

## **The Effectiveness of the Lok-R Model in Enhancing Academic Achievement in the Islamic Religious Education Study Program**

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### **Abstract**

This study aims to analyze the effectiveness of using the LOK-R Model in improving academic performance in the Islamic Education Study Program at Al-Jami Islamic College Banjarmasin. The research reveals how mastering academic material hinges on the application of the Lok-R Model. Through in-depth analysis, the study presents concrete evidence of improvements in the quality of learning and student achievements. The LOK-R Model, the primary focus of this research, paves the way to academic excellence through an innovative approach. Findings indicate that consistent application of this Model can enhance material understanding, student engagement, and ultimately, higher learning outcomes. The research utilizes N-Gain Score Analysis with data collection techniques involving Pre-Test and Post-Test. Results show that implementing the LOK-R Model significantly improves student learning outcomes. Additionally, 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 study underscores the need for integrating the LOK-R Model into higher education in Indonesia to help students develop skills relevant to contemporary demands. Research findings reveal a significant increase in average test scores, with a classical test result of 50% in the pre-test rising to 72.5% in the post-test, and an N-Gain Score percentage of 0.59 for the first subject matter increasing to 0.78 for the second subject matter. Therefore, the implementation of LOK-R is considered successful in enhancing student learning achievements, as it has met the 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:** The Effectiveness; Lok-R Model; Islamic Education.

## A. Introduction

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 throughout Indonesia is still low, namely 0.01, which means that out of 100 people there is only 1 person who likes to read. The results of research through PISA (Programme for International Student Assessment) in 2012, Indonesia is 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.

Related literature and research results Collaborative-Reflective Orientation Literacy Model which can be a reference related to this research include the WUNY Scientific Journal with the title "Analysis of the Application of the Lok-R Learning Model to Students' Literacy Skills in History Learning", Based on the results of the analysis it is known that the LOK-R learning model can be used as one of the solutions in improving students' historical literacy in history learning. This is because this learning model has utilized literacy-based learning which aims to develop students' abilities in understanding texts and relating them to personal experiences so that a lifelong learner is formed.<sup>1</sup> Indonesia currently ranks low in education compared to other nations. One reason is the lack of literacy, or interest in reading, among students and the general public. Literacy is not just about reading, but also the love and awareness of reading in society, which can be used as a benchmark for the culture of literacy education in Indonesia. Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble character, and the skills needed by themselves and society.<sup>2</sup>

Furthermore, the literacy, orientation, collaboration, and reflection (LOK-R) model is a learning approach that emphasizes the development of literacy, orientation, collaboration, and reflection skills in the context of Islamic education. To face the challenges and dynamics of the globalization era, Islamic education needs to adopt methods that foster a holistic understanding of Islamic teachings while preparing students to adapt to the changes and complexities of the modern world.

Literacy in the context of models LOK-R refers to the ability of students 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 interpret

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<sup>1</sup>Syela Joe Dhesita, "Analysis of the Application of the Lok-R Learning Model to Students' Literacy Skills in History Learning," *Wuny Scientific Journal* 5, No. 1 (May 20, 2023): 210, <https://doi.org/10.21831/jwuny.v5i1.50113>.

<sup>2</sup>Siti Nurul Fitriani, "Analysis of Improving Students' Literacy Skills Using the Adabta Method Through the Tarl Approach," *Bada'a: Scientific Journal of Elementary Education* 4, No. 1 (2022): H. 180, <https://doi.org/10.37216/badaa.v4i1.580>.

the hidden meanings within them. Reading literacy is a set of knowledge, skills, and strategies for constructing the meaning of texts in various contexts.<sup>3</sup>

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 to search, find and use information for their learning activities.<sup>4</sup>

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 addressing global issues such as pluralism, tolerance, and social justice.<sup>5</sup>

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 from diverse perspectives and building knowledge collectively.

Reflection refers to students' ability to examine and evaluate their understanding of Islamic teachings and apply these concepts in everyday life. The LOK-R model facilitates a process of in-depth reflection, helping students internalize Islamic values and apply them in positive actions.

