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THE RELATIONSHIP OF INNOVATIVE ATTITUDE WITH CRITICAL THINKING ABILITY OF CLASS XI IPS SMAN 2 PANDEGLANG

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ABSTRACT

This study aims to determine the relationship between innovative attitudes and critical thinking skills of class XI IPS students at SMAN 2 Pandeglang. The research was carried out in the form of field research while the method used was a correlational survey. The population in this study were all students of class XI social studies cluster even semester 2020/2021 academic year, as many as 6 classes with a total of 207 social studies cluster students. In this research, a random sampling technique is used, namely a sample in such a way that each research unit from the population has an equal opportunity to be selected as a sample.
The results showed that there is a relationship between positive innovative attitudes and critical thinking skills of class XI IPS students at SMAN 2 Pandeglang. On the significance level α = 0,05 with n = 67 got r-table 0,204. As a result, r-counting 0,860> r-table 0,204 Students who have a good innovative attitude will certainly acquire high critical thinking skills. Students who have a bad innovative attitude will get low thinking skills. Thus, there is a positive relationship between innovative attitudes and critical thinking skills in class XI IPS SMAN 2 Pandeglang.

Keywords:
relationship, innovative attitude, critical thinking

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INTRODUCTION

The challenge in the competitive future of education is to demand learning that can develop students' thinking skills. In the learning process, students' critical thinking skills are needed as an effort to be independent in the learning process. The teacher today is not only a learning center but has shifted to become a facilitator so that the learning process is not teacher-centered but shifted to student-centered.

Teachers must be able to create successful learning programs that can foster students' critical thinking processes. Some steps that can be taken by teachers to create successful learning are "1. Getting to know students, 2. Determine the competencies that must be possessed by students 3. Determine the methods, media, and learning strategies, 4. Developing media as learning materials, 5. Involve students in learning activities, and 6. Carry out evaluation and revision procedures for learning programs (Benny A. Pribadi, 2017: 218). One of the efforts that need to be done is to try to foster an innovative attitude of students in the learning process.

Schools are formal educational institutions that must be able to anticipate 'development and increasingly high competition, by trying to prepare learning programs that are following the development of children, the development of the times, and the competencies needed by these students. In learning activities, the teacher must be able to make good breakthroughs to create the ability of students to be innovative.

Irawati (2003:29) suggests that someone innovative is someone who has a creative character and personality. Meanwhile, according to another opinion that someone who has an innovative personality will have several characteristics, including (1) being open to new experiences, (2) being creative, (3) awareness and responsibility to successfully improve his performance, (4) having an opinion that the world has challenges, (Nurul Wachidah, 2019:58).

Students are expected to grow and even have the ability to have an innovative attitude so that they can provide usefulness and meaning in the learning process for themselves in particular and their educational environment in general. An attitude of innovation is an attitude that is open to new views and ideas to deal with current changes.

LITERATURE REVIEW

Critical thinking ability is an ability in the cognitive thinking aspect that is important to be developed and mastered by students to improve the learning process. The ability to think critically has indicators such as efforts to find ideas, organize ideas, and produce solutions to problems encountered in the learning process.

Critical thinking is a higher-order thinking ability. According to Desmita (2017: 153), critical thinking is an effort to reflect on problems in-depth, to keep thoughts open to various perspectives and different approaches, not to easily trust information that comes from various sources. Critical thinking ability can be defined as the ability of good thinking efforts including the dispositions to think openly, be flexible and dare to take risks, encourage intellectual curiosity, seek and clarify understanding, plan and strategize, be intellectually

careful, plan and strategize, seek and evaluate rational considerations, and develop metacognition.

According to Pierce and associates in Dacy & Kenny (1997), several characteristics needed in critical thinking skills are (1) the ability to draw conclusions and observations, (2) the ability to identify assumptions, (3) the ability to think deductively, (4) the ability to make logical interpretations, and lastly (5) the ability to evaluate which arguments are weak and which are strong.

The ability to think critically is making rational decisions about something that is believed and done. According to Michael Scriven and Richard Paul in Ebiendele Ebosele Peter, (2012:1):

Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from or generated by observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

From this definition, it can be said that critical thinking involves cognitive aspects such as analysis, synthesis, application, and evaluation. Critical thinking ability has two characteristics, namely, first, learning how to ask, when to ask, and what the question is, second, learning how to reason, when to use reasoning, and what method of reasoning is used (Suparno, 2012:20). Someone who can think critically will be accustomed to asking the right questions, combining relevant information, efficiently and creatively compiling information, having reasonable reasoning on the information he has, having consistent and reliable conclusions so that it is useful for human life and can be used to achieve success.

