PENGARUH MODEL *READ, ANSWER, DISCUSS, EXPLAIN, AND CREATE* (RADEC) BERBANTUAN MEDIA DIGITAL TERHADAP KETERAMPILAN MENULIS KREATIF SISWA SEKOLAH DASAR

TESIS

Diajukan untuk memenuhi sebagian syarat memperoleh gelar Magister
Pendidikan (M.Pd.) Pendidikan Dasar

oleh
Vegyta Tresya Putri Sukmana
2002580

PROGRAM STUDI PENDIDIKAN DASAR
SEKOLAH PASCASARJANA
UNIVERSITAS PENDIDIKAN INDONESIA
2022

==

PENGARUH MODEL *READ, ANSWER, DISCUSS, EXPLAIN, AND CREATE* (RADEC) BERBANTUAN MEDIA DIGITAL TERHADAP KETERAMPILAN MENULIS KREATIF SISWA SEKOLAH DASAR

Oleh
Vegyta Tresya Putri Sukmana
2002580

Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar
Magister Pendidikan (M.Pd.) pada Program Studi Pendidikan Dasar

© Vegyta Tresya Putri Sukmana
Universitas Pendidikan Indonesia
Agustus 2022

LEMBAR PENGESAHAN

VEGYTA TRESYA PUTRI SUKMANA

2002580

PENGARUH MODEL *READ, ANSWER, DISCUSS, EXPLAIN, AND CREATE*
(RADEC) BERBANTUAN MEDIA DIGITAL TERHADAP KETERAMPILAN
MENULIS KREATIF SISWA SEKOLAH DASAR
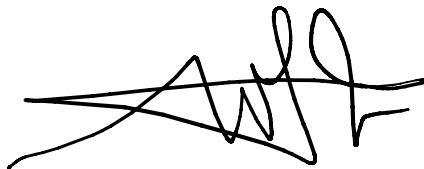
Disetujui dan disahkan oleh:

Pembimbing,

Prof. Dr. H. Rahman, M.Pd.
NIP 195704011984121001

Mengetahui
Ketua Program Studi Pendidikan Dasar
Sekolah Pascasarjana
Universitas Pendidikan Indonesia,

Prof. Dr. päd. H. Wahyu Sopandi, M.A.

NIP 196605251990011001

PENGARUH MODEL *READ, ANSWER, DISCUSS, EXPLAIN, AND CREATE* (RADEC) BERBANTUAN MEDIA DIGITAL TERHADAP KETERAMPILAN MENULIS KREATIF SISWA SEKOLAH DASAR

Vegyta Tresya Putri Sukmana
2002580

ABSTRAK

Keterampilan menulis kreatif merupaan keterampilan berbahasa yang memproduksi tulisan kreatif sehingga dibutuhkan kemampuan untuk membangun imajinasi pembacanya. Penelitian ini dilatarbelakangi oleh rendahnya kemampuan menulis kreatif siswa di kelas V sekolah dasar. Tujuan dari penelitian ini adalah untuk mengetahui pengaruh model *Read Answer Discuss Explain Create* Berbantuan media digital dalam pembelajaran menulis kreatif pada siswa sekolah dasar. Penelitian ini menggunakan pendekatan kuantitatif dengan metode kuasi eksperimen. Desain penelitian yakni *noneequivalent control group design*. Sampel penelitian ini berjumlah 25 orang pada kelas eksperimen dan 25 orang kelas kontrol. Instrumen yang digunakan dalam penelitian ini adalah tes dan observasi. Tes digunakan dalam dua tahap pada penelitian ini yaitu pada prates sebelum diberikan perlakuan dan pasca tes setelah diberi perlakuan. Hasil penelitian menunjukkan bahwa model RADEC Berbantuan media digital lebih berpengaruh dalam meningkatkan kemampuan menulis kreatif siswa dibandingkan dengan model lama yang digunakan di kelas kontrol. Para siswa mendapat informasi yang dikemas dalam bentuk media digital, kemudian berdasarkan pengetahuan yang dimilikinya ide dan gagasan yag diperoleh dituangkan dalam bentuk tulisan. Proses belajar yang berulang secara sistematis dan terstruktur melalui desain pembelajaran RADEC meningkatkan kreativitas siswa.Terdapat pengaruh yang signifikan pada implementasi pembelajaran RADEC terhadap kemampuan menulis kreatif. Berdasarkan hasil *pretest* dan *posttest*, keterampilan menulis kreatif siswa setelah diterapkan model RADEC mengalami peningkatan rata-rata sebesar 79,4 dari 60,2. Hasil tersebut menunjukkan bahwa siswa kelas eksperimen dengan menggunakan model RADEC memiliki rata-rata skor yang lebih baik dari kelas kontrol.
Kata kunci: Menulis Kreatif, Model *Read Answer Discuss Explain Create*, media digital