The application of the LOK-R model in the Selected Chapters of Islamic Education course is expected to produce students who not only have a deep understanding of Islamic teachings, but are also able to apply Islamic values in the complex context of globalization. Thus, the LOK-R model becomes an important foundation for developing a generation of students with high intellectual and moral qualities, in accordance with Islamic teachings.

The national education system has a goal as well as being a very important tool in the struggle to achieve the ideals and goals of the Indonesian nation in enlightening the lives of the Indonesian people and developing the Indonesian people as a whole, namely developing the potential of students to become people who believe in and fear God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.<sup>6</sup> In the lecture process at STAI Al-Jami Banjarmasin, apart from involving lecturers and students directly, other

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<sup>3</sup>Misbahul Jannah et al., "Implementation of the Lok-R Learning Model (Literacy, Orientation, Collaboration and Reflection) in Improving Reading Literacy (Maharah Qiraah) in Reading Arabic Texts," *Muhadasah: Journal of Arabic Language Education* 5 (June 10, 2023): H. 38, <https://doi.org/10.51339/Muhad.V5i1.750>.

<sup>4</sup>Elly Kristini, "Literacy-Based Learning Assisted by ICT Media with Assignment Method to Improve Learning Outcomes," *Pulpit of Knowledge* 25, No. 3 (October 21, 2020): H. 497, <https://doi.org/10.23887/Mi.V25i3.28376>.

<sup>5</sup>Siti Nurul Fitriani, "Analysis of Improving Students' Literacy Skills Using the Adabta Method Through the Tarl Approach," *Bada'a: Scientific Journal of Elementary Education* 4, No. 1 (April 10, 2022): H. 185, <https://doi.org/10.37216/Badaa.V4i1.580>.

<sup>6</sup>Mahmudi, *Selected Chapters on Education: Current Issues in Education* (Deepublish, 2023), H. 52.

support is also needed, namely adequate learning media and the use of appropriate methods. Based on the results of STAI Al-Jami Banjarmasin students' lectures, the KSPI course was previously still low, because only 50 students got a score of 70 or above. % of existing students. This indicates that the results of these lectures are still low. One factor contributing to these low results is the lack of variety in the learning process implemented by lecturers.. The 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 apply lecture or conventional methods and there is no visible active role from students..

The obstacles lecturers encounter during the lecture process above impact the quality of the process and the less-than-optimal outcomes. As a result, students' knowledge is not developed optimally, even though the KSPI course is one of the most important subjects for students to master. To address the above issues, it is necessary to develop a form of learning that empowers students more, namely by implementing the LOK-R learning model.

The above description illustrates the importance of fostering active student learning, particularly in literacy, orientation, collaboration, and reflection. Therefore, the author is interested in conducting research on " Effectiveness of Using the Lok-R Model in Improving Lecture Outcomes of Islamic Religious Education Study Programs at Al-Jami Islamic College, Banjarmasin"

## **B. Literature Review**

Improving academic performance requires commitment and the right strategy. Effective time management is crucial, with every moment spent wisely preparing for class, thoroughly understanding the material, and engaging in practical exercises. Active participation in class also opens up opportunities to deepen understanding through discussions and interactions with lecturers and students. Furthermore, exploring additional learning resources and joining study groups can broaden horizons and facilitate comprehension. Most importantly, maintaining a balance between physical and mental health and developing effective study skills play a key role in achieving optimal academic performance. Dedication, adapting to appropriate learning methods, and learning from each experience are key to achieving significant improvements in academic performance.<sup>7</sup>

The Selected Chapters in Islamic Education course opens up a deeper understanding of education based on Islamic values and principles. Its primary focus is analyzing and understanding key Islamic concepts related to education, such as Islamic educational philosophy, educational ethics, and the role of education in shaping

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<sup>7</sup>Gunung Mahameruh et al., "The Development and Relevance of Critical Theory to Educational Capitalism (A Qualitative Study of Communication Science Students, Jakarta State University, Class of 2020)," *Inter Komunika: Journal of Communication* 6, No. 2 (November 22, 2022): H. 43, <https://doi.org/10.33376/ik.v6i2.1412>.

