

The Influence of Critical Thinking Skill on Students' Social Sensitivity in History Learning

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Abstract. This research is intended to know (1) the level of students' critical thinking skill and (2) the impact of critical thinking skill toward students' social sensitivity. The research methodologies used were (1) history learning which was emphasized on critical history learning, (2) the data collections were (a) the essay test which was used to measure the level of students' critical thinking skill and (b) questionnaire which was used to collect the data of students' social sensitivity, (3) the data analysis was done through the essay test which was used to collect the data about historical critical thinking skill as the independent variable (X). Meanwhile, the questionnaire was used to collect the data of student's social sensitivity as the dependent variable (Y). The influence of X toward Y was analyzed through product moment correlation to know the influence of the two variables. There were several findings. The first was level of students' critical thinking skill: (a) 30% of the respondents could achieve very good critical thinking score, (b) 40% of the respondents could achieve good critical thinking score, and (c) 30% of the respondents only achieve fair critical thinking score. The second was the influence of X toward Y: (a) the impact of X toward Y_1 showed a positive yet insignificant impact, (b) the impact of X toward Y_2 showed a positive impact, (c) the impact of X toward Y_3 showed a very significant impact, and (d) the impact of X toward Y_4 showed a positive yet very insignificant impact.

Keywords: influence, critical thinking, skill, social sensitivity, history learning.

INTRODUCTION

Ideally, historical critical thinking skill can be trained through critical history learning. Therefore, critical history learning oriented on values must be done so that the history material taught will be more favorable for the students in their daily lives. The critical history learning can bring up the problem which is related to the morality of the society as one of the central issues. The morality problem of society which is much related to the individual morality or society group is directly connected with the social reality in the era or places where the students live. Someone's moral sensitivity can also have universal dimension that can break through the boundary of place and time. It means that moral sensitivity is able to exceed the boundaries of national zone and different time frame [1].

Considering the high importance of history material understanding, a history learning application oriented on the values is needed. It is because the critical history value understanding is in a strategic position as the learning material in creating ideal society. The history value learning application also needs to emphasize the actual and relevant social problems developed among citizens in a region. Therefore, in learning process, it is needed to correlate the developed values in society with social problems in the past and nowadays which is developed in that place. This helps to develop the critical understanding about an event, idea, and history phenomenon based on the historical critical thinking skill [2].

The major objectives of this research are to know: 1) the level of students' critical thinking skill about history learning and 2) the impact of critical thinking skill on students' social sensitivity.

Generally, learning process is an activity in attempt to help the students to know the learning material step by step. Such thing also happens in history learning intended to help the students to know the data and facts, to define clearly and to develop concepts which are related to past society aspects. Intellectually, this activity can enlarge students' imagination [3].

History learning is an activity emphasized on intellectual skill which is done to know the fact specifically, construct the concepts and generalization in most cases. Such thing can be interpreted in learning process related to the activities which are in stages and it is started from imagination, interpretation, application, extrapolation, analysis, imaginative reconstruction, synthesis expression and evaluation [4].

Learning history is an attempt to understand a society in a certain era and place. Learning history which is based on the nation and world history states the material will be accompanied by evidences based on the historical understanding development. It demands the competence which aims at historical thinking skill. This skill targets the competence to evaluate the evidence, develop the comparison based on the causal analysis, interpret historical perspective record based on the arguments, and have a perspective as the basis to take a decision that is advantageous for contemporary society life [5].

Creating the history learning which is relevant with contemporary social problems needs the usage of the concepts with essential themes used in social studies. The actual problems that occur in society can be adapted as history learning materials, so the learning activity can be more meaningful for daily life. Through this strategy, the students will feel as a part of changing process,

continuity and decision maker for their eras. As a result, historical learning truly needs critical thinking. [6] states that through history learning, the students are expected to reach historical thinking skill that displaces the memorization of approval facts and approval frameworks as a major goal for history promoters. In short, history learning is expected to be beneficial for the students in attempt to boost intellectual competence without ignoring moral competence.

