The Influence of The Implementation of Elicit, Confront, Identify, Resolve, Reinforce (ECIRR) Learning Model on Learning Outcomes of Craft And Entrepreneurship (PKWU) By Controlling Learning Motivation

Ni Made Griantari[1], Ni Putu Sri Wati[2]
[1]SMAN 1 Mengwi, Badung, Bali, Indonesia
[2]Universitas Panji Sakti Singaraja, Bali, Indonesia
[1]nimadegriantari@gmail.com

Abstract

This research aimed to (1) describe the difference in PKWU learning outcomes results of grade XI Students of SMA NEGERI 1 Mengwi who studied using Elicit, Confront, Identify, Resolve, Reinforce (ECIRR) learning method and students who studied using the conventional method before and after students' learning motivation variables were controlled and (2) describe the contribution on the learning outcome of students' motivation variables on grade XI Students of SMA NEGERI 1 Mengwi who studied using Elicit, Confront, Identify, Resolve, Reinforce (ECIRR) and students who studied using conventional learning model. This research is experimental research (quasi-experimental) using a "post-test only control group) research design. The data were analyzed using one-way statistical analysis of variance (ANOVA) and one-way analysis of covariance (ANAKOVA) using F-test. The population of this research was all students of grade XI of SMA NEGERI 1 Mengwi with 15 study groups. The samples of this research were collected using sampling technique that was a random sampling technique. From 15 study groups, one group was taken as an experimental group (the group studied using Elicit, Confront, Identify, Resolve, Reinforce (ECIRR) learning model and another group was taken as a control group (the group studied using the conventional learning model). It was selected by lottery technique. The result of statistical analysis showed that (1) there was a difference in PKWU learning outcomes between students who studied using Elicit, Confront, Identify, Resolve, Reinforce (ECIRR) learning model and conventional model with F_{count}= 17, 247 with significant (p)= 0,000 (p<0,05), (2). It also showed there was a difference in PKWU learning outcomes of students who studied using Elicit, Confront, Identify, Resolves, Reinforce (ECIRR) model and conventional model after the students' learning motivation variables were controlled with F_{count} = 27, 209; and (3) there was a positive and significant contribution between learning motivation and PKWU learning outcomes of 27, 04%. Based on the results, it can be concluded that Elicit, Confront, Identify, Resolve, Reinforce (ECIRR) learning model contributed to the PKWU learning outcomes before and after the students' learning motivation variables were controlled.

Keywords: Learning Outcomes; ECIRR Learning Mode; Learning Motivation; Conventional Learning

Introduction

Education is a complete human need that must be fulfilled throughout their life. It is a conscious effort to prepare students with learning activities, guidance, or practice for their role in the future (Hamalik, 2011). Education is one of the living parts that can guarantee the quality of life in the community. Through education, students are guided

and trained to comprehend various sciences to be implemented in real life. Education is also a way to create people's abilities to use rational thoughts as effectively and efficiently as possible as an answer to face the problems that possibly occur to have a better future (Salahudin, 2011).

The government seeks to improve human resources and quality through education. The development of qualified human resources has a significant role in education. It is stated in Law Number 20 of 2003 About the National Education System. The law explains that education is a conscious and well-planned effort in creating a learning environment and learning process so that learners will be able to develop themselves fully to be useful for themselves, the community, nation, and country (Syah, 2013).

The frequent changes in the curriculum in Indonesia aim to achieve the target and goal of education. The time development demands the curriculum changed. The changes are expected to result in a feasible and better quality of education in the future.

The current curriculum 2013 is one of the means to achieve the education goals, mainly the craft and entrepreneurship (PKWU) subject taught to all students in Senior High School. It is the government's action in an effort to improve the quality of education and foster an entrepreneurial spirit from an early age aiming to increase the competence of students so that they can keep abreast of increasingly advanced scientific and technological developments.

Craft and Entrepreneurship subject is a transience-knowledge. It develops skills and knowledge based on arts, economy, and technology. PKWU learning in Senior High School aims to provide the idea of the importance of entrepreneurship to students. The more development of the era, the more demanded the number of good workers. However, the lack of qualified workers available causes a lot of unemployed people in Indonesia. Therefore, it is expected that PKWU subjects in Senior High School can produce entrepreneurial spirit among students. Thus, it is hoped that the pioneer of entrepreneurship will appear and create jobs to decrease the number of unemployed communities (Pamungkas et al., 2014).