individual character.<sup>8</sup>This course also addresses the theoretical and practical aspects of Islamic education, including teaching strategies, evaluation methods, and curriculum development based on Islamic values. Furthermore, students will explore the crucial role of Islamic education in shaping a quality society and making positive contributions in various areas of life. By understanding and applying Islamic values in the educational context, it is hoped that students can become agents of change who benefit society and the nation, as they develop a deeper understanding of Islamic teachings.<sup>9</sup>Education is a dynamic and evolving process, meaning there is a very strong and mutually influential relationship between the educational process and the feedback that results from it. The quality of education cannot be separated from the influence of this feedback.<sup>10</sup>

LOK-R stands for Literacy, Orientation, Collaboration, and Reflection. The abbreviation of the learning model represents the syntax or sequence of the learning process to be implemented. The LOK-R learning model offers advantages such as improving student literacy, developing students' ability to understand texts, having systematic steps, and encouraging critical thinking. LOK-R is a learning model developed in 2018. After being modified, this learning model initially focused on map literacy. Initially, this learning model was introduced during the Indonesian Madrasah Competency Arrangement Technique (Bimtek AKMI) guidance program organized by the Ministry of Religious Affairs 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 a learning model that focuses on student-centered learning activities and focuses on increasing student potential collaboratively and cooperatively, which can help maximize cognitive development.<sup>11</sup>

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

#### I. Literacy

The lecturer asks students to be independent in carrying out the activities, specifically regarding understanding, responding, reflecting, evaluating, planning attitudes, generating knowledge, and designing actions after reading the text. Students will then

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<sup>8</sup>Mahmudi, *Selected Chapters on Education*, H. 54.

<sup>9</sup>Eko Suncaka, "Educational Capitalism in Indonesia: A Critique from the Perspective of Islamic Educational Management Science," *Islamic Education: Journal of Islamic Education* 12, No. 01 (April 4, 2023): H. 716, <https://doi.org/10.30868/Ei.V12i01.4237>.

<sup>10</sup>Indra Ruyani, Hapzi Ali, and Kasful Anwar Us, "Literature Review of the Quality of Islamic Education: Systems Thinking, the Concept of the Quran and the Concept of the Hadith," *Journal of Educational Management and Social Sciences* 3, No. 2 (July 5, 2022): H.530, <https://doi.org/10.38035/Jmpis.V3i2.1116>.

<sup>11</sup>Hernita Pasongli, "Student Learning Activities with Literacy, Orientation, Collaboration, and Reflection (Loc-R) Learning at State Junior High School 7, Ternate City," *Journal of Education and Learning* 3, No. 3 (December 8, 2022): H. 581.

work in groups to search for information, and the lecturer will then direct the next meaningful activity.<sup>12</sup>

Interest in reading is a strong and deep interest accompanied by a feeling of pleasure in the activity of reading, thus leading individuals to read of their own free will.<sup>13</sup> An interest in reading isn't born naturally; it must be nurtured from an early age. Cultivating students' interest in reading is best done at an early age. The goal is to cultivate reading as a necessity, not just a hobby or leisure activity. As students' interest in reading grows, their desire to read also increases.<sup>14</sup>

## 2. Orientation

At this stage, the lecturer's focus is on guiding students toward achieving the identified competencies. Lecturers can use different learning techniques to discuss various issues. Furthermore, lecturers need to develop these techniques to better understand them. Therefore, at this stage, lecturers focus more on activities that guide students toward achieving the identified competencies. During these activities, lecturers can develop different learning techniques to address key issues contained in the infographic text used as learning materials and media.

## 3. Collaboration

During this stage, lecturers and students will be given the opportunity to broaden and deepen their understanding of what they are learning. This activity aims to enable both parties to solve problems encountered during their studies. Furthermore, the goal of this activity is to acquire predetermined skills.

