

Relations Self Concept and Motivation with Critical Thinking Ability in Learning Social Science

SITI NURUL CHASANAH¹, M.SYARIF SUMANTRI², SARKADI³

^{1,2,3} Universitas Negeri Jakarta. Indonesia

Abstract -- Critical Thinking Skills, Self-Concept, and Motivation is an important factor that must be developed and owned by a student. The research was conducted in the area of group IV District of Kramat Jati, East Jakarta, namely the Middle SDN 01, SDN Central 03, Central SDN 07. The sample in this study as many as 120. In this research method used is survey method with Pearson Product Moment Correlation Technique (PPM), Based on the research results found that (1) The concept itself has a direct relationship positive with critical thinking skills in teaching social studies (2) motivation to learn has a direct relationship positive with critical thinking skills in the learning IPS (3) There is a relationship between self-concept, motivation to learn, and critical thinking skills in social studies learning. It can be concluded that there is a relationship between self-concept, motivation to learn, and critical thinking skills in social studies learning

Indexed Terms: Critical Thinking Skills, Self-Concept, and Motivation.

I. INTRODUCTION

Education Social Studies (IPS) is the important subjects taught at primary school level up to secondary school. Social science is the subject of integration of the various branches of social sciences, such as sociology, cultural anthropology, social psychology, history, geography, economics, political science, and so on. Study this lesson is the problems that occur in the community. The main objective of Education Social Science (IPS) that form the character of students to be good citizens and lead students to develop their potential in order to be sensitive to the social problems that occur in the community, have a positive mental attitude towards the improvement of all inequality,

Based on Minister of National Education Republic of Indonesia Number 14 Year 2005 regarding the determination of the value kiteria minimum completeness (KKM), wherein the determination of

the KKM ideal that is 7.5 for all subjects or subjects, and also the conditions applicable to students of class VI to be follow SLC School, where one of the subjects tested are the subjects of social studies education. While that happened many consider the education of students of Social Sciences (IPS) in schools as a subject is not difficult or easy. So that students learn less serious.

As a result of the less serious students study subjects Social Science (IPS), the results of student learning in these subjects is low. It can be seen atIPS students' learning achievement in the first half and the second academic year 2014/2015 - 2015/2016 at Central Elementary School Year 2014/2015 07. The average value of 73.97 UAS 1st half and 2nd half amounted to 62.70. Year 2015/2016 at an average value of 71.56 UAS 1st half and 2nd half amounted to 71.05.

Based on data from the average test scores and replay the end of the first half of the increase in the second semester class during the last two years in social studies show that there are still many students who scored below a minimum completeness criteria (KKM) were determined. This condition would make the teacher should evaluate the learning process that has been done so far. Many factors lead to lower student achievement or not reaching the KKM. In addition to the student's ability, motivation to learn, understanding the value of the student will learn the importance of earnest and does not assume an easy lesson is still low. The student's understanding is just one part of a negative self-concept.

The concept of self and critical thinking skills are important factors that must be developed and owned by a student. The self-concept needs to be understood by the teacher as an educator. The self-concept to be important in the educational process due to the low achievement, motivation, and psychosocial development of a student. Positive self-concept and

critical thinking abilities will have a positive impact on student learning behavior and ultimately have an impact on the achievement of learning outcomes. Desmita reveal deviations student behavior in the classroom is mostly caused by students' perceptions and negative attitudes toward themselves (2009).

Another factor affecting the achievement of learning outcomes is student motivation. In layman understanding of motivation is a desire arising from within oneself to do something in order to achieve what they want or dream it wanted. Motivation to learn is very important to have a child (student) learning. Students who have high motivation to learn is certainly different to students who have low learning motivation.

Desmita (2009) argues that students have a positive self-concept, showing a good performance at school, or high-achieving students in the school have high self-assessment. This argument proves that there is a relationship between positive self-concept and motivation to learn about the students' critical thinking skills.

Based on the above background, it can be seen some of the problems associated with the results of social studies. Such problems include: The purpose of the social sciences (IPS) to form the character of students to become good citizens and lead students to develop their potential in order to be sensitive to the social problems that occur in the community. Teachers should be able to create learning to build a good interaction with the students as well to the learning environment. IPS Education assumption that easy.