In the process of teaching and learning activities often experience some difficulties and obstacles. The tendency of students to become less motivated to understand the lesson results in learning completeness, and learning outcomes are not maximum. Although it is known that the score of the Craft and Entrepreneurship (PKWU) subject is not the only measure of student success in the learning process at school, at least it is an illustration that student learning outcomes have not reached a maximum score of 100 ideally.

Teachers attempt to use various learning models, approaches, and learning methods to increase the learning outcome of the Craft and Entrepreneurship (PKWU) subject. It aims to motivate students to pursue and learn diligently. All teachers realize that their ability to manage the learning process in line with the student's needs is one of the factors that influence the learning outcomes. Through effort and abilities are expected that the learning outcomes in Craft and Entrepreneurship (PKWU) subjects can increase

The learning difficulties experienced by students started from the limitation of teachers' abilities to choose and use learning techniques (Sugiman et al., 2019). This mistake affects the students' attitude and motivation on PKWU subjects. In the end, it affects the learning outcomes. The appropriate selection of the learning model, learning method, and learning technique influences the learning successes (Jarolimek, 1998). The methods, techniques, and learning models selected and used by the teachers will also influence the quality of the learning process (Wahab, 1998).

According to the opinion of some experts above, it was obtained that the selection and usage of the learning method and model by teachers influence the quality of the learning process in the class. In addition, the student's learning outcomes influence the

learning process. The facts showed that during the learning process, many teachers still tend to the learning material quantity explained to their students. The impact that they consider the major duty in the learning process is delivering the material with the provisions contained in the curriculum. If the discussion is in accordance with the sequence in the curriculum framework, the learning task is complete.

This situation will persist if the teachers still consider that knowledge can be transferred completely or directly from the teacher's mind to the students' mind. Application in the learning process results in teachers only focusing on efforts to deliver knowledge into the students' mind. This conventional learning pattern implementation tends to reduce and even kill student motivation. If a teacher gives an optimal role to students in the teaching and learning process, such a mindset should begin to be eliminated. Students should be allowed to develop their potential independently and as optimally as possible through creative, effective, and fun learning (Marfilinda, 2019).

The observation results in grade XI of SMA 1 Mengwi found students faced many problems or difficulties in learning PKWU subjects. It causes the learning outcomes of students are not maximum and optimal. These can be seen from the result of the student's daily tests. The average score of the student's daily test ranged from 69,65 to 77,34 from the 15 groups studied. The lack of motivation caused the low learning outcomes of students. During the implementation of learning in grade XI of SMA Negeri 1 Mengwi, especially in PKWU subjects, teachers still dominantly used conventional learning methods and lack of innovation. In general, teachers dominated the learning process, which caused the students to become passive and less active. As a result, it decreased their learning motivation. The lecture method is still a mainstay of teachers in the teaching and learning process. In addition, many students did not comprehend and focus during the learning process. They did not pay attention when the topic was explained by the teacher. As a result, some students could not do or finish the tasks given by their teacher. Most students even waited for their friends' answers or cheated. It resulted in low student abilities. The appropriate selection of learning models can help students to comprehend the learning material and increase their participation and motivation. The Elicit, Confront, Identify, Resolve, and Reinforce (ECIRR) learning model is one of the learning models that can be implemented to make learning more interesting and fun as well as make students think actively. Besides, it can improve their motivation during the learning process and it is a student-centered approach. Thus, it can improve the learning process quality and students' comprehension.

Elicit, Confront, Identify, Resolve, Reinforce (ECIRR) is a learning model developed based on constructivism theory. In this model, students are demanded to build their knowledge by themselves based on their prior knowledge so that students indirectly receive knowledge taught by the teacher. In the ECIRR learning method, student not only expresses their answer but also use their high-order thinking skills to express and describe the way they used to solve every problem they faced (Umi Masruro, 2017). ECIRR is a learning model that demands the students to involve actively and construct their knowledge based on their prior knowledge. This learning model will give a chance to students to present their ideas. Learning using Elicit, Confront, Identification, Resolve, and Reinforce (ECIRR) emphasizes the construction of initial knowledge and active involvement of the students to find their own understanding. The ECIRR learning model has five stages in the teaching and learning process. (1) The first stage is to elicit (*dapatkan*). In this stage, a teacher must dig into the students' prior knowledge by giving them activities that stimulate students to think, including asking questions. The first stage aims to determine the initial concept or misconceptions experienced by students; (2) the second stage is to confront (benturkan). In this stage, a teacher meets students' initial

concepts by asking questions, demonstrating, and their application so that students experience cognitive conflict; (3) the third stage is to identify (*identifikasi*). In this stage, students must explain the initial conceptions experienced where the teacher records the misconceptions expressed by them and whether there are still erroneous concepts as problems formulated through student hypotheses; (4) The fourth stage is to resolve (*pecahkan)*. In this stage, the students are facilitated by teachers to solve their problems through experiments, interactive demonstration, simulation, and asking questions to examine the hypothesis: (5) the last stage is to reinforce. In the review stage, the existence of students' alternative conceptions in various conditions at the end of the lesson review is carried out by giving questions related to students' alternative conceptions, which have previously been discussed.