Based on the previous statement, it is necessary to be underlined that history learning is demanded to be able to work in two major frames. The first is historical learning (instruction) and intellectual training. This frame demands the history teaching that provides not only past collective experiences but also critical thinking training in learning the meaning and value of historical events explained. Historical interpretation is in a strategic position to give thinking training intellectually to the teacher and the students in the form of abstraction, generalization, and analysis of social indications in critical history process. In this case, the activities are emphasized on learning process and reasoning [7].

METHOD

In this research, the population was all students of History Education Department at Muhammadiyah University of Purwokerto, who were officially registered in academic year 2017-2018.

The sampling technique used in this research was purposive sampling. Using this technique means the sample collection is done under a certain consideration by the researcher. In this research, the sample was the students who took Social History subject in odd semester, academic year 2017-2018.

The learning process in this research was completed with some requirements, they were as follows, learning target, learning material, learning facility, learning source, learning strategy, and learning evaluation.

Data Collection: a) Test: The test used in this research was in the form of essay test to collect the data that are related to critical thinking ability. The test material is aimed to give opportunities to the students to develop their historical critical thinking ability that consists of 4 indicators, such as: 1) developing studying ability to evaluate historical evidences, 2) developing comparison based on cause-effect analysis, 3) interpreting the historical record based on historical argument, and 4) having perspectives based on beneficial information conclusion for present life [6]. b) Questionnaire: Meanwhile, the questionnaire, which was arranged to collect the data from students' social sensitivity about local value in Banyumas people, includes 1) responsibility; doing what to do, 2) peace; an attitude and behavior to live harmoniously, 3) openness; frankness and willingness to accept criticism and 4) persuasiveness; giving reliance, to others [8].

Data Analysis. The data which were collected using essay test about historical thinking skill were independent variable (X), meanwhile the data obtained

from the questionnaire were dependent variable (Y). Independent variable (X) was the standard of critical thinking skill based on four indicators that have been stated before. Meanwhile, the dependent variable (Y) that was collected from the questionnaire is related to the students' social sensitivity. The effect of X variable to Y variable was analyzed by product moment correlation technique using this following formula:

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

(Sudjana, 2003: 8).

RESULT

The first was the level of students' critical thinking skill: (a) 30% of the respondents could achieve very good critical thinking score and the score was 3.50-4.00, (b) 40% of the respondents could achieve good critical thinking score and the score was 2.75-3.49, (c) meanwhile 30% of the respondents only achieved fair critical thinking score and the score was 2.00-2.74.

The second was the impact of X toward Y:

a. The calculation of critical thinking skill impact (X) toward students' social sensitivity about the local of responsibility (Y_1).

1) Significant level (α) $N_{20}=5\%=0.444$ and $1\%=0.561$

2) The calculation was:

$$\sum X = 252, \sum Y_1 = 736, \sum XY_1 = 9.330, \sum X^2 = 3.296, \sum Y_1^2 = 27.208.$$

3) By product moment correlation, it was obtained that $r_{\text{calculate}} = 0.160$ which means:

a) X correlation toward Y_1 was positive, but insignificant because $r_{\text{calculate}} = 0.160 < r_{\text{table}} = 5\% = 0.444$ and $1\% = 0.561$

b) The value of $r_{\text{calculate}} = 0.160$, showed that the X impact toward Y_1 was very weak (insignificant).

The calculation of critical thinking skill's influence (X) toward students' social sensitivity about the local of peace (Y_2).

Significant level (α) $N_{20}=5\% = 0.444$ and $1\% = 0.561$

The calculation was:

$$\sum X = 252, \sum Y_2 = 738, \sum XY_2 = 9.370, \sum X^2 = 3.296, \sum Y_2^2 = 27.421.$$

By product moment correlation, it was obtained that $r_{\text{calculate}} = 0.129$ which means:

a) X correlation toward Y_2 was positive, but insignificant because $r_{\text{calculate}} = 0.129 < r_{\text{table}} = 5\% = 0.444$ and $1\% = 0.561$

b) The value of $r_{\text{calculate}} = 0.129$, showed that the X impact toward Y_2 was very weak (insignificant).

b. The calculation of critical thinking skill impact (X) toward students' social sensitivity about the local of openness (Y_3).