THE EFFECT OF THE READ, ANSWER, DISCUSS, EXPLAIN, AND CREATE (RADEC) MODEL ASSISTED OF DIGITAL MEDIA ON CREATIVE WRITING SKILLS OF ELEMENTARY SCHOOL STUDENTS

Vegyta Tresya Putri Sukmana
2002580

ABSTRACT

Creative writing skills are language skills that produce creative writing so that it takes the ability to build the imagination of the reader. This research is motivated by the low creative writing ability of students in fifth grade of elementary school. The purpose of this study was to determine the effect of the Read Answer Discuss Explain Create model assisted by digital media in learning creative writing for elementary school students. This study uses a quantitative approach with a quasi-experimental method. The research design is the noneequivalent control group design. The sample of this study amounted to 25 people in the experimental class and 25 people in the control class. The instruments used in this study were tests and observations. The test was used in two stages in this study, namely the pre-test before being given treatment and post-test after being given treatment. The results showed that the digital media-assisted RADEC model was more influential in improving students' creative writing skills compared to the old model used in the control class. The students get information that is packaged in the form of digital media, then based on the knowledge they have the ideas and ideas obtained are poured in written form. A systematic and structured iterative learning process through the RADEC learning design increases students' creativity. There is a significant effect on the implementation of RADEC learning on creative writing skills. Based on the results of the pretest and posttest, students' creative writing skills after the RADEC model was applied increased by an average of 79.4 from 60.2. These results indicate that the experimental class students using the RADEC model have a better average score than the control class.
Keywords: Creative Writing, Model Read Answer Discuss Explain Create, digital media.

DAFTAR ISI

DAFTAR PUSTAKA

Aminuddin. (2013). *Pengantar Apresiasi Karya Sastra*. Bandung: Sinar Baru Algensindo.

Anggraeni, K. (2017). Efektivitas Model Menulis Kolaborasi Dengan Media Big Book Terhadap Keterampilan Menulis Kreatif. *Jurnal Cakrawala Pendas*, *3*(2), 1–10.

Anggraini, D. (2019). Bernalar Kritis dalam Bersastra: Literasi Visual. *Bahasa, Sastra, dan Pembelajarannya di Era Digital*, 67–76.

Arianti, R. (2020). Pelatihan menulis kreatif puisi pada siswa kelas tinggi sd negeri 006 rambah kabupaten rokan hulu. *Jurnal Masyarakat Negeri Rokania*, *1*(April), 1–5.

Arikunto, S. (2012). *Prosedur Penelitian: Suatu Pendekatan Praktek (Edisi Revisi)*. Yogyakarta: Rineka Cipta.

Arikunto, S. (2019). *Prosedur Penelitian*. Yogyakarta: Rineka Cipta.

Armariena, D. N., & Murniviyanti, L. (2017). Penulisan Cerpen Berbasis Kearifan Lokal Sumatera Selatan Dengan Metode Image Streaming Dalam Proses Kreatif Mahasiswa. *Jurnal Pembahsi (Pembelajaran Bahasa Dan Sastra Indonesia)*, *7*(1), 88-115.

Awalia, E. M., Rahman, R., &.. (2020). The Implementation of Multi-literacy of Literature Based on Mother Tongue Model in Reading Historical Narrative Text to The Elementary Students' Higher Order Thinking Skill. *The 2nd International Conference on Elementary Education*, *2*(1), 202–210. http://proceedings2.upi.edu/index.php/icee/article/view/620

Azizah, A. (2015). Pembelajaran menulis puisi dengan memanfaatkan teknik. *Jurnal Ilmiah "Pendidikan Dasar," II*(2), 5.

