

The Effect of Learning Independence and Academic Ability on Students' Critical Thinking Ability and Self-Efficacy as Intervening Variables

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ABSTRACT

This study aims to determine the effect of learning independence and academic ability on students' critical thinking skills and self-efficacy as variables at SMP Muhammadiyah 1 Teluk Kuantan Kuantan Singingi Regency. The population in this study were 349 students of SMP Muhammadiyah 1 Teluk Kuantan, Kuantan Singingi Regency, Riau Indonesia. The sampling technique used was proportional random sampling of 186 students. Data measurement using questionnaires, interviews and documentation. Data analysis used with path analysis. The results of research based on path analysis show that learning independence and academic ability affect students' critical thinking skills mediated by self-efficacy.

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INTRODUCTION

The importance of students' thinking skills in the learning process greatly influences students' cognitive, affective and psychomotor development in behaviour, decision making, and ways of solving problems both independently and together in groups (Nurrahman et al., 2021). According to Surasa et al and Hadija (2017) Furthermore, it forms a wise, rational and responsible attitude by having knowledge and skills of mathematics that are beneficial for oneself, household, community and country (Syarnubi, 2019b).

If critical thinking is developed, a person will tend to seek the truth, think divergently (open and tolerant of new ideas), can analyse problems well, think systematically, be curious, mature in thinking, and can think independently (Syarnubi et al., 2022). The thinking ability possessed by each student is different and has a different learning spirit for each student (Sari et al., 2020). With the difference in thinking ability, one solution to overcome it is the right learning method to increase students' enthusiasm for learning (Sutarmizi & Syarnubi, 2022). One of the thinking abilities that can be formed with the right learning method is the independent character of students (Alimron et al., 2023). Supported by various factors, namely factors from within oneself such as the willingness from within to learn by oneself and from outside oneself independently (Syarnubi Syarnubi, 2023). Besides the ability of students to think, there are also factors that greatly affect the achievement of student learning outcomes, namely learning independence (Arisca et al., 2020).

Based on the results of initial observations of Muhammadiyah 1 Teluk Kuantan Junior High School students, it was found that students' critical thinking skills were low. The findings can be seen from 349 students, only 57 students can answer questions in the HOTS category.

According to Vong & Kaewurai (2017) students' critical thinking skills are influenced by two factors, namely internal factors and external factors. The internal factors that affect students' critical

thinking skills are experience and motivation, learning style and self-efficacy (Syarnubi, Alimron, et al., 2023). External factors that affect critical thinking skills are learning methods (Rini et al., 2020).

Critical thinking is currently one of the life skills that need to be developed through the education process (Sukirman et al., 2023). Through the ability to think critically, a person will be able to examine, search for and find solutions to all the problems faced in his life (Yanti et al., 2021).

According to (Siagian et al., 2021) there is an effect of learning independence ability on critical thinking ability. Based on this research, it has been proven that learning independence has a strong influence on critical thinking skills, which means that the higher the learning independence, the better the critical thinking skills (Ballanie et al., 2023). Conversely, if learning independence is low, critical thinking skills will decrease (Syarnubi, 2022).

Research conducted by (Adedokun, O. A., & Burgess, 2019) shows that learning independence can improve critical thinking skills. This research was conducted involving 479 students in the United States. The results showed that students who have a high level of learning independence have better critical thinking skills.

There is also research conducted by (Wang, H. H., & Chen, 2021) showing that learning independence can improve critical thinking skills. This research was conducted involving 195 students in Taiwan. The results showed that students who have a high level of learning independence have better critical thinking skills.

In addition, research conducted by Rosyidi, A. H., & Harsono (2020) shows that learning independence can improve critical thinking skills. This research was conducted involving 50 students in Indonesia. The results showed that students who have a high level of learning independence have better critical thinking skills.

Research conducted by Bensley (2017) shows that good writing skills can improve critical thinking skills. This research was conducted involving 132 students in the United States. The results showed that students who have good writing skills have better critical thinking skills (Febriyanti et al., 2022). This is the basis for the author in conducting research related to learning independence and academic ability on critical thinking skills and self-efficacy as an intervening variable, because it is still rare to find research that discusses these variables simultaneously and self-efficacy as an intervening variable (Fauzi et al., 2023). Therefore, it is necessary to conduct research with the aim of obtaining varied results according to the geographical conditions of the study.

The consideration in choosing the title of this research is based on the initial findings of the pre-survey activities, it was found that students' critical thinking skills were still relatively low because when given HOTS questions, very few students could answer the questions so it is necessary to conduct research to find solutions to these problems so that students' critical thinking skills can be better.

