

The Effect of Connecting, Organizing, Reflecting, and Extending (CORE) Learning Model on Students' Learning Motivation

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Abstract

This research is motivated by the lack of student motivation in studying history subjects at SMA N 1 Banda Aceh. The objective of this study is to investigate the effect of using CORE learning model toward the students' motivation in learning historical subject. This study employed quantitative method in nature. Pre-Experimental was employed with one group pre-and posttests design. The population in this study was all students of class XI which consisted of 5 classes. Twenty students of class XI IPS 1 from that population were selected using purposive sampling technique as the sample of this study. The documentation and a set of questionnaire were used as the instruments to collect the data of this study. Simple linear regression was used to analyze the data collected. The results showed that the application of the learning model has been successfully implemented in historical subjects. In addition, the current study also reported that the students' responses toward the implementation of CORE learning model were good. It indicated with a large influence (R^2) of 29%, the rest was influenced by environmental factors. The results of the hypothesis test obtained that the value of T count = 2.967, and the value of T table = 2.101, which means T count > T table or $2.967 > 2.101$. According to the test criteria then H_a is accepted. Thus, the application of the CORE learning model influenced the students' learning motivation in learning the history subject in class XI IPS 1 of Senior High School 1 Banda Aceh.

Keywords: Connecting, organizing, reflecting, extending, learning model, students' learning motivation.

Introduction

Education plays an essential role in creating societies to be smart, good character, and as well as life skills. Education is a process to mature the mindset of students. According to (Korpi et al., 2019) education is a conscious effort made by teachers to students to realize changes in behavior, character, skills, and intellectual intelligence, emotional, and spiritual. Besides, the existence of educational institutions, curriculum, teachers, and facilities are also important to support the process of teaching and learning at school. School is one of the educational institutions aimed at providing some knowledge and guidance to students. Besides, teacher as a professional educator with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating early childhood education through formal education, basic education, and secondary education plays an essential role in the success of the teaching and learning process in

schools (König et al., 2020). It is not an easy job for teachers to teach successfully in the classroom. Many problems are faced by teachers in teaching and learning process especially history teachers.

Based on the results of observations and interviews with history teachers and students at senior high school 1 Banda Aceh revealed that many efforts had been made carry out the learning process well. However, there are still students who are not serious in participating in the learning process due to lack of motivation, make noise, did not pay attention when teacher explained the lesson. When the authors asked to the teachers, why this happened? It is because the history subject is full of theory and very boring. Another problem that also triggers the low learning motivation of students in history subjects in class XI IPS 1 is because the learning process is monotonous. Thus, to motivate students in the teaching and learning process, innovation and learning creation are needed in mastering the material that is managed and displayed in a professional, logical, fun way and combined with a personal-emotional approach to students that will make the learning process to be achieved realized properly (Maag Merki et al., 2021).

Referring to the problems mentioned previously, it is important for the teacher to use and apply a new model of teaching and learning in the classroom to increase students' motivation in learning history subject and improve their achievement. The selected learning model should be able to develop students' activity, critical thinking, and skills in solving a problem. One of the active learning models that increases students' learning motivation is connecting, organizing, reflecting, and extending (CORE) learning model. This learning model can connect prior information with new information (Connecting), organize varied materials (Organizing) then rethink the concept being studied (Reflecting), and expand their knowledge during the teaching and learning process (Extending) (Dangi & Saat, 2021). Therefore, this study investigates the effect of CORE learning model on improving students' motivation in learning the history subject.

Literature Review

The learning model is a plan or pattern that can be used to form a curriculum (long-term learning plan), design learning materials, and guide learning in the classroom and outside the classroom, according to Joyce and Weil (Novikov, 2020). There are various types of learning models with their own characteristics and advantages. Every subject should be used the appropriate model of learning to achieve higher output. According to Murphy (2021), the types of learning models that can be used in learning are: direct learning model, cooperative learning model, problem-based learning model, class discussion learning model, learning cycle model, science technology and society learning model, and ethics-based science learning model.

