



THE INFLUENCE OF EMOTIONAL INTELLIGENCE AND SELF EFFICACY ON STUDENTS CRITICAL THINKING SKILLS IN CLASS XI IPS AT SMAN 41 JAKARTA

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ABSTRACT

Critical thinking skill is a cognitive process that involves one's mind to integrate its knowledge in analyzing information and determining solutions to existing problems according to data and facts so that they can produce the right decisions. The purpose of this study was to determine whether emotional intelligence and self efficacy affect the critical thinking skills of XI IPS students at SMA Negeri 41 Jakarta in econonimics subject. This research is a quantitative research with multiple linear regression analysis method. This type of research is explanatory survey research. The technique of determining the sample using Proportional Random Sampling with a sample of 84 students of class XI IPS at SMAN 41 Jakarta. 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, then emotional intelligence and self efficacy simultaneously have a positive and significant effect on students critical thinking skills. The implication of the results of this study is 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 high school level in the 21st century requires students to have critical thinking skills, one of which is economics. The economy is the heart of the life of a country, because without an adequate economy the country cannot grow and develop. Given the importance of economics for the country where education is located, there is no doubt about the importance of critical thinking skills so that every student can have it. By having critical thinking skills, students will be more enthusiastic about studying economics in the classroom learning process.

The development of digital technology in the Industrial 4.0 era that is happening now 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 use technology to facilitate daily activities, including in the field of education. Although various research shows that digital technology has a positive impact on teaching and learning activities, whether we realize it or not, there are also 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 a given task without further considering the truth of the answer. For this reason, it is important to instill critical thinking skills in students so that students are not apathetic to the information they have just obtained. Students must have the ability to think critically so that they can respond well to all information and are not 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 his 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 it is important for students to instill emotional intelligence in them.

In addition to emotional intelligence, critical thinking skills are also influenced by self-efficacy. Self-efficacy has an important role in growing students' critical thinking skills. With self-efficacy, students do not easily give up when faced with difficult tasks or problems in the learning process. If given a difficult obstacle, the student actually feels challenged to be able to solve the obstacle, because he believes that he can get through it. Therefore, it is important to instill self-efficacy in students so that students have a strong mentality and can think critically in dealing with 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 other people when doing their assignments, such as copying without thinking about whether or not the answer is in accordance with what is asked by the question. During learning, students also did not ask when the discussion session was held as if they had understood the material well, in fact when the evaluation was carried out the students did not get maximum results. Supported by a feeling of not being able to complete the given task well and low emotional intelligence in oneself, if it is not immediately addressed then this will certainly affect the development of students' critical thinking skills which are indispensable in the era of digital industrialization as it is 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 class XI IPS students at SMA Negeri 41 Jakarta.

LITERATURE REVIEW

Critical Thinking Skills

The ability to think critically is one of the basic skills for mastering the so-called 4C super skills of the 21st century. The ability to think critically has a goal, namely so that students do not just think, but students must be able to find reasons for cause and effect that will affect the decisions taken (Nurul, 2016). Critical thinking skills is a mental activity that involves a person's cognitive ability to think about a problem in order to gain knowledge and find solutions to deal with it. Students' critical thinking is characterized by their ability to reason logically and systematically, so that they can produce appropriate and accurate decisions (Asran et al., 2019).

Critical thinking is seen as the ability of students to compare one or more information they receive. If there are differences or similarities, students will ask questions or comments with the aim of getting clarity about the information they get (Nurlaela & Ismayati, 2015).. Thus, the ability to think critically is a process characterized by the use of reason and reason in a systematic and organized manner that is used to solve existing problems, make decisions, and analyze assumptions and evaluate them (Subekti, 2018).

Based on the explanation above, it can be concluded that critical thinking skills is a the ability that involves a person's cognitive to integrate their knowledge in analyzing information and determining solutions to existing problems in accordance with data and facts so that they can produce the right decisions..

Emotional Intelligence

Emotional intelligence was first introduced in 1995 by the writer and science journalist from the United States named Daniel Goleman. Goleman's view (Jamaris, 2012) regarding emotional intelligence, one of which is the turmoil of feelings. The turmoil of these feelings will affect a person's thought process. For example, when a person is feeling stressed and depressed, his concentration slowly begins to be disturbed, and in the end it will affect his thinking process in making decisions.

Emotional intelligence is defined as a person's ability to manage their emotions using intelligence, maintain emotional harmony and express them through awareness and self-control skills, motivation, empathy, and social skills (N. A. Utami et al., 2020). In line with this explanation (Tihnike, 2018) explains the notion of emotional intelligence as a person's ability to recognize and understand the emotions that exist in itself and in others, as well as the ability to use his self-awareness to manage behavior and relationships with others.