The low yield social studies. Teachers play a role in developing the potential and positive self-concepts to the students. Teachers did not master the learning method that is able to grow and increase student interest. Their relationship a positive self-concept of the students on the students' critical thinking skills. Their relationship student motivation toward students' critical thinking skills. The existence of a relationship between positive self-concept and learning motivation of students to the critical thinking skills of elementary school students.

Based on the background of the problem, identification of problems and restrictions on the

problem, the researchers consider it necessary to conduct research on the factors that have a relationship with the achievement of learning outcomes. Therefore, the researchers decided to conduct research on critical thinking skills in social studies lesson on the relationship of positive self-concept and students' motivation

II. THEORETICAL

2.1 Critical Thinking

Gregory Bassham et al (2013) defines critical thinking skills, namely: ... critical thinking is the general term given to a wide range of cognitive skills and intellectual dispositions needed to Effectively identify, analyze, and Evaluate arguments and truth claims; to discover and Overcome personal preconceptions and biases; to formulate and present convincing reasons in support of conclusion; and to the make reasonable, intelligent decision about what to believe and what to do. In line with Graham, Lai (2014) says that the component includes critical thinking skills of analyzing arguments, making inferences using inductive or deductive reasoning, judging or evaluating, and making decisions or solving problems ". Critical thinking is a general term given to the variety of cognitive skills and intellectual dispositions necessary to identify, analyze, and evaluate the arguments and claims of truth effectively; to find and overcome prejudice and personal bias; formulate and present a compelling reason to support a conclusion; and make a rational and intelligent decisions about what to believe and what to do. Critical thinking skills demonstrated by the student with the following indicators: 1) the ability to understand the problem, 2) analyze arguments, 3) make the conclusion, 4) assess or evaluate, 5) and make decisions or solve problems. to find and overcome prejudice and personal bias; formulate and present a compelling reason to support a conclusion; and make a rational and intelligent decisions about what to believe and what to do. Critical thinking skills demonstrated by the student with the following indicators: 1) the ability to understand the problem, 2) analyze arguments, 3) make the conclusion, 4) assess or evaluate, 5) and make decisions or solve problems. to find and overcome prejudice and personal bias; formulate and present a compelling reason to support a conclusion;

and make a rational and intelligent decisions about what to believe and what to do. Critical thinking skills demonstrated by the student with the following indicators: 1) the ability to understand the problem, 2) analyze arguments, 3) make the conclusion, 4) assess or evaluate, 5) and make decisions or solve problems.

2.2 Self Concept

Haber: Runyon (2014) suggested that self-concept is building the perception that refers to the "self", so that people can say to himself "who I am" or "who he / she is" and is made up of the idea or concept of "himself / herself "; "Who he is, what he stands for, where he lives, what he does or does not do, and the like. The concept itself is an important aspect in the development of the personality of each person. Shavelson et al, in a journal (2006) defines self-concept as "... defined as" a person's perception of himself ... formed through his experience with his environment ". The definition implies that the image of a person's personality is a manifestation of the unity between the person or individual with the environment.

Calhoun and Acocella mention (2009) 3 main dimensions of self-concept, namely: (1) the dimensions of knowledge consists of the appearance of self-image, prestige, honest, confident, (2) the dimensions of self-expectation consists of belief, conviction, ideals ideals and (3) dimensions of evaluation consists of expectations and standards themselves ., Dimensions knowledge encompasses everything about ourselves. Dimensions of expectations is a view of who we are, to be what we are later. Dimensional assessment is our judgment of ourselves of the hope for ourselves and what standards we set for ourselves. The third dimension is our image of ourselves that are interconnected to one another.

According to Adi Gunawan (2016), the key to the success of self is positive self-concept. Positive self-concept it important for a student in the education and social interaction. Interaction with people around and the environment will provide a variety of knowledge and experience for themselves.

Walsh (2009) in his study revealed students are classified as an underachiever have a negative self-concept, and show some personality characteristics; 1)

have the feeling criticized, rejected and isolated; 2) conduct self-defense mechanism by way of avoiding and even bersikapmentang; 3) inability to express feelings and behavior.

