The Influence of Explicit Instruction Learning Model toward 11th Grade Student's Learning Outcomes

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ABSTRACT

This research aims to determine the influence of explicit instriction learning model toward 11th grade student"s learning outcomes in accounting subjects at SMA Negeri 16 Makassar. The Variables in this research are explicit instriction learning model (X) and learning outcomes (Y). The population is the entire students of XI IPS clas at SMA Negeri 16 Makassar school 2016/2017 that consist of 147 students, while the sample determination uses purposive sampling technique with the number of sample is 36 students, technique of data collection used are test and observation. Technique of data analysis was done by using analysis of data validity and statistic analysis of SPSS 22 for windows. Based on the results of data analysis simple linear regression Y= -0.162+0,861X, where in every addition of one value of lerning model „explicit instruction", the lerning result incrased to 2.247. The mean score of pretest was 52 and posttest was 88.083 from the correlation coefficient of 0.247. Based on the t-test analysis, it was found that the tcalculation was 5.515 which was bigger than ttable 2.000. The R2 (R Square value was 0.247. The t-test result showed significant increase after treatment.

Keywords: Explicit Instruction Learning Model, Motivation Learning

INTRODUCTION

Education is one of the important elements in advancing the nation and state. In an effort to achieve national education goals, teachers are required to apply various learning models in learning activities (Barth et al., 2019; Forsström, 2019; Saariaho et al., 2019; van Katwijk et al., 2019). The teacher's ability to manage learning is preceded by the preparation of a lesson plan (RPP) developed by the teacher individually or in groups referring to the syllabus (Jin & Wang, 2019; Nakata, 2019; Zinsser et al., 2019). In preparing the lesson plan (RPP), a teacher must be good at choosing and determining the learning model that will be used in the material to be taught. The selection of learning models should be based on several considerations, namely learning objectives, subject characteristics, student abilities, teacher abilities (Can Daşkın & Hatipoğlu, 2019; Lo, 2019; Yasmin et al., 2019). According to Sierra (2020)"every learning model must be appropriate or appropriate to achieve a certain goal, so that for different purposes the teacher must hold different presentation techniques as well as to achieve the teaching objectives". The diversity of learning models today is one of the teacher's efforts. in providing various alternatives in the learning strategies to be delivered, so that they are in line with the level of cognitive, affective and psychomotor development of students (Jin & Wang, 2019; Nakata, 2019; O'Connor & Michaels, 2019).

Explicit Instruction learning models can be in the form of lectures, demonstrations, training or practice, and group work so that the activities in the classroom are not (Barth et al., 2019; Zinsser et al., 2019). The importance of the Explicit Instruction

learning model is applied by the teacher in the learning process because it can support the basic skills of students and all types of knowledge in learning. As stated by Arends, Richardl (2013:41): The Explicit Instruction learning model is very important to apply because it is a learning approach that is specifically designed to support student learning processes related to declarative knowledge and well-structured procedural knowledge that can be taught using step by step pattern. Explicit Instruction learning model is used to deliver lessons that are transformed directly by the teacher to students. Related to this, in its application the preparation of time used to achieve learning objectives must be as efficient as possible, so that teachers can design appropriately, the time used. From this description, a teacher must understand the steps or syntax of the Explicit Instruction learning model.

The use of learning models that are in accordance with the characteristics of accounting subjects, namely, learning concepts and procedural knowledge, in addition to honing Accounting skills. Among them, students must be able to understand a series of accounting cycles in stages, one of which is compiling financial reports for service companies which is the most important thing to increase student interest in learning so that it can improve student learning outcomes later.

The learning process is said to be successful or has achieved the goal if there are changes in the cognitive, affective and psychomotor aspects of students. The most visible learning outcomes, namely learning outcomes in cognitive aspects, can be seen from the values obtained by students within a certain period of time. However, in reality, the learning outcomes of students are different because of the factors that influence learning outcomes. Student learning outcomes cannot be separated from the assessment system carried out by teachers or educators. The assessment system carried out by teachers is very diverse, ranging from student activities in the classroom to the understanding received by students.

Assessment of learning outcomes aims to see the progress of student learning outcomes in terms of mastery of teaching materials that have been studied with the goals that have been set (Nakata, 2019; van Katwijk et al., 2019). How important it is to use a learning model that is in accordance with the character of students in learning because part of a successful teacher's efforts are focused on arousing students' interest in learning. Learning models that are in

accordance with the characteristics of students and the subject matter brought by the teacher will greatly affect the success of teaching and also the learning attitude of students, namely the learning outcomes of students will increase.