The cooperative learning model is student-centered; students are emphasized to play an active role in the learning process that takes place. The cooperative learning model is a learning model that requires students to interact, share information and knowledge, so that in the learning process there is no separation between one student and another. According to Asmara (2019), the CORE model is one of the models included in the cooperative learning model. The CORE learning model is an abbreviation of four words that are interconnected in the learning process, including Connecting, Organizing, Reflecting, and Extending. According to König et al. (2020), these four elements are used to connect old information with new, organize a variety of material, reflect everything that students learn, and develop a learning environment. The CORE learning model is a model that emphasizes students to be active and able to solve problems in the learning process; this model is also able to train students' memory of information. The CORE model also has advantages and disadvantages when applied in the learning process. According to Chiu and Tseng (2021), the advantages of the CORE learning

model are able to make students active in learning, can train students' memory of a concept or information, able to train students' critical thinking on a problem, and can provide meaningful learning to students. The disadvantage of CORE learning model are that teachers need to prepare themselves first before using this model, learning cannot run well if students are not critical, learning takes a lot of time, and the CORE model cannot be used on all subject matters (Imants & Van der Wal, 2020).

Motivation is a driving force from within a person's heart to achieve a certain goal. It can also be said as a desire to achieve success and avoid failure in life. Lin et al. (2021) state that motivation can be interpreted as a condition from within a person's personality that can encourage an individual's desire to carry out certain activities to achieve goals. Meanwhile, Lin et al. (2021) further state motivation is an internal process that can activate, guide, and maintain behavior from time to time. The functions of motivation in the teaching and learning process according to Khtere and Yousef (2021) are as follows: 1) motivation as a driver of action and 2) motivation as an action director. Motivating students means inviting students to do something. Motivation is divided into two types, namely intrinsic motivation and extrinsic motivation. According to Eşİlbursa & Barton (2011), intrinsic motivation is a motive that becomes active or functioning that does not need to be stimulated from outside, because in every individual there is an urge to do something. Extrinsic motivation is an active and functioning motive because of the stimulus or influence from other people so that someone does something. There are six indicators that should be considered in learning motivation, namely a desire to succeed, an encouragement and a need for learning, hopes and aspirations for the future, an award in learning, interesting activities in learning, and the existence of a conducive learning environment that enable a student to learn well (Khtere & Yousef, 2021). These indicators as the references to construct the instrument of the current study in the form of a set of questionnaire are distributed to students.

Research Method

This study employed a quantitative approach in nature. The quantitative research method, according to Jaradat & Ajlouni (2021), is a method based on the philosophy of positivism which emphasizes objective phenomena and is studied quantitatively. Clearly, this study used pre-experimental with one group pre and posttests design. The experimental research design is a research method used to find the effect of certain treatments under controlled conditions. Pre-experimental design research, according to Anderson & Cook (2014), a research design that basically cannot control internal and external validity as a whole because one group is only studied once. Sugiyono (2010, p. 110) groups three types of research designs that are often used in the pre-experimental design method, namely one-shot case study, one-group pretest-posttest, and intact-group comparison. In this study, the researcher used a one-group pretest-posttest design because in this design there were pretest and posttest activities when given treatment in the experimental class. The sample of this study was one class of XI IPS 1 of senior high school I Banda Aceh. The sample of the study was selected using purposive sampling technique. The sample of study consisted of 20 students, Sampling was done by using random sampling theory (Sutimin, 2019). The instruments used in this study were documentations and a set of questionnaire. Simple linear regression was used to analyze the data.

Results and Discussion

Application of the Connecting, Organizing, Reflecting and Extending (CORE) Learning Model

The process of teaching learning through Connecting, Organizing, Reflecting, and Extending learning model in Class XI IPS 1 of senior high school 1 Banda Aceh is based

on three activities; pre-activities, main activities and closing activities ended with an evaluation.

(1) Planning

In the planning activity, the researcher prepared several types of equipment needed in the learning process, including (1) Selection of Indonesian history materials, (2) Preparation of lesson plans based on the material to be studied and using the CORE learning model and preparing several questions for the evaluation process.

(2) Learning Activities

Learning activities are carried out in several stages according to the learning steps of the CORE (Connecting, Organizing, Reflecting, and Extending) learning model quoted from (Sutimin, 2019) starting from the preliminary stage. At this stage the teacher begins learning by praying with students, checking student attendance. Then the delivery of old concepts will be connected with new concepts by the teacher to students (Connecting). This is followed by organizing ideas to understand the material carried out by the teacher to students with the guidance of the teacher (Organizing). In this case, the teacher and students group ideas on the material to be discussed, such as the background of the emergence of the youth pledge, the process of implementing the youth pledge, and the important values contained in the youth pledge event. Then the teacher randomly divides groups consisting of 4-5 students.

