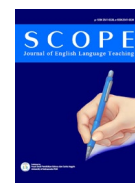




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Research Article

Students' Socio-Economic Relationship towards Critical Thinking in Second Language Learning

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A B S T R A C T

This study aims to empirically determine the determinants of critical thinking such as socio-economics and gender. Researcher used a comparative causal approach with N =165 samples. Sample was taken by using census sampling technique. Students' socio-economic relationship is independent variable. For the dependent variable is critical thinking in second language. The multiple linear regression model shows that socio-economics contributes significantly in improving students' critical thinking skills. Meanwhile, gender is not proven to significantly affect students' critical thinking. The results prove that there is a great influence between socio-economics on students' critical thinking in second language learning. The results of the empirical study contribute to making socio-economic as one of the important elements of students' critical thinking ability policy. Students with higher socio-economic status tend to be able to think critically better, due to their literacy skills.

INTRODUCTION

Critical thinking is the thinking ability needed to make decisions, solve problems, and analyze problems logically and rationally (Fadli et al., 2022; Putri et al., 2020). Of course, these abilities can help students manage social interactions, intellectual and practical challenges more effectively. As a result, these abilities can be implemented in learning through exercises and simulations. In the educational context, critical thinking is often policy interventions to ensure equitable access to technology, teacher training, culturally relevant materials, and experiential learning opportunities. It is considered as one of the core competencies that students must develop to be able to face future challenges (Rosidin et al., 2019;

Defianty, et al, 2022; Liang & Fung, 2021). It means that the socio-economic relationship to critical thinking in second language (L2) learning presents significant challenges that will intensity in the future, affecting how effectively students from various backgrounds can develop critical thinking skills alongside language acquisition. So, socio-economic factors create significant disparities in access to resources, experiences, and support for critical thinking within L2 learning, Addressing these challenges will requires that influence students' critical thinking (Kleemola et al, 2022).

According to opinion Suciati et al. (2022) the problem with students who think critically in general is that they lack the ability to develop effective critical thinking skills. Some factors that can influence this problem include lack of training, lack of interest, and an inadequate educational

environment. To address students' critical thinking problems in general, students should aim to improve their critical thinking skills through reading, writing, and participating in conversations or debates to foster their development. Previous research regarding critical thinking of students in high school such as (Marni et al., 2020; Putri et al., 2020) in higher education (Kleemola et al., 2022; Lailiyah & Wediyantoro, 2021) as the object of his research. However, the authors have differences in identifying the determinants of students' critical thinking in higher education. The determining indicators of critical thinking are interpretation, analysis, evaluation, reasoning, explanation, and self-regulation (Facione, 2016; Halpern, 2013; Paul & Penatua, 2020).

This study falls within the scope of recent literature focusing on socio-economic effectiveness (Carrillo et al., 2020; Kyriakides et al., 2019; Meirinhos et al., 2020). Socio-economic is a concept that refers to the position of a person or group in the social and economic hierarchy of society (Carrillo et al, 2020).

Income, education, employment and wealth are elements that influence a person's socio-economic status (Eteng-Uket, 2021; Hernández, et al, 2020). Socio-economic status is commonly used in society to determine a person's social status in a certain social group or strata. Individuals with high income, education, and employment, as well as great wealth, usually have a better socio-economic position.

Those who have minimal income, education and employment, as well as limited wealth, have a lower socio-economic position (Kivimaki et al, 2020). Similar results found that socio-economics influences critical thinking (Kleemola, 2022). A similar measurement of students' family economic status was also carried out by (Yuxiao & Chao, 2017). Based on Yuxiao & Chao 2017), there are four categories of students' family economic status: parents' employment, parents' income, parents' education, and parents' membership in certain organizations or political parties. Previous research has investigated parental socio-economic factors that influence students' critical thinking (Kleemola et al, 2022).

Apart from that, gender is an important factor in critical thinking. Gender is a term used to describe the social differences between men and women. Gender as individual differences based on biological factors that are innate from birth (Munisah & Khusaini, 2022; Mardisetosa, et al, 2020). In general, men and women have specific conditions that are different biologically and psychologically. For example, women are known to be gentle, beautiful, emotional and motherly. Meanwhile, men are considered strong, rational, soft and powerful (Sterling, 2019). Female learners need a lot of patience and

effort to achieve the same amount of ability as males (Atmatzidou & Demetriadis, 2019).

As stated in Marni et al. (2020) found that there are differences in critical thinking for both men and women. This study revealed no significant differences in critical thinking abilities among students of different genders and knowledge groups. The thought process between men and women is different (Bhopal & Henderson, 2021). Currently, most women also have the same educational opportunities as men. Although whether students receive their learning outcomes is often overlooked.

These differences encourage the author to examine socio-economic variables, gender, and control variables simultaneously on critical thinking in second language learning, complementing existing literature, and increasing the consistency of research results (Dehghanzadeh, et al, 2021). Based on the brief description above, previous researchers have produced consistent findings regarding the relationship between parental socio-economic status and gender with critical thinking.

