



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 involving one's mind to integrate knowledge in analysing information and determining solutions to existing problems according to data and facts to produce the right decisions. This study aimed to determine whether emotional intelligence and self-efficacy affect the critical thinking skills of XI IPS students at SMA Negeri 41 Jakarta in economics. This research is quantitative research with an explanatory survey method. The sampling technique used is proportional random sampling with a sample of 84 class XI IPS SMAN 41 Jakarta students. 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, and self-efficacy has a positive and significant effect on students' critical thinking skills. Emotional intelligence and self-efficacy simultaneously positively and significantly affect students' critical thinking skills. This study's results imply 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 a good 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 them. Furthermore, students will be more enthusiastic about studying economics in the classroom learning process by having critical thinking skills.

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 the world of education (Putrawangsa & Hasanah, 2018). Indonesia is no exception. Every field has begun to use technology to facilitate daily activities, including the field of education. However, although various research shows that digital technology positively impacts teaching and learning activities, whether we realise it or not, there are also negative impacts that we must watch.

Students become lazy to think because of the internet, which should help students in the learning process. However, with 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 instil critical thinking skills in students so that students are more active in the information they have just obtained. Students must be able to think critically to 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. Managing these emotions influences daily activities, including learning activities (Sulistianingsih, 2016). Therefore, having intelligence will be the key to a student's success in learning. Therefore students need to instil emotional intelligence in them.

In addition to emotional intelligence, critical thinking skills also influence by self-efficacy. Therefore, self-efficacy is important 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 feels challenged to be able to solve the obstacle because he believes that he can get through it. Therefore, it is important to instil self-efficacy in students so that students have a strong mentality and can think critically in dealing with every problem in learning.

However, students must still improve their critical thinking skills in daily learning activities. For example, students are often passive and rely on other people when doing their assignments, such as copying without thinking about whether or not the answer follows what is asked by the question. During learning, students also did not ask when the discussion session hold as if they had understood the material well. When the evaluation carries out, the students got only a portion of the results. Supported by a feeling of not being able to complete the given task well and having low emotional intelligence, if this is not immediately addressed, this will certainly affect the development of students' critical thinking skills, which are indispensable in the era of digital industrialisation 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

Thinking 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, so students do not just think but must be able to find reasons for cause and effect that will affect the decisions taken (Nurul, 2016). Critical thinking skills are a mental activity involving a person's cognitive ability to think about a problem to gain knowledge and find solutions. Students' critical thinking is characterised by their ability to reason logically and systematically to produce appropriate and accurate decisions (Asran et al., 2019).

Critical thinking sees students' ability to compare one or more pieces of information they receive. If there are differences or similarities, students will ask questions or comments to clarify the information they get (Nurlaela & Ismayati, 2015). Thus, the ability to think critically is a process characterised by using reason and reason in a systematic and organised manner to solve existing problems, make decisions, analyse assumptions and evaluate them (Subekti, 2018).

Based on the explanation above, critical thinking skills are a cognitive process involving one's mind integrating knowledge in analysing information and determining solutions to existing problems following data and facts to 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 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 defines 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). This explanation (Tihnike, 2018) explains the notion of emotional intelligence as a person's ability to recognise and understand the emotions that exist in itself and in others, as well as the ability to use self-awareness to manage behaviour and relationships with others.

His intelligence determines a person's ability. Emotional intelligence is how a person interacts with his social environment. In its application, it 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 described above, it can conclude 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 with high self-efficacy tend to improve their quality through various strategies, so students with high self-efficacy tend to have higher achievements (Sihaloho et al., 2018).

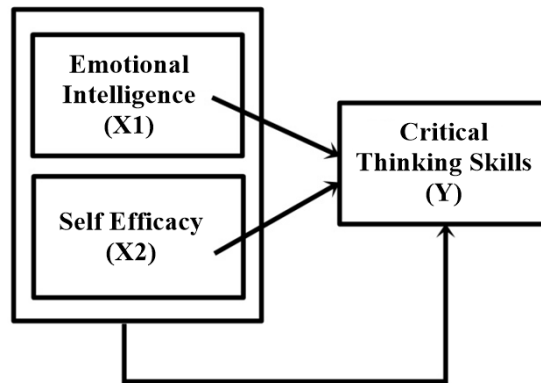
Self-efficacy plays an important role in everyday life. Students can use their potential to the fullest if self-efficacy supports it. But on the other hand, the potential possessed by students will only be properly actualised if there is adequate self-efficacy. Therefore, self-efficacy is a mental aspect that combines the knowledge possessed by the actions must take (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 they can complete tasks with the desired results. At the same time, self-efficacy is low when students feel unsure of their abilities and hopeless, so they cannot complete the given task (Setiawan, 2018).

