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Boosting Arabic Language Skills Through the LOC - R (Literacy – Orientation- Collaboration- Reflection) Model: A Descriptive Study of Ramadan Intensive Program

[1*]Nur Maghfiroh, [2]Azmy Ali Muchtar ,[3]Soraya Utsman
[1*23]*Islamic University of Jakarta*
E-mail: Maghfiroh.Mustahaq.Ismuha98@gmail.com

Abstract

In the era of globalization, Arabic language proficiency has evolved from a religious ritual necessity into an international communication competency and a gateway to Middle Eastern academic treasures. However, Arabic language learning in Indonesia continues to face challenges, particularly low student motivation due to the perception that the subject is difficult and monotonous . This study aims to conduct an in-depth exploration of the implementation of the LOC-R Literacy, Orientation, Collaboration, Reflection) learning model as an accelerative intervention to improve students' Arabic language proficiency. Using a descriptive qualitative approach, this field study explores the phenomenon of classroom interaction in a contextual and holistic manner.The research data were sourced from one Arabic language instructor serving as a facilitator of the LOC-R model and a purposive sample consisting of 20 students participating in the crash course program (75% elementary school students and 15% middle school students). Data collection was conducted in-depth using three main techniques: structured observation of the application of the four pillars of LOC-R learning in each session; in-depth interviews with the instructor and students to explore the dynamics of the learning intervention; and a documentary study involving the analysis of written work and records of students' language development as physical evidence. Data analysis was conducted using a descriptive qualitative approach by reducing, presenting, and drawing conclusions from the instructional dynamics in the classroom. Data validity was ensured through source triangulation (comparing observational data, student interview results, and instructor opinions) and methodological triangulation (cross-referencing actual behavioral data from observations, perceptions from interviews, and daily assignment/test results from documentation), accompanied by member/reference checks with the research subjects. The research results show that the LOC-R model in an intensive mosque-based Islamic boarding school environment is capable of creating a conducive language laboratory, triggering a dynamic learning process, fostering independence, and significantly improving students' self-confidence and proficiency in Arabic in a short period of time.

Keywords: *Arabic Language Proficiency, Data Triangulation, Descriptive Qualitative, LOC-R Model*

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INTRODUCTION

Arabic has been widely studied since the arrival of Islam in Indonesia. Arabic serves as the primary medium for accessing Islamic teachings, such as in the rituals of prayer, dhikr, and supplication. To this day, it continues to be studied, and this remains the most significant motivation for its use. However, this has not yet led to remarkable achievements because the four language skills in Arabic have not been comprehensively applied. In fact, the Arabic language presents three challenges that pose significant obstacles to learning: 1) The issue of purpose—there is confusion regarding whether the goal of learning Arabic is to master the language itself or merely to use it as a tool for acquiring other knowledge that also relies on Arabic as its medium. 2) The type of Arabic being taught—whether Classical Arabic, Modern Arabic, or colloquial Arabic. 3) The teaching method—specifically, the dilemma of whether to stick with traditional methods or adopt new ones. Both linguistic and non-linguistic factors affect students' fluency in Arabic in Indonesia (Munip, 2020).

In the context of Arabic language learning, the main challenges often faced by students include difficulties in understanding, memorizing, and effectively applying new vocabulary. These issues are generally caused by both internal and external factors, such as the use of monotonous teaching methods, low student motivation, and the limited use of interactive learning media in the classroom (Muchtar et al., 2026).

According to Wahono et al., (2020), similarly, barriers to understanding grammatical and linguistic concepts in Indonesian can be caused by low literacy. Research cited by (Fitriyah, 2024) indicates that students' low intrinsic motivation in learning Arabic also affects the bi'ah lughowiyah, leading students to view Arabic as a theoretical and irrelevant subject. This is part of the non-linguistic problems that arise. Therefore, it is necessary to motivate them and reduce their anxiety about speaking Arabic as a second language through rigorous practice, effective strategies, teachers with extensive knowledge, and a supportive learning environment (Fitriyah, 2024).The key to successful language learning lies in intrinsic motivation (Bai & Wang, 2023).

