

## **MASTERING SUCCESS “UNVEILING THE IMPACT OF LOK-R MODEL ON ELEVATING LEARNING ACHIEVEMENTS IN INDONESIAN HIGHER EDUCATION”**

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### **ABSTRACT**

This study investigates the impact of implementing the Lok-R Model on enhancing learning achievements in Indonesian higher education. Focusing on learning outcomes, the research reveals how the key to mastering academic material lies in the application of the Lok-R Model. Through in-depth analysis, the study presents concrete evidence of the improvement in the quality of learning and student achievement. The Lok-R Model, the primary focus of this research, opens the door to academic excellence through an innovative approach. Research findings illustrate how consistent implementation of this Model can enhance understanding of the material, active student engagement, and ultimately, higher learning outcomes. The instrument used in this research employs N-Gain Score Analysis with data collection techniques involving Pre-Test and Post-Test. The research results indicate that the implementation of the LOK-R Model significantly enhances students' learning outcomes. Furthermore, students who participate in learning with the LOK-R Model also demonstrate improvements in literacy skills, orientation, collaboration, and reflection in understanding the material. The implications of this study underscore the need for integrating the LOK-R Model into higher education in Indonesia to assist students in developing skills relevant to contemporary demands. The research findings reveal a significant improvement in the average test scores, with a classical test result of 50% in the pre-test increasing to 72.5% in the post-test, with an N-Gain Score percentage of 0.59 for the first subject matter and an increase to 0.78 for the second subject matter. Thus, the implementation of LOK-R is considered successful in enhancing students' learning achievements as it has achieved the set success indicator of 75% in a classical sense. Individually, the average performance of students in the course has reached a minimum score of 70.

**Keywords:** *Mastering Success, Lok-R Model, Higher Education*

## A. INTRODUCTION

Indonesia is a country with relatively low educational rankings compared to other nations at present. One of the causes is the lack of literacy or reading interest among students and the general population in Indonesia. Literacy is not just about reading; it also involves the passion and awareness of reading within the community, which can be used as a benchmark for measuring the culture of literacy education in Indonesia. Education is a conscious and planned effort to create a learning environment and learning processes so that students actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble character, as well as the skills needed for themselves and society. (Fitriani, 2022a, p. H. 180) Furthermore, the Literacy, Orientation, Collaboration, and Reflection (LOK-R) Model is an instructional approach that emphasizes the development of literacy, orientation, collaboration, and reflection skills in the context of Islamic education. In facing the challenges and dynamics of the globalization era, Islamic education needs to adopt Models that can develop a holistic understanding of Islamic teachings while preparing students to adapt to the changes and complexities of the modern world.

According to a survey conducted by UNESCO on the level of reading literacy, Indonesia is ranked 60th out of 61 countries in the world, the national reading index in 2013, the reading rate for all of Indonesia is still low, namely 0.01, which means that out of 100 people, only 1 likes to read. . The results of research through PISA (Program for international Student Assessment) in 2012 saw Indonesia ranked 64th out of 65 countries. Low interest in reading can cause the quality and quality of education in Indonesia to stagnate and tend to decline.(Enramika, 2022, p. H. 96)

Literacy in the context of the LOK-R Model refers to students' ability to understand, analyze and criticize Islamic texts in depth. This includes the ability to read, write, listen and speak in the context of Islamic teachings, as well as interpreting the hidden meanings in them. Reading literacy is a set of knowledge, skills and strategies for constructing the meaning of texts in various contexts.(Jannah, Muassomah, Jannah, & Azmi, 2023, p. H. 38)

Literacy itself is not only limited to the ability to read and write, but also the individual's ability to process information and knowledge for life skills. Literacy is one of the competency domains that must be achieved in the curriculum. In the context of formal education, the need for literacy is understood as the ability of students in searching, finding and using information for their learning activities.(Kristini, 2020, p. H. 497)

Orientation refers to students' understanding of the position and relevance of Islamic teachings in the context of globalization. The LOK-R Model encourages students to have a good orientation towards the role and contribution of Islam in overcoming global issues such as pluralism, tolerance and social justice.(Fitriani, 2022b, p. H. 185)

Collaboration describes cooperation and interaction between students in understanding and solving various complex problems. Through the LOK-R

Model, students are encouraged to collaborate in interpreting Islamic teachings with diverse perspectives and building knowledge collectively

Reflection refers to students' ability to review and evaluate their understanding of material concepts and apply these concepts in everyday life. The LOK-R Model facilitates an in-depth reflection process, helping students internalize the values of understanding concepts and applying them in positive action.

