

## The Influence of Critical Thinking Skill on Student's Social Sensitivity about Local Wisdom in Banyumas, Central Java

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**Abstract:** This research is intended to know the level of student's critical thinking skill and the influence of critical thinking skill toward student's social sensitivity about local wisdom in Banyumas Central Java. The research methodologies used were history learning which was emphasized on critical history learning process about local wisdom in Banyumas, the data collections were the essay test was used to measure the level of student's critical thinking skill conducted in the end of learning process and questionnaire which was used to collect the data of student's critical thinking skill level about local wisdom in Banyumas and the data analysis was done through the essay test which was used to collect the data about historical critical thinking skill as the independent variable (X), meanwhile, the questionnaire was used to collect the data of social sensitivity about local wisdom in Banyumas as the dependent variable. The influence of X toward Y was analyzed through product moment correlation to know the influence of the two variables. The first was history learning: 30% of the respondents could achieve very good predicate of critical thinking and the score was 3.50-4.00, 40% of the respondents could achieve good predicate of critical thinking and the score was 2.75-3.49, meanwhile 30% of the respondents was only achieve fair predicate of critical thinking and the score was 2.00-2.74. The second was the influence of X toward Y: the influence of X toward  $Y_1$  showed a positive influence yet insignificant ( $r_{\text{calculate}} = 0.160 < r_{\text{table}} = 5\% = 0.444$  and  $1\% = 0.561$ ), the influence of X toward  $Y_2$  showed a positive influence yet insignificant ( $r_{\text{calculate}} = 0.129 < r_{\text{table}} = 5\% = 0.444$  and  $1\% = 0.561$ ), the influence of X toward  $Y_3$  showed a very significant influence ( $r_{\text{calculate}} = 0.571 > r_{\text{table}} = 5\% = 0.444$  and  $1\% = 0.561$ ) and the influence of X toward  $Y_4$  showed a positive influence yet, very insignificant ( $r_{\text{calculate}} = 0.030 < r_{\text{table}} = 5\% = 0.444$  and  $1\% = 0.561$ ).

**Key words:** Influence, critical thinking skill, social sensitivity, local wisdom, methodologies, variable

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### INTRODUCTION

Ideally, historical critical thinking skill can be trained through the critical history learning. Therefore, critical history learning oriented on values must be done, so that the history material taught will be more favorable for the students in their daily lives. The critical history learning can bring up the problem which is related to the morality of the local society as one of the central issues. The morality problem of local society which is much related to the individual morality or local society group is directly connected with the social reality in the era or place where the students live. Someone's moral sensitivity can also have universal dimension that can break through the boundary of place and time. It means that moral sensitivity is able to exceed the boundaries of national zone and different time frame. Afterward, moral action is aimed more at the actions which are real correlatively or individually in the daily life. This is the effect of nurturing and instructional learning in social studies which is very beneficial for society life (Dickinson *et al.*, 1984).

As a matter of fact, the point of history learning for the real life is the individual development to understand

his social environment and the activity and interaction among people. The students are expected to be the members of the productive society, able to give contribution and also develop the values in the related society.

Considering the high importance of history material understanding included, a history learning application oriented on the values is needed. It is because the critical history value understanding is in strategic position as the learning material in creating ideal society. The history value learning application also needs to emphasize the actual and relevant social problem developed among citizens in a region. Therefore, in learning process, it is needed to correlate the developed value in society with social problem in the past and now a days which is developed in that place. This helps to develop the critical understanding about an event, idea, history phenomenon based on the historical critical thinking skill (Myers, 2000). In addition, it also helps to develop student's social skill in overcoming the social problem confronted by the society. One of the social skills needed to be developed is social sensitivity in form of the student's empathy to the developed value in local society. It can be stated that social environment is an essential source in history value

learning. Until now a days, the history learning is still not able to prepare the students with social skill. It is because there are only few of the history teachers who are able to seek the correlation between societies past experience in their society with today complex life problem using concept which is taken from social study discipline. It also should be realized that it is hard to find history learning material in a region which is based on the social environment in form of local history. Therefore, this research is essential to be conducted with a thematic study about social history in Banyumas as the history learning material. Through such a way, the students that area are able to use social environment as history learning source.