A person's ability is determined by his intelligence. Emotional intelligence is how a person interacts with his social environment and in its application will affect the formation of mindsets, discipline, and how a person uses his heart to make decisions in solving problems and problems he is facing (Nita, 2017). Students' emotional intelligence can provide an overview of students' critical thinking skills in solving problems and managing their emotions during the learning process (Nurhayati et al., 2021).

Based on the understanding that has been described above, it can be concluded that emotional intelligence is a person's ability to understand and manage his emotions well so that he has the sensitivity to express his emotions appropriately when dealing with other people.

Self Efficacy

Self-efficacy is a person's belief in his ability to successfully carry out certain tasks, overcome existing problems, and take the necessary actions to achieve the goals he wants to achieve. Students who have high self-efficacy in themselves tend to improve their quality through various strategies, so students who have high self-efficacy tend to have higher achievements (Sihaloho et al., 2018)..

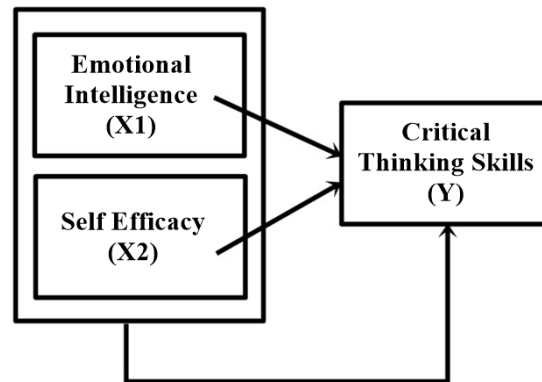
Self-efficacy plays an important role in everyday life. Students will be able to use their potential to the fullest if self-efficacy supports it. The potential possessed by students will not be properly actualized if there is no adequate self-efficacy. Therefore, self-efficacy is seen as a mental aspect that brings together the knowledge possessed by the actions that must be taken (Rustika, 2012).

Academic self-efficacy relates to students' belief in their ability to complete and perform academic tasks well and with maximum results. Self-efficacy consists of two types, namely high self-efficacy and low self-efficacy. Self-efficacy is high when students feel confident that they have the ability to complete tasks with the desired results. While self-efficacy is low when students feel unsure of their own abilities and feel hopeless so they cannot complete the given task (Setiawan, 2018).

Based on the explanation given above, it can be concluded that self efficacy is a person's self-confidence in his ability to be able to successfully complete each task given.

THEORETICAL FRAMEWORK AND HYPOTHESIS DEVELOPMENT

Based on the literature review that has been described above, it can be seen that there is an influence between emotional intelligence and self-efficacy on students' critical thinking skills. So that the theoretical framework or thinking of this research can be described as follows:



Picture 1
Theoretical Framework

Source: Researcher (2022)

Based on the theories and theoretical frameworks from the experts described above, the following hypotheses can be proposed from this research:

H₁: Emotional Intelligence has a positive and significant effect on Students Critical Thinking Skills

H₂: Self Efficacy has a positive and significant effect on Students Critical Thinking Skills

H₃: Emotional Intelligence and Self Efficacy have a positive and significant effect on Students Critical Thinking Skills

RESEARCH METHODS

This research is quantitative research. Quantitative research is research that uses a lot of numbers, starting from data collection, interpretation of the data, and the appearance of the processing results (Siyoto & Sodik, 2015). The research method used in this study is an explanatory survey method. The data used is primary data from two independent variables, namely emotional intelligence (X1) and self efficacy (X2), and the dependent variable is students critical thinking skills (Y). The data retrieval technique of the researcher used test questions for students' critical thinking skills variables and instruments or questionnaires using Likert scale as a data measurement technique for emotional intelligence and self-efficacy variables which would later be given online via Google Form to students.

The population taken in this study were students of SMAN 41 Jakarta. While the affordable population is class XI IPS students, totaling 107 students. The researcher 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 proportional random sampling technique and the analysis technique that will be used to test the data is multiple linear regression analysis.

The data analysis technique used in this research is descriptive analysis, multiple linear regression analysis, normality test, linearity test, partial regression coefficient test (F test), simultaneous regression coefficient test (T test), multiple correlation coefficient test, and coefficient of determination test. (R²). Data processing using SPSS version 26 program.

RESULTS AND DISCUSSION

Data Processing Results

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

Table 1 Multiple Regression Analysis

Model		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 Skills
 Source: SPSS Output (2022)

From table 1, the multiple regression equation is obtained, that is:

$$Y = 114,271 + 0,895X_1 + 0,635X_2$$

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

The normality test was carried out by means of the Kolmogorov-Smirnov test with a significant level (λ) of 5% or 0.05.

