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Gambaran Gaya Berpikir Siswa Dari Perspektif Gender Dalam Kegiatan Pembelajaran

Profile Students' Thinking Style From Perspective Gender In Learning Activity

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Abstrak

Artikel ini bertujuan untuk mendeskripsikan hasil analisis data gaya berpikir siswa yang dianalisis perbedaan gender antara laki-laki dan perempuan. Gaya berpikir ini dilihat dari indikator yang lengkap sebagai alat utama dalam mengidentifikasi keadaan gaya berpikir mahasiswa meliputi legislatif, eksekutif dan yudikatif, monarki, hierarkis, oligarki dan anarkis, global dan lokal, internal dan eksternal, liberal dan konservatif. Metode penelitian ini merupakan model deskriptif komparatif untuk melihat perbedaan gaya berpikir siswa yang dibedakan dalam penelitian perbedaan usia dan perbedaan jenis kelamin. Responden penelitian ini sebanyak 610 siswa yang tersebar di SMA di kota Medan tahun 2020. Hasil penelitian ini dapat digunakan untuk kepentingan pengembangan psikologi pendidikan dalam proses pengembangan kualitas pembelajaran di sekolah, baik dalam pengembangan ranah kognitif, afektif maupun psikomotorik.

Kata Kunci: Gaya Berpikir Siswa; Perspektif Gender

Abstract

This article aims to describe the results of data analysis on students' thinking styles which were analyzed for differences in terms of gender differences between men and women. This thinking style is viewed from a complete indicator as the main tool in identifying the state of students' thinking styles including legislative, executive and judicial, monarchy, hierarchical, oligarchic and anarchic, global and local, internal and external, liberal and conservative. This research method is a comparative description model to see the differences in students' thinking styles which are distinguished in the study of age differences and gender differences. The respondents of this study were 610 students spread over high school in the city of Medan in 2020. The results of this study can be used for the benefit of the development of educational psychology in the process of developing the quality of learning in schools, both in the development of the cognitive, affective and psychomotor domains.

Keywords: Students' Thinking Style; Gender Perspective

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INTRODUCTION

The issue of academic success through the process of preventing academic failure is one of the educational policy issues at the national level in various ways and in various strategies. To address the problem of the ups and downs of the quality of education in Indonesia, various studies have been conducted to identify what is the potential cause of this decline in the quality of education. Therefore, it is important in the era of globalization as it is today, to find a learning attitude strategy with a thinking style with an orientation towards developing the potential of students so that they can keep up with the increasingly fierce world competition.

Zhang & Huang's research shows that personality traits have a weak to moderate correlation with thinking styles, and differences in thinking styles that can be explained by personality and individual traits are included in learning activities (Zhang & Sternberg, 2006). Learning is a process that can make us know things that were not known before. Learning is a process or activity that aims to gain knowledge, improve skills, improve attitudes, behavior and strengthen one's personality (Schunk, 2012). Learning is more effective and better if individuals maximize the role of the senses that function to receive and process information so that they can see and listen more so that they are able to capture and process information from the learning that is followed. However, there are also others who feel that it is better to learn and seek information by reading and some even feel that the results will be optimal if we learn directly to practice what we are going to

learn. The process of choosing how to learn will be followed up on how the way we learn will affect the structure of the brain (Mowrer & Klein, 2001).

The concept discussed above is related to the current phenomenon, especially for individual learners who follow the learning process based on fulfilling obligations and filling daily routines so that the results obtained are not in the form of competency development but are limited to having known and heard about the knowledge being studied. If the learning that is applied begins with a needs analysis, including the condition of students, one example of the difference in students' thinking styles, of course adjustments will be made to the pattern of learning activities.

One of the causes that can be identified is that there are many possibilities, including problems that come from teachers such as lack of teaching skills, can be from learning methods that are not in accordance with the characteristics of students, and maybe problems come from students due to low interest in learning or the process of receiving knowledge is hampered because processes and thinking styles that are not in line with the competencies offered in learning.

Every student who carries out learning activities requires students to have their own way to understand information in the learning process. In achieving an understanding of something, students need to go through a learning process that will involve experience (Magdalena, 2015). Each individual in learning has various ways, some learn by

listening, some learn by reading, and learn by finding the essence of the information so that it requires a maximum thought process. Every individual has a different way and style of thinking because not everyone has the same thinking ability.