**Research objectives:** The major objectives of this research are to know:

- The student's critical thinking skill about local wisdom developed in Banyumas
- The influence of critical thinking skill on student's social sensitivity of local wisdom developed in Banyumas

**Literature review:** Generally, learning process is an activity in attempt to help the students to know the learning material step by step. Such thing also happens in history learning intended to help the students to know the data and facts, to define clearly and to develop concept which is related to past society aspects. Intellectually, this activity can enlarge student's imagination.

History learning is an activity emphasized on intellectual skill which is done to know the fact specifically, construct the concepts and generalization in most cases. Such thing can be interpreted in learning process related to the activities which are in stages and it is started from imagination, interpretation, application, extrapolation, analysis, imaginative reconstruction, synthesis expression and evaluation (Garvey and Krug, 1977). More specifically, history learning must be able to direct the students to master critical thinking skill of history. Myers (2000) states that:

The knowledge base of historical content drawn from (nation history) and world history provide the base from which learning develop historical understanding and competence in ways of historical thinking. Historical thinking skill enables learners to evaluate evidence, develop comparative and casual analyses, interpret the historical record and construct sound historical arguments and perspective on which informed decisions in contemporary life can be based

Learning history is an attempt to understand a society in certain era and place. Learning history which is based on the nation and world history that the material will be accompanied by evidences based on the historical understanding development demands the competence which aims at historical thinking skill. Historical thinking skill is learning skill aimed at the competence to evaluate the evidence, develop the comparison based on the causal analysis, interpret historical perspective record based on the arguments and have a perspective as the basis to take a decision that is advantageous for contemporary society life.

Now, society life is filled with social issues started from narrow range to wide range. This needs to be understood by the students through history learning, so that, they have the competence to understand human aspiration in social, politic, technological, economic and cultural activity. Furthermore, Myers (2000) states that:

Historical understanding defines what learners should know about the history of their nation and of the world. These understandings are drawn from record of human aspiration, striving, accomplishments and failures in at least five spheres of human activity, political, scientific/technological, economic and cultural (philosophical/religious/aesthetic). They also provide learners the historical perspective necessary to analyze contemporary issues and problems confronting citizen today

Creating the history learning which is relevant with contemporary social problems needs the usage of the concepts with essential themes used in social studies. The actual problems occur in society can be adapted as history learning material, so the learning activity can be more meaningful for daily life. Through this strategy, the students will feel as a part of change process, continuity and decision maker for their eras. As a result, historical learning is truly needs the critical thinking. Morton states that, through history learning, the students are expected to reach historical thinking skill displaced the memorization of approval facts and an approval framework as a major goal for history promoters. In short, history learning is expected to be beneficial for the students in attempt to boost intellectual competence without ignoring moral competence. The following quotation explains that history learning can condition the student's intellectual competence:

Many historians and educators share a belief that expects knowledge possessed by historians includes not only factual information but also the habit of critically analyzing evidences. In their workbook, the methods and skill of history, provide students with experience in analyzing and interpreting historical information. The researchers claim that careful historical study teacher analytical and communication skill that “a highly usable in other academic pursuit and in almost any career you choose (Why teach history, 2004)

This shows that historical learning is not only emphasized on the attempt to inform the facts but also enable to form student’s critical thinking. Such thing can be done through student activity in form of historical event approval critically through analyzing and interpreting of historical information. As a matter of fact, history teacher is demanded to do his job carefully and show analysis competence and competence of informing so that, the learning outcome can be achieved well.

Based on the previous statement, it is necessary to be underlined that history learning is demanded to be able to work in two major frames. The first is historical learning (instruction) and intellectual training. This frame demands the history teaching that provides not only the past collective experience but also critical thinking training in learning the meaning and value of historical event explained. Historical interpretation is in strategic position to give thinking training intellectually to the teacher and the students in form of abstraction, generalization, analysis of social indications in critical history process. In this case, the activities are emphasized on learning process and reasoning (Suryo, 1990). This process is expected to be able to change the conventional historical understanding and replace it with critical thinking competence so that history learning is truly a scientific activity (Aryani, 2005).