Table 2 Normality Test
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		84
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	10.39860014
Most Extreme Differences	Absolute	.079
	Positive	.070
	Negative	-.079
Test Statistic		.079
Asymp. Sig. (2-tailed)		.200 ^{c,d}

Source: SPSS Output (2022)

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

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

Table 3 Linearity of Emotional Intelligence on Critical Thinking Skills

			ANOVA Table				
			Sum of Squares	df	Mean Square	F	Sig.
Critical Thinking Skills * Emotional Intelligence	Between Groups	(Combined) Linearity	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 Deviation from Linearity is 0.480, which means more than 0.05. This proves that there is a linear relationship between the variables of Emotional Intelligence and Critical Thinking Skills.

Table 4 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) Linearity	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 Deviation from Linearity is 0.192, which means more than 0.05. This proves that there is a linear relationship between the variables of Self-Efficacy and Critical Thinking Skills.

Multicollinearity test aims to find a correlation between independent variables. A good regression model should not have a correlation between the independent variables. The multicollinearity test was carried out by looking at the value of VIF (Variance Inflation Factor) and the value of Tolerance. If the VIF value is around 1-10 and the tolerance value is greater than 0.10, then there is no multicollinearity.

Table 5 Partial Regression Coefficient Test (T Test)

		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
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 Skills

Source: SPSS Output (2022)

From table 5, it is known that the significance result of the emotional intelligence variable is 0.003 less than 0.05 and the t count is 3.021 more than the t table is 1.98861 then H_0 is rejected, which means emotional intelligence affects critical thinking skills partially. Then, the results of the significance of the self-efficacy variable of 0.010 less than 0.05 and t count of 2.648 more

than t table that is 1.98861 then H_0 is rejected, which means self-efficacy affects critical thinking skills partially.

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

Table 6 Simultaneous Regression Coefficient Test (F Test)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1430.375	2	715.187	6.455	.003 ^b
	Residual	8974.863	81	110.801		
	Total	10405.238	83			

a. Dependent Variable: Critical Thinking Skills

b. Predictors: (Constant), Self Efficacy, Emotional Intelligence

Source: SPSS Output (2022)

Based on table 6, the results of the significance of the two independent variables on the dependent variable are 0.003 less than 0.05 and the calculated f value is 6.455 more than the f table is 3.11. Therefore, it can be interpreted that there is an influence of emotional intelligence and self-efficacy on the critical thinking skills simultaneously.

Multiple correlation coefficient test is used to determine the relationship between two or more independent variables on the dependent variable simultaneously (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 closer the relationship between the independent variable and the dependent variable is.

Table 7 Multiple Correlation Coefficient Test

Model Summary ^b									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change
						F Change	df1	df2	
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 7, the significance value of Sig. F Change is 0.003 small from 0.05, so that the variables of emotional intelligence and self-efficacy are stated to be correlated with critical thinking skills. Then, the correlation between the independent and dependent variables in the table is shown by the R value of 0.371. The result of this R value turned out to be close to 0, so that the two independent variables were correlated with the dependent variable even though the relationship was weak.

The coefficient of determination (R^2) test is used to measure how big the percentage of the influence of the independent variable on the dependent variable (Ernawatiningsih, 2019). The following are the results of the coefficient of determination (R^2):

Table 8 Coefficient of Determination Test (R^2)

Model Summary ^b					
Model	R	R Square	Adjusted Square	R	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 8, the value of R Square shows a value of 0.137, this means that the effect 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 significance value is 0.480, which means more than 0.05. This proves that there is a linear relationship between students' emotional intelligence and critical thinking skills of class XI IPS students at SMA Negeri 41 Jakarta. Then, from table 5 it is known that the significance of the emotional intelligence variable is 0.003 less than 0.05 and the t count is 3.021 more than the t table is 1.98861, then H_0 is rejected and H_1 is accepted, which means emotional intelligence partially affects critical thinking skills. This means that the hypothesis of students' emotional intelligence affects 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 (S. A. Utami et al., 2020) which describes that emotional intelligence affects a person's behavior. One of his views on emotional intelligence is the turmoil of feelings that will greatly affect a person's thought process. The better the emotional intelligence possessed, the better the students' critical thinking skills during the learning process. These results are supported by research conducted by (Sulistianingsih, 2016) which states that emotional intelligence has a positive and significant influence on critical thinking skills. Critical thinking skills is influenced by one's ability to manage emotions or what is known as emotional intelligence. If a student's emotional intelligence is high, the higher his critical thinking skills will be.