From the review of the phenomena above, the author feels compelled to conduct a study on the contribution of students' thinking styles which are distinguished between men and women and how much their contribution is to their learning activities. The learning process, both online learning (distance) as it is today and offline (face to face) still has to pay attention to the achievement of learning objectives. Learning objectives are behaviors to be achieved or that can be done by students under certain conditions and levels of competence (Tennyson, 2010).

The ability of students to process information has different ways and styles, so they will be able to organize information according to their abilities. If an information can be absorbed properly according to its ability then of course it will produce good output as well, namely achievement in learning. This description relates to how male students or female students display the process of their thinking style in responding to information that comes to them to be digested and understood to increase mastery of the new knowledge that has come to them (Denniston, Savastano, & Miller, 2001).

The thinking process is a mental activity or a process that occurs in the minds of students when students are faced with new knowledge or problems that are happening and find a way out of these problems. The thought process is an

activity that occurs in the human brain (Magdalena, 2015). While another opinion about thinking is a process that begins with receiving data, processing and storing it in memory which is then retrieved from memory when needed for further information processing (Piaw, 2014).

The thinking process of students in the process of learning activities can run well if there is the role of the teacher in helping students to get good and correct results as desired in training their thinking skills (Santrock, 2001). One real example of a situation that occurs related to the teacher's role in training thinking styles is to ask back the answers that have been obtained by students according to what is in their minds. Thus the teacher will know to what extent students' understanding of the material being taught, and the teacher can find out the mistakes made by these students.

Style is the way students use their abilities while thinking is manipulating or managing and transforming information in memory (Santrock, 2001). The style of thinking is not an ability, but a way or pleasure that a person chooses to use his abilities. It relates to how well a person can do something (Grigorenko & Sternberg, 1995). The thinking style studied is how the different thinking styles of male and female students respond to each learning stimulus.

Thinking is an individual's effort to reconstruct or manipulate cognitive information that comes from the natural environment or from symbols stored in human memory (Arifanti, Muzaini, & Sukmawati, 2014). Thinking style is the tendency or way a person uses his intellect to get happiness when facing a situation or

doing a job (Zhang, Sternberg, & Rayner, 2012).

Robert J. Sternberg (Zhang, 2010) argues that the theory of thinking style is the assumption that humans are creatures who are free to choose and regulate their lives. This opinion is supported by human habits which can be analogous to the government that regulates the procedures of individual life in the organization. In simple terms, this concept is defined as a human way of life starting from the pattern and style of thinking about something or treating something that he considers important in his life process.

The thought process is "A style is a way of thinking. It is not an ability, but rather, a preferred way of using the abilities one has". This means that style is a way of thinking (Belousova, et al., 2014). Style is not an ability, but rather a pleasure in using one's abilities. An ability relates to how well a person can do something. This style category is divided into three main classifications, namely styles that focus on thinking, personality and styles related to human activities. He stated that the styles related to thinking are cognitive styles such as dependence on the environment, balance of self-range, broad categories, conceptual and impulsive-reflective styles (Grigorenko & Sternberg, 1995).

The type of thinking style is divided into several dimensions (Zhang & Sternberg, 2006). The classification of these types of thinking styles is based on their function, form, level, and scope. Based on its shape, thinking styles are divided into Monarchic, Hierarchic, Oligarchic, and Anarchic. The study of the dimensions of thinking style has been studied by Sternberg but discussed and

reprocessed the concept of thinking style by Zhang who explains that thinking style has dimensions, namely the dimensions of function, dimensions of form, dimensions of level levels, dimensions of scope, dimensions of tendencies (Zhang & Sternberg, 2006). This is used as an indicator in identifying the state of the individual's thinking style in responding to something in his life. One of the characteristics of the intellectual style that is built is the self-regulation of mental qualities. Sternberg argues that, as with any way of organizing society, there are many ways for people to use their skills. According to Sternberg, ways of using this ability are a style of thinking.

RESEARCH METHODS

This research uses a combination of qualitative and quantitative research types (mixed methods). Combined research method is a research method that combines quantitative methods and qualitative methods to be used together in a research activity, in order to obtain more comprehensive, valid, reliable and objective data. Through a combination of two methods, the data obtained from the research will be more valid, because data whose truth cannot be validated by quantitative methods will be validated by qualitative methods (Honour, 2011). The research is intended to examine and analyze the phenomenon of differences in the thinking styles of students who are tested for differences between male students and female students. The respondents of this study were randomly purposive samples of 610 students in all high school students in Medan City in

2020 with details of 310 male students and 300 female students.