The advantages of the Elicit, Confront, Identify, Resolve, Reinforce (ECIRR) model include: 1) the process of constructing student knowledge in the presence of cognitive conflict; 2) Able to self-correct erroneous conceptions; 3) able to comprehend abstract concepts; and 4) provide opportunities to interact with friends and work together hand in hand in difficulties" (Hamdani, 2014). Learning using the ECIRR model can provide opportunities for students to enhance their thinking and reasoning skills and develop, defend, and prove related to the concepts they have.

In addition to the strategy and model selection in the learning process, several factors are predicted can influence the low ability of students. One of which is learning motivation. It is an internal factor. Motivation takes a significant role during the learning and teaching process. Learning motivation is an internal and external encouragement from students who are studying to make behavior changes (Syarifah & Sumardi, 2015). Motivation as one of the encouragements to do something really determines one's success. This success includes obtaining good learning outcomes, achievements, and others. "Good learning results will be achieved if students have a strong encouragement to learn or have the motivation to learn. Student learning motivation has a significant influence on student's ability to understand concepts" (Aezira Elsinka Domas, 2017).

This research aimed to determine and describe the results of the influence of implementing the Elicit, Confront, Identify, Resolve, Reinforce (ECIRR) models on the quality of learning outcomes. In addition, this research carried out the controlling of influence from other factors that are predicted also influences on the implementation result of Elicit, Confront, Identify, Resolve, Reinforce (ECIRR) learning model on PKWU subjects learning outcomes. One of those factors is students' learning motivation. If the control of the effects of those factors is not carried out, the influence of the implementation of Elicit, Confront, Identify, Resolve, and Reinforce (ECIRR) learning model on the student outcomes will be mistaken. Therefore, handling it and including it as a co-variable is necessary.

Based on the description to conduct above, it is considered necessary to conduct research on the influence of implementing elicit, confront, identify, resolve, reinforce (ECIRR) learning model on the learning outcomes of crafts and entrepreneurship (PKWU) by controlling learning motivation of the students in grade XI of SMA Negeri 1 Mengwi academic year 2022/2023.

Methods

This research used a quasi-experimental research method, which used the research design "The Posttest-Only Control Group Design". The total research population consisted of 534 students in grade XI SMA Negeri 1 Mengwi consisting of fifteen study groups. The sample consisted of two groups totaling 80 students. It was obtained through a random sampling technique from fifteen groups. Furthermore, the sample was randomly

selected from fifteen groups, and two groups were selected using a lottery. Then, from the two classes, one class would become the control group, and one group would become the experimental group. After carrying out an equivalence test using the 1-way ANOVA test, these two groups were feasible as samples. The experimental group would study using the Elicit, Confront, Identify, Resolve, Reinforce (ECIRR) learning model, while the control group would study using the conventional learning model.

This research involved several variables. Each variable would be explained in conceptual definition and operational definition so it can be used as references in conducting this research. The independent variable is the causal variable that is manipulated (played) by the researcher in determining the relationship with the phenomena observed during the implementation of the research. The Elicit, Confront, Identify, Resolve, Reinforce (ECIRR) and conventional models were independent variables. Co-variable variables were also referred to as second independent variables, which were the variables that were selected, measured, observed, and manipulated by researchers because they were considered to influence other variables. The co-variable in this research was learning motivation (X). The dependent variable is the effect variable that was produced by the independent variable, or the dependent variable can be said to be a factor that was observed and measured to determine the effect of the independent variable. PKWU learning outcomes (Y) in this study were the dependent variable.

The data on learning motivation were collected using a questionnaire of learning motivation by the motivational learning questionnaire instrument grid refers to the theory of motivation to learn from (Bandura, 1977) after adjusting with (Good, n.d.). However, PKWU learning outcomes were collected using objective tests referring to the curriculum. Validation was carried out first using expert judgment before the instrument was used in the research. It was a correction by competent people in their field. Two experts carried out it in order to get feasible and good questionnaires. Then the instrument trials were continued in the field to find out the level of validity and reliability of the instrument. The validity calculation of the questionnaire used the product moment correlation technique. The reliability test of PKWU learning outcomes used point biserial correlation (r_{pbis}).

