

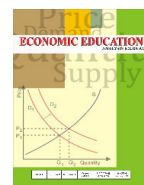


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The Influence of Case Method and Spiritual Intelligence on Critical Thinking Skills of Faculty of Economics and Business, Padang State University Education Students

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Abstract

This study aims to examine the differences in students' critical thinking skills between those taught using the Socratic-based Case Method and the non-Socratic Case Method, as well as to analyze the interaction between the Case Method and spiritual intelligence on critical thinking skills. A quasi-experimental design with a pre-test and post-test non-equivalent control group design was employed. The participants were students from the Economics Education Study Program, Faculty of Economics and Business, Universitas Negeri Padang, enrolled in the Introduction to Microeconomics course during the 2024/2025 academic year. The findings reveal significant differences in critical thinking skills between students taught with the Socratic-based and non-Socratic Case Methods. Additionally, differences were observed based on students' levels of spiritual intelligence, and an interaction effect was identified between the learning model and spiritual intelligence on students' critical thinking skills.

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INTRODUCTION

Education in the 21st century is becoming increasingly important to ensure that learners have learning and innovation skills, information and media technology skills, and life skills for work and survival (Amalia Yulia Rahmawati, 2020), (Widyastuti, 2016) explaining critical skills in the 21st century are still related to the four pillars of life: learning to know, learning to act, learning to be yourself, and learning to live together. (Heppner et al., 2004), (Zubaidah et al., 2015). These four principles include specific skills that must be strengthened in learning activities such as skills, problem solving, metacognition, communication skills, collaboration, innovation and creation, information literacy and critical thinking (Kawuryan & Sayuti, 2022).

Educators have a responsibility to make a shift from a learning process that requires students to think to one that requires students to think. (Harlanu et al., 2023) In this way, an educator must also try to encourage students to be able to think critically as this is what is needed to face future challenges in the 21st century. (Emblen- Perry, 2022). Not only in schools, students as agents of change, channeling community aspirations, of course it is also very important to be trained in how to think critically in dealing with current era problems that occur in society. (Sulistiyowati, 2015).

However, the current condition of students in the field is based on the results of observations during lectures when lecturers try to ask students' opinions about current issues related to the material, students are less able to analyze and answer these phenomena based on existing theoretical foundations. (Kurniawati et al., 2022). One of the causes of low critical thinking skills in students is that they tend to copy internet answers without reading and reviewing them first. Moreover, when learning online, students tend to always use their internet to do assignments. Students are increasingly lazy to read something that feels boring. For this reason, it is an important concern for educators to be able to re-entice the

current generation to be able to think better (Demetri et al., 2021).

Tabel 1. Final Exam Results for Microeconomics Course

No	Student ID	Final Exam
1	21053038	71
2	21053042	66
3	21053048	79
4	21053059	72
5	21053060	60
6	21053071	37
7	21053075	55
8	21053089	89
9	21053113	70
10	21053129	64
11	21053149	0
12	21053167	58
13	21053184	92
14	21053185	90
15	21053198	63
16	21053203	62

Source: Processed Primary Data, 2023

Based on the data on student learning outcomes in the introductory microeconomics course above which was tested by giving economic questions based on economic phenomena that have occurred, we can draw a conclusion that out of 16 students who were tested, only 4 students passed and got above average scores or only 25% of students were able to answer and work on the questions well.

Identification of problems encountered during introductory microeconomics lectures include the lack of critical thinking skills of students in lectures seen during group presentations, students tend to read texts and when there are questions, groups of students search for answers on the internet and read the search results without changing the sentences to their own understanding, and students who ask tend to accept answers without asking more

deeply about the matter being discussed. Low student learning outcomes when given questions in case solving. Students are less active during lectures, more silent and busy with their own activities. The results of the assignments given tend to be the same as each other. Students are less able to analyze and answer phenomena that occur based on existing theoretical foundations. Students' interest in reading the existing lecture material is also very low. Students tend to want to read when they are given an assignment.

Seeing this reality, it is necessary to carry out special learning innovations in introductory microeconomics lectures. Case-based learning methods or case methods are student-centered learning methods (Berg & Lepp, 2023)(Emblen- Perry, 2022) Case-based learning has been proven to help students overcome every problem. (Mohammad Gholami, Farahnaz Changae, Kimia Karami, Zahra Shahsavaripour & Birjand, 2022), finding solutions, developing skills, and communication (Rahmadi et al., 2022), because students will be required to conduct investigations and find new ideas that they encounter from identifying the problem (Arli, 2023),(Daryanes et al., 2023).