The application of the LOK-R Model in the Capita Selektta Education course is expected to form students who not only have a deep understanding of material concepts, but are also able to apply the values of understanding concepts in the complex context of globalization. Thus, the LOK-R Model becomes an important foundation for forming a generation of students who have high intellectual and moral qualities

The national education system has a goal as well as being a very important tool in the struggle to achieve the ideals and achieve the goals of the Indonesian nation in making the life of the Indonesian nation intelligent and developing Indonesian people as a whole, namely developing the potential of students to become human beings who believe and are devoted to God Almighty. , have noble character, be healthy, knowledgeable, capable, creative, independent, and be a democratic and responsible citizen.(Mahmudi, 2023, p. H. 52) In the learning process at STAI Al-Jami Banjarmasin, apart from involving lecturers and students directly, other supports are also needed, namely adequate learning media and the use of appropriate Models, based on the results of the previous STAI Al-Jami Banjarmasin students' learning achievements in the previous KAPITA SELEKTA EDUCATION course. low, because students who get a score of 70 and above are only 50% of the existing students. This shows that the results of learning achievement are still low. One of the factors behind the low learning achievement results is that the learning process carried out by lecturers is less varied. This lack of variation in learning can be seen in the results of the researcher's observations before this research was carried out, that lecturers most often applied lecture or conventional Models and did not see an active role from students.

The obstacles experienced by lecturers in the lecture process above have an impact on the quality of the process and results that are less than optimal. As a result, students' knowledge does not develop well. In fact, the CAPITA SELEKTA EDUCATION course is one of the important subjects for students to master. To overcome the above, it is necessary to strive for a form of learning that is more empowering for students, namely implementing the LOK-R learning model.

The description above is an illustration of how important it is to create active student learning, especially in Literacy, Orientation, Collaboration and Lecture Reflection. So the author felt interested in conducting research on this matter

## **B. Conceptual Framework of Study**

Improving lecture results is an effort that requires commitment and the right strategy. One important key is effective time management, where every moment is spent wisely preparing before class, understanding the material in depth, and doing practical exercises. Active participation in class also opens up opportunities to deepen understanding through discussion and interaction with lecturers and students. Apart from that, exploring additional learning resources and joining study groups can broaden your horizons and make it easier to understand the material. Most importantly, maintaining a balance between physical and mental health, as well as building effective study skills, plays a major role in achieving optimal study results. The sincerity to always try, adapt to appropriate learning Models, and learn from every experience is the main key in achieving significant improvements in study results.(Mahameruh, Claudia, Savira, & Safitri, 2022, p. H. 43)

The Capita Selektta Education course opens a deeper horizon of understanding related to education based on values and principles in education. The main focus is analyzing and understanding key concepts related to education, such as educational philosophy, educational ethics, and the role of education in shaping individual character.(Mahmudi, 2023, p. H. 54)

This course also discusses theoretical and practical aspects of education, including teaching strategies, evaluation Models, and curriculum development. Apart from that, students can also explore the important role of education in forming a quality society and making positive contributions in various areas of life. By understanding and applying values in an educational context, it is hoped that students can become agents of change that bring benefits to society and the nation, along with increasing in-depth understanding of educational concepts.(Suncaka, 2023, p. H. 716)

Education is a dynamic and developing process, meaning that there is a very strong relationship and mutual influence between the educational process and feedback on educational results in the educational process. The quality of education cannot be separated from the influence of this feedback.(Ruyani, Ali, & Us, 2022, p. H.530)

LOK-R is an abbreviation for Literacy, Orientation, Collaboration, Reflection. Where the learning model abbreviation becomes the syntax or sequence in the learning process that will be applied. The LOK-R learning model has advantages, including increasing student literacy, developing students' abilities in understanding text, having systematic steps, and can encourage students to think critically. LOK-R is a learning model developed in 2018. After modification, this learning model focuses on map literacy. Initially, this learning model was introduced in the Indonesian Madrasah Competency Arrangement Technique guidance activity (Bimtek AKMI) which was organized by the Ministry of Religion of the Republic of Indonesia. The development of this model was carried out because social studies learning in Indonesia requires an applicable and practical platform for classroom practice. The LOK-R learning model is learning that focuses on student-centered learning activities and focuses on increasing students' potential collaboratively and cooperatively which can help maximize cognitive development.(Pasongli, 2022, p. H. 581)

Broadly speaking, there are four stages in learning LOK-R. The stages in the LOK-R learning model are as follows.