The reason researchers are interested in using the Explicit Instruction learning model in accounting subjects at SMA Negeri 16 Makassar is because Accounting teachers at SMA Negeri 16 Makassar still use conventional learning models in their teaching and learning activities, so that teachers only dominate their teaching and learning activities by lecturing in front of the class and only using blackboard media when explaining the learning material so that most students feel bored listening to the teacher's explanation of the learning material and not a few students are lazy to learn, the second factor is that students tend to rely on notes given by the teacher without looking for a guide book others as a comparison and input in learning. This means the class is still teacher-focused. As recipients of lessons, students can be said to be passive in class, that is, they are less independent in creating the creativity that exists in students and they are still afraid to express their opinions in front of the class so that students' accounting learning outcomes are low.

This shows that there is no teacher activity in providing structured training to students in the learning process on accounting subjects for financial reporting services companies. In connection with that, table 1 shows that the learning outcomes of students in class XI IPS 2 at SMA Negeri 16 Makassar in Accounting subjects in the affective domain of students are an average of 68, in the cognitive and psychomotor domains the average value of students is still low. In the cognitive domain, the average score is 65 and the psychomotor average is 67, not yet reaching the minimum completeness criteria (KKM) of 75.

METHOD

Research design

The research design in this Experimental Research is Pre-Experimental Design. According to (Creswell & Clark, 2017; Creswell & Creswell, 2017) "Pre-Experimental Design research method results

are the dependent variable not solely influenced by the independent variable". This is because there is no control variable, and the sample is not chosen at random.

The form of Pre-Experimental Design used in this research is One-Shot Case Study. In this study there was no control group and students were given special treatment or teaching for some time (X). Subjects in this study will receive treatment, namely the use of the Explicit Instruction learning model. Then at the end of the program, students are given a Post-test related to the treatment/teaching given (O).

Variable Measurement

According to (Creswell & Clark, 2017; Creswell & Creswell, 2017)"variable measurement is a measurement scale that is used as a reference to determine the length of the short interval in the measuring instrument when used in measurements will produce quantitative data".

Population and Sample

According to (Creswell & Clark, 2017; Creswell & Creswell, 2017)certain qualities and characteristics determined by researchers to be studied and then drawn conclusions". The population in this study is the total number of students in class XI IPS at SMA Negeri 16 Makassar, which amounted to 147 students consisting of 3 classes, namely class XI IPS 1, XI, IPS 2, and XI IPS 3. According to (Creswell & Clark, 2017; Creswell & Creswell, 2017) "the sample is part or representative of the population being studied. Meanwhile, according to (Creswell & Clark, 2017; Creswell & Creswell, 2017)said that "The sample is part of the number and characteristics possessed by the population". From the exposure of these experts, it can be concluded that the sample is part of the population that represents the nature or characteristics of the population. In this study, sampling was carried out using the purposive sampling technique, according to (Creswell & Clark, 2017; Creswell & Creswell, 2017) "the purposive sampling technique is a sampling technique with certain considerations".

The sample in this study was class XI IPS 2 with a total of 36 students. The reason the researcher took class XI IPS 2 was because the average value of the midterm test results of students in class XI IPS 2, which was 83%, did not reach the minimum completeness criteria (KKM) that had been set by the school, which was 75.

Data collection technique

The techniques used to obtain data in this study are as follows:

a. Observation

Observation is a data collection technique by direct observation on the object of research to obtain the required data using the Guttman scale. In this study, the center of observation was aimed at the teaching and learning process in class XI IPS 2 SMA Negeri 16 Makassar.

b. Test

A test is a series of questions or exercises used to measure the skills, knowledge, intelligence, abilities or talents of an individual or group. The test used in this study was a written test in the form of 15 multiple choice questions. Learning is carried out for 4 meetings. The first meeting was giving Pre-test, second and third were giving treatment using Explicit Instruction model learning, the fourth meeting was as Post-test after giving treatment. Meetings are held in 2 x 45 Minutes. The time used is in accordance with the learning at the school in question. The details of the data collection procedure are as follows:

Pre-test

Pre-test activities were carried out before treatment with the aim of knowing the abilities and learning outcomes of students' accounting before being given action in the experimental class.

Giving Treatment

The treatment is in the form of teaching and learning activities using the Explicit Instruction learning model.

Posttest

At this stage, students are given a number of structured questions to compare student accounting learning outcomes before and after the experiment.