The LOC-R model helps educators and students achieve learning objectives. As a study by Agustin & Devi (2024) revealed, the *LOC-R* learning model—when supplemented with barcode media—has a significant impact on students' skills in reading fantasy stories. For students, reading fantasy stories involves intrinsic elements of learning. The LOC-R model serves as a means of creating effective learning experiences. In this context, the creation of a language environment is not merely a formality or an additional activity, but rather an effective language acquisition strategy, because Arabic serves not only as a means of communication but also as a tool for understanding the Qur'an, the Hadith, and classical literature which are the primary references in Islamic education (Handayani et al., 2024). Learning Arabic is, in fact, different from learning one's native language; therefore, the principles of instruction differ in terms of methods (instructional models), content, and the teaching process. The Arabic language skills that must be mastered are as follows: listening competence (maharah al-istima'), speaking competence (maharah kalam), reading competence (maharah qira'ah), and writing competence (maharah kitabah) (Bashori, 2017).

A classic, recurring issue is the perception that Arabic is a difficult, tedious, and rigid subject. This condition is exacerbated by the dominance of conventional, teacher-centered instructional methods, which significantly limit students' interactive space. From the perspective of second language acquisition theory, rigid methods with minimal interaction can raise students' affective filters which ultimately hinders optimal language acquisition . To overcome this stagnation, educational intervention through accelerated or intensive programs is necessary, one of which is the *Pesantren Kilat Ramadhan* (Ramadhan Intensive Program). This program, organized at Universitas Islam Jakarta (UID), holds significant potential as a platform for strengthening both character and linguistic competence. Nevertheless, the relatively short duration of the program necessitates the formulation of an instructional model that acts as an effective and targeted booster. The following are some teaching models that have been shown to be effective in stimulating and improving reading literacy: the *LOK-R* (Literacy, Orientation, Collaboration, Reflection) teaching model, Problem-Based Learning (PBL), and Project-Based Learning (PBL) (Enramika, 2022).

It is within this context that the adaptation of the LOC-R (Literacy, Orientation, Collaboration, and Reflection) models emerges as a strategic solution. The *LOK-R* method offers a comprehensive and systematic approach. Earlier studies have shown that the LOC - R learning model is effective in improving students' science literacy. The implementation of this learning model takes the form of literacy stages such as the skills needed for reading, writing, listening, and observing, thereby influencing and improving students' reading abilities. Reading habits and literacy initiatives in schools do not merely provide minimal benefits, but rather significant benefits in increasing the number of students who enjoy reading—which has a positive impact on their attitudes toward the subject. Students who have a strong passion for reading tend to work harder to improve their reading skills at school (Dong et al., 2024; Nurcahyono, 2023; Simbolon et al., 2022). One of the most important functions of the human brain is the ability to read, because every learning process depends on reading ability (Gunarwati et al., 2021; Khasanah & Cahyani, 2016; Maharani et al., 2023).

According to Bambang et al., there are six types of literacy that students, parents, and the general public must master: reading and writing, numeracy, financial literacy, science, civic and cultural literacy, and communication technology. These require the ability to obtain valid information and think critically (Bambang Suharto et al., 2022). In the modern information age, literacy plays a key role, encompassing not only the ability to read and write but also the understanding and use of various types of information (Lorensius et al., 2021).

The LOC-R model helps educators and students achieve learning objectives. As a study (Agustin & Devi, 2024) revealed, the LOC-R learning model—when supplemented with barcode media—has a significant impact on students' skills in reading fantasy stories. For students, reading fantasy stories involves intrinsic elements of learning. The LOC-R model serves as a means of creating effective learning experiences.

This was highlighted by Syamsidar et al., (2025) who stated that during the planning stage, teachers and pupils prepare the material and set learning objectives. During the implementation stage, activities involving literacy, orientation,

collaboration and reflection are carried out; a significant improvement in science literacy competence was observed, with 32 out of 35 students showing improvement. Prior to implementation, only 15 students had good IPAS literacy, but following implementation, this number rose to 32 pupils. The LOC-R learning model has proven effective in improving IPAS literacy in science education. The researchers intend to build on this to identify opportunities for applying the LOC-R model in other disciplines, namely Arabic.

The Literacy stage builds a foundation for independent text and vocabulary comprehension; Orientation provides a focused communicative direction; Collaboration creates an engaging, active interactive space; and Reflection serves as a tool for continuous evaluation (Jannah et al., 2023). Previous studies have demonstrated the reliability of this syntax. Supriadi et al., 2025 Found that collaboration and reflection stages in LOC-R significanly increase students' active engagement.

The LOC-R learning model is a learning model designed to increase students' interest in reading. With this model, students are encouraged to actively participate during the learning process and are given the opportunity to reflect on what they know, such as by collaborating with others (Effrisanti, 2023); (Yasin, 2023). Previous research findings also indicate a significant difference in reading skills between the experimental class, which implemented the *LOC-R* model, and the control class, which did not implement it. The findings of this previous study have been presented and corroborated by (Suyatno et al., 2020).