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

## 4. Reflection

As the final stage of learning, lecturers and students work together to identify the learning that has taken place, including students' impressions of their learning and any limitations they encountered. Lecturers can use these points to review, reinforce, and summarize the learning activities that have taken place.

This stage is the final stage of learning. In this reflection stage, lecturers and students attempt to recognize the learning that has taken place, the limitations encountered, and the impressions students gained from their learning. In this stage, lecturers can

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<sup>12</sup>Frita Dwi Lestari et al., "The Influence of Literacy Culture on Science Learning Outcomes in Elementary Schools," *Basicedu Journal* 5, No. 6 (2021): H. 14, <https://doi.org/10.31004/basicedu.v5i6.1436>.

<sup>13</sup>H. Muslam, "Globalization in Education (Curriculum Design That Must Be Developed in Education in the Era of Globalization)," *Wahana Akademika: Journal of Islamic and Social Studies* 12, No. 1 (2019): H. 9.

<sup>14</sup>Putu Ayu Purnama Sari, "The Relationship between Reading and Writing Literacy and Reading Interest with Indonesian Language Learning Outcomes." *Journal For Lesson And Learning Studies* 3, No. 1 (April 8, 2020): H. 142, <https://doi.org/10.23887/jlls.v3i1.24324>.

use these findings to reinforce, repeat, and summarize the learning activities that have been carried out.<sup>15</sup>

LOK-R stands for Literacy, Orientation, Collaboration, and Reflection. The abbreviation of this learning model represents the syntax or sequence of the learning process. The LOK-R learning model offers several advantages, including improving student literacy, developing students' ability to understand texts, having systematic steps, and encouraging critical thinking.<sup>16</sup>

## METHOD

### I. Research Methods and Design

The method used in this research is field research (field research) which is used to determine the conditions to get an overview of the environment so that it can decide which direction the research will take based on the context. through a research design with a quantitative approach, and the instrument used in this research uses Analysis N-Gain Score 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 data collection process, data analysis, and data display.<sup>17</sup>In quantitative research, the application of a learning model is the basis of the type of research itself, especially in how to analyze it.<sup>18</sup>

Quantitative research is the systematic scientific study of components, phenomena, and their relationships. Research using a quantitative approach is typically conducted with a sample size determined based on the existing population. The sample size is calculated using a specific formula. The formula chosen depends on the type of research and the homogeneity of the population.<sup>19</sup>

According to Sugiyono, population is a generalization area that consists of objects/subjects that have certain qualities and characteristics that are determined by researchers to be studied and then drawn to conclusions.<sup>20</sup>Population can be defined as the total number of units of analysis whose characteristics or traits will be investigated.<sup>21</sup>

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<sup>15</sup>Yusrah, "Socialization of the Collaborative Reflection Orientation Literacy Learning Model (Lok-R) for Grade 12 Teachers in Langkat," *Journal of Community Service (Jpkm)* 3, No. 2 (December 8, 2022): H. 11.

<sup>16</sup>Syela Joe Dhesita, "Analysis of the Application of the Lok-R Learning Model on Students' Literacy Skills in History Learning," *Wuny Scientific Journal* 4, No. 2 (April 8, 2022): H. 220.

<sup>17</sup>Hardani, *Qualitative & Quantitative Research Methods*(Yogyakarta: Cv. Pustaka Ilmu, 2020), p. 238.

<sup>18</sup>Bambang Sudaryana, *Quantitative Research Methodology*(Jakarta: Rineka Cipta, 2021), p. 32.

<sup>19</sup>Priyono, *Quantitative Research Methodology*(Malang: CV Literasi Nusantara Abadi, 2021), P. 3.

<sup>20</sup>Sugiyono, *Quantitative, Qualitative, and R&D Research Methods*(Bandung: Alfabeta, 2020), p. 80.

<sup>21</sup>Sulaiman Saat And Sitti Mania, *Research Methods Guide for Beginner Writers*(Gowa: Pusaka Almaida, 2019), p. 64.