2.3 Learning Motivation

Shunck, et al (2010) suggested motivation is the process whereby goal-directed activity is instigated and sustained. Motivation is the process of achieving goals that encourage sustainable. Somebody do something or motivated due to have a purpose. Pintrich, Pintrich & De Groot (2010) that the students motivated to learn are Likely to expend greater mental effort during in struction and employ cognitive strategies they believe will promote learning: organizing and rehearsing information, monitoring the level of understanding, and Relating new material to prior knowledge.

For that Schunk et al (2010) found in a study to measure the motivation shown by indicators of student behavior.

Table 1 Index of Motivation

Index	Relation to Motivation
Choice of tasks	Selection of a task under conditions free -choice indicates motivation to perform the task
effort	High effort-especially on difficult, tasks-is indicative of motivation
Persistence	Working for a longer time-especially when one encounters obstacles-is associated with higher motivation
Achievement	Choice, effort, and persistence raise achievement task

III. METHOD

The data in this study is the quantitative data in the form of interval and ratio of the statistical test used is the Pearson Product Moment Correlation. Product Moment Correlation is used to test the hypothesis associative (test relations) of two variables. Step before calculating the correlation coefficient and significance test then the test is conducted prior

prerequisites that normality test using the estimated error and linearity test / regress.

Target population or targeted in this study is the fourth grade students of State Elementary School in cluster IV Central urban area Kramat Jati, East Jakarta with a total sample of this research were 120 students.

Instruments in this study were questionnaires and test results of social studies. Questionnaires used in self-concept variables (X1), motivation to learn (X2), and critical thinking skills in the form of a matter of description.

IV. RESULT AND DISCUSSION

Critical Thinking

Based on the validity of the test results of 15 items there is one question is invalid. So the remaining 14 items were valid. Based on the data obtained by statistical calculation total score of critical thinking skills by 5469 with a maximum score of 55 and a minimum score of 32. From the data on the distribution of the frequency distribution obtained by the number of classes 8 to 23. After the counting range of descriptive statistics, the obtained value of the average (mean) 45.58 with a standard deviation of 5.457, the variance value obtained at 29.776, median values of 46 and 49 mode.

Self-Concept

Based on the validity of the test results of 26 items 2 soal tidak are valid. So the remaining 24 items about invalid. Based on the data obtained by statistical calculation of the total score of self-concept of 13237 with a maximum score of 120 and a minimum of 97. From the data on the distribution of the frequency distribution obtained by the number of classes 8 to 23. After the counting range of descriptive statistics obtained average values (mean) 110.31 with 5.099 standard deviation, variance obtained at 25.997, 110.00 median value and the mode 112.

Learning Motivation

Based on the validity of 25 butir soal hasil uji motivation to learn, there are 2 butir soal invalid so the remaining 23 butir soal valid. Based on the data obtained by statistical calculation total score of 11808

with a maximum score of 110 and a minimum score of 79, thus the range of scores is 31. From the data on the distribution of the frequency distribution obtained by the number of classes 8 to 23. After the counting range of descriptive statistics obtained by the average value (mean) 98.40 with a standard deviation of 7.089, the value obtained for 50.259 variance, median values of 101 and 101 mode.

4.4 normality And Linierity Test

Normality Test 4.4.1 Error Estimates Y Upper X1

Based on calculations, the Lhitung value of 0.074. This value is smaller when compared with the value Ltabel on samples $n = 120$, with a significance level $\alpha = 0.05$ at 0.081. It can be concluded that the data were normally distributed self-concept.

Normality Test 4.4.2 Error Estimates Y Up X2

Based on calculations, the Lhitung value of 0.061. This value is smaller when compared with the value Ltabel on samples $n = 120$, with a significance level $\alpha = 0.05$ at 0.081. It can be concluded that the data were normally distributed learning motivation.

Error estimates	N	Lhitung	Ltabel	Information
Y on X1	120	0.074	0.081	Normal
Y on X2	120	0.061	0.081	Normal

Based on test results obtained Lhitung value smaller than Ltabel ($Lhitung < Ltabel$), it can be concluded that the data on the instrument concept of self-esteem, motivation to learn, critical thinking normal distribution.