This demonstrates that the implementation of the LOC-R model has a positive impact on learning outcomes. In the findings and evaluation presented by (Mukhlish, M. 2025), the author discusses the effectiveness of the *LOC-R* model, stating that, theoretically, within the field of Arabic language education, the LOC-R model is based on the following syntactic framework: Literacy: Students read and analyze Arabic texts to identify sentence patterns.Orientation: The instructor reinforces grammatical concepts based on students' independent findings.Collaboration: Students discuss texts or exchange ideas in groups. Reflection: Students reflect on challenges, test their understanding, and internalize the material.In this context, some reading assessment indicators for students include identifying the main idea of each paragraph in a reading passage and then paraphrasing the content of the passage based on their understanding and experience (Yudiati, 2022; Yusmidarnis, 2024).

The final stage of implementing the LOC-R learning model is to develop critical thinking skills, literacy, and text comprehension. The LOC-R learning model focuses on learner-centered activities aimed at developing students' ability to work together and collaborate to maximize their cognitive progress (Pasongli et al., 2022). Suparlan (2021) According to him, converting images or symbols into sounds and then combining the sounds of those words in a way that makes sense for reading is important for school; reading comprehension is also important for social interaction. In this regard, *LOC-R* has incorporated a model of interactive learning through team and group activities.

Dhesita(2022) revealed in her research findings that the LOC-R learning model can be used to improve students' historical literacy, as this model has provided benefits in the form of literacy-based learning aimed at developing students' ability to

understand texts and relate them to their personal experiences. Furthermore, through this learning process—which consists of the stages of Literacy, Orientation, Collaboration, and Reflection—students are encouraged to think critically, ultimately enabling them to process information and communicate creatively, both in writing and verbally. This is a significant finding for researchers to consider regarding the nature and process of language literacy, particularly in Arabic. Despite these challenges and the benefits gained from implementing this model remain significant (Harahap et al., 2022). This teaching model not only improves students' literacy skills but also enriches their overall learning experience (Siswanto & Haque, 2019).

The application of this model in the *Pesantren Kilat* is expected to serve not merely as a medium for transferring grammatical knowledge (*nahwu-sharaf*), but rather as a means to elevate students' self-confidence through a dynamic and reflective approach. Based on this urgency and research gap, this study aims to systematically describe the implementation process of the LOC-R model's syntax within the *Pesantren Kilat Ramadhan* program conducted at the Bab Ar Rusydi Mosque, Islamic University of Jakarta additionally, this research is directed to explore the implementation and dynamichs of the *LOC-R* model as an accelerative intervention for Arabic language proficiency from the perspectives of both instructors and participants, as well as to identify the supporting and inhibiting factors during the learning process.

Regarding the objectivity of the research, the main focuses of the study are. Application of the LOC-R Learning Model. The process of implementing the four main pillars (Literacy, Orientation, Collaboration, and Reflection) in every Arabic language learning session.

RESEARCH METHODOLOGY

This study employs a qualitative approach using descriptive methods to explore and describe in depth the phenomenon of implementing the *LOC-R (*Literacy, Orientation, Collaboration, Reflection) learning model in the field. The descriptive method was chosen because this study does not aim to statistically test hypotheses, but rather to uncover, analyze, and systematically present facts regarding the implementation of the LOC-R model as an accelerative intervention for students' Arabic language proficiency . Through this method, instructional dynamics within the classroom can be interpreted contextually, holistically, and in depth. This study was conducted at the Bab Ar-Rusydi Mosque, Djakarta Islamic University (UID), specifically as part of the Ramadan Intensive Boarding School Program (Ramadhan & Purnamasari, 2026). The entire research process—encompassing the planning phase, the implementation of interventions in the learning environment, and the analysis of observational data—took place in February 2026, coinciding with the holy month of Ramadan 1447 H. Specifically, this study focused on the Implementation of the LOC-R Model in Intensive Islamic Boarding School Programs as a Language Competency Accelerator. The entire evaluation was based on a qualitative descriptive analysis (observations, interviews, and document review) conducted in February–March 2026

The choice of research method was based on the intensive nature of the Ramadan Intensive Boarding School Program, making it highly relevant for observing the acceleration of language proficiency within a short timeframe. The subjects of this study are the instructors and participants of the Ramadan Intensive Boarding School

Program at the Bab Ar-Rusydi Mosque, UID, in 2026. To obtain rich, in-depth, and credible data, research informants were selected through purposive sampling, consisting of Arabic language instructor serving as the *LOK-R* model facilitator and sample participants from the crash course,selected from a total of 20 children participating in the crash course.