The results of the content validity test of the PKWU learning outcomes obtained that all items were valid with a content validity value of 1.00. From the test results, the correlation coefficient was obtained in the range of -0.021 to 0.781, so five items failed, namely numbers 4, 17, 23, 29, and 34. Thus, the valid items were 35 items. The difficulty level test obtained that coefficient values ranged between 0.375 and 0.820 and it was stated that all were valid. Then, it was followed by a different power test. The results of the test showed that the coefficient ranged from 0.424 to 0.797, and it was stated as valid. Thus, the valid items were 35 items. The reliability of PKWU student learning outcomes tests on valid items (35 items) using the biserial point correlation (r_{pbis}) was 0.942, with very high reliability.

Based on the results of the content validity test of the learning motivation questionnaire instrument, all items were valid with a content validity value of 1.00. Testing the validity of the learning motivation instrument obtained a correlation coefficient value in the range of 0.032 to 0.889, so that there were several items failed. There were five items that failed, namely numbers 6, 14, 22, 33, and 37. Thus, 35 items were valid. The reliability test of students' learning motivation on valid items (35 items) used a product-moment correlation of 0.962, with very high reliability.

Data from the research results were analyzed in stages. It started with a description, prerequisite test, and hypothesis test. The description included establishing the number of values, average, standard deviation, variance, and range of the highest and lowest value. The prerequisite test carried out in this research was the normalization test of the data

distribution using Kolmonogov-Smirnov. Variance homogeneity test used Levene's, data linearity test, and the significance of the regression direction and pre-test of the dependent variable. If the prerequisite test has been met, it can be continued with hypothesis testing using Anakova 1 path *SPPS V16.00 for Windows.*

Results and Discussions

The results of the data distribution using the normality test using Kolmonogov-Smirnov obtained that all data, namely PKWU learning outcomes and learning motivation both in the experimental group or control group contributed normally with Kolmonogov-Smirnov coefficient value from 0,093 - 0.134 with the value of p= 0,081 to p=0,200 or p>0,05 because all P value > 0,05. Thus, all data were stated normal. On the other hand, homogeneity testing used SPPS 16.0 assistance. It obtained the result of learning outcomes and students' motivation of F_{count} was 0, 0016 and 3.100 with significance = 0,922 and 0,098 (p>0,05). All data were homogenous due to the value of P> 0, 05. The result of linearity testing of the regression line obtained (1) linearity testing between student' motivation and PKWU learning outcomes from the experimental group was F_{count} (regression) of 7,942 with a significance of 0,008. Then, the value of F_{count} regression was significant. It means that the regression coefficient was significant. Therefore, the null hypothesis was rejected, and the alternative hypothesis was accepted, so the value of F regression was significant. Besides, the calculation also obtained F_{count} (matched tuna) = 1,738 with a significance of 0,149. F_{count} (matched tuna) was non-significance because of the significance > 0, 05), which means the null hypothesis was accepted, and the alternative hypothesis 1 was rejected. Therefore, it can be concluded that the relationship between students' learning motivation and PKWU learning outcomes of the experimental group had a linear relationship. (2) Linearity testing between students' learning motivation and PKWU learning outcomes of the control group obtained the F_{count} (regression) of 28,387, with a significance of 0,000. The calculation results obtained the significance p > 0,05, so the value of F_{count} regression was significant. It means the regression coefficient was significant. According to the results, the conclusion was the null hypothesis was rejected, and the alternative hypothesis was accepted. Therefore, the value of $F_{regression}$ was significant. Based on the calculations obtained F_{count} (matched tuna) = 0.598, while the significance was 0.870. The F_{count} (matched tuna) was non-significant because of the significant > 0.05, which means that the null hypothesis was accepted, and the alternative hypothesis was rejected. Therefore, the conclusion was the relationship between students' learning motivation and PKWU learning outcomes of the control group was linear. (3) The linearity testing between students' learning motivation and PKWU learning outcomes of both experimental and control groups that studied together obtained F_{count} (regression) of 26, 289, with the significance was 0,000. The value of F_{count} regression was significant because of the significance < 0,05. It means the regression coefficient was significant. Then, the null hypothesis was rejected, and the alternative hypothesis was accepted. Therefore, the value of $F_{regression}$ was significant. Based on the calculation showed that the F_{count} (matched tuna) = 0, 75, with the significance of 0,807. F_{count} (matched tuna) was non-significant because of the significance > 0, 05, which means the null hypothesis was accepted, and the alternative hypothesis was rejected. According to the calculation, the conclusion was the relationship between students' learning motivation and PKWU learning outcomes both were linear.