The second is learning and moral education of the nation that is democratic and responsible toward the nation future. This frame demands history learning and training that is oriented to humanistic education that emphasized on the achievement of value, norm, meaning understanding and past realization. Such understanding will be the basis of creating soul and personality experience and not merely about the history knowledge (Suryo, 1990). As a result, traditional society that lived in the past is still presented as the major “pattern” of modern society, so that, it can be the source of value learning of present life. The past becomes the base to transform certain values which are important for present society.

This concept still exists until today in form of nation history for education at school that is well-known as of the past into the future (Aryani, 2005). Humanity values are the keys to develop empathy and tolerance ability which are showed by giving empathy to others (Shemilt, 1984). It can also develop intellectual ability which can support the implementation of analysis assessment and criticism autonomously. The last kind of this ability will be very important when someone faces morality, either public morality or private morality. In the implementation, humanity values generally are aimed to the public matters that are aimed to educate citizens smartly and responsibly. Meanwhile, humanity values particularly can be in the form of knowledge about self-condition which give support to someone to do something that needs to be done. The ability of recognizing ourselves and defining what should be done is a basic requirement for the existence of self identity awareness. A sufficient ability to comprehend the history of the society can also enrich inner aspirations which relates to the work ethos that develops in the society. Therefore, history learning is a basic important requirement in self identity awareness. Study about history done in a sociocultural context which is quite significant is commonly done to give a set of awareness to the society. A set of awareness here means, history awareness faced by them cultural identity awareness within them awareness which relates to certain world views which become the characteristics from them (Sudjana, 1989).

Value and meaning of each past humanity event is basically a universal humanity value. Therefore, that can be an understanding and reasoning matters in self identity forming process and other values as ideal citizen’s identities. Humanities values which will be studied further in this research are lofty attitude that relate to self identity, religiousness, social integration, social solidarity and work ethos. Those kinds of values relate to local authoritarial that almost disappear because of colonial negation (Katodirdjo, 1993).

Banyumas society is known by their local wisdom, especially their motto, blaka suta, tanpa tedheng aling-aling. This local wisdom value developed since, pre-colonial in feudalistic traditional society up until now. Based on classic Banyumas history sources, the local uniqueness blaka suta, tanpa tedheeng aling-aling, encompasses some values such as responsibility is doing what to do peace is an attitude and behavior to live harmoniously, openness is frankness and willingness to accept criticism persuasiveness is, giving reliance to others (Samani and Hariyanto, 2011).

## **MATERIALS AND METHODS**

**Population and research sample:** In this research the population was all of students of History Education Department FKIP UMP who were officially registered in academic years 2014-2015. From the population, sample collection was needed to increase the carefulness and fasten the research process.

Sampling technique used in this research was purposive sampling. Using this technique means the sample collection is done under certain consideration by the researcher. In this research, the sample was the students who took social history subject in odd semester academic years 2014-2015.

**Learning process:** The learning process in this research completed with some requirements they were as follows.

**Learning target:** The learning target is the description of behavior changes or the result of the behavior result that gives guideline that the learning process has taken place. Learning process relates to the complete behavior competence mastery such as the ability to do something, the ability to overcome something, the ability to do the task and the capability to develop themselves. In this research, the history learning aimed to improve student's critical thinking that includes: skill to evaluate history evidences, skill to develop comparison based on cause-effect analysis, interpretation skill in history record based on historical arguments and skill to draw conclusion based on beneficial information for present life (White, 1997).

**Learning material:** Learning material is material which is conveyed to the students which is suitable to the curriculum. In curriculum, it is explained that the scope of learning material of each subject includes curricular aim, topics and the time allotment for each topic. Learning material about social condition in local level (Banyumas) is a topic in social history subject in History Education Department FKIP UMP. This material was learnt based on curriculum about social history subject that included social history subject, social concept subject, social movement I concept, thematic study of social movemet, thematic study of local wisdom. Based on that scope, the material about thematic study of local wisdom of Banyumas society is the main topic in social history subject which was studied.