Table 1. Educational Affiliation of Research Participants

No	Educational Affiliation	Number of Participants	Percentage (%)
1.	Elementary (SD/MI)	15	75.0%
2.	Junior High School	5	25.0%
	Total	20	100.0%

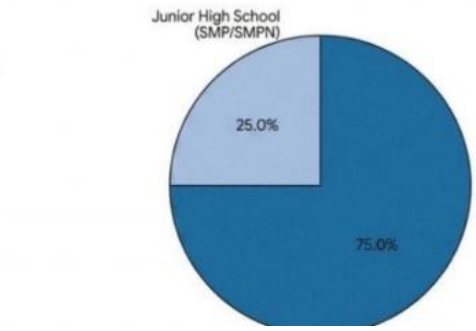


Figure 1. Percentage of Participants Based on Educational Affiliation

Data collection in this study was conducted using three primary techniques: structured observation, in-depth interviews, and documentary study. The participants in this study consisted of students from elementary school (75%) and junior high school (15%) affiliations. Structured observation focused on monitoring the field implementation of the four LOC-R learning pillars during each Arabic session. In-depth interviews were employed to gather detailed perceptions from both students and instructors regarding the dynamics of the LOC-R model as an accelerative language intervention. Finally, a documentary study was carried out by collecting and analyzing students' written progress as physical evidence of their language development during the program. To ensure data validity, triangulation techniques were systematically applied across these three methods.

First, source triangulation was conducted by comparing observational data with data from student interviews and the opinions of Arabic language instructors at the intensive boarding school regarding the resulting learning boost. Next, methodological triangulation was implemented by combining observations of students' actual behavior, interviews to explore their perceptions, and documentation of assignment results or daily tests to demonstrate improvements in language proficiency through the application of the LOC-R model. Finally, a reference check was performed by re-discussing preliminary findings with the research subjects, including both tutors and students, to ensure that the written descriptions accurately

align with their actual experiences during the implementation of the LOK-R model. Through these combined approaches, the triangulated data obtained is expected to be more valid and scientifically accountable.

RESULTS

The Arabic language learning program using the LOC-R model in this intensive Islamic boarding school is designed as a language laboratory that utilizes the mosque as a conducive learning environment. The selection of the *LOC-R* model (Literacy, Orientation, Collaboration, Reflection) at this location is based on the students' need to create a dynamic learning process, foster independence, and boost their confidence in using Arabic outside the formal school curriculum. The heterogeneous nature of the students' Arabic language proficiency makes them ideal candidates for the implementation of the LOC-R learning model, which serves as a "booster" to accelerate their Arabic communication skills through structured social interaction.

Implementation of *LOC- R* Model-Based Arabic Language Instruction

The application of the *LOC-R* model (Literacy, Orientation, Collaboration, and Reflection) in Arabic language instruction at the Bab Al Rusydi UID Intensive Islamic Boarding School is designed as a "booster" to accelerate participants' language proficiency in a short period of time. This model emphasizes linguistic logic over rigid memorization of grammar, thereby creating an adaptive and practical learning environment. The program was implemented over a 15-day period, with instruction tailored to the students' urgent needs and, of course, supplemented by high-intensity [Intensive Exposure] in second-language acquisition. The structure of the learning sessions was as follows:

Session 1: Text literacy, focusing on an introduction to the material

Session 2: Learning orientation tailored to the recurring themes addressed in each session

Session 3: Collaboration involving the formation of study groups and hands-on cooperative activities as determined by the instructor Reflection

Session 4: Daily reflections, such as quizzes or games, to stimulate and assess the linguistic and spiritual progress of participants or students.

The implementation of the LOC-R model proved as a booster to progressively accelerate participants' linguistic proficiency. Unlike conventional approaches that focus on rigid grammar memorization (*Qawa'id*), this model prioritizes adaptive language logic and contextual understanding.