Recapitulation of research results about Summary of Descriptive Statistics Variables of Learning Motivation and PKWU Learning Outcomes can be seen in table 1.

Table 1. The Recapitulation of Results Calculation of Learning Motivation Scores and PKWU Learning Outcomes Scores

Variable / Statistic	A		B	
	X	Y	X	Y
Mean	145,850	28,252	145,175	22,857
Median	145,500	29,000	144,500	22,500
Modus	158,000	29,000	158,000	15,000
Std. Deviation	14,969	5,304	15,120	6,260
Variance	224,079	28,128	228,610	39,189
Range	62,000	21,000	57,000	20,000
Minimum Score	110,000	14,000	112,000	14,000
Maximum Score	172,000	35,000	169,000	34,000
Total	5834,000	1129,000	5807,000	915,000

Description:

A : Students groups who studied using Elicit, Confront, Identify, Resolve, Reinforce (ECIRR) learning model.

B : Students groups who studied using the conventional learning model.

X : Students' learning motivation.

Y : PKWU Learning Outcomes.

The results of the descriptive analysis demonstrated that the mean scores of students' learning motivation using Elicit, Confront, Identify, Resolve, Reinforce (ECIRR) learning model is 146, 851, and the mean score of learning motivation using the conventional learning model is 144, 175. On the other hand, the mean score of PKWU learning outcomes of students using Elicit, Confront, Identify, Resolve, Reinforce (ECIRR) is 28, 252, and the mean scores of the PKWU learning outcomes of students using the conventional approach are 22, 857. Based on the result of the descriptive analysis, the conclusion drawn was learning motivation and PKWU learning outcomes of students that implemented Elicit, Confront, Identify, Resolve, Reinforce (ECIRR) learning model is higher than learning motivation and PKWU learning outcomes of students who used conventional learning model.

The result of the first hypothesis analysis testing used a one-way analysis of variance (ANOVA). The results obtained after carrying out the analysis were shown in the summary of the data analysis using one-way ANAVA with the assistance of SPPS software, as shown in table 2 below.

Table 2. Summary Analysis Variance One Way of PKWU Learning Outcome of Students

The source of Variance	Df	JK	ASS	F	Sig.	Description
Between A	1	627,540	627,540	17,247*)	0,000	*Significant*
Inside	78	2615,350	36,385	-	-	-
Total	79	3195,800	-	-	-	-

Description :

df : Degree of Freedom

SS : Sum of Square

ASS : the average of the sum of square

*) : F_{Count} significant (F_{Count} = 17,247 or $p < 0,05$

Based on table 2, it obtained F_{count} = 17, 247 with a significance of 0,000 ($p < 0,05$) then the conclusion was the null hypothesis (Ho) showed there were no differences in students' PKWU learning outcomes between students who studied using Elicit, Confront, Identify, Resolve, Reinforce (ECIRR) learning model and students who studied using

conventional learning model in grade XI SMA Negeri 1 Mengwi. Then, the null hypothesis (Ho) was rejected. The H1 demonstrated that there were differences between the students' PKWU learning outcomes of students who studied using Elicit, Confront, Identify, Resolve, Reinforce (ECIRR) learning model and students who studied using the conventional learning model in grade XI SMA Negeri 1 Mengwi which means the H1 was accepted. Therefore, it can be concluded that there were differences in PKWU learning outcomes of students who studied using Elicit, Confront, Identify, Resolve, Reinforce (ECIRR) learning model and students who studied using the conventional learning model in grade XI SMA Negeri 1 Mengwi.