Babayigit, O. (2019). Examining the effect of creative writing activities on reading, writing and language lesson attitudes of elementary school fourth grade students. *European Journal of Educational Research*, *8*(1), 213-220.

Brookhart, S. M. (2010). How to assess higher-order thinking skills in your classroom. Alexandria, VA: ASCD

Creswell, J. W. (2013). *Research Design: Pendekatan Kualitatif, Kuantitatif, dan Mixed*. Yogyakarta: Pustaka Pelajar.

Daniel, S. J. (2020). Education and the COVID-19 pandemic. *Prospects*, *49*(1–2),

Dewi, U. K., & Silva, P. S. (2018). *Penerapan Metode Discovery Learning Pada Pembelajaran Menulis Teks Eksposisi*. *1*(November), 1021–1028.91–96.

Dibia, I. K., Dewantara, I. P. M., & Widiana, I. W. (2017). Pemberdayaan Teknik Bercerita Berbasis Budaya Bali Dalam Pembelajaran Keterampilan Menulis Karangan Pribadi Siswa Kelas V SD Mutiara Singaraja. *Journal of Education Research and Evaluation*, *1*(2), 113.

Din, H. dkk. (2020). Membangun Kreativitas Siswa Sekolah Dasar dalam Pembelajaran Menulis dengan Memanfaatkan Media Kartu Huruf. *JP VOl 7. No November 2020, ISSN:2252-8431 Prodo PGSD FKIP Unkhair*, *7*(2), 13– 25.

Ernawati. (2016). Model Kooperatif Make a Match untuk Meningkatkan Hasil Belajar dan Aktivitas IPS Siswa Kelas IV. *Jurnal Educatio*, *2*(April), 81.

Farmasi, P. S. (2016). *No 主観的健康感を中心とした在宅高齢者における 健康関連指標に関する共分散構造分析Title*. *4*(4), 72–82.

Febriyanto, B. (2018). Efektivitas Model Pembelajaran Cooperative Integrated Reading dnd Composition (CIRC) dalam Keterampilan Menulis Paragraf Narasi Siswa Sekolah Dasar. *Jurnal Tunas Unggul*, *5*(2), 90–102.

Fetra Bonita Sari, Risda Amini, M. (2020). Jurnal basicedu. *Jurnal basicedu*, *3*(2), 524–532.

Global Education Monitoring Report (2020) Inclusion and education: All Means All. US Educational, Scientific and Cultural Organization.

Göçen, G. (2019). The effect of creative writing activities on elementary school students' creative writing achievement, writing attitude and motivation. *Journal of Language and Linguistic Studies*, *15*(3), 1032-1044.

Greene, H. A., & Petty, W. T. (1975). Developing language skills in the elementary schools.

Halimah, A. (2014). Metode Cooperative Integrated Reading and Composition (Circ) Dalam Pembelajaran Membaca Dan Menulis Di Sd/Mi. *Auladuna*, *1*(1), 27–35. http://journal.uin-alauddin.ac.id/index.php/auladuna/article/view/539

Hammer, M., Scheiter, K., & Stürmer, K. (2021). New technology, new role of parents: How parents' beliefs and behavior affect students' digital media self-efficacy. *Computers in Human Behavior*, *116*, 106642.

Harjono, H. S. (2018). Literasi Digital: Prospek dan Implikasinya dalam Pembelajaran Bahasa. *Pena Jurnal Pendidikan Bahasa Dan Sastra*, *8*(1), 1– 7.

Hartati, T. (2017). Conferencing approach in promoting writing abilitiy: A classroom action research study on language creative writing in Indonesian language. *Indonesian Journal of Applied Linguistics*, *7*(2), 294–301.

Hartati, T. (2019). *Pedagogi Bahasa dari Perspektif Multiliterasi dan Keterampilan Berpikir Tingkat Tinggi di Sekolah Dasar*. Bandung: Universitas Pendidikan Indonesia.

Hedge, T. (1988). Writing. Oxford: Oxford University Press.

Imran, M. E., Sopandi, W., Mustafa, B., & Riyana, C. (2021). Improving primary school teachers' competence in teaching multi-literacy through RADEC-based training programs. *Cypriot Journal of Educational Sciences*, *16*(6), 3033-3047.