In this study, researchers reviewed the influence of socio-economic variables, gender and control variables on critical thinking in order to increase the consistency of research results. It is hoped that these results can provide a real contribution in expanding the study of critical thinking in second language learning. Second, this research is one of the few studies that combines the variables of critical thinking skills, socio-economic status, gender in making differences in students' critical thinking in second language learning. We hope that this research produces a significant influence of socio-economic, gender, and control variables on students' critical thinking in second language learning.

METHOD

The author focuses on empirical and objective analysis of the impact of socio-economics and gender on the critical thinking of Syekh-Yusuf Islamic University students because the problems is faced by the students this university. This research conducted a cross-sectional online survey because the data was obtained by carrying out an online survey via Google Form. The population of this research is 165 active English language education students for the 2019/2020 academic year. The sample is part of the population that will be used as an object in conducting research and data analysis. The method used in taking this sample is census sampling.

We collect data via Google Form using a questionnaire and distribute it via WhatsApp groups. The instrument was also tested using validity and reliability tests. Socio-economics is measured based on father's income, mother's income, father's education, mother's education, father's type of work, mother's type of work, and asset ownership. The

Likert scale used is 1 – 5 (Strongly Disagree Strongly Agree). Gender is measured with a dummy variable, namely if female students = 1, male students = 0. Nominal is used to measure gender indicators in critical thinking.

Before analyzing the data, a requirements test is first carried out. These tests include normality tests, multicollinearity tests, and homogeneity tests. The data normality test was carried out using the Kolmogorov-Smirnov statistical test. The multicollinearity test aims to determine the linear relationship between independent variables in the regression model. If there is a very strong or almost perfect linear relationship in the model, then the regression model contains multicollinearity problems. The author uses the Tolerance value and variance inflation factor (VIF). The criteria set are if the tolerance value is > 0.10 and $VIF < 10$, it is concluded that the model does not contain multicollinearity problems.

A research model is an abstraction of existing and researched facts or phenomena. In this research, the determining factors of students' critical thinking that are interpretation, analysis, evaluation, reasoning, explanation, and self-regulation (Facione, 2016; Halpern, 2013; Paul & Penatua, 2020). The data analysis used is multiple regression analysis. The analysis can be determined as follows:

$$Y = b_1x_1 + b_2x_2 + b_3x_3 + e \quad (1)$$

Y is the student's critical thinking ability, A is constant, B is the regression coefficient of the independent variable, X1 is the main independent variable consisting of socio-economics, X2 is the main independent variable gender, and X3 consists of control variables of attitudes and beliefs.

RESULTS AND DISCUSSION

The main variable explained in this research is critical thinking (CT) as the dependent variable, while socio-economics and gender (G) are the independent variables. The results of data processing as in Table 1 explain the average value and standard deviation of the critical thinking variable $[M=47.21; SD=7.296]$. Table 1 also explains the socio-economic variables obtained $[M=25.44; SD=3.419]$ and gender $[M=0.81; SD=0.392]$.

Table 1. Descriptive Statistics

Variable	Min	Max	Mean	Std. Dev
SE	17	33	25.44	3.419
CT	28	60	47.21	7.296
Attitude & Belief	31	55	46.67	5.302
Gender	0	1	.81	.392

The first analysis test required is the data normality test. Testing of research variables uses Kolmogrov-Smirnov. In the Kolmogrov-Smirnov test criteria, if the probability

value is > 0.05 then the data is declared to be normally distributed. The results of the normality test using the Kolmogrov-Smirnov test as shown in Table 2 show that the socio-economic and gender variables are $0.200 > 0.05$. It was concluded that the data for both variables were normally distributed.

Table 2. Normality Test

Description	Unstandardized Residual
N	165
Test Statistic	.060
Asymp. Sig. (2-tailed)	.200 ^{c,d}

The results of the multicollinearity test show that the variance inflation factor (VIF) test value is between $1.012 - 1.013 < 10$. The VIF value is smaller than 10 so it is concluded that the regression model is free from multicollinearity problems. The homogeneity test results show sig. socio-economic is 0.097, meaning more than 0.05, so the data can be said to be homogeneous, while gender is 0.711, meaning more than 0.05, so the data is homogeneous. Because the significance value is more than 0.05, it can be concluded that the two variables are homogeneous or have the same variance. Additionally, we investigated the influence of socio-economic, gender, and control variables on students' critical thinking.

For testing of the research hypotheses used comparative, based on the results of the table 3 it can be concluded that H_0 is accepted and H_a is rejected because the value of $t_{\text{count}} 0.808 < t_{\text{table}}$ means that it has differences between socio-economics towards critical thinking.

Table 3. The Results of The X₁ Comparison Test Analysis Based On Y

Variable	Value of t		Sig.
	t_{count}	t_{table}	
X ₁ →Y	0.808	1.974	.421

Table 4. The Results of The X₂ Comparison Test Analysis Based On Y

Variable	Value of t		Sig.
	t_{count}	t_{table}	
X ₂ →Y	1.809	1.974	.072

Based on the results of the table 4 it can be concluded that H_0 is rejected and H_a is accepted because the t_{count} value of $1.809 > t_{\text{table}}$ means that there is no difference between gender towards critical thinking.

