



THE INFLUENCE OF EMOTIONAL INTELLIGENCE AND SELF-EFFICACY ON THE CRITICAL THINKING SKILLS OF GRADE XI SOCIAL STUDIES STUDENTS AT SMAN 41 JAKARTA

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Abstract

Critical thinking skill is a cognitive process involving one's mind to integrate its knowledge in analyzing information and determining solutions to existing problems according to data and facts to produce the right decisions. This study aimed to determine whether emotional intelligence and self efficacy affect the critical thinking skills of XI IPS students at SMA Negeri 41 Jakarta in econimics subject. This research is a quantitative research with survey explanatory method. The sampling technique used is proportional random sampling with a sample of 84 class XI IPS SMA Negeri 41 Jakarta students. The data collection for emotional intelligence and self efficacy using a questionnaire, while the critical thinking skills using an objective assessment test. The results of this study indicate that emotional intelligence has a positive and significant effect on students critical thinking skills, self efficacy has a positive and significant effect on students critical thinking skills. Emotional intelligence and self efficacy simultaneously have a positive and significant effect on students critical thinking skills. The results of this study imply that students emotional intelligence and self efficacy can improve their critical thinking skills.

Keywords: *emotional intelligence, self efficacy, critical thinking skills.*

INTRODUCTION

The learning process at the Senior High School (SMA) level in the 21st century requires students to have critical thinking skills, one of which is in economics subjects. The economy is the heart of a country's life, because without a good economy the country cannot grow and develop. Given the importance of economics for the country where education is located, there is no doubt the importance of critical thinking skills that every student can have. By having the ability to think critically, students will be more enthusiastic about learning economics in the learning process in class.

The development of digital technology in the era of Industry 4.0 that occurs today has brought changes that affect various aspects of human life, one of which is in the world of education (Putrawangsa & Hasanah, 2018). Indonesia is no exception, every field has begun to utilize technology to facilitate daily activities, including education. Although various studies show that digital technology positively impacts teaching and learning activities, whether we realize it or not, there are negative impacts that must be watched out for.

Students become lazy to think because of the internet which should help students in the learning process. The impact of the internet, students only rely on the *search*, *copy*, and *paste* method every time they do the assignment given without further considering the truth of the answer. For this reason, it is essential to instill critical thinking skills in students so they are not apathetic to the information they have just

obtained. Students must have critical thinking skills to respond well to all information and not be easily influenced by information that is not guaranteed to be true.

So that students can get used to applying critical thinking skills in everyday life, one of which is in the learning process, which can be done by achieving emotional intelligence in each student. *Emotional intelligence* is a person's ability to manage their emotions. The management of these emotions has various influences in daily activities, including in learning activities (Sulistianingsih, 2016) Having emotional intelligence will be the key to a student's success in learning. Therefore students need to instill emotional intelligence in themselves.

In addition to emotional intelligence, critical thinking skills are also influenced by self-efficacy. *Self-efficacy* has a vital role in fostering critical thinking skills in students. With self-efficacy, students do not give up easily if faced with heavy tasks or problems in the learning process. If given a difficult obstacle, the student feels challenged to be able to complete the obstacle, because he believes that he can pass it. Therefore, it is essential to instill self-efficacy in students so that students have a strong mentality and can think critically in facing every problem in learning.

However, in daily learning activities, students still do not have good critical thinking skills. Students are often passive and rely on others when doing their work, such as copying without thinking about whether or not the answer is by what the question asks for. During learning, students also do not ask questions when a discussion session is held as if they have understood the material well, in fact when the evaluation is carried out students do not get maximum results. Supported by a sense of uncertainty that can complete the tasks appropriately given and low emotional intelligence in themselves, if not overcome immediately, this will undoubtedly affect the development of students' critical thinking skills which are indispensable in the era of digital industrialization like today.

Based on the explanation in the introduction above, this study aims to determine the relationship between emotional intelligence, self-efficacy and critical thinking skills of grade XI social studies students at SMA Negeri 41 Jakarta.

METHOD

This research is quantitative. Quantitative research uses many numbers, starting from data collection, interpretation, and the appearance of the processing results (Siyoto & Sodik, 2015). The research method used in this study is the *explanatory survey* method. The data used were primary data from two independent variables, namely emotional intelligence (X_1) and self-efficacy (X_2), and the dependent variable was students' critical thinking ability (Y). The researchers' data collection technique uses test questions for students' critical thinking ability variables and instruments or questionnaires using the *Likert* scale as a data measurement technique for emotional intelligence and self-efficacy variables which will later be given *online* via *google form* to students.

The population taken in this study was students of SMAN 41 Jakarta. While the affordable population is class XI social studies students totaling 107 students. Researchers used the *Slovin* formula with an error rate of 5% so that the number of samples in this study was 84 students. The sample selection technique will use the *Propotional random sampling* technique and the analysis technique used to test the data is multiple linear regression analysis.