Significancy and Linierity Test

Significant and linearity Test of Critical Thinking Skills (Y) on Self-Concept (X1)

From the calculation result data critical thinking ability variable (Y) as the dependent variables on the concept of self (X1) obtained by a constant value = -39.849 and regression coefficient $b = 0.774$.

Based on the value of the relationship model of simple regression equation is $Y = -39.849 + 0,774X_1$.

Based on the data in the table ANOVA regression equation $Y = -39.849 + 0,774X_1$, the calculation in the ANOVA tables show $F_{hitung} = 129.69 > F_{tabel} (0,05) = 3.92$, then the regression coefficient is significant.

Significant and linearity Test of Critical Thinking Skills (Y) on Motivation (X2)

From the calculation result data variables critical thinking skills (Y) as the dependent variable on learning motivation (X2) obtained a constant value for $a = -11.506$ and regression coefficient $b = 0.580$. Based on the value of the relationship model of simple regression equation is $Y = -11.506 + 0,580X_2$. the calculation in the ANOVA tables show $F_{hitung} = 155.14 > F_{tabel} (0,05) = 3.92$, then the regression coefficient is significant.

Significant and linearity test Self-Concept (X1) on Motivation (X2) Critical Thinking Skills (Y)

From the calculation result data variables self-concept (X1) on learning motivation (X2) critical thinking skills (Y) is obtained by a constant value regression coefficient = -41.587 and self-concept (X1) of $b_1 = 0.449$, while the regression coefficient learning motivation (X2) of $b_2 = 0.382$. Based on the value of the relationship model of multiple regression equation is $Y = -41.587 + 0,449X_1 + 0,382X_2$,

: Average number of squares

Multiple regression equation is $Y = -41.587 + 0,449X_1 + 0,382X_2$, the result of calculation in the table was obtained $F_{hitung} \text{ anava } 123.22 > F_{tabel} (0,05) = 3.07$ and is therefore a significant regression coefficients.

The concept of Self-Dealing with Critical Thinking Ability in Learning IPS.

$$H_0 : \rho_{x_1y} \leq 0$$

$$H_1 : \rho_{x_1y} > 0$$

Based on the calculation result data, the self-concept variables (X_1) With critical thinking skills in the learning IPS (Y) value of the correlation coefficient of 0.72. If the value of the correlation (r) approaches 1 or +1 means that there is a positive relationship between self-concept variables (X_1) And critical thinking skills in the learning IPS (Y).

Furthermore, the correlation coefficient significance testing using t test. Of the results obtained by t test value of 11.39 with $\alpha = 0.05$ significance level. Rule t test test if $t > t$ table then H_0 is rejected. Then the significance of the correlation coefficient $t = 11.39$ is greater than the table = 1.98, $t = 11.39 > \text{table} = 1.98$, then so H_0 refused and H_1 accepted, which means self-concept has a direct positive relationship with the ability critical thinking in social studies learning.

This is due to a positive self-concept / well give a good impact in the learning activities and relationships with family and others, so that students are able to focus on his duties at school and at home. Bandura, Schunk and Pajares; Skinner; Skinner et al; Wigfield et al in David B. Miele & Allan Wigfield (2014, p, 141) revealed when individuals believe they are capable of accomplishing complex tasks that involve; critical-analytic thinking and Also think they can control the outcomes that will occur, they are more Likely to take such activities on, engage in them and persist at them, and Ultimately succeed than are individuals who do not believe they have Reviews These capabilities, Reza (2015, p. 294) in his research found that there is a positive and significant relationship between critical thinking and self-concept and learning outcomes of Education Citizenship.

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Based on the results of data analysis of the first hypothesis in this study found that self-concept has a positive direct connection with the critical thinking

skills in social studies learning. It can be concluded that the critical thinking skills has a direct relationship with the concept of self.