1. Literacy

Lecturers ask students to be independent in carrying out existing activities. Specifically related to understanding, responding, reflecting, assessing, planning attitudes, generating knowledge, and planning actions after reading the text. Later, students will group together to search for information, then the lecturer will direct further meaningful activities. (Lestari, Ibrahim, Ghufon, & Mariati, 2021, p. H. 14)

Interest in reading is a strong and deep concern accompanied by feelings of enjoyment towards reading activities, thus directing individuals to read of their own accord. (Muslam, 2019, p. H. 9) An interest in reading is not just born in a person, but an interest in reading must be developed from an early age. Cultivating students' interest in reading is better done at an early age. The aim of developing an interest in reading is so that reading becomes a necessity for students' lives, not just a hobby or fun in their free time. If students' interest in reading is higher, then students' desire to read will also be higher. (Sari, 2020, p. H. 142)

2. Orientation

At this stage, the lecturer's focus is to direct students to achieve the identified competencies. Lecturers can use different learning techniques to discuss various issues. Apart from that, lecturers need to develop these techniques so that students understand them better. So at this stage, lecturers focus more on activities that direct students to achieve the competencies that have been identified. During this activity, lecturers can develop different learning techniques to discuss key issues contained in the infographic text used as learning materials and media.

3. Collaboration

In this stage, lecturers and students will be given the opportunity to broaden and deepen their understanding of what is being studied. This activity aims to enable both parties to solve problems faced when studying. Not only that, the aim of this activity is also to acquire specified skills

This stage provides opportunities for lecturers and students to broaden and deepen their understanding of the content of the infographic text being studied through participatory collaboration from all students and lecturers. Learning activities at this stage are aimed at solving problems faced in learning and acquiring predetermined skills

4. Reflection

As the final stage of learning, lecturers and students both try to recognize the learning that has taken place. Like the students' impressions of studying and what limitations they face. Lecturers can use these points to repeat, strengthen, and conclude the learning activities that have been carried out

This stage is the final stage of learning. At this reflection stage, lecturers and students try to recognize the learning that has taken place. Limitations faced, impressions obtained by students in learning. At this stage,

lecturers can use it to strengthen, repeat and conclude the learning activities that have been carried out.(Yusrah, 2022, p. H. 11)

LOK-R is an abbreviation for Literacy, Orientation, Collaboration, Reflection. Where the learning model abbreviation becomes the syntax or sequence in the learning process that will be applied. The LOK-R learning model has advantages, including increasing student literacy, developing students' ability to understand text, having systematic steps, and can encourage students to think critically..(Joe Dhesita, 2022, p. H. 220)

## C. RESEARCH METHOD

### 1. Research Method and Design

The Method used in this research is field research which is used to find out the conditions to get an overview of the environment so that you can decide which direction to research based on the context. through research design with a quantitative approach, and the instrument used in this research uses N-Gain Score Analysis with data collection techniques using Pre Test and Post Test

In a narrower scope, quantitative research is defined as research that uses a lot of numbers, starting from the process of data collection, data analysis, and data appearance..(Hardani, 2020, p. H. 238)

In quantitative research, the application of a learning model has become the basis of the type of research itself, especially in how it is analyzed..(Sudaryana, 2021, p. H. 32)

Quantitative research is systematic scientific research into parts and phenomena and their relationships. Research with a quantitative approach is usually carried out with a sample size determined based on the existing population. Calculation of the sample size is done using a certain formula. The selection of the formula to be used is adjusted to the type of research and homogeneity of the population.(2021, p. H. 3)

According to Sugiyono, population is a generalized area consisting of objects/subjects that have certain qualities and characteristics that are determined by researchers to be studied and then conclusions drawn..(2020, p. H. 80)

Population can be interpreted as the total number of analysis units whose characteristics or traits will be investigated.(Saat & Mania, 2019, p. H. 64)

### 2. Research subject

This research was carried out at STAI Al-Jami Banjarmasin in the 5th semester consisting of 40 students, the research subjects were lecturers in the Kapita Selekt Education course, the object of this research was the results of lectures in the Kapita Selekt Education course using the LOK-R Model, then the participants were Involved in this research were 5th semester students at STAI Al-Jami Banjarmasin

### 3. Stages of Action Intervention

Before actions are planned and carried out, observations are first carried out to find out the condition of the students in semester 5 and the condition of the students who will be used as samples. The stages of action intervention carried out in each activity in this research are:

#### a. Planning

The plan is a series of planned actions to improve what has already happened.(Nahrawi, 2020, p. H. 37) The activities carried out at this stage are as follows: 1) Observations at local semester 5 STAI Al-Jami Banjarmasin, 2) Making research instruments, 3) Carrying out test questions and determining the questions that will be used in data collection.