Table 2. Syntax of the LOC-R Arabic Language Learning Model

Literacy	Orientation	Collaboration	Reflection
Students read Arabic texts. At this stage, the material serves as a medium for early reading instruction.	The teacher guides students in understanding the vocabulary and grammatical structures found in the text. The lesson plan serves to organize the material so that it is easy to understand.	Students work together in groups to engage in hiwar (dialogue) or practice constructing sentences (language structures) from the text they have read, incorporating games.	The final stage where students and the teacher engage in reflection, Q&A, or a test to reinforce understanding of the structures
			

Teachers' and Participants' Perceptions of the Implementation of the LOC-R Model as a Booster

Based on interviews with educators, several key points regarding this model were identified: The LOC-R model is understood as a tool to help students build a systematic language structure.The primary goal is to accelerate literacy so that participants have a solid foundation that allows them to communicate confidently without being burdened by complex theory. Compared to conventional models, LOC-R is considered more flexible and results-oriented. Material that typically takes months to cover can be mastered in a matter of days or hours due to the participants' active engagement. The implementation of this model is supported by the use of concise visual modules, word cards, and audiovisual media to maintain participants' enthusiasm. It also provides an analysis of responses and an assessment of participants' skill development (*Maharah*). Participants' responses showed a significant positive trend toward the use of the LOC-R model. An analysis of five participants yielded the following findings:

1. Improved Language Skills: There was a noticeable improvement in the aspects of Kalam (Speaking) and Qira'ah (Reading). Participants felt more fluent in constructing sentences and understanding religious texts (such as prayer recitations), which they had previously only memorized without understanding their meaning.
2. Interest and Motivation: Participants stated that learning became "exciting" and "fun" due to the integration of games and the use of songs to hone their Istima' (Listening) skills.
3. Development of Self-Confidence: The supportive environment within the LOC-R model, where every small step of progress is recognized, successfully fostered participants' self-confidence naturally when they had to speak in public.

Analysis of participant responses indicates significant language proficiency, particularly in the improvement of *Maharah al-kalam* (speaking skills) and *Maharah al-*

qira'ah (reading skills, such as participants becoming able to recognize and understand religious texts without relying on memorization). Learning Arabic using the LOC–R teaching model is so much fun, especially with our energetic instructors, so everyone is making great progress in learning Arabic.

The integration of educational games and songs transforms the perception of learning into a more creative and innovative experience while honing *Maharah al-istima'* (listening skills). Furthermore, this model successfully reduces language anxiety —the fear of speaking or lack of confidence in using the language—so that through the application of the LOC-R model, participants' confidence grows and develops naturally when they speak.

Table 3 Interview Results on Arabic Language Learning Models

Participant	Description / Interview Transcript
Aufar	'This learning model is highly effective as it significantly enhances vocabulary retention and fosters a collaborative learning attitude. This has increased my interest in learning Arabic over the years because the duration is longer and it dominates the *pesantren kilat* (intensive Islamic boarding school) activities. I have adequately mastered and enjoyed the four Arabic language skills: *kalam* [speaking], *istima'* [listening], *qiroah* [reading], and *kitabah itabah* [writing]. The Arabic learning activities at the *pesantren kilat* are instrumental in expanding my vocabulary, especially words I had not encountered before, as Arabic is rarely taught at school. This approach has made learning Arabic at the *pesantren kilat* highly appealing, allowing me to engage with, and enjoy all four language skills (*maharah*) simultaneously.'
Aisyah	'Learning Arabic using the LOK-R learning model is highly engaging, further supported by enthusiastic instructors. Consequently, it creates an excellent Arabic learning environment.' Aisyah stated enthusiastically. Mastery in *kalam* [speaking] and *istima'* [listening] through songs has fostered a sonse of enjoyment and interest. As a result, there is a noticeable improvement in specific areas, such as proper *makhraj* (articulation points) and correct procunciation. Aisyah further noted that her overall proficiency developed across the four language skills (*maharah*) delivered during the ongoing learning program. Content that was previously unknown became easily comprehensible, not only due to the learning model itself but also because the instructors provided direct examples. Despite minor difficultes, such as not being fully fluent in writing, Aisyah shared these reflections during the ongoing interview.
Azizah	The Arabic learning model implemented in the UID *pesantren kilat* is exciting and enjoyable. The activities, which spanned 15 days, developed my interest and appreciation for Arabic. This includes activities like speaking by presenting in front of the class, and listening by completing song lyrics. These three skills have fueled my enthusiasm for learning, as detailed below: 1. Speaking builds my self-confidence. 2. Reading helps me identify the correct pronunciation. 3. Listening by completing song lyrics trains my concentration.
Azkayra	Learning Arabic at the *pesantren kilat* is highly enjoyable, especially with the inclusion of games. *Maharah Kalam* [speaking] and *Qiroah* [reading] are the two aspects I enjoy the most. When it comes to reading, my intelligence increases and my scores can reach 100," Kayra stated enthusiastically. In addition to the fun learning model, the instructors are equally engaging when leaching. Thankfully, I did not experience any difficulties during the learning activities.
Afrizam	The learning model at the *pesantren kilat* is enjoyable, and I appreciate the core content of the ongoing learning sessions. The skills I enjoy and master the most are in *istima'* [listening], because I can learn Arabic sentences through songs. This has significantly enhanced my abilities.