Interaktif, P. M. (2015). *PENGEMBANGAN MEDIA PEMBELAJARAN INTERAKTIF BERBASIS ADOBE FLASH UNTUK PEMBELAJARAN MENULIS TEKS EKSPOSISI SISWA KELAS III SD Abstrak*.

Kemampuan Berpikir, D., Pada, K., Ketut, I., Sekolah, S., Agama, T., Mpu, H. N., & Singaraja, K. (n.d.). *Pengaruh Model Pembelajaran Kooperatif Tipe Think Talk Write (Ttw) Terhadap Hasil Belajar*. 19–24.

Kern. (2000). *Literacy and Language Teaching*. Oxpord University Press.

Kharizmi, M. (2015). Feldpostbrief des Staatlichen Gymnasiums Dresden-Neustadt. *Jupendas: Jurnal Pendidikan Dasar*, *2*(2), 11–21.

Kristyanawati, M. D., Suwandi, S., & Rohmadi, M. (2019). Peningkatan Keterampilan Menulis Teks Eksposisi Menggunakan Model Problem Based Learning. *Scholaria: Jurnal Pendidikan dan Kebudayaan*, *9*(2), 192–202. https://doi.org/10.24246/j.js.2019.v9.i2.p192-202

Kurnia, N., & Astuti, S. I. (2017). Peta Gerakan Literasi Digital Di Indonesia: Studi Tentang Pelaku, Ragam Kegiatan, Kelompok Sasaran Dan Mitra Yang Dilakukan Oleh Japelidi. *Informasi*, *47*(2), 149. https://doi.org/10.21831/informasi.v47i2.16079

Ma, H., & Li, J. (2021). An innovative method for digital media education based on mobile internet technology. *International Journal of Emerging Technologies in Learning (Ijet)*, *16*(13), 68-81.

Magdalena, R. (2017). *Bacaan Melalui Pembelajaran Tipe Circ (Cooperative Integrated Reading and Composition)*. *09*(02), 194–203.

Maher J. (1986) (ed.). 'Poetry for instructional purposes: Authenticity and aspects of

performance' in A Forum Anthology: 1979-83 Washington, D.C.: United States Information Agency: 327-333.

Maley, A. (2012). Creative writing for students and teachers. Humanizing Language Teaching, 14, 3, 1-18.

Mansilla, V.B., Schleicher, A (2022) Big picture thinking How to educate the whole person for an interconnected world Principles and practices. OECD

Martin, F., & Betrus, A. K. (2019). Digital media for learning. *Digital Media for Learning. https://doi. org/10.1007/978-3-030-33120-7*.

McDougall, J., & Potter, J. (2019). Digital media learning in the third space. *Media Practice and Education*, *20*(1), 1-11.

Mifta Nur'aini, H. I., aini, H., Saddhono, K., & Ulya, C. (2015). Implementasi Kurikulum 2013 Pada Pembelajaran Menulis Teks Eksposisi (Studi Kasus Di Kelas X Smk Negeri 1 Karanganyar). *Jurnal Penelitian Bahasa, Sastra Indonesia, dan Pengajarannya*, *3*(3), 54730.

Mirriam-Goldberg, C. (1999). *Write Where You Are: How To Use Writing To Make Sense of Your Life. A Guide for Teens*. Free Spirit Publishing, 400 First Avenue North, Suite 616, Minneapolis, MN 55401-1724

Munawar, S., & Chaudhary, A. H. (2019). Effect of Cooperative Learning on the Writing Skill at Elementary Level in the Subject of English. *Bulletin of education and research*, *41*(3), 35-44.

Nurhayati, y., sopandi, w., sumirat, f., kusumastuti, f. A., sukardi, r. R., saud, u. S., & sujana, a. (2022). Pre-learning questions of energy sources on radec learning model: validation and development. *Journal of Engineering Science and Technology*, *17*(2), 1028-1035.

Nurbaiti, F. (2015). *Buku Suplemen SMA Kelas XI "Jenis-jenis Teks berdasarkan Kurikulum 2013".* Bandung: Universitas Pendidikan Indonesia.

Nuriyanti, R., & Rahman. (2018). *The Effect of Model Collaboratife Learning Assisted by Media Big Book to Writing*. 402–409.

