

THE EFFECT OF LEARNING MOTIVATION ON STUDENTS' CRITICAL THINKING ABILITY IN ECONOMICS SUBJECT DURING THE COVID-19 PANDEMIC

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Abstract

Learning motivation is identified as one of factors that influenced student involvement in learning process during pandemic of COVID-19. This study focused on explaining the effect of student motivation in learning during pandemic of COVID-19 on economics subjects. The sample in this study was 90 students in grade XI of the Social Sciences Department (IPS) at Senior High School KHZ Musthafa Sukamanah Tasikmalaya. The data in this study were collected through a questionnaire about learning motivation and essay questions to measure critical thinking skills. The research method used was a simple linear regression technique. The result in this study shows that learning motivation has an influence on the level of critical thinking of students.

Keywords: Pandemic of COVID-19, Learning Motivation, Critical Thinking

INTRODUCTION

An unpredictable circumstance in the form of the COVID-19 outbreak have brought urgent changes to various sectors. The growth of the virus quickly reached many places around the world. Every day, data from around the world announces the increasing coverage and impact of COVID-19. Due to this, Indonesia is in a state of national emergency. The death rate due to COVID-19 has continued to increase ever since it was announced for the first time that a citizen had tested positive for the COVID-19 virus in early March 2020. This has influenced changes and reforms of policies to be implemented. New policies also occur in the world of education, changing the learning system from requiring students to come to a classroom or a building to the system of learning from home. The government's recommendation to stay at home and the implementation of physical and social distancing must be followed by changes in face-to-face learning to online learning.

The activity of learning from home greatly influences individual social feelings, causing a strong decrease in social interaction with fellow students and a decrease in learning motivation. This decrease in motivation is related to students having less time to study and less time to attend small group discussions compared to before the Covid-19 pandemic (Meeter, Bele, Den Hartogh, Bakker, De Vries, & Plak, 2020). Motivation is a critical factor that affects online learning (Harandi, 2015). So, the application of online learning requires serious attention.

According to (Arends, 2012), "motivation is usually defined as the processes that stimulate our behavior or arouse us to take action". The components of learning motivation are consistently associated with adaptive motivation, namely the orientation of learning goals, task value, and self-efficacy, each of which is an integral part of successful involvement in independent learning (Zimmerman, 2002).

Apart from learning motivation, this advanced era that requires us to live fully digitalized is not complete without the presence of critical thinking ability in us, which is an ability that has to be mastered in this 21st century. Critical thinking ability is an important thing especially in the era of Industrial Revolution 4.0 and the 21st century as expressed by (Paul & Elder, 2008) who stated that critical thinking makes students think openly, able to formulate problems clearly and precisely, able to gather and assess relevant information, use ideas to effectively interpret a conclusion by providing reasons and solutions, as well as able to communicate effectively with others and able to find out solutions to complex problems.

Future challenges will require learning system that leads to developing critical thinking ability, because the end result of lessons that students get in their schools are skills. Therefore, learning strategies in schools not only emphasize on concepts but also build students' critical thinking ability and problem-solving skills in order to improve the quality of education.

Critical thinking ability is influenced by two factors, namely internal and external factors. The internal factors that affect students' critical thinking ability are the characteristics of the students themselves, (Green, 2005), experiences (Pascarella, Martin, Hanson, Trolian, Gillig, & Blaich, 2014), learning styles (Vaughn & Baker, 2001) and self-efficacy (Phan, 2009). Meanwhile, the external factors that affect critical thinking ability include learning methods and teaching styles (Vaughn & Baker, 2001). (Dewi & Jatiningsih, 2015) stated that there are other factors that can affect critical thinking ability aside from internal and external factors, namely physical condition, anxiety, intellectual development, and learning motivation.

Students who have strong internal and external support are expected to have more potential to achieve a better level of critical

thinking. In reality, not all students of SMA KHZ Musthafa Sukamanah Tasikmalaya have adequate internal and external support. The results of pre-research on class XI IPS at SMA KHZ Musthafa Sukamanah Tasikmalaya show that the level of critical thinking of the students has not been optimal.

This low critical thinking ability is presumed to be influenced by several factors, both internal and external. The case of SMA KHZ Musthafa Sukamanah Tasikmalaya is thought to be influenced by internal factors, namely student learning motivation. Mc. Donald in (Sardiman, 2010) stated that motivation is a change of energy within a person which is marked by the emergence of "feeling" and is preceded by a response to a goal. Thus, motivation includes three important elements, namely: 1) the existence of change, 2) the emergence of "feeling" or affection, and 3) the existence of a goal to be achieved.