DISCUSSION

The diverse Arabic language proficiency levels of the students make them ideal candidates for the implementation of the *LOC-R* learning model, which serves as a "Booster" to accelerate their Arabic communication skills through structured social interaction.

Implementation of LOC-R Model-Based Arabic Language Instruction

The program and learning process are implemented to address the students' urgent needs and provide high-intensity [Intensive Exposure] in second language acquisition.This systematic scheduling of time and sessions aims to establish a sustainable learning rhythm, in which each phase of the LOC-R model reinforces students' Arabic language communication goals day by day. In implementing the LOC-R model, some of the material covered focuses on basic introductory topics; specifically, participants are required to stand up one by one and introduce themselves in Arabic, including their name, place of residence, school, and life motto. Next, in the following session, daily vocabulary is discussed, and participants are

reintroduced to simple, easy-to-understand vocabulary such as possessive pronouns or simple expressions—for example: "My book" / كتابيand "of course" / طبعا etc.

The subsequent session covers material on time and daily activities. Participants revisit the time formats and associated activities in Arabic while also understanding the meaning of the accompanying text. This proved to be a highly formative new experience, given the brief duration of the intensive Islamic boarding school program, yet participants had to begin applying linguistic logic. For example, when indicating a time that is past a certain hour, the suffix و is used; when indicating a time that is before a certain hour is used; when the clock shows a quarter past the hour, the word الرّبع is used; and when it shows half past the hour, الاّ is used. Next, the session covered singing an Arabic song titled "Ahlan wa Sahlan / اهلا وسهلاwhich contains simple, short lyrics with vocabulary that is easy to memorize and a cheerful, upbeat melody; thus, when applying the LOC-R model to participants' listening skills, it is highly suitable for fostering literacy, orientation, and collaboration—as well as participants' reflection on all the material without exception. Here are some song lyrics that enhance participants' linguistic logic through the reflection of the LOK-R model incorporated within them.

Teachers' and Participants' Perceptions of the Implementation of the LOC-R Model as a Booster

Interview results with instructors confirmed that the LOC-R model processes comparative advantages in terms of flexibility and an outcome-oriented approach. Instructors understand that the LOC-R learning concept is a model that emphasizes logic and language replication—not merely rote memorization—but rather a model and facilitator for students to develop and understand a systematic yet adaptive and practical language structure. In practice, the main objective of teaching Arabic using the LOC-R model is to accelerate Arabic literacy, given the short duration of the intensive Islamic boarding school program; in this context, it is hoped that the students will develop a strong foundation that will enable them to confidently communicate and understand the structure of basic Arabic texts without being burdened by rigid grammar rules at the outset.

As for the relevance of the LOC-R model, its application is particularly well-suited to intensive Islamic boarding schools because it is flexible and results-oriented, compared to other conventional learning models that can sometimes be tedious. The LOC-R model appears to provide students with the opportunity to actively engage, so that material that would normally take months to cover can, through the *LOK-R* learning model, be mastered by participants in a matter of days or even hours.

These aspects are already incorporated into the learning steps, beginning with an exploration of the logic of the language, followed by guided practice and independent reflection. In this context, each session is designed so that students can immediately put into practice what they have learned using concise visual modules, flashcards, and relevant audiovisual materials—all of which are essential for maintaining high levels of student enthusiasm throughout the learning process.

Throughout the program, the students have shown a high level of engagement and enthusiasm; this is because they find this learning model refreshing and are not confronted with complex theories but rather with concepts that are easy to understand, making them feel capable of mastering the Arabic language. This can

be seen in significant improvements, such as their confidence in constructing sentences and understanding the texts recited during prayer—texts they had previously only memorized without grasping their meaning.

This improvement is also evident in the areas of maharoh kalam (speaking) and qiroah (reading), such as more fluent recitation of texts and vocabulary, and a quicker grasp of the meaning of the reading passages because their linguistic reasoning has developed. In addition to the development of linguistic logic, an increase in self-confidence has been fostered through a supportive learning environment; this is because, in the implementation of the LOC-R learning model, even the smallest progress is valued—for instance, when students realize they are capable of constructing and arranging words independently, their self-confidence naturally emerges.