#### b. Implementation

Implementation is the implementation or application of the contents of the design. The activities that will be carried out at this stage are as follows: 1) Carrying out teaching and learning activities by starting with giving a pretest, 2) Delivering learning objectives, 3) Carrying out learning steps using the LOK-R Model 4) Carrying out a Post Test

#### c. Observation

The activities carried out at this stage are as follows: 1) Making observations by filling in an observation sheet, 2) Taking pictures of the learning situation using a photo camera, 3) Interviewing several students to find out their responses and feedback about the learning process using the LOK-R Model. implemented, 4) Analyze the results of the pretest and posttest at the end of each material

#### d. Reflection

Reflection is an activity to restate what has been done..(Amalia, 2019, p. H. 63) then face the lecturer of the KAPITA SELEKTA EDUCATION course who acts as an observer to discuss the implementation of the action plan. The activity that will be carried out at this stage is to make improvements based on the evaluation results to be used as a basis for implementing further actions

### 4. Expected Action Intervention Results

The application of the LOK-R Model can improve student lectures in the KAPITA SELEKTA EDUCATION course at STAI Al-Jami Banjarmasin. Students gain new knowledge about the LOK-R Model, and master the steps in it, so that they are able to independently apply this learning even without always being accompanied by a lecturer. Apart from that, it is also hoped that student activity in learning will increase until it reaches the high activity category

### 5. Data Collection Techniques

The data collection technique used in this research is by conducting the following: 1) Pre-test and post-test to measure student lectures in

increasing understanding of the material, and 2) Interviews to strengthen the required data

#### 6. Data Collection Instruments

Instrument pengumpulan data yang digunakan berdasarkan teknik pengumpulan data dalam penelitian ini adalah sebagai berikut: 1) Tes, yaitu alat atau prosedur yang digunakan untuk mengadakan penilaian yang berbentuk suatu tugas atau serangkaian tugas yang harus dikerjakan oleh mahasiswa sehingga menghasilkan suatu nilai tentang tingkah laku atau prestasi mahasiswa tersebut, yang dapat dibandingkan dengan nilai yang dicapai oleh mahasiswa lain atau dengan standar yang ditetapkan

The data collection instruments used based on the data collection techniques in this research are as follows: 1) Tests, namely tools or procedures used to carry out assessments in the form of a task or series of tasks that must be carried out by students to produce a value regarding behavior or achievement the student, which can be compared with the scores achieved by other students or with the standards set.(Nawawi, 2019, p. H. 42) The form of test that will be used in this research is a written test, namely in the form of a pretest and posttest. 2) This interview guide is to find out and dig up more information on the problem being studied. because interviews are also the main strategy in collecting data

#### 7. Data analysis technique

The data analysis technique used in this research is using N-Gain Score Analysis, in analyzing data on cognitive aspects/concept mastery using Gain Score, Gain is the difference between the post test and pre test scores. This gain shows an increase in understanding or mastery of concepts after learning is carried out by the lecturer. The formula is as follows:

1. $N - \text{Gain} =$	2. $\text{post tes score} - \text{pretest score}$
	3. $\text{ideal score} - \text{pretest score}$

*N-Gain Score formula*

CRITERIA FOR CATEGORIZATION OF N-GAIN EFFECTIVENESS INTERPRETATION	
(%)	INTERPRETATION
< 40	INEFFECTIVE

40-55	<b>LESS EFFECTIVE</b>
56-75	<b>EFFECTIVE ENOUGH</b>
> 76	<b>EFFECTIVE</b>

#### **CRITERIA FOR CATEGORIZATION OF N-GAIN EFFECTIVENESS INTERPRETATION**

The Gain/n-gain Normality Test is a test that provides a general overview of the improvement in learning scores before and after the application of a particular Model..(Sutiarso, 2020, p. H. 45)

The Normalized Gain (N-Gain) test is conducted to determine the improvement in students' cognitive learning outcomes after a specific treatment. This improvement is derived from the pretest and posttest scores obtained by the learners. Normalized Gain, abbreviated as N-Gain, is the comparison between the actual gain score and the maximum possible gain score..(Sukiman, 2019, p. H. 32) Actual gain score refers to the gain score obtained by learners, while the maximum gain score is the highest possible gain score that learners could achieve..(Helmiati, 2019, p. H. 24)

The Normality Test of Gain/Normalized Gain (N-Gain) according to Hake is a test that can provide a general overview of the improvement in learning scores before and after the application of the Model..(Nanda, 2019, p. H. 37)

The Normalized Gain (N-Gain) test is conducted to determine the improvement in students' cognitive learning outcomes after a specific treatment..(Kurnas, 2022, p. H. 19) This improvement is derived from the pretest and posttest scores obtained by the learners. Normalized Gain, abbreviated as N-Gain, is the comparison between the actual gain score and the maximum possible gain score.