## 2. Research Subjects

This research was conducted at STAI Al-Jami Banjarmasin in semester 5, consisting of 40 students. The research subjects are lecturers of the KSPI course, the object of this research is the results of lectures on the selected capital courses in Islamic education using the LOK-R model. Furthermore, the participants involved in this study were 5th semester students of STAI Al-Jami Banjarmasin

## 3. Intervention Action Stages

Before the action is planned and carried out, observations are first conducted to determine the condition of 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 study are:

### a. Planning

A plan is a series of planned actions to improve what has happened.<sup>22</sup>The activities carried out at this stage are as follows: 1) Observation of the 5th semester local STAI Al-Jami Banjarmasin, 2) Making research instruments, 3) Conducting trial 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.<sup>23</sup>The activities that will be carried out at this stage are as follows: 1) Carrying out teaching and learning activities starting with giving a pretest, 2) Delivering learning objectives, 3) Carrying out learning steps through the LOK-R model, 4) Carrying out a Post Test.

### c. Observation

The activities carried out at this stage are as follows: 1) Conducting observations by filling out observation sheets, 2) Taking pictures of the learning situation using a photo camera, 3) Interviewing several students to find out their responses and comments about the learning process through the LOK-R model that was implemented, 4) Analyzing the results of the pretest and posttest at the end of each material.

### d. Reflection

Reflection is an activity to re-state what has been done.<sup>24</sup>Then, they meet with the KSPI lecturer, who acts as an observer, to discuss the implementation of the action plan. The activities to be carried out at this stage include making improvements based on the evaluation results to serve as a basis for implementing subsequent actions.

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<sup>22</sup>Ahmad Nahrawi, *Quantitative, Qualitative & Combined Research Methods* (Malang: CV Literasi Nusantara Abadi, 2020), p. 37.

<sup>23</sup>Nikolaus Duli, *Quantitative Research Methodology: Some Basic Concepts for Thesis Writing & Data Analysis with SPSS* (South Sulawesi: Cv Kaaffah Learning Center, 2019), p. 61.

<sup>24</sup>Early Amalia, *Planning and Design of Learning Systems in Educational Institutions* (Surabaya: Kencana, 2019), p. 63.

4. Expected Action Intervention Results

The implementation of the LOK-R model can improve student lectures in the KSPI course at STAI Al-Jami Banjarmasin. Students gain new knowledge about the LOK-R model, as well as master the steps in it, so that you are able to independently apply the learning even without always being accompanied by a lecturer. In addition, 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 techniques used in this study were to conduct the following: 1) Pre-test and post-test to measure students' lecture results in increasing their understanding of the material, and 2) Interviews to strengthen the required data.

6. Data Collection Instruments

The data collection instruments used based on the data collection techniques in this study are as follows: 1) Tests, namely tools or procedures used to conduct assessments in the form of a task or series of tasks that must be completed by students so as to produce a value regarding the behavior or achievements of the students, which can be compared with the values achieved by other students or with established standards.<sup>25</sup>The form of test that will be used in this research is a written test, namely a pretest and posttest. 2) This interview guide is to find out and dig up more information about the problem being researched, because interviews are also the main strategy in collecting data.

7. Data Analysis Techniques

The data analysis technique used in this research is to use N-Gain Score Analysis, in analyzing data on cognitive aspects/concept mastery by using Gain Score. Gain is the difference between the post-test and pre-test scores. This gain indicates an increase in understanding or mastery of a concept after the lecturer's instruction. The formula is as follows:

<b>N – Gain =</b>	<i>Skor post tes – skor pretes</i>
	<i>Skor ideal – skor pretes</i>

Rumus N– Gain score

<b>CRITERIA FOR INTERPRETATION CATEGORY OF N-GAIN EFFECTIVENESS</b>	
<b>PERCENTAGE (%)</b>	<b>INTERPRETATION</b>

<sup>25</sup> Ahmad Nawawi, *Educational Research Methodology (Qualitative, Quantitative and Mixed Method)*(Bandung: Alfabeta, 2019), p. 42.