Table 5. The Regression Results

No	Variable	B	Sig.
1	(Constant)	27.575	.000
2	Socio-economic	.807	.000
3	Gender	-.124	.928
4	Attitudes and Beliefs	-.017	.865

Table 5 shows the coefficient value of the socio-economic variable of 0.807 and the significance value of $p\text{-value} = 0.000 < 0.05$. These results conclude that socio-economics has a significant effect on students' critical thinking (CT) (H1 is proven). This value shows that for every increase of 1 socio-economic unit, critical thinking increases by 0.807 units. This means that the higher the socio-economic level, the more critical thinking will increase assuming other factors are static. The Gender variable (G) obtained a coefficient value of -0.124 and a significance value of $p\text{-value} = 0.928 > 0.05$. These results indicate that gender does not have a significant effect on students' financial literacy (H2 is not proven). Control variables that do not significantly influence students' critical thinking are attitudes and beliefs.

Socio-economic represents the recognition and financial ability of society to have adequate resources in the family to meet their needs. Convincing results were also found regarding the influence of socio-economic factors on critical thinking. The results of the hypothesis test show that socio-economics has a significant effect on students' critical thinking (H1 is accepted). This means that the higher the socio-economic level, the better the students' critical thinking abilities. In addition, the high socio-economic status of parents ultimately influences students to be more analytical and have the ability to think clearly, rationally, and be able to solve problems and make decisions because they have been trained since childhood (Kivimäki et al., 2020). The results of this research are in line with research conducted by (Kleemola et al., 2022) which found that socio-economic status contributes significantly to critical thinking.

The test results show that gender has no significant effect on students' critical thinking. This illustrates that student gender is not a determining factor in changing critical thinking. In other words, female and male students have the same level of critical thinking. Interpretation, analysis, evaluation, reasoning, explanation, and self-regulation are terms of critical thinking. On the other hand, the results of this study confirm previous findings that gender does not influence students' critical thinking (Atmatzidou & Demetriadis, 2016; Marni et al., 2020; Piaw, 2014). This research is different from our research because gender measurement only uses dummy variables for female and

male gender. This measurement does not reflect individual traits and behavior. Apart from that, researchers were unable to explore female students who tended to be more emotional and less able to exercise self-control. On the other hand, men generally have logical and simple thinking in making decisions, and are braver and more confident.

The results of this research are in line with research conducted by (Putri & Forsia, 2021) which found that the result of variable critical thinking t_{count} is -0.428, so $t_{\text{count}} < t_{\text{table}}$ ($-0.428 < 1.667$).

It can be concluded that the analysis showed that socio-economic factors are essential for improving students' critical thinking skills, while gender and other control variables have little to no effect. This research is same from our research no differences. The current study has several limitations during the research process. Research limitations can arise from preparation, implementation, methods, data analysis, and conclusions. The limitation of this research is only one university as the research population, so it is difficult for the author to generalize it. Respondents' answers expressed through questionnaires do not necessarily reflect the overall condition of students in Tangerang Municipality regarding the level of critical thinking.

Therefore, further research requires a wider target population, such as students in the Tangerang City area or Banten Province. Another limitation is that the measurement of critical thinking uses a Likert scale, and does not reflect students' critical thinking abilities, knowledge and understanding. Therefore, in future research it is necessary to measure students' critical thinking in the form of multiple choice questions to determine students' actual knowledge.

CONCLUSION

After discussing the results, the author concludes that students' critical thinking is in the below category. The relationship between variables found that socio-economics is a significant determinant in improving students' critical thinking, while gender and control variables are not. This means that the higher the family's socio-economic conditions, the stronger the increase in students' critical thinking. In other words, students who come from rich families tend to have a better level of critical thinking skills because students can think clearly, rationally, and are able to solve problems and make decisions in everyday family life.

Socio-economic status is described as increasing students' critical thinking significantly, meaning that the more prosperous parents can provide critical thinking experiences to their sons and daughters. The interaction between parents and good communication created within

the family has a positive effect on their children's attitudes and beliefs. Every time parents make decisions in the family. Children recognize it to learn to think critically better. Therefore, the role of parents is very important as a policy instrument to improve students' critical thinking.

The results of testing the gender variable found that gender did not increase students' critical thinking significantly. These results imply that gender is not an important variable in determining policies to improve critical thinking and, more broadly, improve future well-being. For universities, building communication with parents is very important. Remembering that parents have an important role in determining the welfare of children. Apart from that, the form of communication can be through seminars, giving annual awards to parents whose children excel and involving parent representatives in formulating university programs directly.

Meanwhile, students should continue to improve their abilities, understanding and skills directly related to critical thinking. By having the ability, understanding and critical thinking skills, students will prepare for a better future. Students can solve problems and make decisions according to their needs. Likewise, parents must always be role models for their children in terms of education.

In sum, the analysis revealed that socio-economic factors play a crucial role in enhancing students' critical thinking, whereas gender and control variables do not have a significant impact.

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