The problems that occur cannot be ignored, and developing students' critical thinking ability in learning is an important thing that can help students solve problems in daily life. Critical thinking is a potential that is owned by everyone it can be measured, trained, and developed (Lambertus, 2009). Therefore, it is necessary to look at the factors that are thought to influence the critical thinking ability of class XI students at SMA KHZ Musthafa Sukamanah Tasikmalaya. Therefore, this study examines one of the factors, namely learning motivation, which is presumed to affect students' critical thinking ability. The hypothesis proposed in this study is to describe the effect of learning motivation on critical thinking ability.

RESEARCH METHOD

The method used in this research was the survey method. This method was intended to collect factual data information through distribution of questionnaires. The sample in this study consisted of 90 students who were taken randomly from class XI IPS

at SMA KHZ Musthafa Sukamanah Tasikmalaya. The data were obtained using a questionnaire containing indicators of learning motivation. It was done to find out respondents' perceptions of learning motivation. Next, students' critical thinking ability were measured using test questions in the form of essays which were already adjusted to the indicators of critical thinking ability. The data analysis in this study was done using the simple linear regression test with the following formula:

$$Y = a + bX$$

Explanation :

Y : Critical thinking ability

X : Learning motivation

a : Constant

b : Regression coefficient

FINDINGS AND DISCUSSION

The sample in this study consisted of 90 students from the social science (IPS) department at SMA KHZ Musthafa Sukamanah Tasikmalaya, consisting of 47 male students and 43 female students. The variables studied in this study were learning motivation and critical thinking ability. The description of the research results is based on the calculation of the score of each respondent's answer, so that the results of the respondents' answers can be obtained. The data is processed to see the effect of the independent variable, which is the learning motivation as well as one dependent variable, which is critical thinking ability. Through data processing, the relationship between variables is expected to be able to explain the effect of the learning motivation variable on the critical thinking ability variable.

The next step, which is to find out how much effect learning motivation variable has on critical thinking ability can be seen in Table 1.

Table 1. Simple Linear Regression Test

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	.517	.163		3.453	.001
X	.658	.074	.658	8.581	.000

a. Dependent Variable: Y

Table 1 above indicates the results of the data processing. The simple linear regression coefficients above can be interpreted as follows: for the constant regression coefficient of 0.517, the increase in critical thinking ability will be by 51.7% assuming the learning motivation variable is zero or constant. The learning motivation variable of 0.658 shows that the learning motivation variable will increase the critical thinking ability by 65.8%.

Learning motivation is a psychological condition that encourages a person to carry out certain activities to achieve certain goals. In this case, if a student gets the right and strong motivation, a tremendous impulse of energy will emerge. It will serve a function of achieving results that were originally unexpected and unplanned. Furthermore, (Akioka & Gilmore, 2013) added that motivation refers to the willingness and desire to regulate one's own experiences and behavior, which spurs the need for security and competence which is the need to obtain information about satisfactory performance on a certain activity.

After finding out the effect of learning motivation on critical thinking ability, the next thing is to explain how much learning motivation is able to increase critical thinking ability. This will be illustrated through the determination test (R Square) in table 2 below:

Table 2. Determination Test Result

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.658 ^a	.435	.420	.29320	1.850

a. Predictors: (Constant), X

b. Dependent Variable: Y

Based on table 2 above, it can be seen that the R Square value is 0.435 (43.5%). This shows that using the regression model, it was obtained that the learning motivation variable has an effect on the critical thinking ability of 43.5%. This proves that the effect of learning motivation towards critical thinking ability falls into the medium category, and there may be other factors or variables that affect students' critical thinking ability.

Learning motivation is one of the sources that can strengthen critical thinking ability. As stated in the research by (Nugraha, Suyitno, & Susilaningih, 2017), learning motivation has an effect on critical thinking ability. Students with high learning motivation have high critical thinking ability. Students with moderate learning motivation possess moderate critical thinking ability. Students with low learning motivation have low critical thinking ability.

The implication of the findings of this study is that there must be efforts from various parties, either initiated by teachers, parents, or families and the environment to increase student motivation, so that the critical thinking ability achieved by students will have better results. This is because the people in the students' surroundings will shape the condition of the students, one of which is learning motivation. Therefore, a proper learning environment needs to be created at home, at school and in other

environments around students. This is due to the overview of the students learning motivation level which has not been considered well enough, or in other words, still falls in the medium category.

CONCLUSIONS

The results showed that learning motivation has an effect on students' critical thinking ability in economic subjects. The research subjects, which were the students of class XI IPS at SMA KHZ Musthafa Sukamanah Tasikmalaya, tend to belong in the medium category level in terms of learning motivation. This category level indicates that there are other factors that affect the level of students' critical thinking ability.

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