In reality, what happened in the introductory microeconomics course at FEB UNP Case-based learning or case method that has been applied in lectures has not been able to stimulate students' ability to think more critically. A famous philosopher introduced a model and learning strategy to make students think more critically, namely Socrates' questions.(R. et al., 2024), where this question is a question that questions the question it self (Akhsani et al., 2022).

Several research results claim that there is a close relationship between critical thinking skills and Socratic questions. Research (Ismah & Muthmainnah, 2021) It was concluded that Socratic questions in the learning process can foster markers of students' critical thinking skills. Furthermore, in the study, several research results claim that there is a close relationship between critical thinking skills

and Socratic questions. Research (Redhana, n.d.), (Susiani & Suranata, 2017), found that more dominant indicators of critical thinking skills emerged in scientific Socratic learning. (Syanas et al., 2019).

Based on the findings of several studies, it is concluded that Socrates- based learning can develop students' critical thinking skills. Critical thinking skills can be achieved through guiding students to formulate questions according to the demands of critical thinking indicators for the phenomena being observed and examined. Through the questions formulated, it is expected to produce new ideas and knowledge in solving real-life problems.

Individual ability to think critically (Aman et al., 2012) namely the ability to solve problems, the ability to solve problems falls into the category of intellectual intelligence, intellectual intelligence has a strong influence on a person's spiritual intelligence in solving a problem. (Langgeng et al., 2024), (Maryam, 2020) (Halimah & Trisnawati, 2022)

Spiritual intelligence is very important to motivate learning for learning success. (Suwardi et al., 2021)(Rais et al., 2023)(Ida Ayu Lestari, Nur Diana, 2016)(Firmansyah et al.,2023). Regarding spiritual intelligence, according to Ary Gunanjar Agustian, spiritual intelligence is the ability to give spiritual meaning to thoughts, behavior, and activities, and is able to synergize intellectual intelligence or also known as Intellectual Quotient (IQ), emotional intelligence or also known as Emotional Quotient (EQ), and spiritual intelligence or also known as Intellectual Quotient or also known as Spirituals Quotient (SQ) comprehensively. In this case, looking at the three existing intelligences, spiritual intelligence (SQ) is the foundation needed to function IQ and EQ effectively, even SQ is a person's highest intelligence (Retariandalas, 2022).

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The introductory microeconomics course is one of the basic courses and prerequisites for students to take the next course (Amalia Yunia Rahmawati, 2020). As a prerequisite, students' mastery of this course material must be good enough, so that advanced courses can be continued properly. During the implementation of the lecture, there were several important components in the teaching process that had not run optimally. Lectures that have been carried out so far use the case method with students solving cases in groups without any guidance from Socratic questions from the lecturer (Nuhlasita & Wullandari, 2020). So that the learning outcomes are still far from what is expected and the lecture process still has many weaknesses.

This is in line with the general research objectives, namely to see the effect of using the case method with socratic questions and spiritual intelligence as a moderator variable on the critical thinking skills of FEB UNP economics education students in the introductory microeconomics course for the 2024/2025 academic year. Specifically, the research objectives are as follows: (1) To determine the difference in the Critical Thinking Skills of students taught using the Case Base Method with socratic questions is higher than the critical thinking skills of students with the non-socratic Case Base Method method (2) To determine the difference in the Critical Thinking Skills of students who have high spiritual in-

telligence taught using the Case Method with socratic questions is higher than the critical thinking skills of students who have high spiritual intelligence taught using the non-socratic Case Method method. (3) To determine the difference in the Critical Thinking Skills of students who have low spiritual intelligence taught using the Case Method with socratic questions is higher than the critical thinking skills of students who have low spiritual intelligence taught using the non-socratic Case Method method. (4) To determine the interaction between the Case Method, Socratic questions and spiritual intelligence on students' critical thinking abilities.

METHODS

The research method used quasi-experimental design using pre-Test and Post-Test with Non-Equivalent Control-Group Design. The selection of this method is adjusted to the expected research objectives, namely to measure the differences in students' critical thinking skills due to the treatment given. (Hastjarjo, 2019), (Abraham & Supriyati, 2022). Where the treatment variable is the case method teaching method with Socratic questions as the independent variable and spiritual intelligence as the moderator variable. And students' critical thinking skills as the dependent variable after students take introductory microeconomics lectures.

This study uses a 2x2 factorial design. A factorial experiment is an experiment where the treatment consists of all possible combinations of levels. A 2x2 factorial experiment is an experiment consisting of two treatments and each treatment consists of 2 levels. The research design is shown in the Table 2.