The core activity in this learning is carried out by the teacher giving the LKPD sheet to each group, and students in each group together looking for information that can answer the questions given by the teacher in the LKPD sheet while rethinking, exploring, and digging up the information that has been obtained and implemented in student group learning activities (Reflecting). At this stage, the teacher allows students to re-confirm the results that have been obtained from each group to add to the discussion that is lacking and eliminate discussions that are not related to the questions given (Utomo & Wasino, 2020).

(3) Closing and Evaluation Activities

In the closing activity, the teacher allows students to ask questions about things that have not been understood and may not have been discussed. After that, the lesson ended with the teacher and students concluding the results of the discussion about the youth pledge material that had been discussed. Then proceed to the evaluation stage, the teacher gives a test to students from the material "Youth Pledge" (Extending) which consists of 10 questions. This test is done independently or individually by students and then collected before the learning process ends.

Research Instrument Test

(1) Validity test

The instrument validity test was carried out in a class that was not experimental. Questionnaires were distributed to students in class XI IPS 2 as a test class. With 20 students attending, they filled out a questionnaire with 25 statement items.

The table 1 displayed the validity test of the motivation questionnaire. It showed that the r-table value of 0.444 is determined by the value of the r-product moment in which if the number of respondents who fill the questionnaire is 20 respondents with a significant level of 5% (Sugiyono, 2017, p. 373). From 25 statement items, 9 items failed, and the rest (16) statement items were valid.

Table 1. The validity test of the motivation questionnaire

Item	r count	r table	Information
1	0.674	0.444	Valid
2	0.299	0.444	Fail
3	0.765	0.444	Valid
4	0.669	0.444	Valid
5	0.517	0.444	Valid
6	0.638	0.444	Valid
7	0.687	0.444	Valid
8	0.442	0.444	Fail
9	0.557	0.444	Valid
10	0.470	0.444	Valid
11	0.601	0.444	Valid
12	0.401	0.444	Fail
13	0.549	0.444	Valid
14	0.368	0.444	Fail
15	0.736	0.444	Valid
16	0.406	0.444	Fail
17	0.453	0.444	Valid
18	0.436	0.444	Fail
19	0.621	0.444	Valid
20	0.609	0.444	Valid
21	0.202	0.444	Fail
22	0.121	0.444	Fail
23	0.039	0.444	Fail
24	0.629	0.444	Valid
25	0.525	0.444	Valid

Source: Primary data processed, 2020

Table 2. The validity test of the student response questionnaire

Item	r count	r table	Information
1	0.606	0.444	Valid
2	0.350	0.444	Fail
3	0.670	0.444	Valid
4	0.678	0.444	Valid
5	0.334	0.444	Fail
6	0.329	0.444	Fail
7	0.570	0.444	Valid
8	0.599	0.444	Valid
9	0.262	0.444	Fail
10	0.370	0.444	Fail
11	0.600	0.444	Valid
12	0.591	0.444	Valid
13	0.470	0.444	Valid
14	0.511	0.444	Valid
15	0.646	0.444	Valid
16	0.565	0.444	Valid
17	0.507	0.444	Valid
18	0.694	0.444	Valid

19	0.378	0.444	Fail
20	0.449	0.444	Valid
21	0.348	0.444	Fail
22	0.038	0.444	Fail
23	0.455	0.444	Valid
24	0.641	0.444	Valid
25	0.588	0.444	Valid

Source: Primary data processed, 2020

Table 2 showed the data obtained from the results of the motivational questionnaire test. The r-table value of 0.444 is determined by the r-product moment value if the number of respondents who fill out the questionnaire is 20 respondents with a significant level of 5%. From 25 statement items, 8 items failed, and the rest (17 statement items) were valid.

(2) Reliability Test

The reliability test value used the Cronbach Alpha technique to determine the consistency of the measuring instrument. Determining whether the instrument is reliable or not is done by using the 0.6 limits with the provision that reliability less than 0.6 is not good, while 0.7 is acceptable and above 0.8 is good (Suriyani et al., 2017, p. 136). The following table 3 is the results of the motivational questionnaire reliability test.