The Normalized Gain (N-Gain) test is conducted to determine the improvement in students' cognitive learning outcomes after a specific treatment. This improvement is derived from the pretest and posttest scores obtained by the learners. Normalized Gain, abbreviated as N-Gain, is the comparison between the actual gain score and the maximum possible gain score..(Miaz, 2019, p. H. 42) Skor gain aktual yaitu skor gain yang diperoleh peserta didik sedangkan skor gain maksimum yaitu skor gain tertinggi yang mungkin diperoleh peserta didik

Actual gain score refers to the gain score obtained by learners, while the maximum gain score is the highest possible gain score that learners could achieve..(Priatna, 2020, p. H. 31)

#### **D. RESEARCH RESULTS**

Based on the research conducted at the local level of Semester V STAI Al-Jami Banjarmasin, N-Gain values for material I and material II were obtained using the LOK-R Model. This was done at the beginning and end of each material, with pretests and posttests administered. The question instrument used consisted of multiple-choice questions, with 10 items for material I and 10 items for material II.

#### The N-Gain values for Material I

No	Name	Pre test	Post test	Post -Pre	Ideal score (100-Pre tes	N Gain Score	N Gain Score (%)
1	Akhmad Syafawi	40	80	40	60	0.67	66.67
2	Aripin	40	70	30	60	0.50	50.00
3	Gusti Phitri Zanati	30	80	50	70	0.71	71.43
4	M. Baihaqi	40	70	30	60	0.50	50.00
5	M. Husin Kadri	40	70	30	60	0.50	50.00
6	M. Naufal Ghani	30	70	40	70	0.57	57.14
7	Muhammad Abdul Aziz	20	80	60	80	0.75	75.00
8	Muhammad Adi Fajar Sholihin	30	70	40	70	0.57	57.14
9	Muhammad Ario	10	70	60	90	0.67	66.67
10	Muhammad Aufa Azkiya	30	70	40	70	0.57	57.14
11	Muhammad Helmy	0	70	70	100	0.70	70.00
12	Muhammad Ilham	30	70	40	70	0.57	57.14
13	Muhammad Maruf	40	80	40	60	0.67	66.67
14	Muhammad Nor	20	70	50	80	0.63	62.50
15	Muhammad Raihan	20	70	50	80	0.63	62.50
16	Muhammad Rizqi	40	70	30	60	0.50	50.00
17	Muhammad Taufik Hidayat	30	80	50	70	0.71	71.43
18	Pahriannor	50	70	20	50	0.40	40.00
19	Rahmadi	40	70	30	60	0.50	50.00
20	Rusman	30	70	40	70	0.57	57.14
21	Suhada Annur	40	80	40	60	0.67	66.67
22	Suryani	40	70	30	60	0.50	50.00
23	Taufik Hidayat	30	80	50	70	0.71	71.43
24	Taupik Wahyudi	40	70	30	60	0.50	50.00
25	Aisyah	40	70	30	60	0.50	50.00
26	Aminah	30	70	40	70	0.57	57.14
27	Amrina Rosyada	20	80	60	80	0.75	75.00
28	Dina Fahriah	30	70	40	70	0.57	57.14
29	Fatimatuz Zahro	10	70	60	90	0.67	66.67
30	Gt. Marhamah	30	70	40	70	0.57	57.14
31	Jannah	0	70	70	100	0.70	70.00
32	Nor Azizah	30	70	40	70	0.57	57.14

33	Nur Aini	40	80	40	60	0.67	66.67
34	Nur Baiti Jannah	20	70	50	80	0.63	62.50
35	Nur Maulidiya	20	70	50	80	0.63	62.50
36	Nurul Faizah	40	70	30	60	0.50	50.00
37	Nurul Hikmah	30	80	50	70	0.71	71.43
38	Nurul Rizki	50	70	20	50	0.40	40.00
39	Nurul Ulya	40	70	30	60	0.50	50.00
40	Salawati	30	70	40	70	0.57	57.14
Mean		30.5	72.5	42	69.5	0.59	59.43