RESEARCH METHOD

The method used in this research is quantitative method. The research was conducted at SMP Muhammadiyah 1 Teluk Kuantan. The study population was all students in grades VII, VIII and IX of SMP Muhammadiyah 1 Teluk Kuantan. The sampling technique used was proportional random sampling technique (Hartati et al., 2022). The sample in this study was 186 students. Data sources were obtained from respondents through distributing questionnaires or questionnaires (Hawi & Syarnubi, 2018). The data analysis technique in this study is descriptive analysis and path analysis (Misuraidah et al., 2017). Descriptive analysis is to describe the facts and influences between the variables studied. While path analysis is used by using correlation, regression and path so that it can be known to arrive at the intervening variable. Descriptive tests and path analysis were carried out using SPSS. The independent variables in this study are learning independence (X1), academic ability (X2), the dependent variable is critical thinking ability (Y) and the mediating variable is self-efficacy (Z).

RESEARCH RESULTS AND DISCUSSION

Descriptive Analysis

1. Learning Independence Variable

Based on the results of respondents' answers to each indicator of learning independence, the overall average score results can be seen in the recapitulation of the distribution of respondents' answers in the frequency distribution of Table 1.

Table 1. Frequency Distribution of Learning Independence

Category	Interval Score	Frequency	Persentase
Very High	101 – 125	35	18,8%
High	76 – 100	145	78%
Low	51 – 75	6	3,2%
Very Low	25 – 50	-	-

Sources: Olahan Data (2023)

In Table 1, it can be seen that student learning independence is categorised as high which is indicated by the majority of respondents' answers being in the high category as many as 145 respondents (78%) while the least respondents' answers were in the low category as many as 6 respondents (3.2%). Learning independence in the high category includes a person's ability to manage their own learning without too much external assistance such as the ability to self-organise, be motivated, and take responsibility for their learning. Students who have high learning independence are able to seek information independently, interpret and apply the knowledge and are able to manage time efficiently for learning, set priorities and balance between various tasks. Despite learning independently, they can still collaborate with others, exchange ideas and learn from them. High learning independence does not mean that one should learn completely on their own without help, but rather the ability to take control of their own learning process with some necessary support.

2. Academic Ability Variable

The categories of respondents' answers to the academic ability variable (X2) can be seen in Table 2.

Table 2. Frequency Distribution of Academic Ability

Category	Interval	Frequency	Persentase
Very High	73 – 90	64	34,4%
High	55 – 72	112	60,2%
Low	37 – 54	10	5,4%
Very Low	18 – 36	-	-

Sources: Olahan Data (2023)

In Table 2, it can be seen that the majority of students' academic abilities are categorised as high and very high as evidenced by the majority of respondents' answers being in the high category as many as 112 respondents (60.2%) and the very high category as many as 64 respondents (34.4%) while the least respondents' answers were in the low category as many as 10 respondents (5.4%). Academic ability in the high category includes a series of skills and achievements in the scope of formal education that stand out (Syarnubi, 2019). Students who have the ability to understand complex concepts and apply them in relevant contexts, master the subject matter well and are able to link between different topics (Ali & Syarnubi, 2020). As well as students have the ability to evaluate information, identify assumptions, and make rational judgements (Syarnubi, 2020). Able to convey ideas clearly and effectively both in writing and orally. High academic ability is not just about high academic achievement but also about these skills that enable a person to learn effectively, think critically, communicate well, and succeed in academic contexts and everyday life.

3. Critical Thinking Ability Variable

Table 3 Frequency Distribution of Critical Thinking Ability Variables

Category	Interval	Frequency	Persentase
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Very High	89 – 110	57	30,6%
High	67 – 88	120	64,5%
Low	45 – 66	9	4,8%
Very Low	22 – 44	-	-

Sources: Olahan Data (2023)

In Table 3, it can be seen that the critical thinking skills of Muhammadiyah 1 Teluk Kuantan Junior High School students are categorised as high, which is indicated by the majority of respondents' answers being in the high category as many as 120 respondents (64.5%) while the fewest respondents' answers were in the low category as many as 9 respondents (4.8%). Critical thinking skills in the high category include skills to manage information intelligently, evaluate, analyse, and make good decisions objectively. There are several aspects of critical thinking skills in the high category, namely: (1) Able to assess information well, distinguish between facts and opinions, and identify weaknesses in arguments, (2) Able to apply creative ideas to solve problems and create added value, (3) Able to ask relevant and challenging questions, stimulate critical thinking and reflection, (4) Able to use proper logic in building arguments, avoid reasoning errors, and follow the flow, (5) Able to critically evaluate personal approaches and decisions, and ready to learn from mistakes. High critical thinking ability is a vital skill in dealing with complex problems, making good decisions, and understanding information better. It allows one to be a better judge and make wiser decisions in various contexts.