In this study, the instrument used is the Sternberg-Wagner Self Assessment. The Sternberg-Wagner Self-Assessment is a test adapted from a test instrument developed by Robert J. Sternberg (Grigorenko & Sternberg, 1995). Zhang then proposed 13 thinking styles consisting of five dimensions, namely the dimension of function, dimension of form, dimension of level level, dimension of scope, dimension of tendency. There are three functional dimensions of thinking styles, namely legislative, executive and judicial; in the dimension of form there are four types, namely monarchy, hierarchy, oligarchy and anarchy; in the stage dimension there are two types, namely global and local; in the scope dimension there are two types, namely internal and external, then in the inclination dimension there are two types, namely liberal and conservative.

RESULT AND DISCUSSION

In this section, the results of the analysis of differences using a comparative test are presented to distinguish the condition of male data and female data on thinking styles. The results of the descriptive analysis are further confirmed by the results of the analysis test through the value of Sig. (2-tailed). The test results were obtained on the first student's thinking style, namely the legislative value of Sig. (2-tailed) obtained = 0.771. At the 0.05 significance level, the value = (0.771 > 0.05) with the conclusion that there is no difference between the legislative thinking styles between men and women.

Table 1: Conclusion *T-Test* Between Female and Male

Varians	t	Sig (p)	Description
Legislatif	0.291	0.771	No Different
Eksekutif	-1.896	0.059	No Different
Judisil	-1.017	0.310	No Different
Monarki	1.096	0.274	No Different
Hirarki	-2.112	0.035	No Different
Oligarki	1.012	0.312	No Different
Anarki	-1.722	0.086	No Different
Global	0.349	0.727	No Different
Lokal	-2.078	0.039	No Different
Eksternal	0.441	0.659	No Different
Internal	0.149	0.882	No Different
Liberal	-2.881	0.004	Different
Konservatif	8.669	0.000	Different

Based on the results of the study, it can be suggested as follows: the results of the study show differences in thinking styles between men's and women's thinking styles with the conclusion that the significance power of the difference is low by t-test analysis and analysis of the difference in the average coefficient. Differences in thinking styles usually arise and change through giving a point of view on something that is in line with the process of socializing and activities in life that make the thinking process run optimally.

If the difference analysis is carried out using the mean results, the conclusion of the analysis is on women's legislative thinking styles, the resulting mean is 18.877 while the mean results of male legislative thinking styles are 18,803 thus giving the conclusion that (18,877 vs 18,803) does not differ between male and female results.

Table 2: Conclusion *Mean Statistic* Between Female and Male

Varians	Mean		Description
	Male	Female	
Legislatif	18.803	18.877	No Different
Eksekutif	21.197	20.877	No Different
Judisil	19.565	19.383	No Different
Monarki	19.252	19.473	No Different
Hirarki	20.719	20.340	No Different
Oligarki	19.110	19.323	No Different
Anarki	19.665	19.363	No Different
Global	18.645	18.740	No Different
Lokal	19.390	19.020	No Different
Eksternal	19.223	19.287	No Different
Internal	20.216	20.240	No Different
Liberal	20.068	19.573	Different
Konservatif	18.503	23.450	Different

The results showed the same results using the analysis of the difference test with the paired t-test formula and using descriptive analysis using the mean coefficient obtained the same results that of the thirteen types of student thinking styles only two were different between men and women, namely the type of styleliberal thinking and conservative thinking style. In addition, the legislative, executive, judicial, monarchical, hierarchical, oligarchic, anarchic, global, local, external, and internal thinking styles produce almost the same mean coefficients so that the results are not different.

CONCLUSION

The results of the test on the thinking styles of students with different genders produced insignificant differences or in another sense that there was a partial difference between the thinking styles of male students and female students. The test results were obtained on the first student's thinking style, namely the legislative value of Sig. (2-tailed) obtained = 0.771. At the 0.05 significance level, the

value = (0.771 > 0.05). The different thinking styles are liberal thinking styles and conservative thinking styles. The liberal thinking style is an individual thinking pattern that provides a perspective of freedom on every thing in his life, while the conservative flow is of the view that in individual thinking patterns that link all forms of life situations in the proper provisions or are activated in religious teachings.

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