Table 3. Reliability of motivation questionnaire

Cronbach's Alpha	N of Items
.869	25

Source: SPSS version 20 data processing results

Table 3 showed the results of the reliability test on the learning motivation questionnaire were processed using SPSS version 20, the results obtained from the reliability were 16 valid items with a value of 0.869 and declared good. The results of the reliability of student responses can be seen in the following table:

Table 4. the reliability test of student response questionnaires

Cronbach's Alpha	N of Items
.817	25

Source: SPSS version 20 data processing results

The table 4 displayed results of the reliability test on student learning motivation questionnaires that have been processed using SPSS version 20, the results obtained from reliability are 17 valid items with a value of 0.817 and declared good.

Students' Responses to the Application of the CORE (Connecting, Organizing, Reflecting, and Extending) Learning Model

The following table 5 showed the results of students' responses to the application of the CORE learning model in class XI IPS 1 of senior high school 1 Banda Aceh.

Table 5 showed the result of students' responses toward the application of the CORE learning model in the teaching and learning process in the classroom were very good.

Table 5. Students' responses questionnaire results

No	Student's name	Total Score	Score	Information
1	J	45	75	Good
2	RM	42	70	Good
3	S	57	95	Very good
4	R	46	76.6	Good
5	UI	54	90	Very good
6	NR	49	81.6	Very good
7	JF	56	93.3	Very good
8	US	49	81.6	Very good
9	RYT	49	81.6	Very good
10	S	51	85	Very good
11	SE	55	91.6	Very good
12	DP	47	78.3	Good
13	RP	55	91.6	Very good
14	SM	56	93.3	Very good
15	AN	53	88.3	Very good
16	WT	55	91.6	Very good
17	A	49	81.6	Very good
18	M	52	86.6	Very good
19	B	50	83.3	Very good
20	HM	51	85	Very good
Total		1025	1,701.6	

Source: Primary data processed, 2020

The Results of the Student Learning Motivation in learning history subject

The following presents the result of students' motivation in learning history subject after they are taught by using CORE learning model. See the following table 6.

Table 6. The results of the students' learning motivation

No	Student's name	Total Score	Score	Information
1	J	46	76.6	Good
2	RM	42	70	Good
3	S	49	81.6	Very good
4	R	41	68.3	Good
5	UI	49	81.6	Very good
6	NR	43	71.6	Good
7	JF	50	83.3	Very good
8	US	45	75	Good
9	RYT	46	76.6	Good
10	S	50	83.3	Very good
11	SE	51	85	Very good
12	DP	45	75	Good
13	RP	45	75	Good
14	SM	44	73.3	Good
15	AN	44	73.3	Good
16	WT	46	76.6	Good
17	A	47	78.3	Very good
18	M	47	78.3	Very good

19	B	46	76.6	Good
20	HM	46	76.6	Good
Total		922	1,536.6	

Source: Primary data processed, 2020

The table 6 shows the results of the students' learning motivation. It reports that the students give good response toward their motivation after they are taught by using CORE learning model.

1. Normality test

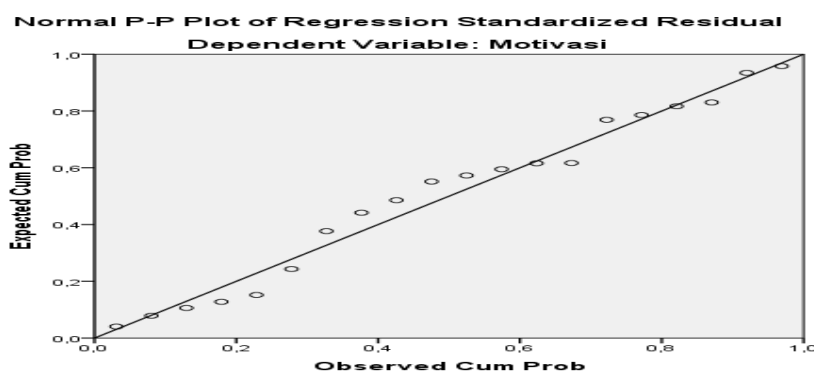
The following table 7 presents the normality test. It is a prerequisite test for data analysis before performing simple linear regression data analysis to prove the normality test.