Elicit, Confront, Identification, Resolve, and Reinforce (ECIRR) learning model emphasizes on the active involvement of the students to find their own understanding. The ECIRR learning model has five stages in the teaching and learning process. (1) The first stage is to elicit (*dapatkan*). In this stage, a teacher must dig into the students' prior knowledge by giving them activities that stimulate students to think, including asking questions. The first stage aims to determine the initial concept or misconceptions experienced by students; (2) the second stage is to confront (*benturkan*). In this stage, a teacher meets students' initial concepts by asking questions, demonstrating, and their application so that students experience cognitive conflict; (3) the third stage is to identify (*identifikasi*). In this stage, students must explain the initial conceptions experienced where the teacher records the misconceptions expressed by them and whether there are still erroneous concepts as problems formulated through student hypotheses; (4) The fourth stage is to resolve (*pecahkan)*. In this stage, the teachers facilitate students to solve their problems through experiments, interactive demonstration, simulation, and asking questions to examine the hypothesis: (5) the last stage is to reinforce (*kuatkan)*. In the review stage, the existence of students' alternative conceptions in various conditions at the end of the lesson review is carried out by giving questions related to students' alternative conceptions, which have previously been discussed. Elicit, Confront, Identify, Resolve, Reinforce (ECIRR) is a learning model developed based on constructivism theory. In this model, students are demanded to build their knowledge by themselves based on their prior knowledge so that students indirectly receive knowledge taught by the teacher. In the ECIRR learning method, student not only expresses their answer but also use their high-order thinking skills to express and describe the way they use to solve every problem they faced (Umi Masruro, 2017). ECIRR is a learning model that demands the students to involve actively and construct their knowledge based on their prior knowledge. This learning model will give a chance to students to present their ideas.

The advantages of the Elicit, Confront, Identify, Resolve, Reinforce (ECIRR) model include: 1) the process of constructing student knowledge in the presence of cognitive conflict; 2) Able to self-correct erroneous conceptions; 3) able to comprehend abstract concepts; and 4) provide opportunities to interact with friends and work together hand in hand in difficulties" (Hamdani, 2014). Learning with the ECIRR model can provide opportunities for students to enhance their thinking and reasoning skills and develop, defend, and prove related to the concepts they have.

In addition to several theories, rejecting the null hypothesis in this study was also supported by research conducted by Ningrum A, Suliyana entitled "Elicit, Confront, Identify, Resolve, Reinforce, (ECIRR) learning model as an Effort to Improve Learning Outcomes in Straight-Motion Material". Based on the average n-gain, the results showed that the implementation of the ECIRR learning model affects the students learning outcome in the moderate category on straight-motion material in grade X SMA Negeri1 Ponggok (Ningrum & Suliyanah, 2021). This result is also supported by research conducted by Ardianti (2019) entitled "The Influence of Elicit, Confront, Resolve,

Reinforce (ECIRR) Learning Model on Mathematical Reasoning Viewed from Student Learning Motivation". The result found that the ECIRR learning model can identify misunderstandings and direct them to the appropriate comprehension, familiarize students with discussions, and express opinions clearly and logically (Ardianti, 2019).

Based on the second hypothesis analysis, the testing used one-way co-variance analysis (ANAKOVA). The result obtained is shown in the data analysis summary in Table 3 below.

Table 3. Summary One-way covariance analysis PKWU Student Learning Outcomes after Controlling the Influence of Student Learning Motivation

Source of Variance	df	JK	ASS	F	Sig.	Description
Between A	1	582,488	582,488	27,209*)	0,000	*Significant*
Inside	77	1859,423	21,408	-	-	-
Total	78	2385,710	-	-	-	-

Description :
df : Degree of Freedom
SS : Sum of Square
ASS : the average of the sum of square

Based on the one-way covariance analysis provided in Table 3, it can be seen that the value of F_{count} = 27, 209, with a significance of 0,000 or p<0,05. Therefore, the null hypothesis (Ho) showed that there were no differences in the PKWU learning outcomes of students who studied using Elicit, Confront, Identify, Resolve, Reinforce (ECIRR) learning model and the Caft and Entrepreneurship (PKWU) learning outcome after controlling the influence of Student Learning Motivation, which means Ho was rejected. Therefore, there were differences in PKWU learning outcomes of students who studied using Elicit, Confront, Identify, Resolve, Reinforce (ECIRR) learning model and the Craft and Entrepreneurship (PKWU) learning outcome after controlling the influence of Student Learning Motivation.

The use of learning models can influence the Crafts and Entrepreneurship (PKWU) learning outcomes. However, students' learning motivation is one of the factors that the teacher needs to consider in determining and choosing a learning model. The more appropriate the learning model applied, the better the students' learning motivation because there is negotiation, interaction, and agreement between students and teachers. The learning model is the Elicit, Confront, Identify, Resolve, Reinforce (ECIRR) model, which is a constructivist-based learning model that pays attention to students' preconceptions as a background for learning new information. The success of this learning model is because the ECIRR model allows students to discuss in groups. Group discussion allows students to construct their own knowledge so that it is easier to understand the concepts taught by the teacher.