Motivation to learn critical thinking skills related to learning IPS.

$$H_0: \rho_{x_2y} \leq 0$$

$$H_1: \rho_{x_2y} > 0$$

Based on the calculation result data product moment correlation coefficient on the variable of learning motivation (X₂) with critical thinking skills in the learning IPS (Y) value of the correlation coefficient of 0.75. If the value of the correlation (r) approaches 1 or +1 means that there is a positive relationship between the variables of learning motivation (X₂) and critical thinking skills in the learning IPS (Y).

Furthermore, the correlation coefficient significance testing using t test. Of the results obtained by t test value of 12.46 with a significance level $\alpha = 0.05$. Rule t test test if $t > t_{table}$ then H_0 is rejected. Then the significance of the correlation coefficient $t = 12.46$ is greater than the table $t_{table} = 1.98$, then so H_0 refused and H_1 accepted, which means motivation to learn has a direct positive relationship with the critical thinking skills in social studies learning.

Opinion Dorneyi (2017) without sufficient motivation, even individuals with the most remarkable abilities cannot Accomplish long-term goals, and Neither are Appropriate curricula and good teaching enough on their own to Ensure student achievement. Halone (2014) that a person's propensity, or disposition, to demonstrate higher-order thinking relates to Reviews their motivation. Berg Weiping Hu Jia Xiaojuan, Jonathan A. Plucker, and Xinxin Shan in his research (2016) Learn to Think "(LTT) was designed not only to improve students' thinking ability but Also to

improve Reviews their learning motivation.

From the data analysis of second hypothesis in this study found that the motivation to learn has a direct positive relationship with the critical thinking skills in social studies learning. It can be concluded

that the critical thinking skills has a direct relationship with the motivation to learn.

The correlation coefficient between self-concept and motivation to learn together with the critical thinking skills in social studies learning.

$$H_0: \rho_{x_1.2y} \leq 0$$

$$H_1: \rho_{x_1.2y} > 0$$

From the results of the calculation of the correlation coefficient obtained a value of 0.82. After determining the correlation coefficient then continued by f to test the significance of multiple correlation coefficient. After the counting process, the obtained value f calculated at 146.34. Value Fhitung 146.34 with a significance level (α) of 0.05 and Ftable value by 3.07.

Based on the results of the calculation of multiple correlation coefficient significance test values obtained Fhitung $146.34 > 3.07$, of F is greater than F table then reject H_0 . It can be concluded that there is a relationship between self-concept, motivation to learn, and critical thinking skills in social studies learning. Here's a summary of the results of the calculation of the correlation coefficient and the correlation coefficient and significance test the hypothesis testing results.

Similar opinion was expressed by the US Arul Lawrence and A. Vimala (2013) in his research found that, that there is a significant relationship between self-concept and achievement motivation of high school students. Upheld by Kamaei and Weisani (2013) in his research that, People with high levels of achievement motivation are very diligent for solving problems and Achieving success.

The following is a summary table Count Results Correlation Coefficient and Significance and Summary of Results of Testing Hypotheses.

V. CONCLUSION

Based on the results of research and data analysis, the findings of this study can be concluded that:

First, the correlation coefficient between self-concept (X1) with the critical thinking skills in the learning IPS (Y) relatively strong. Furthermore, to test the correlation coefficient (r) by using the t test. If the value of t is greater than t table it can be concluded there is a significant relationship between self-concept (X1) with the critical thinking skills in the learning IPS (Y).

Second, the correlation coefficient between learning motivation (X2) with critical thinking skills in the learning IPS (Y) relatively strong. To determine the correlation coefficient (r) by using the t test. If the value of t is greater than t table it can be concluded there is a significant relationship between learning motivation (X2) with critical thinking skills in the learning IPS (Y).

Third, the correlation coefficient is jointly between self-concept (X1) and learning motivation (X2) with critical thinking skills in the learning IPS (Y) relatively strong. The level of the relationship is tested by multiple correlation coefficient using F test with the provision that if F count larger than F table so it concluded that together there is a correlation (correlation) were significant between self-concept (X1) and learning motivation (X2) with the ability to think critical in learning IPS (Y).

Based on the data obtained it can be concluded that together there is a correlation (correlation) significant between self-concept (X1) and learning motivation (X2) with critical thinking skills in the learning IPS (Y).

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