CRITERIA FOR INTERPRETATION CATEGORY OF N-GAIN EFFECTIVENESS	
< 40	INEFFECTIVE
40-55	LESS EFFECTIVE
56-75	QUITE EFFECTIVE
> 76	EFFECTIVE

### Effectiveness Interpretation Category Criteria N-Gain

The Gain/n-gain Normality Test is a test that can provide a general overview of the increase in learning outcome scores between before and after the method is implemented.<sup>26</sup>

The normalized gain (N-Gain) test was conducted to determine the improvement in students' cognitive learning outcomes after treatment. This improvement was taken from the pretest and posttest scores obtained by the students.. Normalized gain or abbreviated as N-Gain is the comparison of the actual gain score with the maximum gain score.<sup>27</sup>The actual gain score is the gain score obtained by the student, while the maximum gain score is the highest possible gain score that the student can obtain.<sup>28</sup>

According to Hake, the Normalized Gain (N-Gain) Normality Test is a test that can provide a general picture of the increase in learning outcome scores between before and after the method is implemented.<sup>29</sup>

The normalized gain (N-Gain) test was conducted to determine the increase in students' cognitive learning outcomes after being given treatment.<sup>30</sup>This increase is taken from the pretest and posttest scores obtained by students. Normalized gain, or N-Gain for short, is the ratio of the actual gain score to the maximum gain score..<sup>31</sup>The actual gain score is the gain score obtained by the student, while the maximum gain score is the highest possible gain score that the student can obtain.<sup>32</sup>

<sup>26</sup>Lilik Sutiarto, *Gain Normality Test for Stabilization and Modules with One Group Pre and Post Test*(Yogyakarta: Cv. Pustaka Ilmu, 2020), p. 45.

<sup>27</sup>Sukiman, *Classroom Action Research for Supervising Teachers*(Yogyakarta: Paramitra Publishing, 2019), p. 32.

<sup>28</sup>Helmiat, *Classroom Action Research*(Yogyakarta: Aswaja Pressindo, 2019), p. 24.

<sup>29</sup>Indra Nanda, *Classroom Action Research for Inspirational Teachers*(Yogyakarta: Paramitra Publishing, 2019), p. 37.

<sup>30</sup> Kurna, *Research and Development Agency of the Ministry of National Education*(Jakarta: Department of National Education, 2022), p. 19.

<sup>31</sup> Yalvema Miaz, *Classroom Action Research for Teachers and Lecturers*(Padang: Unp Pres, 2019), p. 42.

<sup>32</sup> So Dear, *Classroom Action Research: Theory and Practice* (Bandung: Tsabita, 2020), P. 31.

#### D. Results and Discussion

Based on the results of research conducted in the local Semester V of STAI Al-Jami Banjarmasin, the N-Gain value of material I and material II was obtained which was given using the previous LOK-R model at the beginning and end of each material which had been given a pretest and posttest. The question instrument used was in the form of multiple choice (multiple choice) 10 questions on material I and 10 questions on material II.

##### Results of N-Gain Value of Material I

No	No	Pre test	Post test	Post -Pre	Skor Ideal (100-For 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 Sudarmawan	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

No	No	Pre test	Post test	Post -Pre	Skor Ideal (100-For tes	N Gain Score	N Gain Score (%)
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	<b>0.59</b>	59.43

#### Results of N-Gain Value of Material I

From the table of N-gain values for material I above, the minimum value in the pre-test was 0.00 and the maximum value was 50.00, the average (mean) N-Gain value in material I was 0.59, with a maximum N-Gain value of 0.71. Based on the average pre-test and post-test scores on concept mastery (cognitive aspect), the initial level of mastery of students was 30.35, while the final level of concept mastery of students was 72.5. This shows that the magnitude of the increase in students' concept mastery is directly visible from the average N-gain value of 0.59 which is included in the category **Enough effective**.