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

Theoretical Framework and Hypothesis Development

Based on the literature review described above, it can see 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 describe 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 propose from this research:

- H₁: Emotional Intelligence has a positive and significant effect on Student's Critical Thinking Skills
- H₂: Self Efficacy has a positive and significant effect on Student's Critical Thinking Skills
- H₃: Emotional Intelligence and Self Efficacy have a positive and significant effect on Students Critical Thinking Skills

METHOD

This research is quantitative. Quantitative research uses many numbers, 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 (X_1) and self-efficacy (X_2), and the dependent variable is the student's critical thinking skills (Y). In the data retrieval technique, the researcher used test questions for students' critical thinking skills variables and instruments or questionnaires using the 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, totalling 107 students. The researcher used the Slovin formula with an error rate of 5%, so the number of samples in this study was 84. The sample selection technique will use a proportional random sampling technique, and the analysis technique 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_{est}), multiple correlation coefficient tests, and coefficient of determination test. (R^2). 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

Coefficients						
Model		Unstandardised Coefficients		Standardised 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 obtains, that is:

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

Based on the coefficient table results, the constant value (α) is 114.271, which 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. Likewise, 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 utilised the Kolmogorov-Smirnov test with a significant level (λ) of 5% or 0.05.

Table 2 Normality Test

One-Sample Kolmogorov-Smirnov Test	
	Unstandardised Residual
N	84

Normal Parameters ^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) It 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 determines whether 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 *	Between Groups	(Combined)	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
Emotional Intelligence	Within Groups		7746.137	65	119.171		
	Total		10405.238	83			

Source: SPSS Output (2022)

Based on the linearity test above, the significant value of Deviation from Linearity is 0.480, which means more than 0.05. This result 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)	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
Emotional Intelligence	Within Groups		7244.881	64	113.201		
	Total		10405.238	83			

Source: SPSS Output (2022)

Based on the linearity test above, the significant value of Deviation from Linearity is 0.192, which means more than 0.05. This result reprove a linear relationship between Self-Efficacy and Critical Thinking Skills variables.

The multiple linear regression analysis T-test aims to determine whether the independent variable partially affects the dependent variable (Ferdiansyah, 2018).

Table 5 Partial Regression Coefficient Test (T_{Test})

Coefficients

Model		Unstandardised Coefficients		Standardised 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)

Table 5 shows that the significant 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. Likewise, 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 the t table are 1.98861 then H_0 is rejected, meaning self-efficacy partially affects critical thinking skills.

The F test uses 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						
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 significance of the two independent variables on the dependent variable is 0.003 less than 0.05, and the calculated f_{value} is 6.455 more than the f_{table} is 3.11. Therefore, emotional intelligence and self-efficacy simultaneously influence critical thinking skills.

Multiple correlation coefficient tests use 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 of 0 to 1. If the R-value is closer to 1, the closer the relationship between the independent and dependent variables is.

Table 7 Multiple Correlation Coefficient Test

Model Summary									
Model	R	R Square	Adjusted R Square	Std. The error in the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
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 the variables of emotional intelligence and self-efficacy are correlated with critical thinking skills. Then, the table's correlation between the independent and dependent variables shows an 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 uses to measure how big the percentage of the influence of the independent variable is 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 R Square	Std. The error in 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, which means that the independent variable's effect 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. Therefore, it proves a linear relationship between student's 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. Therefore, the hypothesis that students' emotional intelligence affects their 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 explain through Goleman's Theory (S. A. Utami et al., 2020) which describes how emotional intelligence affects a person's behaviour. One of his views on emotional intelligence is the turmoil of feelings that 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 support research conducted by (Sulistianingsih, 2016) which states that emotional intelligence has a positive and significant influence on critical thinking skills. Critical thinking skills are influenced by one's ability to manage emotions, or what is known as emotional intelligence. Therefore, his critical thinking skills will be higher if a student's emotional intelligence is high.

Based on the results of the linearity test using Deviation from Linearity, the significance value is 0.192, which means more than 0.05. Therefore, it proves a linear relationship exists 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. It means that the self-efficacy hypothesis affects students' critical thinking skills and 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), 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 they can master knowledge and skills according to applicable standards. Students are not enough to think about their potential to realise good critical thinking skills. Students' potential will only optimally actualise with good self-efficacy (Rustika, 2012). These results align with research conducted by (Hari et al., 2018), which states that self-efficacy positively affects 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, are more daring in making decisions to solve existing problems, and can provide explanations for what proof.

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 the f table of 3.11. Therefore, it can state that H_3 is accepted. It means that emotional intelligence

and self-efficacy simultaneously affect students' critical thinking skills. Emotional intelligence is one factor that encourages 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 assess as a factor that can be a catalyst for achievement to improve students' critical and creative thinking skills. Following the research, it can interpret that if students' emotional intelligence and self-efficacy increase, their critical thinking skills will also increase.

Based on Bandura's Social Cognitive Theory, for students to succeed and be able to think critically, teachers must develop self-mastery, reinforcement, and especially self-efficacy for students in this study. However, in the learning process, the teacher uses the lecture method and only focuses on the teacher. As a result, students consider the learning method used to make students easily bored and less focused on understanding the material hard to understand. 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 students' emotions are not eager to learn in daily learning activities, the learning objectives will not achieve, and students cannot optimise their critical thinking skills.

The multiple correlation coefficient tests show 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 the variables of emotional intelligence and self-efficacy correlate with critical thinking skills. The relationship between the independent and dependent variables in table 4.23 indicates an R-value of 0.371. The result of the R-value is close to 0, so the two independent variables correlate 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. It means that the effect of the independent variable simultaneously on the dependent variable is 13.7%, and the rest are other factors that not explain 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 draw:

1. Emotional intelligence has a positive and significant effect on students' Critical Thinking Skills, proving that the higher their 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 student's 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%.

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