ABSTRAK

Putri Rahmawati. 2025. **PENGARUH MODEL PEMBELAJARAN *ELICIT, CONFRONT, IDENTIFY, RESOLVE, REINFORCE (ECIRR)* TERHADAP HASIL BELAJAR KOGNITIF SISWA PADA MATERI GERAK LURUS**

Rendahnya hasil belajar kognitif siswa pada materi gerak lurus menjadi alasan utama dilakukannya penelitian ini. Untuk mengatasinya, peneliti menerapkan model pembelajaran *Elicit, Confront, Identify, Resolve, Reinforce* (ECIRR) sebagai solusi. Tujuan penelitian adalah mengetahui pengaruh model pembelajaran ECIRR terhadap hasil belajar kognitif siswa. Penelitian menggunakan metode *quasi eksperimen* dengan desain *posttest only control group*. Populasi penelitian ini adalah seluruh kelas XI peminatan fisika yang berjumlah 3 kelas dengan total 118 siswa. Sampel ditentukan melalui teknik *purposive sampling* berdasarkan rekomendasi guru fisika dan kesetaraan kemampuan akademik antar kelas. Kelas XI-2 dijadikan kelas eksperimen, sedangkan kelas XI-3 dijadikan kelas kontrol. Pengukuran hasil belajar kognitif dilakukan melalui tes uraian setelah perlakuan *(posttest)*. Sebelum uji hipotesis, dilakukan uji prasyarat berupa uji normalitas dan uji homogenitas dengan taraf signifikansi 0,05. Hasil analisis menunjukkan bahwa data berdistribusi normal dan varians kedua kelas homogen. Uji hipotesis dengan uji t menunjukkan $t_{hitung} > t_{tabel}$ (7,12 > 1,67), sehingga H_a diterima dan H_0 ditolak. Dengan demikian, pada taraf signifikansi 0,05, terdapat pengaruh model pembelajaran ECIRR terhadap hasil belajar kognitif siswa pada materi gerak lurus di kelas XI SMA Negeri 1 Ciawi tahun ajaran 2025/2026. Penelitian ini menegaskan bahwa model ECIRR memberikan pengaruh terhadap kemampuan kognitif siswa (C1–C4) serta menawarkan alternatif strategi pembelajaran inovatif yang dapat digunakan guru fisika untuk meningkatkan kualitas proses dan hasil belajar.

Kata kunci: hasil belajar kognitif, gerak lurus, model pembelajaran *Elicit, Confront, Identify, Resolve, Reinforce* (ECIRR)

ABSTRACT

Putri Rahmawati. 2025. ***THE EFFECT OF THE ELICIT, CONFRONT, IDENTIFY, RESOLVE, REINFORCE (ECIRR) LEARNING MODEL ON STUDENTS' COGNITIVE LEARNING OUTCOMES IN LINEAR MOTION MATERIAL***

The low cognitive learning outcomes of students on the topic of linear motion became the main reason for conducting this study. To address this issue, the researcher implemented the Elicit, Confront, Identify, Resolve, Reinforce (ECIRR) learning model as a solution. The purpose of this study was to determine the effect of the ECIRR learning model on students' cognitive learning outcomes. The study employed a quasi-experimental method with a posttest-only control group design. The population consisted of all 11th-grade physics specialization classes, totaling three classes with 118 students. The sample was selected using purposive sampling based on the physics teacher's recommendation and the equivalence of academic abilities across classes. Class XI-2 was assigned as the experimental group, while Class XI-3 served as the control group. Cognitive learning outcomes were measured using an essay test administered after the treatment (posttest). Prior to hypothesis testing, prerequisite tests were conducted, including normality and homogeneity tests with a significance level of 0.05. The results showed that the data were normally distributed and the variances of both groups were homogeneous. Hypothesis testing using the t-test indicated that tcount > ttable (7.12 > 1.67), leading to the acceptance of Ha and rejection of H0. Thus, at the 0.05 significance level, the ECIRR learning model was found to have a significant effect on students' cognitive learning outcomes in linear motion material in Grade XI of SMA Negeri 1 Ciawi for the 2025/2026 academic year. This study affirms that the ECIRR model influences students' cognitive abilities (C1–C4) and offers an innovative instructional strategy that can be utilized by physics teachers to improve the quality of teaching and learning outcomes.

Keywords: Cognitive learning outcomes, Confront, Identify, Resolve, Reinforce (ECIRR) learning model, linear motion