Data analysis technique

The design of data analysis was used to determine how the relationship or influence of the Explicit Instruction learning model on learning outcomes in Accounting subjects for Class XI Social Sciences students at SMA Negeri 16 Makassar:

3. Product Moment Correlation

To find out the correlation (closeness of relationship) between the variables X and Y, a formula known as the Product Moment correlation formula is used, as stated by Sugiyono (2014: 278).

t-test

The t-test is used to find out the explanation of the relationship, then the regression results are tested using the t-test with the significance of the regression coefficient as well as testing the proposed hypothesis. In order for the results obtained by the regression to explain the relationship, the results of the regression were tested using a t-test with a degree of confidence of 0.05. The t-test formula proposed by (Creswell & Clark, 2017; Creswell & Creswell, 2017) is:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

Information :
t = comparison test (calculated value)
n = number of samples
r = correlation value
r2 = determinant coefficient

The criteria for testing the hypothesis according to Sugiyono (2016:185) are as follows:

a. H1 = Explicit Instruction learning model has a significant effect on learning outcomes.

b. H0 = Explicit Instruction learning model has no significant effect on learning outcomes.

c. If the significant level is <0.05 or 5%, then H1 is accepted and H0 is rejected. This means that the Explicit Instruction learning model has a significant effect on learning outcomes.

d. If the significant level is > 0.05 or 5%, then H1 is rejected and H0 is accepted. This means that the Explicit Instruction learning model has no significant effect on learning outcomes.

RESULT and DICUSSION

Variable Learning Model Explicit Instruction

The variable of the Explicit Instruction learning model consists of five indicators, namely: 1. Orientation, 2. Presentation, 3. Structured exercises, 4. Guided exercises, 5. Independent exercises. The activities during the learning process carried out by the teacher are as follows:

1. The teacher conveys the objectives and background information of compiling financial reports for service companies and preparing students.

2. The teacher demonstrates knowledge and skills in compiling financial reports for service companies.

3. The teacher provides a structured exercise in compiling financial reports for service companies to students.

4. The teacher checks the students' understanding and provides feedback in preparing the financial statements of service companies.

5. The teacher gives students the opportunity to practice independently in preparing financial reports for service companies.

The number of activity instruments is 14 activity items. In this study, researchers used observation sheets to determine the application of the Explicit Instruction learning model. Observation data was taken during the learning process. To find out the score for each item, the Guttman scale is used with Yes or No answers:

Respondents' responses to the Explicit Instruction learning model based on the percentage of all respondents obtained from the 5 indicators can be seen in table 1.

Table 1. Data on the Percentage of Indicators of the Explicit Instruction Learning Model

No	Indicators	Score current	Skor Ideal	Precentace %	Information
1	The teacher conveys the objectives and background information for compiling financial reports for service companies and preparing students.	100	108	92. 57	Very good
2	The teacher demonstrates the knowledge and skills of preparing financial reports for service companies step by step to students.	34	36	94.4	Good
3	The teacher provides a structured exercise in compiling financial reports for service companies to students.	68	72	94.4	Very good
4	The teacher checks the understanding of students' understanding and provides feedback in preparing the financial statements of service companies.	55	72	76.4	Good
5	The teacher gives the opportunity for students to practice independently in preparing financial reports for service companies.	190	216	87.93	Good
	Total	**447**	**504**	**88.28**	Good

Source: Observation Sheet Data Processing

Based on table 2, it can be concluded that the tabulation results from the observation sheets that were carried out were found to be the results of the overall percentage, the use of explicit instruction learning models reached 88.28%. Thus, it can be concluded that the application of the explicit instruction learning model in accounting subjects with material for service companies' financial statements in class XI IPS 2 of SMA Negeri 16 Makassar has been carried out very well.

Analysis of Students' Cognitive Learning Outcomes

Descriptive Statistical Analysis

Description of Pretest and Posttest scores as follows:

Table 3. Results of Pretest and Post-test Descriptive Analysis

Mastery level	Category	N	*Pre Test* Percentace (%)	N	*Post Test* Percentace (%)
92-100	Very high	0	0	17	47,2
83-91	High	1	3	7	19,4
75-82	Currently	3	8	10	27,8
66-74	Low	4	11	2	5,6
<65	Very low	28	78	0	0
Total		36	100	36	100

Source: Primary Data on Accounting Learning

Outcomes at SMA Negeri 16 Makassar, after being processed in 2018

Based on table 3 shows that before the implementation of the Explicit Instruction (pretest) learning model of 36 students there were still 32 students who scored below the KKM, with the

category of "low and very low" or the percentage of graduation was only 11%, while after the posttest or application of the model Explicit Instruction learning learning outcomes have increased. So that the number of students based on the category of mastery level increased, namely as many as 34 student respondents above the KKM or the percentage of

graduation reached 94.4 percent so it can be said that there was a very good change in value when the implementation of the Explicit Instruction learning model was carried out.