4. Self-Efficacy Variable

Table 4 Frequency Distribution of Self-Efficacy Variables

Category	Interval	Frequency	Percentage
Very High	49 – 60	79	42,5%
High	37 – 48	103	55,4%
Low	25 – 36	4	2,2%
Very Low	12 – 24	-	-

Sources: Olahan Data (2023)

In Table 4.4, it can be seen that self-efficacy is categorised as high based on the questionnaire data that has been filled in by students, the majority of student answers are in the high category as many as 103 respondents (55.4%) while the fewest respondents' answers are in the low category as many as 4 respondents (2.2%). Self-efficacy is said to be in the high category if students have individual confidence in their ability to overcome challenges, achieve goals, and manage tasks well (Malta, Malta, Syarnubi Syarnubi, 2022). In the high category, self-efficacy shows several specific characteristics, namely students have confidence that they can overcome obstacles and challenges, are able to recover from failure and adjust to changing situations, the ability to make specific goals and plan steps to achieve them and have the ability to accept feedback, both positive and negative, as an opportunity to learn and develop and have the ability to cooperate with others and take advantage of support from the social environment (Fitriyani et al., 2020). High self-efficacy plays an important role in personal and professional success (Harto Kasinyo, 2018). It includes not only confidence in one's own abilities, but also readiness to adapt, plan, and persevere in the face of challenges\

Classical Assumption Test

1. Normality Test

Table 5 Normality Test

One-Sample Kolmogorov-Smirnov Test			
		Unstandardized Residual	
N		186	
Normal Parameters ^{a,b}	Mean	.0000000	

	Std.	5.80537168
	Deviation	
Most Extreme Differences	Absolute	.043
	Positive	.029
	Negative	-.043
Test Statistic		.043
Asymp. Sig. (2-tailed) ^c		.200 ^d

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Sources : Data Olahan SPSS (2023)

The results of the normality test with the one-sample kolmogorov-smirnov statistical test obtained the significance value is 0.200. Residual data is normally distributed if the significance $> \alpha = 0.05$, from the test it can be seen that 0.200 is greater than $\alpha = 0.05$, it is concluded that this research data is normally distributed.

2. Multicollinearity Test

Table 6 Multicollinearity Test

Coefficients ^a		Collinearity Statistics	
Model		Tolerance	VIF
1	(Constant)		
	X1 (Learning Ability)	.774	1.293
	X2 (Academic Ability)	.783	1.276
	Z (Self-Efficacy)	.790	1.266

a. Dependent Variable: Y (critical thinking)

Sources: Data Olahan SPSS (2023)

In table 4.6, the multicollinearity test above shows that the VIF value of the service quality variable is 1, which is smaller than 10, therefore it is concluded that there is no multicollinearity in the independent variables.

3. Heteroscedasticity Test

Table 7 Heteroscedasticity Test

Coefficients ^a		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	3.662	3.196		1.146	.253
	X1 (Learning Independence)	.049	.034	.120	1.434	.153
	X2 (Academic Ability)	-.041	.035	-.099	-	.235
	Z(Self-Efficacy)	-.016	.051	-.026	1.192	.235
					-.315	.753

a. Dependent Variable: Resabs

Sources: Data Olahan SPSS (2023)

In table 7 the heteroscedasticity test above shows that the significance value of all independent variables is greater than 0.05, therefore it is concluded that there is no heteroscedasticity in the residual data.

1. Path Analysis

Table.8 Path Analysis Results

Model		Unstandardized Coefficients		Standardized Coefficients
		B	Std. Error	B
1	Constant	18,785	4,408	
	Kemandirian Belajar	0,188	0,047	0,286
	Kemampuan Akademik	0,177	0,048	0,262
2	Constant	16,473	5,446	
	Kemandirian Belajar	0,167	0,058	0,158
	Kemampuan Akademik	0,721	0,059	0,670
	Efikasi Diri	0,029	0,087	0,018

Sumber : Data Olahan SPSS (2023)

In table 8 of the mediation regression test results above, the following explanation is obtained.