Nuriyanti, R., Rahman, R., Syaodih, E., Iswara, P. D., & Muharam, A. (2019). The Effect of Experiential Learning Models Toward Writing Skills of Narration Primary School Student. *International Journal of Science and Applied Science: Conference Series*, *3*(1), 109

Olaru, G., Robitzsch, A., Hildebrandt, A., & Schroeders, U. (2022). Examining moderators of vocabulary acquisition from kindergarten through elementary school using local structural equation modeling. *Learning and Individual Differences*, *95*, 102136.

Pratama, Y. A., Sopandi, W., & Hidayah, Y. (2019). 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*(2), 109–115. https://doi.org/10.29103/ijevs.v1i2.1379

Prayoga, R. ., Suwignyo, H., & Harsiati, T. (2017). Peningkatan Keterampilan Menulis Cerita Berbantuan Media Buku Cerita Anak. *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan*, *2*(11), 1498–1503.

Prihatiningsih, E., & Setyanigtyas, E. W. (2018). Pengaruh Penerapan Model Pembelajaran Picture and Picture Dan Model Make a Match Terhadap Hasil Belajar Siswa. *Jurnal Pendidikan Sekolah Dasar*, *4*(1), 1. https://doi.org/10.30870/jpsd.v4i1.1441

Purnama, S., Wibowo, A., Narmaditya, B. S., Fitriyah, Q. F., & Aziz, H. (2022). Do parenting styles and religious beliefs matter for child behavioral problem? The mediating role of digital literacy. *Heliyon*, *8*(6), e09788.

Rahman, R., Sakti, A. W., Widya, R. N., & Yugafiati, R. (2019). *Elementary Education Literacy in the Era of Industrial Revolution 4.0*. *257*(Icollite 2018), 190–193. https://doi.org/10.2991/icollite-18.2019.41

Rahman, Sopandi, W., Syaodih, E., Amelia, D., Rahmawati, S., ariffiando, nady, F., & Yugafiati, R. (2018). Writing Prose Through Think Talk Write Model Based On Video In Elementary School. *InternationaConferenceonLocalWisdom*. https://scholar.google.co.id/citations?user=jRXc0lUAAAAJ&hl=en#d=gs_md_cita-d&u=%2Fcitations%3Fview_op%3Dview_citation%26hl%3Den%26user%3DjRXc0lUAAAAJ%26citation_for_view%3DjRXc0lUAAAAJ%3ATaaCk18tZOkC%26tzom%3D-420

Rahman, Widya, Rani, N., & Yugafiati, R. (2020). *Teori dan Praktik Membaca dan Menulis di Sekolah Dasar*. Sumedang: Alqaprint Jatinangor.

Rosmala, A. (2021). *Model-model Pembelajaran Matematik*. Bumi Aksara. Safitri, I., Marsidin, S., & Subandi, A. (2020). Analisis Kebijakan terkait Kebijakan Literasi Digital di Sekolah Dasar. *Edukatif: Jurnal Ilmu Pendidikan*, *2*(2), 176–180.

Rosmaya, E. (2018). Pembelajaran Menulis Teks Eksposisi dengan Menggunakan Pendekatan Kooperatif Tipe Investigasi Kelompok di SMP. *Deiksis: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, *5*(1), 111. https://doi.org/10.33603/deiksis.v5i1.999

Saputra, D. S. (2016). Pengaruh Metode Pembelajaran Dan Berpikir Kritis Terhadap Kemampuan Menulis Argumentasi. *Jurnal Pendidikan Dasar*, *8*(1), 1–12.

Setiawan, D., Sopandi, W., & Hartati, T. (2019). Kemampuan menulis teks eksplanasi dan penguasaan konsep siswa sekolah dasar melalui implementasi model pembelajaran RADEC. *Premiere Educandum : Jurnal Pendidikan Dasar dan Pembelajaran*, *9*(2), 130–140. https://doi.org/10.25273/pe.v9i2.4922

Setiawan, D., Sopandi, W., & Hartati, T. (2020). The influence of read, answer, disscuss, explain, and create (RADEC) learning model on the concept mastery of elementary school students on the water cycle topic. *Journal of Physics: Conference Series*, *1521*(4), 042113. https://doi.org/10.1088/1742-6596/1521/4/042113

Shi, Y., Mi, Y., Li, J., & Liu, W. (2019). Concurrent concept-cognitive learning model for classification. *Information Sciences*, *496*, 65-81.