Based on the results of the linearity test using Deviation from Linearity, the significance value is 0.192, which means more than 0.05. This proves that there is a linear relationship between the variables of Self Efficacy and Critical Thinking Skills of class XI IPS 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 is 0.010 less than 0.05 and the t count is 2.648 more than the t table which is 1.98861 then H_0 is rejected and H_2 is accepted, which means self-efficacy affects critical thinking skills partially. This means that the student's self-efficacy hypothesis affects students' critical thinking skills is accepted. Therefore, if students' self-efficacy increases, their critical thinking skills also increase.

The relationship between critical thinking skills and self-efficacy is explained through Social Cognitive Theory. According to Bandura (Yanuardianto, 2019), in order for students to be successful, teachers must be able to develop self-mastery, self-efficacy, and reinforcement for students. Sense of self-efficacy is a student's belief that he or she can master knowledge and skills according to applicable standards. To realize good critical thinking skills, students are not enough just to think about their potential. This is because the potential of students will not be optimally actualized without good self-efficacy (Rustika, 2012). These results are in line with research conducted by (Hari et al., 2018) which states that self-efficacy has a positive effect on critical thinking skills. Self-efficacy greatly affects what students do. Therefore, students who have high self-efficacy tend to be more critical, that is, they have broad knowledge and are more daring in making decisions to solve existing problems and can provide explanations for what has been proven.

Simultaneous regression coefficient testing (F test) in table 6 shows the significance of the two independent variables on the dependent variable of 0.003 less than 0.05 and the calculated f value of 6.455 more than f table of 3.11. Therefore, it can be stated that H_3 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 someone to think logically, which means it supports the formation of students' critical thinking skills (Leasa, 2018). 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. In accordance with the research, it can be interpreted that if students' emotional intelligence and self-efficacy increase, students' critical thinking skills will also increase.

Based on Bandura's Social Cognitive Theory, in order for students to succeed and be able to think critically, teachers must be able to develop self-mastery, reinforcement, and especially what is discussed in this study, namely self-efficacy for students. However, in the learning process, the teacher uses the lecture method and only focuses on the teacher. Students consider the learning method used to make students easily bored and less focused in understanding the material being taught. In line with this, based on the views of Goleman's theory regarding emotional intelligence, one of which is the turmoil of feelings that will greatly affect a person's thought process. If in daily learning activities students' emotions are not eager to learn, the learning objectives will not be achieved and students are not able to optimize their critical thinking skills.

The multiple correlation coefficient test that was conducted showed that the variables of emotional intelligence and self-efficacy 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 stated to be correlated with critical thinking skills. The relationship between the independent and dependent variables in table 4.23 is indicated by an R value of 0.371. The result of the R value is close to 0, so that the two independent variables are correlated with the dependent variable even though the relationship is weak. Then, based on the coefficient of determination test (R^2), in table 4.24 it is known that the R Square value is 0.137, this means that the effect 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 skills of class XI IPS students at SMAN 41 Jakarta, 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 a student's emotional intelligence, the higher their critical thinking skills.
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 possessed by students, the students' critical thinking skills will also increase. Meanwhile, in this study, emotional intelligence and self-efficacy have a simultaneous effect on the critical thinking skills of students of class XI IPS at SMAN 41 Jakarta by 13.7%.

SUGGESTION

Based on the results and discussion of the research above, the researchers provide suggestions and recommendations for further research, that is:

1. For schools, considering the urgency of students' critical thinking skills in the 21st century, it is hoped that schools can implement a curriculum that will trigger students to get used to critical thinking in the daily learning process. This is important to create quality human resources so as not to lose in global competition.
2. For teachers, to improve students' critical thinking skills, teachers are expected to be able to review and direct students so that students are able to understand emotional intelligence and self-efficacy well. It would be even better if educators were able to improve students' emotional intelligence and self-efficacy by getting to know the students they teach well. If educators can create a comfortable atmosphere, students will be able to follow the learning well and have an impact on improving their critical thinking skills.
3. For students, try to know themselves better. Because to understand and improve emotional intelligence and self-efficacy, students must be able to know themselves as well as possible. Self knowing can be started by knowing their strengths and weaknesses, then self evaluating so students can become a better person. By increasing emotional intelligence and self-efficacy, students critical thinking skills will also increase.
4. For further researchers, to research by adding or using other variables such as physical condition, intellectual development, the influence of the school/family environment, learning models and methods, learning styles, and other factors. It is hoped that this research can be used as consideration for reference in further research so that the research results obtained can be better and more accurate.

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