There are several critical thinking skills that students can use to put forward arguments or make valid considerations, namely (1) skills to distinguish verifiable facts, (2) distinguish between information, demands or reasons that are in harmony with those that are not, (3) identify claims (4) determine the trustworthiness of information sources, (5) determine the truth of facts, (6) identify unstated assumptions, (7) detect biased statements, (8) identify logical fallacies, (9) recognize logical inconsistencies of reasoning and (10) determine the strength of an argument.

Critical thinking can't be interpreted as good thinking due to critical thinking is inherent to human life activity. The ideal of a critical thinker is used to ask, knowledgeable, access, trusted logical, open-minded, flexible, fair and wise evaluator, good self-correction, sincere attitude, fairness, having a good structure in facing complicated problems, good seeker information, focus on, consistent to subject production invention specifically. Thus, educating critical thinker is intended to objectivity the value, that is combining both of developing critical thinker and embedding disposition consistently which produces useful knowledge that can be used for rational society and democracy"(Facione, P. A, 1998:2).

Based on some of the opinions described above, critical thinking ability can be defined as the ability to examine a situation, phenomenon, question, or problem to obtain a hypothesis or conclusion as a rational decision-making process on what is believed and

done in real terms through interpretation, analysis, evaluation, conclusions and explanations, which can be measured by indicators (1) being able to formulate the main points of the problem (2) being able to reveal facts to solve problems (3) being able to choose opinions according to reality (4) being able to provide opinions from a different point of view different, and (5) able to solve problems.

Attitude can be interpreted as a condition of a person's sense of an object by giving a positive or negative response, accepting or rejecting. This feeling arises after seeing, reading, hearing, or feeling an object. Attitude is mental readiness from within a person in the form of a reaction or response to an object (Trysna Indah Utama et al, 2020:425).

According to Soekidjo Notoatmodjo (2003:124) attitude is a reaction or response that is still closed from someone to a stimulus or object. Meanwhile, Campbell (1950) in Notoatmodjo (2003:29) argues that the attitude is a syndrome of response consistency concerning social objects. This means that attitudes are a set of consistent responses to social objects.

Purnama et al (2019:475) suggest that attitudes can be in the form of happiness or unhappiness, agree or disagree, like or dislike things related to the learning process, and can be observed after students are active and enthusiastic in learning. This shows that attitude is a person's perception to provide an assessment response that appears after interacting with an object.

An innovative attitude is a response to a person's assessment of a learning object which can be an enthusiastic response or vice versa. These attitudes and responses have a novelty value as an effort to distinguish them from the previous response. Thus, the teacher has a very important function as a facilitator in learning by creating dynamic and creative learning as an effort to create student-centered learning.

Omar Abdul Kareem, et al (2018:251) stated that attitude is viewed as a learned predisposition to respond to an object in a consistently favorable or unfavorable way.

I Wayan Suryasa, et al (2018:34) belives that An Individual who has a positive attitude will pay attention to the good things, rather than the bad ones. However, people with a negative attitude ignore the good and pay attention to bad things.

Based on some scholar's opinion above, the innovative attitude is a reaction to certain matters that could be pointed to both negative and positive sides depend on someone's potency which is connected to knowledge, feeling, talent, and other self potencies that could be measured of some indicators (1) open-minded character to origin idea (3) having awareness and responsibility attitude (4) having challenge perception to something.

METHODOLOGY

The research was carried out in the form of field research while the method used was a correlational survey. Survey research is research that takes a sample from one population and uses a questionnaire as the main data collection tool (Masri Singarimbun et al, 2008:3).

FINDINGS AND DISCUSSION

Critical Thinking Ability (Y)

Data on critical thinking skills were collected using a written test in the form of multiple choice. The number of items in this assessment is 20 items with a theoretical score of 0 -100. Based on the findings of the data that has been collected from 67 people who are the sample, after being calculated, the highest score is 92 and the lowest score is 40. From the range of scores of 52, the calculated mean is 73.40, the standard deviation is 11.95, the mode is 77 and the median is 76. The results of this analysis mean that the critical thinking ability of class XI IPS SMAN 2 Pandeglang students can be categorized as high because the average score achieved is 73.40 which is above the theoretical average score of 46.

For clarity, the description of chemistry learning outcomes data (Y) can be seen in the following table and graph.

Table 1. Descriptive Statistics of Critical Thinking Ability (Y)

N	67
Mean	73.40
Median	76
Mode	77
Std. Deviation	11.95
Variance	142.85
Range	52
Minimum	40
Maximum	92
Sum	4918

Data obtained from SPSS 22

Histogram of data from 67 people where the highest score was 92 and the lowest score was 40. From the range of scores of 52, the calculated mean is 73.40, the standard deviation is 11.95, the mode is 77 and the median is 76.