Tabel 2. Research Desain

Spiritual Intelligence	Learning Methods	
	CBM-PS	CBM
High (Y1)	X1 Y1	X2 Y1
Low (Y2)	X1 Y2	X2 Y2

Source: Processed Primary Data, 2024

Description:

X1 Y1 : Critical thinking ability of students with high spiritual intelligence using the case method learning method with Socratic questions.

X2 Y1 : Critical thinking ability of students with high spiritual intelligence using the case method.

X1 Y2 : Critical thinking ability of students with low spiritual intelligence using the case method with Socratic questions.

X2 Y2 : Critical thinking ability of students with low spiritual intelligence using the case method.

Before conducting the experiment, the researcher first measured the students' spiritual intelligence using a Likert scale questionnaire. A posttest was also conducted to measure initial abilities.

The population in this study were students of the economics education study program, Faculty of Economics and Business, Padang State University, academic year 2024/2025 who took the Introduction to Microeconomics course. The sample in the study was 1st semester students who took an introductory microeconomics course with the criteria of not being an international class, not being repeat students, and not being special class students.

The flow of this study includes: (1) the research preparation stage where at this stage the problem is identified, the research proposal is compiled, the research instrument is compiled, and the learning scenario is prepared. (2) the research implementation stage which begins with the distribution of the spiritual intelligence questionnaire via the googleform link, then the pretest and posttest are conducted, the lecture activities are carried out in 6 meetings carried out by the researcher directly on different schedules. (3) the report preparation stage begins with the quantitative data processing stage using the SPSS 21 application and makes a discussion of the research results. The data collection technique in this study is through an exam (test) to determine

the critical thinking skills of students, which consists of a number of question items. The first data analysis technique is an assumption test or prerequisite test, namely the normality and homogeneity tests. Furthermore, the hypothesis test uses a 2-way ANOVA.

RESULTS AND DISCUSSION

This research has 2 classes divided into 4 groups of students as follows: (1) Students who are taught by the case method method with socratic questions and high spiritual intelligence. (2) students who are taught by non-socratic case method methods and high spiritual intelligence. (3) students who are taught by the case method method with socratic questions and low spiritual intelligence. (4) students who are taught by non-socratic case method methods and low spiritual intelligence.

The average score (mean) of low spiritual intelligence of students taught by the case method with socratic method was $72.82 < 83.72$ The average score of high spiritual intelligence of students taught by the case method with socratics. Meanwhile, the average spiritual intelligence of students with the case-method with conceptual method was $62.78 < 73.33$ students with high spiritual intelligence with the case- method method with conceptual. When viewed from the overall average score of low intelligence is $68.30 < 73.60$ spiritual intelligence for both class homogeneous. The hypothesis of the main factor of the research to be tested is the difference in students' critical thinking skills taught by the case method learning model with the socratic with the conceptual case method learning model. The results of the first hypothesis test based on the above data acquisition on the research hypothesis with the learning model factor obtained a significant value of $0.00 < 0.05$, then H_0 was rejected and H_1 was accepted. It can be concluded that there is a difference in the Critical Thinking Ability of students who are taught with the socrates-based Case Base Method and the non-socrates-based Case Base Method method.

Table 3. Descriptive Statistics

Dependent Variable: Results			
Class		Mean	Std. Deviation
Exeperiment Class	Low Spiritual Intelligence	72.82	8.807
	High Spiritual Intelligence	83.72	7.181
	Total	78.27	7.858
Control Class	Low Spiritual Intelligence	62.78	11.756
	High Spiritual Intelligence	73.33	5.590
	Total	68.06	10.451
Total	Low Spiritual Intelligence	68.30	11.193
	High Spiritual Intelligence	73.60	6.353
	Total	70.95	9.375

Source: Processed Primary Data, 2024

Based on the output above, the significance value (sig) is known. FCoorrraelcltd data $0.140 > 0.05$, it can be concTluodtaeld that the research data is normally distributed.

Tabel 4. Homogeneity Test Results

Levene's Test of Equality of Error Variances ^a			
Dependent Variable: Results			
F	df1	df2	Sig.
1.374	3	36	.266

Source: Processed Primary Data, 2024

Based on Table 4, the significance value (sig) is known. For all data $0.266 > 0.05$, it can be concluded that the research data are the same or the next main factor hypothesis that will be tested is the critical thinking ability of students who have high spiritual intelligence and the Critical Thinking Ability of students who have low spiritual intelligence. The research hypothesis with the level of spiritual intelligence obtained a significant value of $0.00 < 0.05$, then H_0 was rejected and H_1 was accepted. It can be concluded that there is a difference between the Critical Thinking Ability of students who have high spiritual intelligence and the Critical Thinking Ability of students who have low spiritual intelligence.