The data analysis techniques used in this study are descriptive analysis, multiple linear regression analysis, normality test, linearity test, partial regression coefficient

test (F test), simultaneous regression coefficient test (T test), double correlation coefficient test, and determination coefficient test (R²)—data processing using SPSS program version 26.

RESULTS AND DISCUSSION

Results of Data Processing

The results of data processing are presented in the form of tables. The following are the results of calculations and data processing using the SPSS application version 26:

**Table 2 Multiple Regression Analysis
Coefficients^a**

| Type | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|------------------------|-----------------------------|------------|---------------------------|-------|------|
| | B | Std. Error | Beta | | |
| 1 (Constant) | 114.271 | 45.221 | | 2.527 | .013 |
| Emotional Intelligence | .895 | .296 | .322 | 3.021 | .003 |
| Self-efficacy | .635 | .240 | .283 | 2.648 | .010 |

a. Dependent Variable: Critical Thinking Ability
 Source: SPSS Output (2022)

From table 2, multiple regression equations are obtained, namely:

$$Y = 114.271 + 0.895X_1 + 0.635X_2$$

Based on the results in the coefficient table, it is known that the value of the constant (α) is 114.271, where this result means that critical thinking skills will be valued at 114.271 when emotional intelligence and self-efficacy are 0. Then the value of the emotional intelligence regression coefficient (β_1) is 0.895, which means that if there is an increase of one value for the emotional intelligence variable, it will add a value of 0.895 for critical thinking skills. While the self-efficacy regression coefficient (β_2) value is 0.635, this means that if there is an increase of one value for the self-efficacy variable, it will add a value of 0.635 for critical thinking skills.

The normality test uses the Kolmogorov-Smirnov test with a significant level (λ) of 5% or 0.05.

**Table 3 Normality Test
One-Sample Kolmogorov-Smirnov Test**

| | | Unstandardized Residual |
|----------------------------------|----------------|-------------------------|
| N | | 84 |
| Normal Parameters ^{a,b} | Mean | .0000000 |
| | Std. Deviation | 10.3986001 |
| | | 4 |

| | | |
|--------------------------|----------|---------------------|
| Most Extreme Differences | Absolute | .079 |
| | Positive | .070 |
| | Negative | -.079 |
| Test Statistics | | .079 |
| Asymp. Sig. (2-tailed) | | .200 ^{c,d} |

Source: SPSS Output (2022)

From table 3, the value of *Unstandardized Residual Asymp. Sig. (2-tailed)* is 0.200 more than 0.05, which means that the distribution of data from variables of critical thinking ability, emotional intelligence, and self-efficacy is normal.

Linearity test was conducted to determine the linear or not relationship between variables X and Y. This study used *Test from Linearity* at a significant level of 0.05. The results of the linearity test with *Test form Linearity* are as follows:

Table 4 Linearity Test of Emotional Intelligence to Critical Thinking Ability
ANOVA Table

| | | | Sum of Squares | Df | Mean Square | F | Sig. |
|--|----------------|--------------------------|----------------|----|-------------|-------|------|
| Critical Thinking Skills * Emotional Intelligence | Between Groups | (Combined) | 2659.101 | 18 | 147.728 | 1.240 | .258 |
| | | Linearity | 653.187 | 1 | 653.187 | 5.481 | .022 |
| | | Deviation from Linearity | 2005.914 | 17 | 117.995 | .990 | .480 |
| | Within Groups | | 7746.137 | 65 | 119.171 | | |
| Total | | | 10405.238 | 83 | | | |

Source: SPSS Output (2022)

Based on the linearity test above, it is known that the significant value of the *Deviation from Linearity* is 0.480, which means more than 0.05. This proves a linear relationship between Emotional Intelligence and Critical Thinking Ability variables.

Table 5 Linearity of Self-Efficacy on Critical Thinking Skills
ANOVA Table

| | | | Sum of Squares | Df | Mean Square | F | Sig. |
|---|----------------|--------------------------|----------------|----|-------------|-------|------|
| Critical Thinking Skills * Self-efficacy | Between Groups | (Combined) | 3160.358 | 19 | 166.335 | 1.469 | .128 |
| | | Linearity | 419.479 | 1 | 419.479 | 3.706 | .059 |
| | | Deviation from Linearity | 2740.878 | 18 | 152.271 | 1.345 | .192 |
| | Within Groups | | 7244.881 | 64 | 113.201 | | |
| Total | | | 10405.238 | 83 | | | |

Source: SPSS Output (2022)

Based on the linearity test above, it is known that the significant value of the *Deviation from Linearity* is 0.192, which means more than 0.05. This proves that a linear relationship exists between Self-Efficacy and Critical Thinking Ability variables.