By considering the essence of the Elicit, Confront, Identify, Resolve, Reinforce (ECIRR) and conventional learning models and relating it to student learning motivation, it can be concluded that the assumption which states that PKWU learning outcomes of students who studied using Elicit, Confront, Identify, Resolve Reinforce (ECIRR) learning is better than the Craft and Entrepreneurship (PKWU) learning outcomes of students who studied using conventional learning models after controlling the influence of students' learning motivation is proven in this research. It is in accordance with research conducted by Mariatul Oibtiyah (2017) entitled "The Influence of Elicit, Confront, Identify, Resolve, Reinforce (ECIRR) Learning Model on Mathematical Critical Thinking Ability and Self-Regulated Learning of High School Students in View of Gender". The results showed that the ability of students' critical thinking of students

who studied using ECIRR is higher compared to students who studied using Direct Instruction (Qibtiyah, 2017). This result is supported by research conducted by Muhammad Effendi, et al (2016). The research stated that there are differences in the mastery of physics concepts between groups of students who studied using the ECIRR learning model in the experimental group and the cognitive conflict learning model in the control group. The average mastery of physical concepts in the ECIRR group is higher than in the cognitive conflict group (Effendi et al., 2016).

The result of the third hypothesis testing using simple regression analysis is shown in the table 4 below.

Table 4. Significance Test of Correlation Coefficient of Students' Learning Motivation Variable with PKWU Learning Results of Students Studied Together

Variable Raltion	r_{count}	r table		r^2	D (%)	Description
		α = 0,05	α = 0,01			
X with Y	0,520	0,220	0,286	0,2704	27,04	Significant

Based on the analysis result, it can be concluded that there is a positive and significant contribution between students' learning motivation and PKWU learning outcomes of students in grade XI SMA Negeri 1 Mengwi with a contribution of 27, 04 %. In other words, the better students' learning motivation, the better PKWU learning outcomes of students.

Learning motivation is encouragement from someone who aims to move and direct someone to learn to achieve optimal learning outcomes. Students who have a good motivation, in general, have high interest and enthusiasm in the learning process. Therefore, they will have higher motivation in the process of learning Craft and Entrepreneurship (PKWU) material. This high motivation will ease teachers in implementing learning with innovative learning models. In this way, students who are well motivated will feel challenged in learning crafts and entrepreneurship (PKWU). They will be able to contribute ideas to the problems they face, which will lead to increased crafts and entrepreneurship (PKWU) learning outcomes.

Learning motivation plays an important role during the learning process. Learning motivation is an internal and external encouragement for students who are learning to make changes in behavior (Syarifah & Sumardi, 2015). Motivation as one of the encouragements to do something really determines one's success. This success for students is in the form of good learning outcomes, achievements, and so on. Good learning outcomes will be achieved if students have a strong encouragement to learn, or have the motivation to learn. Student learning motivation has a significant influence on students' conceptual understanding abilities (Aezira Elsinka Domas, 2017).

Thus, the assumption stating that students' learning motivation contributes to students' craft and entrepreneurship (PKWU) learning outcomes are proven in this research. The better the students' learning motivation, the better the PKWU learning outcomes of students. On the other hand, the lower the students' learning motivation, the lower the craft and entrepreneur (PKWU) learning outcomes of students.

Conclusion

Based on the result and discussion above, the conclusions drawn are as follows (1) There are differences between crafts and entrepreneur (PKWU) learning outcomes of students who studied using Elicit, Confront, Identify, Resolve, Reinforce (ECIRR) learning outcomes and students who studied using the conventional learning outcomes in grade XI SMA Negeri 1 Mengwi with F_{count}= 17, 247 with significant (p)= 0,000 (p<0,05), (2) The mean score of PKWU learning outcomes of students using Elicit, Confront,

Identify, Resolve, Reinforce (ECIRR) is 28, 252, and the mean scores of the PKWU learning outcomes of students studied using the conventional model are 22, 857. According to the average scores, Elicit, Confront, Identify, Resolve, Reinforce (ECIRR) learning model is superior compared to the conventional learning model. (2) There are differences in the crafts and entrepreneurship (PKWU) learning outcomes between students who studied using Elicit, Confront, Identify, Resolve, Reinforce (ECIRR) learning model and students who studied using the conventional learning model after controlling the influence of students' learning motivation variable with the F_{count} = 27, 209. The increase in F count before the control of the learning motivation variable and after the control was carried out is 6,546, i.e. from 17,247 becomes 27.209. It means that the crafts and entrepreneurship (PKWU) learning outcomes of students who studied using Elicit, Confront, Identify, Resolve, Reinforce (ECIRR) learning model is still better than the crafts and entrepreneurship (PKWU) learning outcomes of students who studied using the conventional learning models after controlling the influence of student learning motivation. (3) There is a positive and significant contribution between students' learning motivation and crafts and entrepreneur (PKWU) learning outcomes in Grade XI SMA Negeri 1 Mengwil with a contribution of 27.04% through regression line equation = -5.535 + 0.214 X.