Ultimately, the LOC-R learning model is highly reflective and serves as an ideal booster. Why? Because it helps reduce the psychological barriers students face when learning a foreign language, and this model focuses on the function of language as a communication tool, thereby quickly inspiring and motivating students to delve even deeper into the Arabic language. Material that typically requires months in a formal classroom setting can be efficiently constructed in a matter of days. Preparing text and supporting media materials is an essential factor in optimizing the quality of the Arabic language learning process in the classroom (Qadhafi et al., 2026).

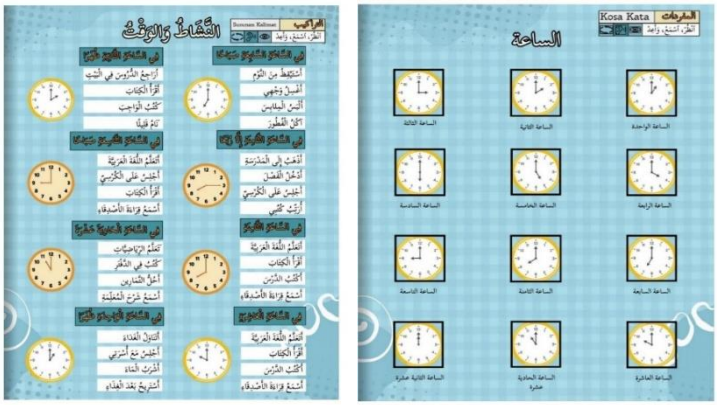


Figure 2. Arabic Language Learning Media for Telling Time

Based on an interview with the educator (Sulthon Romzy H.A), several key points regarding the effectiveness of this model were identified: Concept and Objectives: The LOC-R model is understood as a facilitator for building a systematic language structure for students. Its primary objective is to accelerate literacy so that participants have a foundation to communicate confidently without the burden of complex theory. Comparative Advantages: Compared to conventional models, LOC-R is considered more flexible and results-oriented. Material that typically takes months to cover can be mastered in a matter of days or hours due to the active engagement of participants. Supporting Materials: The implementation of this model is supported by the use of concise visual modules, flashcards, and audio materials to maintain participants' enthusiasm.

In this regard, the researcher also drew conclusions from the findings in the book titled "Adaptive Teachers, Creative Students," written by (Hartati et al., 2026) ; (Tania, 2026), namely that the teacher's role as a facilitator is not sufficient, as there is

a greater role to play as a motivator and inspirer in a world fraught with emotional challenges and distractions. Therefore, teachers must take responsibility for fostering their students' self-confidence and enthusiasm. The LOC-R model has proven to foster student engagement and understanding through a structured and adaptive approach.This is also evident in the analysis of participants' responses and improvements in their skills (Maharah). Participants' responses indicated a significant positive reaction to the use of the LOC-R model. An analysis of five participants yielded the following findings:

Improved Language Skills

There was a noticeable improvement in the aspects of Kalam (Speaking) and Qira'ah (Reading). Participants felt more fluent in constructing sentences and understanding religious texts (such as prayer recitations) that they had previously only memorized without understanding their meaning. In this regard, improvements in the aspects of kalam and qira'ah occur when students are encouraged to actively engage with texts; they not only absorb new vocabulary but also grasp sentence structure patterns. This also contributes to their ability to express themselves .The simultaneous improvement in the aspects of Kalam and Qira'ah indicates a strong reciprocal relationship between the processes of understanding texts (receptive) and producing language (productive), thereby effectively accelerating students' fluency in constructing arguments when speaking because they possess a strong cognitive foundation regarding the texts they read. Furthermore, when students use Arabic naturally and consistently, they tend to show greater engagement—not because of academic demands, but because of a heightened sense of awareness (Ihwan et al., 2022).

Interest and Motivation

In an environment where students communicate in Arabic and are supported by their peers, this serves as a motivator that fosters students' enthusiasm for learning Arabic (Selim & Abdalla, 2022). In this context, both teachers and students influence students' low interest in reading and their comprehension of texts (Farihin, 2021).

Participants stated that learning became "exciting" and "fun" due to the integration of games and the use of songs to hone Istima' (Listening). This indicates that the implementation of LOC-R-based learning has successfully brought about transformative changes and fostered positive outcomes for students' abilities. According to a fundamental weakness in traditional Arabic language instruction is that students become trapped in rote learning (memorization without understanding). Through a contextual and adaptive learning approach, students are guided to analyze the urgency and meaning of each sentence. Consequently, when the approach is appropriate, activities such as reading prayers or religious texts become a spiritual experience that holds intellectual and functional value for their daily lives. When the use of songs is combined with educational games, it serves as a recreational stimulus that reduces students' cognitive stress, thereby fostering a sense of joy and increasing their motivation to learn. who assert that listening comprehension requires high concentration and often leads to student fatigue if implemented in a monotonous manner. If the use of songs is combined with educational games, it serves as a recreational stimulus that reduces students'

cognitive stress, thereby fostering a sense of joy and increasing their motivation to learn.