The N-Gain values for Material I

Based on the table of N-Gain values for Material I above, the minimum value for the pretest is 0.00, and the maximum value is 50.00. The mean N-Gain value for Material I is 0.59, with a maximum N-Gain value of 0.71. Based on the average scores of pretests and posttests on concept mastery (cognitive aspect), the initial level of student mastery is 30.35, while the final level of mastery is 72.5. This indicates a significant increase in students' concept mastery, as evident from the average N-Gain value of 0.59, which falls into the category of quite effective.

The N-Gain values for Material II

No	Name	Pre test	Post test	Post -Pre	Ideal score (100-Pre tes	N Gain Score	N Gain Score (%)
1	Akhmad Syafawi	20	80	60	80	0.75	75.00
2	Aripin	20	80	60	80	0.75	75.00
3	Gusti Phitri Zanati	40	80	40	60	0.67	66.67
4	M. Baihaqi	10	80	70	90	0.78	77.78
5	M. Husin Kadri	40	80	40	60	0.67	66.67
6	M. Naufal Ghani	0	100	100	100	1.00	100.00
7	Muhammad Abdul Aziz	30	80	50	70	0.71	71.43
8	Muhammad Adi Fajar Sholihin	30	80	50	70	0.71	71.43
9	Muhammad Ario Sudarmawan	10	70	60	90	0.67	66.67
10	Muhammad Aufa Azkiya	0	100	100	100	1.00	100.00

11	Muhammad Helmy	50	70	20	50	0.40	40.00
12	Muhammad Ilham	50	100	50	50	1.00	100.00
13	Muhammad Maruf	50	80	30	50	0.60	60.00
14	Muhammad Nor	30	80	50	70	0.71	71.43
15	Muhammad Raihan	30	80	50	70	0.71	71.43
16	Muhammad Rizqi	50	100	50	50	1.00	100.00
17	Muhammad Taufik Hidayat	40	80	40	60	0.67	66.67
18	Pahriannor	50	90	40	50	0.80	80.00
19	Rahmadi	30	100	70	70	1.00	100.00
20	Rusman	20	100	80	80	1.00	100.00
21	Suhada Annur	20	80	60	80	0.75	75.00
22	Suryani	20	80	60	80	0.75	75.00
23	Taufik Hidayat	40	80	40	60	0.67	66.67
24	Taupik Wahyudi	10	80	70	90	0.78	77.78
25	Aisyah	40	80	40	60	0.67	66.67
26	Aminah	0	100	100	100	1.00	100.00
27	Amrina Rosyada	30	80	50	70	0.71	71.43
28	Dina Fahriah	30	80	50	70	0.71	71.43
29	Fatimatuz Zahro	10	70	60	90	0.67	66.67
30	Gt. Marhamah	0	100	100	100	1.00	100.00
31	Jannah	50	70	20	50	0.40	40.00
32	Nor Azizah	50	100	50	50	1.00	100.00
33	Nur Aini	50	80	30	50	0.60	60.00
34	Nur Baiti Jannah	30	80	50	70	0.71	71.43
35	Nur Maulidiya	30	80	50	70	0.71	71.43

36	Nurul Faizah	50	100	50	50	1.00	100.00
37	Nurul Hikmah	40	80	40	60	0.67	66.67
38	Nurul Rizki	50	90	40	50	0.80	80.00
39	Nurul Ulya	30	100	70	70	1.00	100.00
40	Salawati	20	100	80	80	1.00	100.00
Mean		30	85.5	55.5	70	0.78	78.01