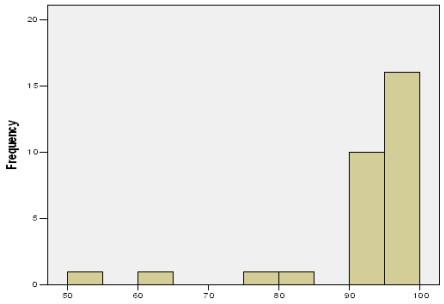

Figure 1. Histogram of Critical Thinking Ability (Y)

Innovative Attitude.

Data regarding interest in learning were collected using a Likert model scale questionnaire whose scale ranges from 1 to 5, the number of statement items in this rating scale is 20 items so that theoretically the maximum score is 100 and the minimum score is 20.

Based on the results of the analysis of the innovative attitude variable, the highest score is 93 and the lowest score is 37. From a large range of 56, it is obtained the arithmetic mean of 73.94, variance 138.30, standard deviation 11.76, mode 84, and median 77. The results of this analysis mean that the innovative attitude of class XI IPS SMAN 2 Pandeglang students can be categorized as positive because the average score achieved 73.94 is closer than the theoretical mean of 47. The findings of this study indicate that in general the innovative attitude of class XI IPS students of SMAN 2 Pandeglang has a high/good relationship. For clarity, the description of the innovative attitude data (X1) can be seen in the following table and graph.

Based on the results of the analysis of the innovative attitude variable, the highest score is 93 and the lowest score is 37. From the large range 56 and the arithmetic mean of 73.94.

Table 2. Descriptive Statistics of Innovative Attitude (X_1)

N	67
Mean	73.94
Median	77
Mode	84
Std. Deviation	11.76
Variance	138.30
Range	56
Minimum	37
Maximum	93
Sum	4954

Data obtained from SPSS 22

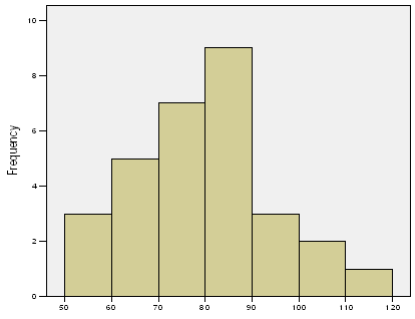

Figure 2. Histogram of Innovative Attitude (X_1)

Innovative Attitude Correlation Test (X1) with Critical Thinking Ability (Y).

Determining the correlation of the variable X1 with Y, which is a number that expresses the magnitude of the relationship between innovative attitudes (X1) with critical thinking ability (Y) obtained the following results:

The results of the calculation of the correlation coefficient between X1 with Y obtained the value of r-count of 0.860. The correlation is significant if the price of r-count > r -table. At the significance level = 0.05 with n = 67, the value of r table obtained 0.204. Thus r-count 0.860> r-table 0.204. So it can be concluded that there is a positive relationship between innovative attitudes (X1) with critical thinking skills (Y) of students of class XI IPS SMAN 2 Pandeglang.

Based on the results of research that has been done, it shows that innovative attitudes have a positive relationship with critical thinking skills. This can be seen from the correlation coefficient value of 0.860 which is in a very high correlation range ($0.80 < r \leq 1.00$).

The results of this study support and are in line with previous research conducted by Abdul Karim (2014) which showed significant positive results for students' attitudes with critical thinking skills. The results of this study are also following the theory put forward by I Wayan Suryasa et al, (2018) that an individual who has a positive attitude will pay attention to good things not bad, so this innovative attitude will have a positive impact on efforts to improve critical thinking skills.

The results of this study can be used as consideration for educators in SMAN 2 Pandeglang to try to improve students' innovative attitudes to improve students' critical thinking skills. An innovative attitude as a person's positive and negative response to a certain stimulus or object needs to be pursued by educators or teachers so that students have a positive response to the openness of innovative attitudes towards a positive.

CONCLUSIONS

Based on calculation of correlation coeficient of X1 and Y was resulted the value of rcalculation = 0,860. The significant correlation is achieved if rcalculation > r table. The significance α = 0,05

with n = 67 was result value rtabel 0,204. So that rhcalculation 0,860> rtable 0,204. The signifikansi α = 0,01 with n = 67 (df1 =2 dan df 2 = n-k-1=64) was result value Ftable 4,95 so that Fcalculation = 91,70 > Ftabel 4,95, it can be concluded that there's a positive relationship between innovative attitude attitudes and critical thinking skills in class XI IPS students of SMAN 2 Pandeglang.

There is a positive relationship between innovative attitudes and critical thinking skills of class XI IPS students of SMAN 2 Pandeglang. Students who have a good innovative attitude will certainly acquire high critical thinking skills. Students who have a bad innovative attitude will get low thinking skills. Thus, there is a positive relationship between innovative attitudes and critical thinking skills in class XI IPS students of SMAN 2 Pandeglang.

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