**Learning facility:** Facilities are other important requirements in learning process. Nolker and Schoedfelt (1983) says that, there are 3 scopes of facilities they are: the total is sufficient to fulfill student's needs, the

completeness of the facilities to fulfill the student's needs and the appropriateness with the learning proces's needs. In this research all the learning facilities were equipped, they included physical means and text book facilities about social history which were fully equipped with some document copies as the social history source in local level which were needed and should be studied critically during the learning research was going on.

**Learning source:** Learning source in this research was in the form of the result of history research material about: Banyumas dalam kancah perubahan sosial dan pergeseran nilai sampai awal abad XX (Sukardi, 2002). By using that source, the learning could use social environment as history learning source. Through that kind of learning source the students were expected to be able improve their social sensitivity about the development of their surrounding society in order that the learning could be separated from the real situation of the student's social environment. History lecturers or history teachers should be able to find out the relation between the past experience of the society in student's environment and present complex issue through the use of concept and theory taken from sociology.

**Learning strategy:** In the implementation, social history learning about thematic study of local wisdom was done in odd semester in academic years 2014-2015. In this learning, learning strategy was focused on cooperative learning. By using this strategy, the history learning process could give experience to the students to develop a strong competition among individuals and also competition among groups (Hasan, 1997). The individual competition on each group could develop to criticize local wisdom which was studied.

**Learning evaluation:** Learning evaluation is an activity to find out the target of the aims of learning that have been defined. It relates to the student's mastery about the learning material that has been delivered. In this research, history learning evaluation was focused to measure critical thinking ability of the students after the learning process. Learning evaluation was done by giving essay test to study about the local wisdom in society in past and present time critically.

### **Data collection**

**Test:** The test used in this research was in the form of essay test to collect data that relate to ability to think critically, based on critical thinking ability. The test material aimed to give opportunity to the students to develop their history critical thinking ability that consists of 4 indicators such as:

- Developing studying ability to evaluate historical evidences
- Developing comparison based on cause-effect analysis
- Interpreting the historical record based on historical arguments
- Having perspective based on beneficial information conclusion for present life (Myers, 2000)

Test score was given based on predicates they are as follows: very good 3,50-4,00, good 2,75-3,49, fair 2,00-2,74 and poor 1,00-1,99 (Academic Guidance UMP, 2014/2015: 56).

**Questionnaire:** Meanwhile, the questionnaire which was arranged to collect data from student's social sensitivity about local value wisdom in the people of Banyumas includes (1) responsibility is doing what to do (2) peace is an attitude and behavior to live harmoniously (3) openness is frankness and willingness to accept criticism persuasiveness is giving reliance to others. Test questionnaire score was given based on these following predicates:

- Option 1 shows the most suitable in range score of 4
- Option 2 shows suitable in range score of 3
- Option 3 shows suitable enough in range score of 2
- Option 4 shows less suitable in range score of 1

**Data analysis:** The data which were collected by using essay test about historical thinking skill were independent variable (X) while the data obtained from the questionnaire were dependent variable (Y). Independent variable (X) was the standard of critical thinking skill based on four indicators they were as have been stated before. Meanwhile, the dependent variable (Y) that was collected from the questionnaire relate to the student's social sensitivity about the developing local uniqueness in Banyumas society that included affective, cognitive and communicative indicators (Scott, 1991). The effect of X variable to Y variable was analyzed by product moment correlation to find out the positive effect of the critical thinking skill to the student's social sensitivity about the developing local wisdom in Banyumas.

Then, the data obtained from the questionnaire was dependent variable (Y) with the range of score 1,00-4,00. The answer's alternatives 1-4 which were chosen by the respondents to show the appropriateness level of the student's social sensitivity skill about the statement of each item. For positive item the number choice could define the respondent's score in range of score 4 until 1. While for negative choice the score given vice versa.

## RESULTS AND DISCUSSION

The target of history learning which had been done consisted of two goals, i.e., the critical thinking skill about local wisdom as independent variable (X) and student's social sensitivity about local wisdom developed in Banyumas as dependent variable (Y). This research further was aimed to find out the positive influence of critical thinking skill (X) toward student's social sensitivity about local wisdom developed in Banyumas (Y) in the form of responsibility (Y<sub>1</sub>), peace (Y<sub>2</sub>), openness (Y<sub>3</sub>) and persuasiveness (Y<sub>4</sub>).