#### The N-Gain values for Material II

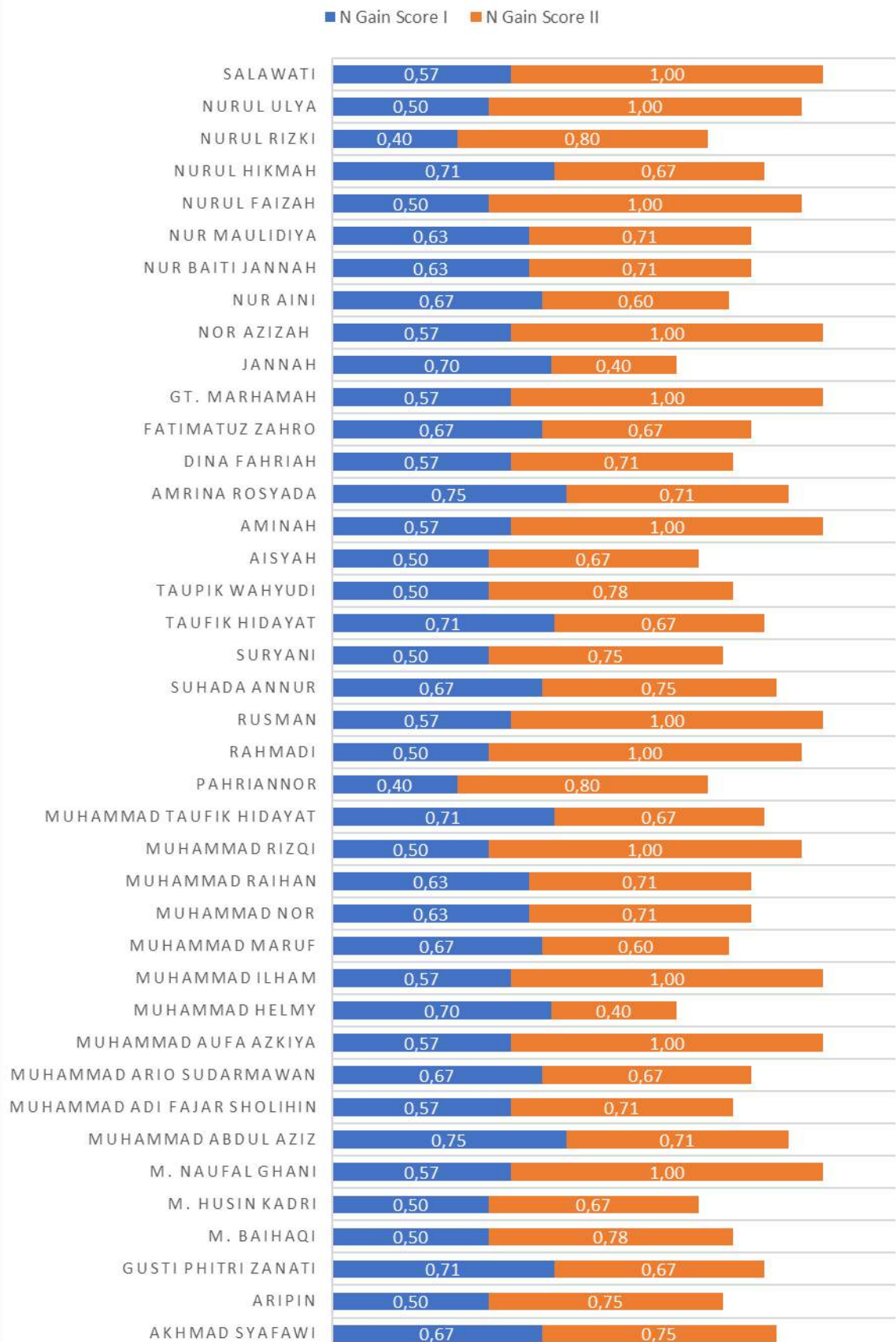
Based on the table of N-Gain values for Material II above, the minimum value for the pretest is 0.00, and the maximum value is 50. The mean N-Gain value for Material II is 0.78, with a maximum N-Gain value of 1.00. Based on the average scores of pretest and posttest on concept mastery, the initial level of student mastery is 30, while the final level of mastery or Post Test is 85.5. This indicates a significant increase in students' concept mastery, as evident from the average N-Gain value of 0.78, which falls into the Effective category. From the average N-Gain values of Material I and Material II, there is a significant increase from 0.59 to 0.78, or with a percentage increase of 78.01%. For more details on N-Gain Score I and II, refer to the table below.

#### Results of the N-Gain Score Table I and II

No	Name	N Gain Score I	N Gain Score II
1	Akhmad Syafawi	0,67	0,75
2	Aripin	0,50	0,75
3	Gusti Phitri Zanati	0,71	0,67
4	M. Baihaqi	0,50	0,78
5	M. Husin Kadri	0,50	0,67
6	M. Naufal Ghani	0,57	1,00
7	Muhammad Abdul Aziz	0,75	0,71
8	Muhammad Adi Fajar Sholihin	0,57	0,71
9	Muhammad Ario Sudarmawan	0,67	0,67
10	Muhammad Aufa Azkiya	0,57	1,00
11	Muhammad Helmy	0,70	0,40
12	Muhammad Ilham	0,57	1,00