Self-Confidence

The supportive environment in the LOC-R model, where every small progress is valued, successfully fostered participants' self-confidence naturally when they had to speak in public. explains that public speaking anxiety is often caused by a fear of negative judgment from others. Consequently, when a learning model fosters an appreciative atmosphere—where mistakes are viewed as part of the learning process and every small step of progress is acknowledged—students' emotional barriers begin to dissolve. This empowers them to take greater risks when speaking in public without feeling burdened. In this context, the increase in students' self-confidence and Arabic communication skills is driven by their learning environment (Fadhilah & Jauhari, 2025). According to a study conducted by (Qadhafi et al., 2026), active interaction both inside and outside the classroom is essential for building students' confidence in speaking Arabic.

Furthermore, natural support in the form of a language-rich environment serves to alleviate language anxiety while simultaneously boosting students' confidence in using the language. Ideally, three fundamental psychological needs should be met: the ability to receive comprehensible input, freedom through choice in language activities, and connection (through increased and meaningful social interaction) (Alamer, 2022). Furthermore, if environmental support is adequate, the learning process tends to be theoretical and less effective at fostering authentic interest in learning (Radović et al., 2021)

Based on the results of field observations, it was evident that the students showed great enthusiasm and were actively engaged when the teacher implemented the *LOC-R* model. This demonstrates that the LOC-R model has a positive impact on overall student engagement, a result significantly influenced by its systematic instructional design. They have demonstrated this in every learning session, starting from the very beginning with the instructor's presentation of the material—a foundational step in literacy aimed at fostering participants' enthusiasm through the use of course modules that have been described and distributed personally to students, enabling them to receive, listen to, and subsequently understand the material.This is in line with the statement by Aisyah, one of the participants, who said that learning Arabic using the LOC–R teaching model is so much fun, especially with our energetic instructors, so everyone is making great progress in learning Arabic.

The teaching materials are tailored to the needs and abilities of the heterogeneous participants through the framework of *Istima' – Kalam – Qiroah – Kitabah.* The development of the participants' language skills is evident in the language responses they demonstrate during each learning session, using language that is easy to understand and designed to foster an interest in foreign languages. The elements they encountered in the course content—including vocabulary, sentence structures, Arabic songs, games, and question-and-answer exercises—provided significant impetus for the development of their language proficiency through the learning materials and activities. The development of language proficiency in both spoken and written forms is the primary objective of the *LOK-R* model's implementation.

CONCLUSION AND RECOMMENDATIONS

Based on the results of a descriptive qualitative study using observation and interviews conducted during the implementation of the LOC-R model at the Bab Al Rusydi UID Intensive Islamic Boarding School, the following conclusions can be drawn. The implementation of the LOC-R model serves as an effective "Booster" tool to accelerate participants' short-term Arabic language proficiency across structured learning frameworks, including text literacy, orientation to everyday language themes, collaboration in study groups, and daily reflection. This model successfully enhances cognitive skills, such as vocabulary mastery and linguistic logic, while boosting affective aspects including self-confidence and interest. The success of this model is heavily contributed by engaging instructors, highly communicative practices, and psychological approaches that reduce children's barriers to learning a foreign language. Ultimately, the "Booster" analysis shows an evident, direct improvement in participants' language skills—particularly in Kalam (Speaking) and Qira'ah (Reading)—enabling them to construct sentences and understand religious texts, while transforming learning sessions into an exciting, supportive, and natural environment for growth despite minor technical difficulties in the writing component.

Based on these research findings, several recommendations and implications are outlined for future intensive Islamic boarding school programs and future research. To maximize the framework of the LOC-R model, future implementations should incorporate more varied content and vocabulary appropriate to contemporary contexts, alongside establishing a muroja'ah (revision) system for Arabic language material to ensure continuity across years. Furthermore, institutions should consider class grouping based on participants' language proficiency levels to better manage different backgrounds and heterogeneous skill levels. Active incorporation of audiovisual media is also recommended to support participants' digital literacy in language use. Future researchers are encouraged to explore solutions for the identified technical difficulties in the writing component and to conduct longitudinal studies to measure the long-term sustainability of the LOC-R model's benefits.

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