### Data display

**Data taken from test:** In this research, the data taken from essay test were used to measure student's critical thinking skill in criticizing the local wisdom implied in the historic event which was learned. The critical thinking predicate was determined from each student's score that was: very good (score 3.50-4.00), good (score 2.75-3.49), fair (score 2.00-2.74), poor (score 1.00-1.99). According to the score in Table 1 and 2, the percentage of critical thinking skill predicate was as follow.

**Data taken from questionnaire:** This research used questionnaire to collect data which were related to student's moral sensitivity in the form of responsibility (Y<sub>1</sub>), peace (Y<sub>2</sub>), openness (Y<sub>3</sub>) and persuasiveness (Y<sub>4</sub>). The questionnaire was arranged based on the indicators of student's social sensitivity about character value developed in Banyumas people. The social sensitivity indicators which was determined as a learning result included affective, cognitive and communicative dimension.

- Affective dimension related to someone's capacity in feeling what others felt
- Cognitive dimension related to someone's capacity in differentiating other's affective feeling and their way of thinking
- Communicative dimension related to someone's ability to communicate his/her feeling to others (Scott, 1991)

Furthermore, the score ranged from 1-4. The options 1-4 which were chosen by the respondent showed the appropriateness level of their empathy toward the statement in each item. It meant that for positive item, the options which were chosen determined the respondent's score:

- Option 1 as the most important weighed 4
- Option 2 as important weighed 3

Table 1: The calculation of the data which were taken from test (X)

Variables	Values
N	20
X <sub>1</sub>	63
X <sub>2</sub>	63
X <sub>3</sub>	65
X <sub>4</sub>	61
ΣX	252
$\bar{X}$	63

X<sub>1</sub>: Learning skill to evaluate history evidence; X<sub>2</sub>: Developing the comparison based on cause-effect analysis; X<sub>3</sub>: Interpretation of history record based on historical arguments; X<sub>4</sub>: Having the perspective based on the meaningful conclusion for present life

Table 2: The score based on the student's critical thinking skill predicate

Score interval	Absolute frequency	Relative frequency (%)	Predicate
3.50-4,00	6	30	Very good
2.75-3,49	8	40	Good
2.00-2,74	6	30	Fair
1.00-1,99	0	0	Poor
Total	20	100	-

- Option 3 as quiet important weighed 2
- Option 4 as less important weighed 1

Meanwhile, for negative item it was vice versa (Riduan, 2002). The questionnaire was aimed to take the data which were related to student's social sensitivity of local wisdom developed among Banyumas people. The data which were obtained were as follow in Table 3.

**Data analysis:** The calculation of critical thinking skill's influence (X) toward student's social sensitivity about local wisdom of responsibility (Y<sub>1</sub>). Significant level (α) N 20 = 5% = 0.444 and 1% = 0.561. The calculation was:

$$\sum X = 252, \sum Y_1 = 736, \sum XY_1 = 9.330, \\ \sum X^2 = 3.296, \sum Y_1^2 = 27.208$$

By using product moment correlation, it was obtained that  $r_{\text{calculate}} = 0.160$  which meant:

- X correlation toward Y<sub>1</sub> was positive but insignificant because  $r_{\text{calculate}} = 0.160 < r_{\text{table}} = 5\% = 0.444$  and  $1\% = 0.561$
- The value of  $r_{\text{calculate}} = 0.160$ , showed that the X influence toward Y<sub>1</sub> was very weak
- The value of X determination coefficient (KD) toward Y<sub>1</sub> = ( $r_{\text{calculate}} = 0.160 \times 100$ ) = 16%
- The KD 16% meant that the influence of X toward Y<sub>1</sub> only 16%. Meanwhile, the rest 84% was determined by other factors

The calculation of critical thinking skill's influence (X) toward student's social sensitivity about local wisdom of peace (Y<sub>2</sub>). Significant level (α) N 20 = 5% = 0.444 and 1% = 0.561. The calculation was:

Table 3: Social sensitivity of local wisdom (Y)

Variables	Values
N	20
Y <sub>1</sub>	736
Y <sub>2</sub>	738
Y <sub>3</sub>	747
Y <sub>4</sub>	737

Y<sub>1</sub>: Student's social sensitivity about local wisdom of responsibility; Y<sub>2</sub>: Student's social sensitivity about local wisdom of peace; Y<sub>3</sub>: Student's social sensitivity about local wisdom of openness; Y<sub>4</sub>: Student's social sensitivity about local wisdom of persuasiveness

$$\sum X = 252, \sum Y_2 = 738, \sum XY_2 = 9.370 \\ \sum X^2 = 3.296, \sum Y_2^2 = 27.421$$

By using product moment correlation, it was obtained that  $r_{\text{calculate}} = 0.129$  which meant:

- X correlation toward Y<sub>2</sub> was positive but insignificant because  $r_{\text{calculate}} = 0.129 < r_{\text{table}} = 5\% = 0.444$  and  $1\% = 0.561$
- The value of  $r_{\text{calculate}} = 0.129$ , showed that, the X influence toward Y<sub>2</sub> was very weak
- The value of X determination coefficient (KD) toward Y<sub>2</sub> = ( $r_{\text{calculate}} = 0.129 \times 100$ ) = 12.9%
- The KD 12.9% meant that the influence of X toward Y<sub>2</sub> only 12.9%. Meanwhile the rest 87.1% was determined by other factors

The calculation of critical thinking skill's influence (X) toward student's social sensitivity about local wisdom of openness (Y<sub>3</sub>). Significant level (α) N 20 = 5% = 0.444 and 1% = 0.561. The calculation was:

$$\sum X = 252, \sum Y_3 = 747, \sum XY_3 = 9.291, \\ \sum X^2 = 3.296, \sum Y_3^2 = 28.017$$

By using product moment correlation, it was obtained that  $r_{\text{calculate}} = 0.571$  which meant:

- X correlation toward Y<sub>3</sub> was positive but very significant because  $r_{\text{calculate}} = 0.571 > r_{\text{table}} = 5\% = 0.444$  and  $1\% = 0.561$
- The value of  $r_{\text{calculate}} = 0.571$ , showed that, the X influence toward Y<sub>3</sub> was significant
- The value of X determination coefficient (KD) toward Y<sub>3</sub> = ( $r_{\text{calculate}} = 0.571 \times 100$ ) = 57.1%
- The KD 57.1% meant that the influence of X toward Y<sub>3</sub> only 57.1%. Meanwhile, the rest 42.9% was determined by other factors

The calculation of critical thinking skill's influence (X) toward student's social sensitivity about local wisdom of

Table 4: Data analysis on critical thinking skill's influence toward social sensitivity of banyumas local wisdom

Variables	r <sub>calculate</sub>	r <sub>table</sub> (%)		Determination coefficient (%)	Note
		5	1		
X					
Y <sub>1</sub>	0.160	0.444	0.561	16.00	Insignificant
Y <sub>2</sub>	0.129	0.444	0.561	12.98	Insignificant
Y <sub>3</sub>	0.571	0.444	0.561	57.10	Very significant
Y <sub>4</sub>	0.030	0.444	0.561	030.00	Very insignificant

Y<sub>1</sub>: Student's social sensitivity about local wisdom of responsibility; Y<sub>2</sub>: Student's social sensitivity about local wisdom of peace; Y<sub>3</sub>: Student's social sensitivity about local wisdom of openness; Y<sub>4</sub>: Student's social sensitivity about local wisdom of persuasiveness

persuasiveness (Y<sub>4</sub>). Significant level (α) N 20 = 5% = 0.444 and 1% = 0.561. The calculation was:

$$X = 252, \sum Y_4 = 737, \sum XY_4 = 9.306$$

$$\sum X^2 = 9.291, \sum Y_4^2 = 27227$$

By using product moment correlation, it was obtained that r<sub>calculate</sub> = 0.030 which meant:

- X correlation toward Y<sub>4</sub> was positive but insignificant because r<sub>calculate</sub> = 0.030 < r<sub>table</sub> = 5% = 0.444 and 1% = 0.561
- The value of r<sub>calculate</sub> = 0.030, showed that, the X influence toward Y<sub>4</sub> was very weak
- The value of X determination coefficient (KD) toward Y<sub>4</sub> = (r<sub>calculate</sub> = 0.030 × 100) = 3%
- The KD 3% meant that the influence of X toward Y<sub>4</sub> only 3%. Meanwhile, the rest 97% was determined by other factors

The research discussion was aimed to discuss further about the correlation of data analysis result with the theories. During the process of learning critical history, the main target was not retaining the materials being taught but having the critical thinking skill about history. Thus, the students were trained to criticize the values in the historic event which was being learnt. In this research, the values being criticize were Banyumas local wisdom. The student's critical thinking skill required a set of thinking skill as follow:

- The skill to evaluate history source based on historical evidence
- The skill to compare based on cause-effect analysis
- The skill to interpret history record based on historical arguments
- The skill to conclude based on the meaningful information for present life

In fact, the effort to achieve critical thinking skill for the students was not easy because such skill rarely happened during the conventional teaching and learning

process. Thus, the result of learning critical history to achieve critical thinking skill was not fully success. There were 30% respondents who achieved very good predicate (score 3.50-4.00). There were 40% respondents who achieved good predicate (score 2.75-3.49). The other 30% respondents only achieved fair predicate (score 2.00-2.74). Meanwhile, there were no students who achieved poor predicate. Theoretically, the critical thinking skill of history could influence the student's social attitude. In this research, social attitude was related to social sensitivity. However, in this research it did not always show significant influence. The research findings showed various influences. For more detail, it was shown in Table 4. From the table, it can be known that:

- The X influence toward Y<sub>1</sub> showed insignificant influence because r<sub>calculate</sub> = 0.160 < r<sub>table</sub> = 5% = 0.444 dan 1% = 0.561
- The X influence toward Y<sub>2</sub> showed insignificant influence which was proven by r<sub>calculate</sub> = 0.160 < r<sub>table</sub> = 5% = 0.444 dan 1% = 0.561
- The X influence toward Y<sub>3</sub> showed very significant influence because r<sub>calculate</sub> = 0.571 > r<sub>table</sub> = 5% = 0.444 dan 1% = 0.561
- The X influence toward Y<sub>4</sub> showed very insignificant influence r<sub>int</sub> = 0.030 < r<sub>tab</sub> = 5% = 0.444 dan 1% = 0.561

The X influence toward Y<sub>1</sub> and Y<sub>2</sub> showed the similar result, i.e., positive influence but insignificant. Furthermore, the X influence toward Y<sub>4</sub> was very insignificant even though it showed positive influence. However, the X influence toward Y<sub>3</sub> showed very significant influence, both for 5% significant level and 1%. Thus, it is highly recommended to find out the reason by doing further research.

### CONCLUSION

Based on the research findings, it can be concluded that student's critical thinking skill is: 30% respondents could achieve very good predicate (score 3.50-4.00). 40% respondents could achieve good predicate (score 2.75-3.49). The rest 30% respondents only achieved fair

predicate (score 2.00-2.74). Meanwhile, there were no respondents who obtained poor predicate. The statistic result showed various result about the influence of critical thinking skill toward student's social sensitivity of local wisdom developed in Banyumas that is: the X influence toward  $Y_3$  showed the most significant influence, the X influence toward  $Y_1$  showed positive but insignificant influence, the X influence toward  $Y_2$  showed positive but insignificant influence, the X influence toward  $Y_4$  showed positive but very insignificant influence.

### RECOMMENDATIONS

The recommendations based on the research findings were: the history teachers were recommended to conduct critical history teaching which was related to the relevant contemporary issues by using relevant concept of social science. The actual problems happened in society could be related to history materials to create more meaningful teaching and learning process. Through such teaching and learning, the students will feel as a part of agent of change, continuity and decision makers for their society.

The history teachers were recommended to always do innovation in history teaching to improve the teaching quality. Thus, the history learning was hoped to be useful for students in order to improve intellectual level as well as their moral.

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