Table 4. Results of Simple Linear Regression

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	60.189	5.179		11.621	.000
Explicit Instruction	2.247	.407	.687	5.515	.000

Based on table 6, the following simple linear regression equation is obtained:

Y = 60,189+ 2,247
Information :
Y = Learning Outcomes
 X = Explicit Instruction learning model

In this regression model, the value of the constant listed is 60.189 which can be interpreted if the independent variables in the model are assumed

to be equal to zero, on average the variables outside the model remain good if the value of learning outcomes is 60,189. The value of the regression coefficient of 2.247 in this study can be interpreted that the Explicit Instruction (X) learning model variable has a positive effect on Learning Outcomes (Y). This shows that when the Explicit Instruction learning model has an increase of one unit, the learning outcomes will also increase by 2,247 units.

Table 5. Summary of Correlation Analysis Results

Model Summary[b]

Model	R	R Square	Adjusted RSquare	Std. Error of theEstimate
1	.687[a]	.472	.457	6.678

a. Predictors: (Constant), *Explicit Instruction*
b. Dependent Variable: Learning outcomes

Based on the calculation of the product moment correlation, the correlation between the explicit instruction learning model (variable X) and student learning outcomes (variable Y) with a coefficient of r = 0.687 was obtained and then consulted on the interpretation table the value of r was in the interval 0.600 - 0.799 which had a level of strong influence. This means that there is a positive correlational relationship between explicit instruction learning models and student learning outcomes in

accounting subjects in class XI IPS 2 SMA Negeri 16 Makassar.

In this table can also be obtained the value of the coefficient of determination (r2) obtained is 0.472 = 47.2%, which can be interpreted that the Explicit Instruction learning model has a contribution effect of 47.2% on student learning outcomes in accounting subjects, and 52 The remaining ,8% is influenced by factors other than the Explicit Instruction learning model.

Table 6. Summary of Test Analysis Results – t

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	60.189	5.179		11.621	.000
Explicit Instruction	2.247	.407	.687	5.515	.000

a. Dependent

Variable: Learning outcomes

Based on the T-test with an error rate of 0.05, if the T-count value is less than 0.05 (<0.05), it can be said that the independent variable (from t-count) has a significant effect on the dependent variable. On the other hand, if the value of T count is greater, it can be said that the variable has no significant effect. From the results of data processing with SPSS in table 18, it can be seen that the calculated T value of inflation is greater than 0.000> 0.05 or T count is 5.515, it can be said that the explicit instruction learning model has a positive and significant effect on student learning outcomes with a level of confidence 95%.

Discussion

The design of this research is experimental research in the form of One Group Pretest-Posttest Design where in this design there is a pretest, before being given treatment and giving a posttest after treatment. Thus the results of the treatment can be known more accurately because it can compare with the situation before the treatment. The reason for using an experimental research design in the form of One Group Pretest-Postest Design is because this study aims to determine the effect of the explicit instruction learning model on student learning outcomes in accounting subjects in the subject of financial statements of service companies class XI IPS 2 at SMA Negeri 16 Makassar.

Based on the results of the research that has been done, it is obtained that the Explicit Instruction learning model has a positive and significant effect on student learning outcomes in accounting subjects in the subject of financial statements of service companies class XI IPS 2 at SMA Negeri 16 Makassar. The results of testing the hypothesis in this study using the SPSS 21.0 application and Product Moment obtained that tcount is greater than ttable, namely 5.515 of 2,000 with a significant value of 0.000 less than 0.05 or 0.000 <0.05, which means that there is an influence between Explicit Instruction learning model on student learning outcomes in accounting subjects in the subject of financial statements of service companies class XI IPS 2 at SMA Negeri 16 Makassar. So the hypothesis proposed "It is suspected that the Explicit Instruction learning model has a significant effect on learning outcomes in Accounting subjects, the subject of service company financial statements for students in class XI IPS 2 at SMA Negeri 16 Makassar" can be accepted. This is based on the results of the correlation coefficient analysis obtained r = 0.687 based on the interpretation of the correlation coefficient proposed by Sugiyono (2015: 157) the value of 0.687 is at the level of strong correlation and the coefficient of determination (r2) is 0.472 = 47.2%. This means that there is a positive and significant correlational relationship between the Explicit Instruction learning model on student learning outcomes in accounting subjects in the subject of the financial statements of service companies class XI IPS 2 at SMA Negeri 16 Makassar and the magnitude of the influence of the Explicit Instruction learning model on learning outcomes is 47.2% which can be interpreted that the Explicit Instruction learning model has a contribution effect of 47.2% on student learning outcomes in accounting subjects in the subject of service company financial statements, and the remaining 52.8% is influenced by factors other than the model. Explicit Instruction learning. So it can be concluded that the Explicit Instruction learning model has a positive and significant effect on student learning outcomes in accounting subjects in the subject of financial statements for service companies in class XI IPS 2 at SMA Negeri 16 Makassar.