Shoimin, A. (2014). *68 Model Pembelajaran Inovatif dalam Kurikulum 2013*. Yogyakarta: Ar-Ruzz Media.

Siregar, L. S., Wahyu, W., & Sopandi, W. (2020). Polymer learning design using Read, Answer, Discuss, Explain and Create (RADEC) model based on Google Classroom to develop student's mastery of concepts. *Journal of Physics: Conference Series*, *1469*(1), 012078. https://doi.org/10.1088/1742-6596/1469/1/012078

Sobolo, K., Rahim, A. R., & Munirah, M. (2021). Keefektifan Model Stad, Atm, Dan Pemodelan Struktur Teks Terhadap Kemampuan Menulis Teks Eksposisi. *Jurnal Riset dan Inovasi Pembelajaran*, *1*(3), 102–114. https://doi.org/10.51574/jrip.v1i3.66

Sopandi, W. (2017). The quality improvement of learning processes and achievements through the read-answer-discuss-explain-and create learning model implementation. *Proceeding 8th Pedagogy International Seminar 2017: Enhancement of Pedagogy in Cultural Diversity Toward Excellence in Education*, *8*(229), 132–139.

Sopandi, W. (2017). The Quality Improvement of Learning Processes and Achievements Through the ReadAnswer-Discuss-Explain-And Create Learning Model Implementation. *Proceeding 8th Pedagogy International Seminar*, 139–146.

Sopandi, W. (2019). Sosialisasi dan Workshop Implementasi Model Pembelajaran RADEC Bagi Guru-Guru Pendidikan Dasar dan Menengah [Dissemination and Implementation Workshop of RADEC Learning Models for Primary and Secondary Education Teachers]. *PEDAGOGIA: Jurnal Pendidikan*, *8*(1), 19–34. https://doi.org/10.21070/pedagogia.v8i1.1853

Sopandi, W., Sujana, A., Restiana, R., Sutinah, C., & Yanuar, Y. (2021). *Model Pembelajaran RADEC Teori dan Implementasi di Sekolah*. UPI PRESS.

Sugiyono. (2019). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabet.

Suhendra, R., & Iksan, M. (2020). *Pengembangan dan Validasi Model Prosain dalam Pembelajaran Menulis Karya Ilmiah di Perguruan Tinggi*. 22–31.

Sukardi, R. R., Sopandi, W., & Riandi, R. (2021, March). Repackaging RADEC learning model into the online mode in science class. In *Journal of Physics: Conference Series* (Vol. 1806, No. 1, p. 012142). IOP Publishing.

Tompkins, G. E. (1984). The writing process. *Write Angles: Strategies for Teaching Composition.*, 1.

Vincent-Lancrin, S., et al. (2019), Fostering Students' Creativity and Critical Thinking: What it Means in School, Educational Research and Innovation, OECD Publishing, Paris, https://doi.org/10.1787/62212c37-en

Wijaya, E. Y., Sudjimat, D. A., & Nyoto, A. (2016). Transformasi Pendidikan Abad 21 Sebagai Tuntutan. *Jurnal pendidikan*, *1*, 263–278. http://repository.unikama.ac.id/840/32/263-278 Transformasi Pendidikan Abad 21 Sebagai Tuntutan Pengembangan Sumber Daya Manusia di Era Global.pdf. diakses pada; hari/tgl; sabtu, 3 November 2018. jam; 00:26, wib.

Wulandari, W., Wahyu, W., & Sopandi, W. (2020). Students' Creativity in Creating Aromatherapy Candle using Petroleum Learning Design with Radec Model. *Journal of Educational Sciences*, *4*(4), 813–820. https://doi.org/10.31258/jes.4.4.p.813-820

Yamada, K. (2002). *Comparison of Two Summary/Text-Integration Writing Tasks Requiring Different Inferential Processes. RELC Journal, 33(2), 142–156.*

Yusuf, M. (2017). Metode Penelitian: Kuantitatif, Kualitatif, & Penelitian Gabungan. Jakarta: Kencana.

Zhenlong, C. H. U. (2021). Effects of Digital Media Integrated Reciprocal Teaching on Students' Reading Ability and Motivation. *Revista de Cercetare si Interventie Sociala*, *73*.