Table 7. Normality test

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		20
Normal Parameters,	Mean	0E-7
b	Std. Deviation	2.20692346
Most Extreme Differences	Absolute	,105
	Positive	,105
	Negative	-,103
Kolmogorov-Smirnov Z		,468
asympt. Sig. (2-tailed)		,981

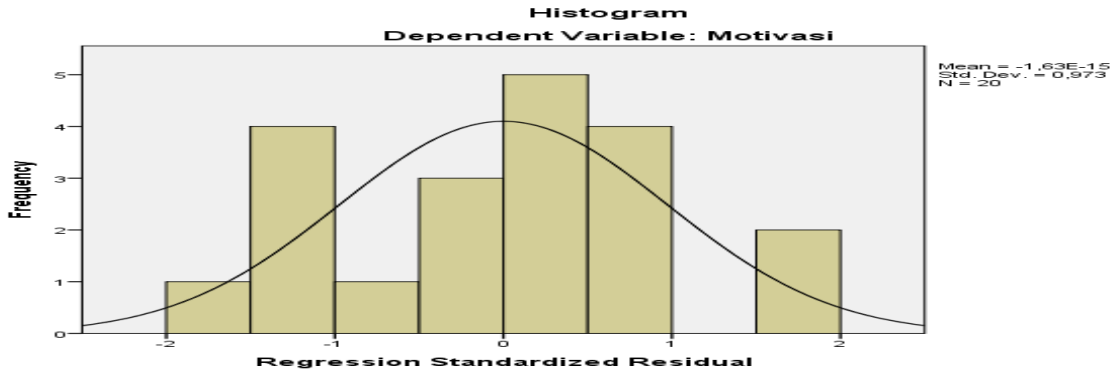
Source: SPSS version 20 data processing results

The table 7 showed the basis for decision making in the K-S normality test is if the significance level is > 0.05 then the research data is normally distributed. Based on the results of the SPSS version 20 output in the table, it can be seen that the total Kolmogorov-Smirnov value is 0.468 and the significance value is $0.981 > 0.05$. Thus, it can be concluded that the data is normally distributed. In addition, the results of the normality test can also be seen from the P-P plot test and from the Histogram in this study which can be seen as follows:



Graph 1. SPSS Data Normality Test Results version 20

In Graph 1, it can be seen that the distribution of the data is centered on the mean and median values located on the diagonal line so that it can be said that the data in this study are normally distributed.



Graph 2. Histogram of SPSS version 20 normality test processing results

The graph 2 shows that the distribution of the data follows a curve that looks like a bell. This indicates that the level of students' motivation follows the form of a normal distribution.

The Effect of the CORE (Connecting, Organizing, Reflecting and Extending) Learning Models

The experimental class is a class that is given special treatment by applying the CORE learning model which aims to increase students' learning motivation in the learning process. The data were collected by giving a pretest and posttest in the form of a motivational questionnaire and a student response questionnaire on the CORE learning model. The value of the motivation questionnaire was used to fill in the data on the dependent variable (Y). The results of the student response questionnaire will be processed and included in the independent variable section (X).

Table 8. The results of the CORE model student response questionnaire and motivation

No	(X)	(Y)	X ²	Y ²	XY
1	45	46	2025	2116	2070
2	42	42	1764	1764	1764
3	57	49	3249	2401	2793
4	46	41	2116	1681	1886
5	54	49	2916	2401	2646
6	49	43	2401	1849	2107
7	56	50	3136	2500	2800
8	49	45	2401	2025	2205
9	49	46	2401	2116	2254
10	51	50	2601	2500	2550
11	55	51	3025	2601	2805
12	47	45	2209	2025	2115
13	55	45	3025	2025	2475
14	56	44	3136	1936	2464
15	53	44	2809	1936	2332
16	55	46	3025	2116	2530
17	49	47	2401	2209	2303
18	52	47	2704	2209	2444
19	50	46	2500	2116	2300
20	51	46	2601	2116	2346
Total	1021	922	52445	42642	47189

Source: Primary data processed, 2020

2. Simple Linear Regression Analysis Results

To obtain a decision in a simple linear regression test can refer to two things, namely by comparing the t-count value with the t-table and the significance value with a probability value of 0.05.

Table 9. The output results of the SPSS simple linear regression test

Model Summary^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.573a	.328	.291	2.267	

Source: SPSS version 20 data processing results

The table 9 shows the results of the summary model output that explain the magnitude of the correlation or relationship value (R) of 0.328. It is also explained that the percentage of the influence of the independent variable on the dependent variable is called the coefficient of determination (R²) of 0.291. From these results, it can be concluded that the effect of the CORE model on students' learning motivation is only 29%, while the rest is influenced by external factors such as the environment.

