomings in both teacher performance and student participation, indicating the need for improvements in the next cycle. In Cycle II, the researcher focused on addressing these issues by providing students with greater opportunities to express their opinions without fear, increasing teacher supervision to maintain student focus during learning, and implementing the RADEC model (*Read, Answer, Discuss, Explain, Create*) more effectively. As a result, the learning process in Cycle II was carried out more optimally by both the teacher and students compared to Cycle I.

The findings indicate that the gradual implementation of instructional interventions across two learning cycles contributed to meaningful

improvements in both the teaching process and students' academic performance. Continuous refinements made throughout each cycle resulted in enhanced classroom engagement and better learning achievement, reflecting the effectiveness of the instructional strategy. A summary of these improvements is presented in the following table:

Table 1. Cycle I and II Achievement Index

Observations			
Cycle	Guru	Peserta Didik	Motivasi Belajar
I	Enough (C)	Enough (C)	Enough (C)
II	Good (B)	Good (B)	Good (B)

Based on the overall results of the activities carried out in Cycle I and Cycle II, it can be concluded that the implementation of actions in Cycle II has met the predetermined success indicators. Therefore, the research does not need to be continued to the next cycle, and this classroom action research is declared complete.

This study presents findings obtained through the implementation of the RADEC learning model (*Read, Answer, Discuss, Explain, Create*) on advertising and brochure text material, aimed at improving learning motivation. This classroom action research involved 28 fifth-grade students of class V.a at SDIT Bina Insan Parepare.

Based on the observations in Cycle I and Cycle II, teacher performance showed a consistent improvement along with more optimal teaching activities. This improvement was reflected in better classroom management, clearer instructions, more effective group discussions, and a more structured and effective implementation of the RADEC (*Read, Answer, Discuss, Explain, Create*) learning model. In line with Mangangantung et al., (2022), creative teachers continuously develop themselves, adapt to educational changes and challenges, and find innovative solutions to various problems.

This model also supports higher-order thinking skills (HOTS), character development, and students' creativity in accordance with the demands of the Merdeka Curriculum and the Pancasila Student Profile. In line with Isnaeni (2025), RADEC (*Read, Answer, Discuss, Explain, Create*) is an innovative learning approach based on literacy and the development of critical thinking that positions students as the central focus of the learning process. This model does not only focus on delivering information, but also encourages active student involvement in understanding the material, discussing, and constructing knowledge independently and collaboratively.

The implementation of the RADEC (*Read, Answer, Discuss, Explain, Create*) model has been proven to enhance learning motivation, critical and creative thinking skills, as well as students' cooperation through discussion activities. This finding is in line with teacher observations showing positive impacts on learning outcomes. According to Januaripin (2024), RADEC (*Read, Answer, Discuss, Explain, Create*) is an effective learning framework for improving

learning motivation through active engagement, independent learning, and meaningful learning experiences.

Referring to the criteria of learning motivation adapted from Pratiwi & Helsa (2025), the data analysis shows that the implementation of the RADEC (*Read, Answer, Discuss, Explain, Create*) learning model resulted in a significant increase in the learning motivation of fifth-grade students (V.a) at SDIT Bina Insan Parepare in Indonesian language, particularly on advertising and brochure material. These findings indicate that the research target has been achieved; therefore, the intervention was terminated after the second cycle.

In line with Sundari et al., (2025) the RADEC (*Read, Answer, Discuss, Explain, Create*) learning model has several significant advantages in improving the quality of both learning processes and outcomes. This model encourages active student engagement, fosters reading interest and skills, and develops independence, creativity, and critical thinking skills. RADEC (*Read, Answer, Discuss, Explain, Create*) is effective in developing 21st-century skills, supporting student-centered learning, and improving teacher efficiency as well as student learning outcomes.

Overall, the outcomes of this research support and extend the conclusions drawn in earlier studies, particularly those reported by Adelia et al., (2024), Jamal & Imran (2025), Aurelia et al., (2024), Januaripin (2024), and Putri et al., (2024), which show The results indicate that the RADEC (*Read, Answer, Discuss, Explain, Create*) instructional approach plays a significant role in promoting students' learning motivation. In addition to improving the effectiveness of classroom instruction, this model serves as a practical pedagogical alternative that assists teachers in enhancing students' learning motivation in elementary schools.

CONCLUSIONS AND RECOMMENDATIONS

The implementation of the RADEC (*Read, Answer, Discuss, Explain, Create*) learning model can improve both the learning process and students' learning motivation in Indonesian language, particularly on advertising and brochure material in class V.a at SDIT Bina Insan Parepare, through the proper implementation of its steps. According to Januaripin (2024), the RADEC (*Read, Answer, Discuss, Explain, Create*) learning model can serve as a strong framework for improving students' learning motivation. Through active engagement, the ability to manage independent learning processes, and meaningful learning experiences, students are encouraged to develop higher levels of learning motivation.

Based on the empirical findings, it is recommended that the RADEC (*Read, Answer, Discuss, Explain, Create*) model be implemented in learning to enhance students' motivation through structured and active learning stages that reduce boredom and increase curiosity, thereby improving learning outcomes. Teachers, especially at SDIT Bina Insan Parepare, are encouraged to integrate this model to optimize learning and strengthen collaboration among students. Future researchers are also advised to use this study as a reference and further develop it by addressing the limitations identified in the implementation of the RADEC (*Read, Answer, Discuss, Explain, Create*) model.

FURTHER STUDY

The present study is subject to certain limitations. Data were collected from a single class with a limited sample size, which restricts the extent to which the findings can be generalized across diverse educational environments. In addition, the study focused solely on improving students' learning motivation within a specific learning material and did not encompass all aspects of language learning. The relatively short duration of the study also constitutes a limitation, as the intervention was implemented in only two cycles, preventing an in-depth observation of students' long-term development.

Based on these limitations, future researchers are encouraged to explore similar topics by using this study as an initial reference for further investigation. Particular attention should be given to addressing the limitations identified in the implementation of the RADEC (*Read, Answer, Discuss, Explain, Create*) learning model in order to enrich and expand future research. Furthermore, studies with a longer implementation period are highly recommended to enable continuous observation of students' development and to understanding long-term and sustainability model.

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