The interaction hypothesis that will be tested is the interaction between the learning model and spiritual intelligence on the student's critical thinking ability, a significant value of $0.00 < 0.05$ is obtained, then H_0 is rejected and H_1 is accepted. It can be concluded that there is an interaction between the learning model and spiritual intelligence on students' critical thinking skills in the introductory microeconomics course. The first hypothesis of the difference in ability. This is in line with research found by (Akhsani et al., 2022) who said that problem-based learning accompanied by Socrates questions is able to improve students' critical thinking skills.

The Socratic Method is known for its profound questioning techniques, encouraging students to think reflectively, identify assumptions, and develop logic-based arguments. In the context of microeconomics learning, this approach is very relevant because students must be able to understand and criticize abstract concepts such as market balance, price elasticity, and resource allocation. When students are faced with a series of Socratic questions that lead them to explore these concepts more deeply, they are stimulated to use higher critical thinking skills, such as analysis, evaluation, and synthesis. (Demetri et al., 2020).

Basically, the Socratic learning model in case-based learning rests on the use of in-depth questions designed to guide students in developing a broader and reflective understanding. The same is true of research found by (R. et al., 2024) that the use of Socrates-based teaching materials with a collaborative learning setting is very suitable to be applied in 21st Century learning that emphasizes critical thinking skills.

With research results showing significant differences between these two approaches, it is important for educators to adjust their learning methods based on the desired learning outcomes. Theoretically, the Socratic approach applied in case-based learning rests on Socratic philosophy which emphasizes the importance of questions as a tool to explore deeper understanding. This model focuses on reflective dialogue that not only creates critical understanding but also encourages students to explore the underlying assumptions of their own thinking. This provides added value in economic studies, where students are encouraged to consider factors that go beyond economic numbers or data and enter into an understanding of the impact of economic policies on society as a whole.

The results of the analysis also showed that students with higher spiritual intelligence showed better critical thinking skills than those with low spiritual intelligence. Those who have spiritual intelligence interpret the meaning of life and understand the value (Tsamrudin et al., 2024). This gives every student that with spiritual intelligence, from every action done and potential abilities possessed, a person can realize and determine the meaning, value, morals, and love for greater power and fellow living beings because they feel part of the whole, so that humans can put themselves and live more positively with full wisdom. Peace, and true happiness (Suwardi, Ahman, Machmud, & Iswanti, 2021).

The same is true for research conducted by (Maryam, 2020) which states that individuals with a good level of spiritual intelligence will indirectly affect various aspects, one of

which is academic achievement. This study provides implications so that it can help to find out how important spiritual intelligence is, provides an overview where students who have a good level of spiritual intelligence will certainly create or give birth to a good learning environment as well, and the relationship between students and fellow students and lecturers is closer and can encourage students to be active students in teaching and learning activities because it will create confidence in doing activities in various ways. Spiritual intelligence refers to Conversely, students with low spiritual intelligence may be more likely to look at cases from a pragmatic and technical point of view without considering more in-depth aspects.

Spiritual intelligence has a unique contribution to the development of critical thinking skills, especially in the context of higher education that aims to shape students' comprehensive thinking. Spiritual intelligence includes the ability to reflect on life experiences, find meaning in events, and understand deeper values. As such, students with high levels of spiritual intelligence tend to have a more reflective frame of mind, which allows them to consider a variety of perspectives and viewpoints when analyzing a case. In the context of microeconomics learning, students with high spiritual intelligence are better able to assess economic problems in terms of their impact on social welfare or their impact on disadvantaged groups (Rais et al., 2023). Spiritual intelligence directs students to assess an economic policy in terms of its humanitarian impact. These findings show that students with high spiritual intelligence have a broader perspective in critical analysis, which is an advantage in understanding the complexity of economic problems.

CONCLUSION

Referring to the findings of the study, it can be concluded that: (1) The critical thinking ability of students of the Case Method method of socratic questions is higher than that

of students of the non-socratic case method method. (2) The critical thinking ability of students who have high spiritual intelligence is taught by the case method of socratic questions is higher than the critical thinking ability of students who have high spiritual intelligence is taught by the non-socratic case method method. (3) The Critical Thinking Ability of students who have low spiritual intelligence is taught by the Case Method method of socratic questions is higher than the critical thinking ability of students who have low spiritual intelligence is taught by the non-socratic case method method. (4) There is an interaction between the Case Base Method method with socratic questions and spiritual intelligence on the critical thinking ability of FEB UNP economic education students in the introductory microeconomics course.

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