Table 10. SPSS ANOVA output results

ANOVA^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	45,260	1	45,260	8.804	.008b
	Residual	92.540	18	5.141		
	Total	137,800	19			

Source: SPSS version 20 data processing results

Table 10 shows the results of the ANOVA output explain whether there is a significant effect on the CORE model variable (X) on the motivation variable (Y). From the output results, it can be seen that *f-count* = 8.804 with a significance/probability level of 0.008 < 0.05, then the regression model can be used to predict the participation variable because there is an influence from the independent variable (X) on the dependent variable (Y).

Table 11. SPSS Coefficients output results

Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	26.989	6.461		4.177	.001
	CORE Model	.374	.126	.573	2.967	.008

Source: SPSS version 20 data processing results

Table 11 shows the results of the output coefficients explain, in column B, Constant (a) is 26.989 while the value of the CORE model (b) is 0.374. So the equation can be written:

$$\hat{Y} = a + bX$$

$$\hat{Y} = 26,989 + 0,374X$$

The coefficient b is called the regression direction coefficient and states the average change in the motivation variable (Y) for each change in the CORE learning model variable (X) of 1. This change is an increase if b is positive and a decrease if b is negative. The regression equation that has been obtained can be used to predict how changes will occur in the Y variable when the X variable is set. For example, the value of the CORE model = 58, then the value of student learning motivation is:

$$\begin{aligned}\hat{Y} &= 26,989 + 0,374(58) \\ \hat{Y} &= 26,989 + 0,374(58) \\ &= 48.681\end{aligned}$$

From the equation, it can be understood that every addition of 1 number to the CORE model value (X) will be followed by an increase in the motivation value (Y) of 0.374 at a constant of 26.989.

Furthermore, the significance test was carried out by comparing the t -count and t -table in this study and it could be determined using the t -distribution table at a significance of $0.05/2 = 0.025$ (two-tailed test) with $df = n-2$ or $df = 20- 2 = 18$, obtained a t -table of 2.101. With the t -test criteria $> t$ -table or $2.967 > 2.101$ at a significance level of (a) 5%, H_0 is rejected or there is a significant effect of the CORE model variable (X) on learning motivation (Y) in history subjects in class XI IPS 1 SMA 1 Banda Aceh. The results of current study are in line with the research of Safitri et al. (2014, p. 13) the results of the percentage of students' creativity classically in cycle 1 are 60.48%. The percentage of students' creativity classically in cycle 2 is 71.23%. The percentage of students' creativity classically in cycle 3 is 77.95%. The application of the Connecting, Organizing, Reflecting, and Extending (CORE) learning model can improve student learning outcomes in learning history in class X 3 of SMAN 1 Bangorejo in the even semester of 2013/2014 academic year. While the psychomotor aspect is measured through product assessment with indicators; (1) analyze, (2) generate many ideas, (3) originality in thinking, and (4) give broad and correct answers. The increase in psychomotor aspects from cycle 1 to cycle 2 was 14.89%, from 62.29% to 71.57%, and the increase from cycle 2 to cycle 3 was 7.88%, from 71.57% to 77.21%. In addition, the results of this study are further confirmed by research conducted by Kovac et al. (2020) regarding the effect of the CORE learning model on mathematical connection abilities and student learning motivation, the calculation results show that the average student learning motivation between the experimental class is higher with an average score of 69.12 compared to the control class with an average score of 55.47. These results were obtained after giving a posttest questionnaire in the form of a learning motivation questionnaire with 20 statements.

Based on the previous discussion, it can be concluded that the CORE learning model has an influence on efforts to increase students' learning motivation in history subjects in class XI IPS 1 Banda Aceh. Students' motivation increased after the implementation of the CORE learning model in the classroom.

Conclusions

The current study can be concluded that the implementation of CORE learning model has significantly improved students' learning motivation especially for history subject. The application of the CORE learning model adapted to the learning syntax with the presence (Connecting) linking old information with new information and between concepts, (Organizing) organizing ideas to understand the material, (Reflecting) rethinking and exploring the information that has been obtained, (Extending) developing and find information on the evaluation process. This learning activity can attract the attention of students to play actively in the learning process of teaching and learning to achieve learning goals. Based on the conclusion, it can be recommended that those

teachers who teach history subject especially for senior high school students to use this CORE learning model to increase students' motivation. However, this study has a limitation especially the limitation of students who involved in this experiment. Further research should be conducted that involve more students and in the form of true experiment so that it can be generalized the result of the finding.

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