#### Results of N-Gain Value of Material II

No	No	Pre test	Post test	Post -Pre	Skor Ideal (100-For 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

No	No	Pre test	Post test	Post -Pre	Skor Ideal (100-For tes	N Gain Score	N Gain Score (%)
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

Score Results N-Gain Materia II

From the table of N-gain values for material II above, the minimum value in the pre-test was 0.00 and the maximum value was 50. The average (mean) N-Gain value in material 2 was 0.78, with a maximum N-Gain value of 1.00. Based on the average pre-test and post-test scores for concept mastery, the initial level of student concept mastery was 30, while the final level of student concept mastery/Post Test was 85.5. This shows that the magnitude of the increase in student concept mastery is directly visible from the average N-Gain value of 0.78 which is included in **Effective category**. From the average N-Gain value of material I and material II, there appears to be a significant increase from 0.59 to **0.78 or a percentage of 78.01%**

## Discussion

The results of the study showed a significant increase in the average value of the test results, where the classical test results for the Pre-material, namely 50%, increased during the Post-Test for material I to 72.5% and increased in material II to 85.5% with a percentage of the N Gain Score value in material I of 0.59 then increased

in material II by 0.78. Thus, the application of LOK-Ris considered successful in improving student lectures because it has achieved the established success indicators, namely 75% classically and the average student lecture has achieved a minimum score of 70 individually, aThe N-Gain Score I and II along with the bar chart from this study can be seen in the table below.