References

Aezira Elsinka Domas. (2017). Pengaruh Model Pembelajaran Kooperatif Tipe Student Facilitator And Explaining (SFAE) Terhadap Kemampuan Pemahaman Konsep Matematis Ditinjau Dari Motivasi Belajar Matematika Peserta Didik Kelas VII. *Tesis*. Lampung : FTK UIN Raden Intan Lampung.

Ardianti, N. (2019). Pengaruh Model Pembelajaran Elicit, Confront, Identify, Resolve, Reinforce (ECIRR) terhadap Kemampuan Penalaran Matematis Ditinjau dari Motivasi Belajar Siswa. *Tesis*. Lampung: UIN Raden Intan.

Bandura, A. (1977). *Social Learning Theory*. New Jersey: Prentice-Hall, Inc.

Effendi, M., Koes, S., Negeri, S., & Bondowoso, P. (2016). Pengaruh Model Pembelajaran ECIRR Terhadap Penguasaan Konsep Fisika Pada Siswa SMK. *Jurnal Pendidikan Sains*, *4*(3), 113–121.

Good, T. L. and J. E. B. (n.d.). *Educational psychology: a Realistic Approach*. London: Longman.

Hamalik, O. (2011). *Proses Belajar Mengajar*. Jakarta: PT. Bumi Aksara.

Hamdani. (2014). Penerapan Model ECIRR Menggunakan Kombinasi Real Laboratory dan Virtual Laboratory untuk Mereduksi Miskonsepsi Mahasiswa. *Jurnal Visi Ilmu Pendidikan*. *6*(3).

Jarolimek, J. (1998). *Social Studies In Elementary Education (9th ed)*. New York: Maxwell Macmillan Internasional.

Marfilinda, R. (2019). Pengaruh Model Learning Cycle 7e Terhadap Hasil Belajar Dan Keterampilan Berpikir Kritis pada Pembelajaran Konsep Dasar IPA SD. *Jurnal Pendidikan dan Pembelajaran Terpadu (JPPT)*, *1*(2), 79-92.

Ningrum, A. M. A., & Suliyanah, S. (2021). Model Pembelajaran ECIRR (Elicit-Confront-Identify-Resolve-Reinforce) Untuk Meningkatkan Hasil Belajar Pada Materi Gerak Lurus. *PENDIPA Journal of Science Education*, *5*(3), 444–450.

Pamungkas, C., Budi Sutrisno, D., Progdi Pendidikan Akuntansi FKIP -UMS, A., & Prodi Pend Akuntansi FKIP -UMS, D. (2014). Pelaksanaan Pembelajaran Prakarya Dan Kewirausahaan Dengan Kurikulum 2013. *Jurnal Pendidikan Ilmu Sosial*, *24*.

Qibtiyah, M. (2017). Pengaruh Model Pembelajaran Elicit Confront Identify Resolve Reinforce (ECIRR) Terhadap Kemampuan Berpikir Kritis Matematik Dan Self Regulated Learning Peserta Didik SMA Ditinjau Dari Gender. *Tesis*. Jakarta : Universitas Negeri Jakarta.

Salahudin, A. (2011). *Filsafat Pendidikan*. Bandung: Pustaka Setia.

Sugiman, I. M. H., Suma, K., & Sujanem, R. (2019). Pengaruh Model Pembelajaran Learning Cycle 7E Terhadap Literasi Sains Peserta Didik Di Kelas X Sman Tahun Pelajaran 2018 / 2019. *Jurnal Pendidikan Fisika Undiksha*, *9*(2), 97–105.

Syah, M. (2013). *Psikologi Belajar*. Bandung: PT. Remaja Rosda Karya.

Syarifah, S., & Sumardi, Y. (2015). Pengembangan Model Pembelajaran Malcolm'S Modeling Untuk Meningkatkan Keterampilan Berpikir Kritis Dan Motivasi Belajar Siswa. *Jurnal Inovasi Pendidikan IPA*, *1*(2), 237.

Umi Masruro. (2017). Pengaruh Strategi Pembelajaran ECIRR Terhadap Keterampilan Berpikir Kritis Matematis. *Skripsi*. Universitas Islam Negeri Syarif Hidayatullah.

Wahab, R. (1998). *Perkembangan dan Belajar Peserta Didik*. Jakarta: Depdikbud.