1) Significant level (α) $N_{20}=5\%=0.444$ and $1\%=0.561$

- 2) The calculation was:
 $\Sigma X = 252$, $\Sigma Y_3 = 747$, $\Sigma XY_3 = 9.291$, $\Sigma X^2 = 3.296$, $\Sigma Y_3^2 = 28.017$
- 3) By product moment correlation, it was obtained that $r_{\text{calculate}} = 0.571$ which means:
 - a) X correlation toward Y_3 was positive, but very significant because $r_{\text{calculate}} = 0.571 < r_{\text{table}} = 5\% = 0.444$ and $1\% = 0.561$
 - b) The value of $r_{\text{calculate}} = 0.571$, showed that the X impact toward Y_3 was very significant.
- c. The calculation of critical thinking skill impact (X) toward students' social sensitivity about the local of persuasiveness (Y_4).
 - 1) Significant level (α) $N = 20 = 5\% = 0.444$ and $1\% = 0.561$
 - 2) The calculation was:
 $X = 252$, $\Sigma Y_4 = 737$, $\Sigma XY_4 = 9.306$, $\Sigma X^2 = 9.291$, $\Sigma Y_4^2 = 27.227$
 - 3) By product moment correlation, it was obtained that $r_{\text{calculate}} = 0.030$ which means:
 - a) X correlation toward Y_4 was positive, but insignificant because $r_{\text{calculate}} = 0.030 < r_{\text{table}} = 5\% = 0.444$ and $1\% = 0.561$
 - b) The value of $r_{\text{calculate}} = 0.030$, showed that the X impact toward Y_4 was very weak (very insignificant).

DISCUSSION

The research discussion aims to discuss further about the correlation of data analysis result with the theories. During the process of learning critical history, the main target was not retaining the materials being taught, but having the critical thinking skill about history. Thus, the students were trained to criticize the values in the historical event which was being learnt. In this research, the values being criticized were local history. The students' critical thinking skill required a set of thinking skill as follows: 1) The skill to evaluate history source based on historical evidence, 2) The skill to compare based on cause-effect analysis, 3) The skill to interpret history record based on historical arguments, and 4) The skill to conclude based on the meaningful information for present life.

In fact, the effort to achieve critical thinking skill for the students was not easy because such skill rarely happened during the conventional teaching and learning process. Thus, the result of learning critical history to achieve critical thinking skill was not fully successful. There were 30% respondents who achieved very good score, (score 3.50-4.00). There were 40% respondents who achieved good score (score 2.75-3.49). The other, 30% respondents only achieved fair score (score 2.00-2.74). Meanwhile, there were no students who achieved poor score.

Theoretically, the critical thinking skill of history could influence the students' social attitude that was related to social sensitivity. However, in this research, it

did not always show significant influence. For more detail, it was shown in Table 1.

Table 1: Analysis Impact on Critical Thinking Skill toward Social Sensitivity of Local History

Variable	r calculate	r _{table}		Deter minat ion coeffi cient	Note	
		5%	1%			
X	Y	0,160	0,44	0,56	16 %	Insignif icant
	1		4	1		
	Y	0,129	0,44	0,56	12,98	Insignif icant
	2		4	1	%	
	Y	0,571	0,44	0,56	57,10	Very signific ant
	3		4	1	%	
	Y	0,030	0,44	0,56	030	Very insignif icant
	4		4	1	%	

The X impact toward Y_1 and Y_2 showed the similar result, i.e. positive impact, but insignificant. Furthermore, the X impact toward Y_4 was very insignificant even though it showed positive impact. However, the X impact toward Y_3 showed very significant impact, both for 5% significant level and 1%. Thus, it is highly recommended to find out the reason by doing further research.

CONCLUSION

Based on the research findings, it can be concluded that students' critical thinking skill is:

- a. 30% respondents could achieve very good score (score 3.50-4.00). 40% respondents could achieve good score (score 2.75-3.49). The rest, 30% respondents only achieved fair score (score 2.00-2.74). Meanwhile, there were no respondents who achieved poor score.
- b. The statistics showed various results about the influence of critical thinking skill toward students' social sensitivity of local history, that is: 1) The X influence toward Y_3 showed the most significant influence, 2) the X influence toward Y_1 showed positive but insignificant influence, 3) the X influence toward Y_2 showed positive but insignificant influence, and 4) the X influence toward Y_4 showed positive but very insignificant influence.

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