**Results of N-Gain Score I and II Tables**

No	No	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

## The Effectiveness of the Lok-R Model

No	No	N Gain Score I	N Gain Score II
40	Salawati	0,57	1,00
	Mean	0,59	0,78

grafik diagram batang analisis n gain score

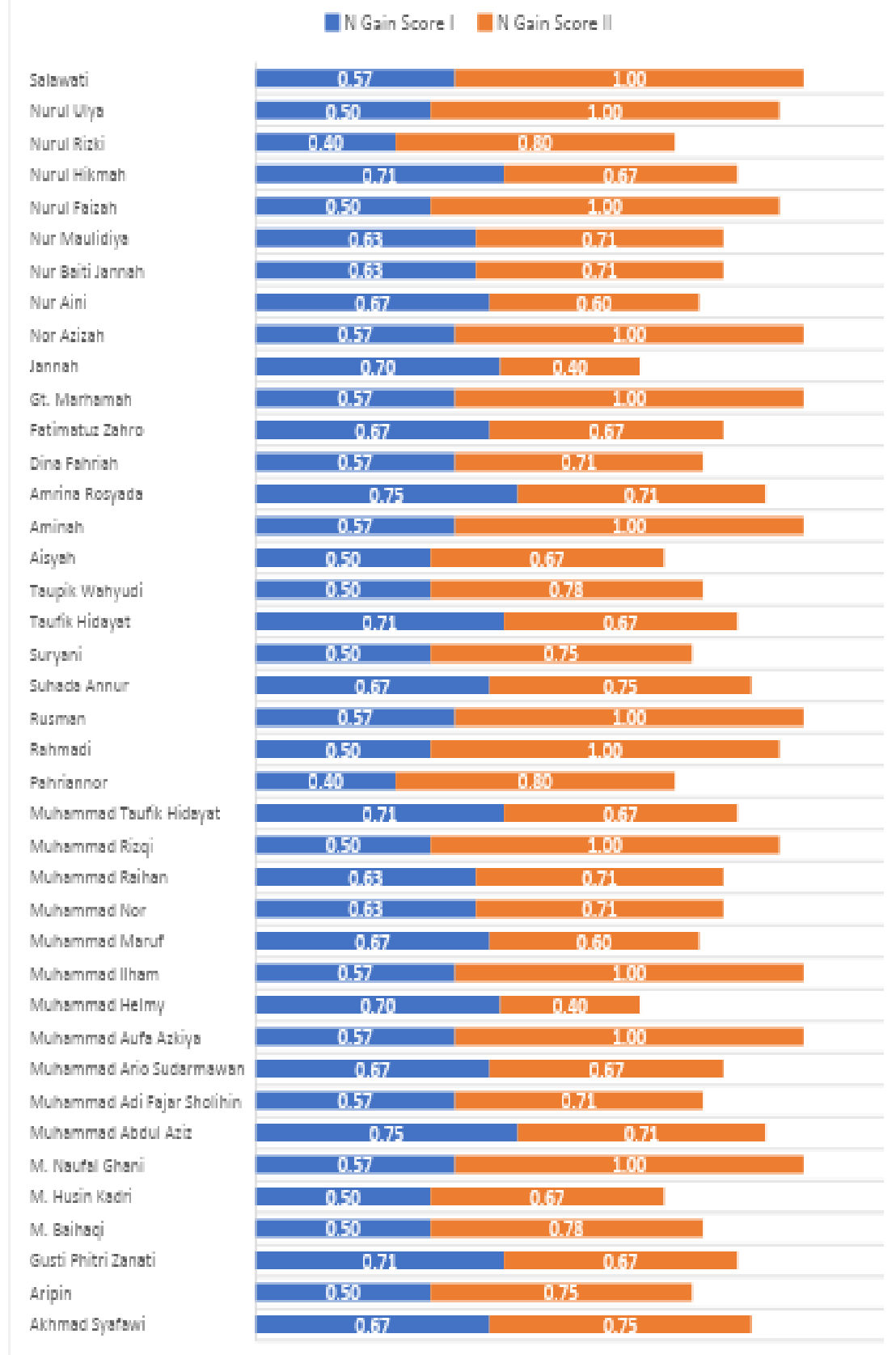


Table VI Criteria for Interpretation of N-Gain Effectiveness Categories

N-Gain Effectiveness Interpretation Category Criteria	
Percentage (%)	Interpretation
< 40	Ineffective
40-55	Less Effective
56-75	Quite Effective
> 76	Effective

N-Gain Effectiveness Interpretation Category Criteria

Based on the data presentation from the results of material I and material II, the research results obtained a significant increase in the average value of the test results, where the classical test results in the Pre-material, namely 50%, experienced an increase during the Post Test of material I to 72.5% and increased in material II to 85.5% with a percentage of the N Gain Score value in material I of 0.59 then increased in material II by 0.78. Thus, the application of LOK-R considered successful in improving student lectures because it has achieved the established success indicators, namely 75% classically and the average student lecture has achieved a minimum score of 70 individually.

Improving academic performance requires commitment and the right strategy. Effective time management is crucial, with every moment spent wisely preparing for class, thoroughly understanding the material, and engaging in practical exercises. Active participation in class also opens up opportunities to deepen understanding through discussions and interactions with lecturers and students. Furthermore, exploring additional learning resources and joining study groups can broaden horizons and facilitate comprehension. Most importantly, maintaining a balance between physical and mental health and developing effective study skills play a key role in achieving optimal academic performance. Dedication, adapting to appropriate learning methods, and learning from each experience are key to achieving significant improvements in academic performance.

## E. Conclusion

The results of the study show that the effectiveness of using the LOK-R Model in Improving the Lecture Results of the Islamic Religious Education Study Program at the Al-Jami Islamic College of Banjarmasin can significantly improve the results of student lectures. Based on the results of the study, it was found that there was an increase from less effective to effective where the classical test results in the Pre-material, namely 50%, increased during the Post-Test of material I to 72.5% and

increased in material II to 85.5% with the percentage of N Gain Score value in material I of 0.59 then increased in material II by 0.78 by using LOK-R in learning, so that the application of the LOK-R model can be applied in the lecture of Selected Capita of Islamic Education, based on this the application of the LOK-R model is considered successful in improving student lectures because it has achieved the established success indicators of 75% classically and the average student lecture results have reached a minimum value of 70 individually. Furthermore, the recommendations in this study include the first for higher education institutions in this case STAI Al-Jami Banjarmasin is expected to be used as input and contribution of ideas, especially related to efforts to improve learning outcomes in lectures. Secondly, for lecturers, the results of this research can be used as motivation for other lecturers to implement appropriate learning models. Thirdly, for students, this research makes students more motivated in the lecture process and can improve maximum learning outcomes.

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