

ABSTRAK

Zahra Nawwaroh, 1222050178, 2026, “Implementasi Model Pembelajaran Literasi, Orientasi, Kolaborasi dan Refleksi (LOK-R) untuk Meningkatkan Kemampuan Komunikasi Matematis Peserta Didik”

Penelitian ini dilatarbelakangi oleh masih rendahnya kemampuan komunikasi matematis peserta didik, sehingga diperlukan model pembelajaran yang dapat memfasilitasi peningkatan kemampuan tersebut. Model Literasi, Orientasi, Kolaborasi, dan Refleksi (LOK-R) dipilih sebagai alternatif dalam pembelajaran matematika. Penelitian bertujuan mengetahui: (a) keterlaksanaan sintaks model LOK-R, (b) peningkatan kemampuan komunikasi matematis peserta didik yang menggunakan model LOK-R, dan (c) perbedaan peningkatannya dibandingkan model konvensional pada materi Persamaan Linear Satu Variabel (PLSV). Metode yang digunakan adalah *Quasi Experiment* dengan desain *Non Equivalent Control Group Design*. Instrumen tes uraian memiliki validitas sangat tinggi hingga cukup, reliabilitas tinggi, daya pembeda baik hingga cukup, serta indeks kesukaran sedang hingga sukar. Populasi mencakup seluruh peserta didik di salah satu SMP Negeri di Kabupaten Bandung, dengan sampel kelas VIII B sebagai kelas eksperimen dan VIII A sebagai kelas kontrol. Teknik pengumpulan data dilakukan melalui tes kemampuan komunikasi matematis, lembar observasi aktivitas guru dan peserta didik, serta dokumentasi. Hasil menunjukkan: (a) keterlaksanaan sintaks LOK-R berkategori sangat baik, (b) peningkatan kemampuan komunikasi matematis kelas LOK-R berkategori sedang, dan (c) peningkatan pada kelas LOK-R secara signifikan lebih baik dibandingkan kelas konvensional, yang juga berkategori sedang.

Kata kunci: Kemampuan Komunikasi Matematis, Literasi, Orientasi, Kolaborasi dan Refleksi (LOK-R), Persamaan Linear Satu Variabel (PLSV).

ABSTRACT

Zahra Nawwaroh, 1222050178, 2026, “Implementation of the Literacy, Orientation, Collaboration, and Reflection (LOK-R) Learning Model to Improve Students’ Mathematical Communication Skills”

This study was motivated by the low level of students' mathematical communication skills, necessitating a learning model that can facilitate improvement in these skills. The Literacy, Orientation, Collaboration, and Reflection (LOK-R) model was selected as an alternative for mathematics instruction. The study aims to determine: (a) the implementation of the LOK-R model's syntax, (b) the improvement in students' mathematical communication skills using LOK-R, and (c) the difference in improvement compared to the conventional model on Linear Equations in One Variable (LEOV). The method used was a Quasi Experiment with a Non Equivalent Control Group design. The essay test instruments had validity from very high to adequate, high reliability, good to adequate discriminative power, and moderate to difficult difficulty. The population comprised students at a public junior high school in Bandung Regency, with Class VIII B as the experimental class and Class VIII A as the control class. Data were collected through a communication skills test, activity observation sheets, and documentation. The results showed: (a) the LOK-R syntax was implemented very well; (b) improvement in the LOK-R class was moderate; and (c) this improvement was significantly better than the conventional class, also categorized as moderate.

Keywords: *Mathematical Communication Skills, Literacy, Orientation, Collaboration, and Reflection (LOK-R), One Variable Linear Equations.*