The T test in multiple linear regression analysis aims to determine whether the independent variable partially has a significant effect on the dependent variable (Ferdiansyah, 2018).

Table 6 Partial Regression Coefficient Test (T Test)

Coefficients^a

| Type | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|------|------------------------|-----------------------------|------------|---------------------------|-------|------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 114.271 | 45.221 | | 2.527 | .013 |
| | Emotional Intelligence | .895 | .296 | .322 | 3.021 | .003 |
| | Self-efficacy | .635 | .240 | .283 | 2.648 | .010 |

a. Dependent Variable: Critical Thinking Ability
 Source: SPSS Output (2022)

From table 6, it is known that the significance of the emotional intelligence variable of 0.003 is less than 0.05 and t count is 3.021 more than t table which is 1.98861 then H_0 is rejected, which means emotional intelligence affects critical thinking skills pasial. Then, the significance result of the self-efficacy variable of 0.010 is less than 0.05 and t count is 2.648 more than t table which is 1.98861 then H_0 is rejected, which means self-efficacy affects critical thinking ability partially.

The F test is used to test the significant level of influence of the independent variable simultaneously on the dependent variable (Lestari et al., 2019).

Table 7 Simultaneous Regression Coefficient Test (Test F) ANOVA^a

| Type | | Sum of Squares | Df | Mean Square | F | Sig. |
|------|------------|----------------|----|-------------|-------|-------------------|
| 1 | Regression | 1430.375 | 2 | 715.187 | 6.455 | .003 ^b |
| | Residuals | 8974.863 | 81 | 110.801 | | |
| | Total | 10405.238 | 83 | | | |

a. Dependent Variable: Critical Thinking Ability
 b. Predictors: (Constant), Self-Efficacy, Emotional Intelligence
 Source: SPSS Output (2022)

Based on table 7, the significance result of both independent variables to the dependent variable is 0.003 less than 0.05 and the calculated f value of 6.455 is more than the table f of 3.11. Therefore, it can be interpreted that there is an influence of emotional intelligence and self-efficacy on the ability to think critically simultaneously.

The double correlation coefficient test is used to simultaneously determine the relationship between two or more independent variables to the dependent variable (Nuryadi et al., 2017). The value of R is in the range from 0 to 1, if the value of R is closer to 1 the more closely related the independent variable is bound.

Table 8 Double Correlation Coefficient Test Model Summary^b

| Type | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | | |
|------|-------------------|----------|-------------------|----------------------------|-------------------|----------|-----|-----|---------------|
| | | | | | R Square Change | F Change | df1 | df2 | Sig. F Change |
| 1 | .371 ^a | .137 | .116 | 10.526 | .137 | 6.455 | 2 | 81 | .003 |

a. Predictors: (Constant), Self-Efficacy, Emotional Intelligence

Source: SPSS Output (2022)

Based on table 8, the significance value of Sig. F Change is 0.003 small from 0.05, so the variables emotional intelligence and self-efficacy are expressed to correlate with critical thinking skills. Then, the correlation relationship between the independent and dependent variables in the table is shown with an R value of 0.371. The result of this R value turns out to be close to 0, so both independent variables correlate with the dependent variable despite the weak relationship.

The Coefficient of Determination (R²) test is used to measure how much the percentage of influence of the independent variable on the dependent variable (Ernawatiningsih, 2019). Here are the results of the coefficient of determination (R²) test:

Table 9 Test Coefficient of Determination (R²)

| Model Summary ^b | | | | |
|----------------------------|-------------------|----------|-------------------|----------------------------|
| Type | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .371 ^a | .137 | .116 | 10.526 |

a. Predictors: (Constant), Self-Efficacy, Emotional Intelligence

Source: SPSS Output (2022)

From table 9, the *R Square* value shows a value of 0.137, this means that the influence of the independent variable simultaneously on the dependent variable is 13.7%.

Discussion

Based on the results of the linearity test using *Deviation from Linearity*, the significant value is 0.480, which means more than 0.05. This proves a linear relationship between students' emotional intelligence and the critical thinking skills of grade XI social studies students at SMA Negeri 41 Jakarta. Then, from table 6 it is known that the significance results of the emotional intelligence variable of 0.003 are less than 0.05 and t count is 3.021 more than t table which is 1.98861 then H_0 is rejected and H_1 is accepted, which means emotional intelligence affects critical thinking skills pasial. This means the hypothesis of students' emotional intelligence affecting students' critical thinking skills is accepted. Therefore, if students' emotional intelligence increases, their critical thinking skills also increase.