The results of the research that have been presented are in line with the theory that has been put forward by Annurrahman (2014:169) that:

One of the learning models that can be used in the learning process is the Explicit Instruction learning model, the main purpose of using the Explicit Instruction learning model, namely to maximize the use of student learning time, while the positive impact of teaching is the achievement of academic content and skills completeness, increasing student motivation and increasing student learning outcomes.

Similarly, the research conducted by L. Ayu Dewi Mastika (2016) with the title "The Effect of Explicit Instruction Learning Model on Science Learning Outcomes for Class IV Elementary School Gugus I, Buleleng District, 2015/2016 Academic Year" whose conclusion is that there is a positive and significant influence after the application of the Explicit Instruction learning model. In other words, when students learn by using a learning model that focuses on the success of the teacher in teaching by controlling the content of the material and the order in which the information is received by students and can maintain focus on what students must achieve, it can maximize the use of student learning time so that learning can be achieved. more active and skilled, and the learning carried out is more meaningful and provides positive motivation for students.

It is the same with research conducted by Putu Prema Savita Shanti (2016) with the title "The Effect of Explicit Instruction Learning Model on ICT Learning Outcomes for Class VIII Students of SMP Negeri 3 Singaraja Academic Year 2015/2016". From the results of the study, it was found that there was a positive and significant influence between the Explicit Instruction learning model on the science learning outcomes of Class VIII students of SMP Negeri 3 Singaraja.

It is the same with research conducted by Raden Fatah (2017) with the title "The Influence of the Implementation of the Explicit Instruction Learning Model on the Learning Outcomes of Class IV Students in Science Subjects at MI Tarbiyah Islamiyah Cempaka Palembang". From the results of this study, it was found that there was a positive and significant influence between the Explicit Instruction learning model on the learning outcomes of fourth grade students in science subjects at MI Tarbiyah Islamiyah Cempaka Palembang.

The similarities of the research conducted by L. Ayu Dewi Mastika, Putu Prema Savita Shanti and Raden Fatah are both researching the effect of the Explicit Instruction learning model on learning outcomes and other differences are in the subjects and research locations. This Explicit Instruction model can control the content of the material and the sequence of information received by students so that it can maintain focus on what must be achieved by students, so that learning is more active and skilled, and the learning carried out is more meaningful and provides positive motivation for students. . The ability to solve problems and the independence of students can also be tested by the teacher by providing independent training to students after the teacher

provides guided exercises. So, the key here is that the teacher must really master the subject matter, can be a model that can make students focus on the learning process and be able to develop student activity.

Based on the explanation of the results of the research and discussion above, it can be stated that the use of the Explicit Instruction model has a positive and significant effect on learning outcomes in accounting subjects for class XI IPS students at SMA Negeri 16 Makassar in the 2017/2018 academic year.

CONCLUSION

Based on the results of data analysis and discussion that has been described in the previous chapter regarding the effect of the Explicit Instruction Learning Model on accounting learning outcomes at SMA Negeri 16 Makassar, it can be concluded as follows:

1. Based on the results of simple regression analysis of the Explicit Instruction learning model on the learning outcomes of students in class XI IPS at SMA Negeri 16 Makassar, obtained a constant (α) of 60,189 regression coefficient (b) of 2,247, indicating that when the Explicit Instruction learning model increased by one unit , then learning outcomes will also increase by 2,247 units.

2. The coefficient r = 687 which is in the interval 0.600-0.799 shows a strong relationship between the Explicit Instruction learning model and accounting learning outcomes. The contribution of the Explicit Instruction learning model variable and accounting learning outcomes was 47.2%, and the remaining 52.8% was influenced by factors other than the Explicit Instruction learning model.

3. A significant value of 0.000 <0.05 or t arithmetic of 5.515, it can be said that the Explicit Instruction learning model has a positive and significant effect on the learning outcomes of students in class XI Social Studies at SMA Negeri 16 Makassar.

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