Model 1: $Z = 18.785 + 0.188 X_1 + 0.177 X_2 + e$

The interpretation of the model is as follows:

1. The constant a is 18.785, which is the estimate of self-efficacy. These results indicate that if the variables of learning independence and academic ability are fixed or there is no change, self-efficacy is worth 18.875.
 2. The coefficient b1 of 0.188 is the direction coefficient of the learning independence variable. These results indicate that the learning independence variable has a positive effect on self-efficacy. This means that if the learning independence variable increases, then self-efficacy will be higher.
 3. The coefficient b2 of 0.177 is the direction coefficient of the academic ability variable. These results indicate that the academic ability variable has a positive effect on self-efficacy. This means that if the academic ability variable increases, the higher the self-efficacy will be.
- Model 2 : $Y = 16,473 + 0,167 X_1 + 0,721 X_2 + 0,029 Z + e$

The interpretation of the model is as follows:

1. The constant a is 16.473, which is the estimate of critical thinking. These results indicate that if the variables of learning independence, academic ability and self-efficacy are fixed or there is no change, critical thinking will be worth 16.473.
2. The coefficient b1 of 0.167 is the direction coefficient of the learning independence variable. These results indicate that the learning independence variable has a positive effect on critical thinking. This means that if the learning independence variable increases, critical thinking will be higher.
3. The b2 coefficient of 0.721 is the direction coefficient of the academic ability variable. These results indicate that the academic ability variable has a positive effect on critical thinking. This means that if the academic ability variable increases, then critical thinking will be higher.
4. The b3 coefficient of 0.029 is the direction coefficient of the self-efficacy variable. These results indicate that the self-efficacy variable has a positive effect on critical thinking. This means that if the self-efficacy variable increases, critical thinking will be higher.

2. Coefficient of Determination

Table 9. First Determination Coefficient

Model Summary					
Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.755 ^a	.571	.566		5.83879

a. Predictors: (Constant), X2 (Academic Ability), X1 (Learning Independence)

Sources: Data Olahan SPSS (2023)

In Table 9, the coefficient of determination test above shows an R² value of 0.571, which indicates that the variables of learning independence and academic ability have an influence on the critical thinking variable of 57.1%.

Table 10. Second Determination Coefficient

Model Summary ^b					
Model	R	R Square	Adjusted Square	Std. Error of the Estimate	Durbin-Watson
1	.756 ^a	.657	.564	5.85302	1.749
a. Predictors: (Constant), Z (Efikasi Diri), X2 (Academic Ability), X1 (Learning Independence)					
b. Dependent Variable: Y (Critical thinking)					

Sources: Data Olahan SPSS (2023)

In Table 10, the coefficient of determination test above shows the R² value of 0.657 which indicates that the learning independence and academic ability variables have an influence on the critical thinking variable mediated by the self-efficacy variable by 65.7%.

The effect of learning independence on students' critical thinking skills through self-efficacy as an intervening variable at SMP Muhammadiyah 1 Teluk Kuantan

From the results of data analysis, the effect of learning independence on critical thinking is obtained from a significance value of 0.005. These results indicate a positive and significant effect. This means that if the learning independence of a student is good, it will increase the level of critical thinking ability of the student himself. Because one of the factors that influence the level of students' critical thinking skills is learning independence. Learning independence is a personal attitude that is needed by every student, where learning independence greatly affects learning outcomes (Syarnubi et al., 2019). A student who has learning independence is able to analyse difficult problems, is able to work individually or cooperate with groups, and dares to express ideas. This independence emphasises activities in learning that are full of responsibility so that they can achieve learning achievements (Syarnubi Syarnubi, 2016). Based on this understanding, learning independence can be concluded as an activity that comes from self-will, independent learning and does not depend on others and is responsible for achieving the desired learning goals. (Bungsu et al. 2019).

The effect of learning independence on students' critical thinking skills through self-efficacy as an intervening variable at SMP Muhammadiyah 1 Teluk Kuantan

The effect of learning independence on critical thinking through self-efficacy is obtained from a significance value of 0.740. These results indicate a positive but insignificant effect, meaning that the higher the learning independence, the more it will affect critical thinking through self-efficacy. Learning independence refers to the ability of students to control and organise their own learning process. This includes the ability to plan, monitor, and organise their own learning methods. Critical thinking ability is the ability of students to carefully analyse information, evaluate arguments, identify weaknesses in arguments, and make decisions based on rational and logical judgements.