The relationship between critical thinking skills and emotional intelligence is explained through Goleman's Theory (Utami et al., 2020) which explains that emotional intelligence affects a person's behavior. One of his views on emotional intelligence is emotional turmoil that will significantly affect a person's thought process. The better the emotional intelligence possessed, the better the ability of students to think critically during the learning process. This result is supported by research conducted by (Sulistianingsih, 2016) which states that emotional intelligence has a positive and significant influence on critical thinking skills. The ability to think critically is influenced by a person's ability to manage emotions or what is referred to as emotional intelligence. If a student's emotional intelligence is high, his critical thinking ability is higher.

Based on the results of the linearity test using *Deviation from Linearity*, the significant value is 0.192, which means more than 0.05. This proves a linear relationship exists between the variable Self-Efficacy and the Critical Thinking Ability of grade XI social studies students at SMA Negeri 41 Jakarta. Then, in the results of

the partial regression coefficient test (t test), the significance of the self-efficacy variable of 0.010 is less than 0.05 and t count is 2.648 more than t table which is 1.98861 then H_0 is rejected and H_2 is accepted, which means that self-efficacy affects critical thinking ability partially. This means that the hypothesis of student self-efficacy affects students' critical thinking skills is accepted. Therefore, if the student's self-efficacy increases, his critical thinking ability also increases.

The relationship between critical thinking skills and self-efficacy is explained through *Social Cognitive Theory*. According to Bandura (Yanuardianto, 2019), for students to succeed, teachers must develop *self-mastery*, *self-efficacy*, and *reinforcement* for students. *Sense of self efficacy* is the student's belief that he can master knowledge and skills according to applicable standards. To realize good critical thinking skills, students are not enough to think about their potential. This is because students' potential cannot be actualized optimally without good self-efficacy (Rustika, 2012). This result is in line with research conducted by (Hari et al., 2018) which states that self-efficacy positively affects critical thinking skills. Self-efficacy greatly influences what students do. Therefore, students with high self-efficacy tend to be more critical, namely having broad knowledge and are more courageous in making decisions to solve existing problems and can provide explanations for what has been proven.

Testing the simultaneous regression coefficient (Test F) in table 7 showed the significance of both independent variables to the dependent variable of 0.003 less than 0.05 and the calculated f value of 6.455 more than the table f of 3.11. Therefore it can be stated that H_{33} is accepted, this means that emotional intelligence and self-efficacy simultaneously affect students' critical thinking skills. Emotional intelligence is one of the factors that encourage a person to think logically, which means it supports the formation of students' critical thinking skills —supported by research conducted by (Leng et al., 2020) which states that self-efficacy is assessed as a factor that can be a catalyst for achievement to improve critical and creative thinking skills among students. By the study, it can be interpreted that if students' emotional intelligence and self-efficacy increase, students' critical thinking skills will also increase.

Based on Social Cognitive Theory by Bandura, for students to succeed and think critically, teachers must be able to develop self-mastery, reinforcement, and mainly what is discussed in this study, namely self-efficacy for students. However, in the learning process, the teacher uses the lecture method and focuses only on the teacher. Students consider the learning method used to make students easily bored and less focused on understanding the material taught. Based on Goleman's theory of emotional intelligence, one is emotional turmoil that will significantly affect a person's thought process. If the student's emotion is not eager to learn in daily learning activities, then the learning objectives will not be achieved and students cannot optimize their critical thinking skills.

The multiple correlation coefficient tests showed results: emotional intelligence and self-efficacy variables correlated with critical thinking skills. Based on table 4.23, the significance value of *Sig. F Change* is 0.003 smaller than 0.05, so that the variables of emotional intelligence and self-efficacy are expressed to correlate with critical thinking skills. The relationship between the independent and dependent variables in table 4.23 is shown with an R value of 0.371. The result of the R value is close to 0, so both independent variables correlate with the dependent variable even though the relationship is weak. Then, based on the coefficient of determination (R^2) test, in table 4.24 it is known that the *R Square* value is 0.137, this means that the influence of the

independent variable simultaneously on the dependent variable is 13.7% and the rest are other factors that are not explained in this study.

CONCLUSION

Based on the results of the analysis and explanation above regarding the influence of emotional intelligence and self-efficacy on the critical thinking ability of grade XI social studies students at SMA Negeri 41, the following conclusions can be drawn:

1. Emotional Intelligence has a positive and significant effect on students' Critical Thinking Skills, this proves that the higher the emotional intelligence of a student, the higher his critical thinking ability.
2. Self-efficacy has a positive and significant effect on students' Critical Thinking Skills. Thus, students' critical thinking skills will increase if students have good self-efficacy
3. There is a positive and significant influence between Emotional Intelligence and Self-Efficacy on students' Critical Thinking Skills. The higher the emotional intelligence and self-efficacy students possess, the students' creative thinking skills will increase. As for this study, emotional intelligence and self-efficacy simultaneously affect the critical thinking ability of grade XI social studies students at SMAN 41 Jakarta by 13.7%.

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