13	Muhammad Maruf	0,67	0,60
14	Muhammad Nor	0,63	0,71
15	Muhammad Raihan	0,63	0,71
16	Muhammad Rizqi	0,50	1,00
17	Muhammad Taufik Hidayat	0,71	0,67
18	Pahriannor	0,40	0,80
19	Rahmadi	0,50	1,00
20	Rusman	0,57	1,00
21	Suhada Annur	0,67	0,75
22	Suryani	0,50	0,75
23	Taufik Hidayat	0,71	0,67
24	Taupik Wahyudi	0,50	0,78
25	Aisyah	0,50	0,67
26	Aminah	0,57	1,00
27	Amrina Rosyada	0,75	0,71
28	Dina Fahriah	0,57	0,71
29	Fatimatuz Zahro	0,67	0,67
30	Gt. Marhamah	0,57	1,00
31	Jannah	0,70	0,40
32	Nor Azizah	0,57	1,00
33	Nur Aini	0,67	0,60
34	Nur Baiti Jannah	0,63	0,71
35	Nur Maulidiya	0,63	0,71
36	Nurul Faizah	0,50	1,00
37	Nurul Hikmah	0,71	0,67
38	Nurul Rizki	0,40	0,80
39	Nurul Ulya	0,50	1,00
40	Salawati	0,57	1,00
Rata-rata		0,59	0,78

### BAR CHART ANALYSIS OF N-GAIN SCORE



**Criteria for Categorizing the Interpretation of N-Gain Effectiveness**

<b>Criteria for Categorizing the Interpretation of N-Gain Effectiveness</b>	
<b>(%)</b>	<b>INTERPRETATION</b>
< 40	<b>INEFFECTIVE</b>
40-55	<b>LESS EFFECTIVE</b>
56-75	<b>EFFECTIVE ENOUGH</b>
> 76	<b>EFFECTIVE</b>

**Criteria for Categorizing the Interpretation of N-Gain Effectiveness**

Based on the data presentation from the results of Material I and Material II, the research findings show a significant improvement in the average test scores. In the classical test results for the Pre-material, which was initially at 50%, there was an increase in the Post Test for Material I to 72.5% and further increased to 85.5% for Material II. The N-Gain Score percentage for Material I was 0.59, and it increased to 0.78 for Material II. Therefore, the implementation of LOK-R is considered successful in improving student lectures as it has achieved the set success indicators of 75% classically, and the average student lectures have reached a minimum score of 70 individually.

**E. CONCLUSION**

The LOK-R learning model has several advantages, including enhancing students' literacy, developing their ability to understand texts, having systematic steps, and promoting critical thinking. LOK-R is a learning model that was developed starting in 2018.

The LOK-R learning model (Literacy, Orientation, Collaboration, Reflection) is an approach focused on four key elements: literacy, orientation, collaboration, and reflection.

Literacy in the LOK-R model refers to the ability to read, write, and understand information. This includes the ability to analyze, evaluate, and interpret various forms of texts. Through literacy mastery, students can develop deeper and critical knowledge in various learning areas. Orientation in this model involves developing a positive attitude towards learning and self-development. Students are encouraged to have motivation, interest, and commitment to learning goals. A good orientation helps students go through the learning process with enthusiasm and strong determination.

Collaboration is a crucial aspect in the LOK-R learning model, emphasizing cooperation among students. Through collaboration, students

learn to work together, discuss ideas, and inspire each other. This creates an inclusive learning environment, allowing the exchange of experiences and improved understanding.

Reflection is the ability of students to reflect on their experiences and learning. Through reflection, students can understand their strengths and weaknesses, evaluate their performance, and plan for future improvement. Reflection helps foster a critical and introspective attitude, which is essential for personal and professional growth.

By integrating literacy, orientation, collaboration, and reflection into the learning process, the LOK-R model aims to create a learning environment that encourages deeper understanding, the development of positive attitudes towards learning, productive collaboration, and sustainable personal growth for students.

Based on the research findings, there was a significant improvement in student lectures from being less effective to effective. In the classical test results for the Pre-material, which was initially at 50%, there was an increase in the Post Test for Material I to 72.5% and further increased to 85.5% for Material II. The N-Gain Score percentage for Material I was 0.59, and it increased to 0.78 for Material II using the LOK-R model in learning. Therefore, the implementation of LOK-R is considered successful in improving student lectures as it has achieved the set success indicators of 75% classically, and the average student lectures have reached a minimum score of 70 individually.

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