The effect of academic ability on students' critical thinking skills at SMP Muhammadiyah 1 Teluk Kuantan

From the results of data analysis, it was found that the effect of academic ability on critical thinking was obtained from a significance value of 0.000. These results indicate a positive and significant influence, meaning that the higher the academic ability, the more it will affect critical thinking. Based on the results of the description of the academic ability variable, it shows that the

level of academic ability of students is categorised as good, but there are also students who show the results that academic ability is very good and there are also those who show the results that academic ability is categorised as poor. Which means that the higher the level of academic ability, the higher the level of students' critical thinking skills, because one of the factors that influence the level of students' critical thinking skills is academic ability. According to Krishnawati, N, & Suryani (2010) academic ability is part of the intellectual ability that is generally reflected in academic achievement (learning outcomes). The concept of academic ability is an individual's belief and self-evaluation of academic traits related to the individual's skills and abilities.

The effect of academic ability on students' critical thinking skills through self-efficacy as an intervening variable

The effect of academic ability on critical thinking through self-efficacy is obtained from a significance value of 0.740. These results indicate a positive but insignificant effect, meaning that the higher the academic ability, the more it will affect critical thinking through self-efficacy. Academic ability refers to a student's ability to understand, master, and apply subject matter in various academic areas, including maths, science, language, and others. Critical thinking ability is a student's ability to analyse information, evaluate arguments, identify weaknesses in arguments, and make decisions based on logical and critical thinking. Self-efficacy is an individual's belief in his or her ability to achieve certain goals (Syarnubi, Fauzi, et al., 2023). In this context, self-efficacy refers to students' belief in their ability to cope with academic tasks and develop critical thinking skills. self-efficacy acts as an intermediary that connects students' academic ability and critical thinking skills (Wulandari et al., 2021). This research can provide important insights into how developing students' self-efficacy can improve their critical thinking ability, regardless of their initial academic ability level. It could also help in designing more effective educational strategies to improve students' critical thinking ability.

The effect of academic ability and learning independence on students' critical thinking ability

The effect of learning independence and academic ability on critical thinking ability is 57.1%. The remaining 42.9% of critical thinking ability is influenced by other variables that cannot be explained in this study. These results indicate that the learning independence variable has a positive effect on critical thinking. This means that if the learning independence variable increases, then critical thinking will be higher. This also shows that the learning independence variable is able to influence critical thinking by 16.7%. Academic ability variable has a positive effect on critical thinking. This means that if the academic ability variable increases, critical thinking will be higher. It also shows that the academic ability variable is able to influence critical thinking by 72.1%. This is in line with research conducted by Lobu'u, (2019) (2019) which states that there is an influence of learning independence ability and academic ability on critical thinking ability. Based on this research, it has been proven that learning independence and academic ability have a strong influence on critical thinking skills.

The effect of academic ability and learning independence on students' critical thinking skills through self-efficacy as an intervening variable

Based on data analysis, it shows that the variables of learning independence and academic ability have an influence on critical thinking variables mediated by self-efficacy variables by 65.7%. The remaining 34.3% is influenced by other factors not explained in this study. These results indicate that the academic ability variable has a positive effect on self-efficacy. This means that if the academic ability variable increases, then self-efficacy will be higher. This also shows that the academic ability variable is able to influence self-efficacy by 17.7%. The learning independence variable has a positive effect on self-efficacy. This means that if the learning independence variable increases, then self-efficacy will be higher. It also shows that the learning independence variable is able to influence self-efficacy by 18.8%. This is in line with research conducted by (Fitriana, (2015) which states that there is an influence of learning independence and academic ability on critical thinking skills through self-efficacy. Based on this research, it has been proven that learning independence and academic ability have a strong influence on critical thinking skills through self-efficacy.

CONCLUSION

Based on the results of data analysis and data discussion above, it can be concluded that learning independence has a positive and significant effect on the critical thinking skills of Muhammadiyah 1 Teluk Kuantan Junior High School students, meaning that the higher the learning independence, the higher the level of critical thinking of students. Academic ability has a positive and significant effect on the critical thinking skills of Muhammadiyah 1 Teluk Kuantan Junior High School students. This means that if the academic ability variable increases, then critical thinking will be higher. Self-efficacy has a positive and significant effect on the critical thinking skills of Muhammadiyah 1 Teluk Kuantan Junior High School students. This means that if the self-efficacy variable increases, then critical thinking will also be higher.

Learning independence has a positive but non-significant effect on critical thinking through self-efficacy. This means that the higher the learning independence, the higher the effect on critical thinking through self-efficacy.

Academic ability has a positive but insignificant effect on critical thinking through self-efficacy. This means that the higher the academic ability, the more it will affect critical thinking through self-efficacy..

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