**Investigating Student’s Critical Thinking Disposition Based on Gender in Physics Teaching with Interactive Multimedia**

**Abstract.** Interactive multimedia is able to combine various kinds of representations into one whole media unit. These representations are in the form of visual, auditory, and procedural representations. Interactive multimedia capabilities can directly stimulate the development of students' critical thinking skills. This research has explored the increasing tendency of students to think critically or called critical thinking disposition. In particular, this study compared the increasing levels of critical thinking disposition of male and female students. Field trials employed a quasi-experiment with a pretest and posttest control group design. The subject consisted of 16 male and 16 female students in senior high school at Mataram, Indonesia. The research instrument used description problem that has been adapted to the indicators of critical thinking disposition, namely truth-seeking, open-mindedness, analyticity, systematic, and inquisitiveness. The results indicate that of N-gain research for male students were 35.5 and female 36.4. This shows that the use of interactive multimedia has a positive effect on improving critical thinking disposition in both male and female students.

1. **Introduction**

In the 21stcentury, critical thinking is one of the skills that is highly needed in the field of education. This skill greatly influences one's cognitive development. Several attributes are required for success in developing critical thinking skills. One of the attributes in theory is the disposition of critical thinking skills [1]. When we think of courage (character), patience, and trust, it is the disposition of one's character. Disposition of characters can show the real character of thinking [2]. For example, a professional soccer player can be an attacking character (preferring to score) or defensive (preferring to prevent opponents from scoring), their character will undoubtedly be expressed in their game. Understanding a person's character will make it easier to understand their daily behavior and comprehend dispositions (inclination of character) can provide better opportunities to predict the way someone reacts or reacts to something, in this case, critical thinking skills. Thus, critical thinking disposition is important as capital in developing and understanding critical thinking skills.

Some scholars stated that disposition is a tendency of behavior due to the knowledge possessed, such as John Dewey described aspects of the disposition of thinking as personal attributes [3]. In social psychology, disposition is an attitude, character or tendency to something [4], whilst, in physics, disposition is the molecular aspect that an object has due to specific treatments. For example, at certain pressures and temperatures, water tends to boil or freeze. In this research, disposition is better understood in the social side of science in Dewey's view, namely the tendency of students to do something as an expression of their character or in this case commonly known as critical thinking skills.

In addition, the topic of gender differences has long been an attention-grabbing research topic. The different approaches taken by male and female students in learning provide a wealth of exciting knowledge for further study. Better understanding will provide a better perspective as well so that we can plan to learn according to the character and disposition of each gender. Kenway & Gough [5] observed that the intellectual skill of female students had not been further studied. Moreover, the development skills of male students in the world of science are higher than female students need to be studied more deeply [6].

The differences in the development of critical thinking skills in different genders have been investigated in several studies. A study conducted by Walsh [8] revealed that female students had the development of critical thinking skills better than male students. However, another study by Quitadamo [8] argued that gender differences did not significantly influence critical thinking skills. The differences in the results of these studies illustrate that more substantive data is needed to understand the relationship between gender differences and the development of critical thinking skills. It is important to apprehend why the complexity of different research results was to understand the tendencies of male and female students in critical thinking. To this point, a good understanding of the initial skills will provide an opportunity for a better understanding of the final outcome.

Moreover, the development of a good critical thinking disposition is not enough just using an appropriate learning method. One of learning methods that most people tend to use is by immersing media in classroom activities. Good learning media plays an important role in shaping the character of knowledge in students. One of the media which has great potential is interactive multimedia. Interactive multimedia can combine various representations into one complete media. Figural representations (drawings, graphics, or charts), numerical representations, verbal representations (text and paragraphs), and procedural representations (simulations and virtual labs) can be combined in attractive interactive multimedia forms.

Utilization of computers in the learning process can take the form of interactive multimedia. According to Gunawan et al [9], multimedia is a system that supports teacher communication with students during the learning process through text, audio, images, animation, video, and graphics. The use of interactive multimedia combined with a problem based learning model can help students develop thinking skills. According to Hosnan [10], problem based learning helps students develop critical thinking skills as well as problem solving abilities, and at the same time, it develops students' abilities to actively build their knowledge. This is in line with Pluck et al. [11] that PBL-based interactive multimedia emphasizes the activeness of students in learning as indicated by an increase in student curiosity in learning. Interactive multimedia can explain complex and dynamic concepts more clearly, facilitate to remember content easily, improve understanding of topic content through the perspective of students, and make students more interested in learning [12], [13]. Thus, the combination of interactive multimedia and problem based learning models theoretically support each other in developing students' thinking skills, one of which is the ability to think critically.

Students' interest in learning to use interactive multimedia and the ability of the media itself becomes the basis in developing thinking abilities in learning physics. According to Apriyanti et al. [14], one of the important thinking skills in physics is the critical thinking disposition. Halpern [15] stated that, by developing critical thinking disposition, students are able to succeed in school and throughout their lives. Critical thinking disposition is one's tendency to behave in critical thinking. Walker [16] stated that to develop critical thinking, one must possess and use specific critical thinking disposition characteristics. His statement was completed by Facione et al. [1] which revealed that someone who thinks critically uses seven dispositions to shape and make decisions namely systematic, analyticity, open-mindedness, inquisitiveness, truth-seeking, self-confidence, and maturity.

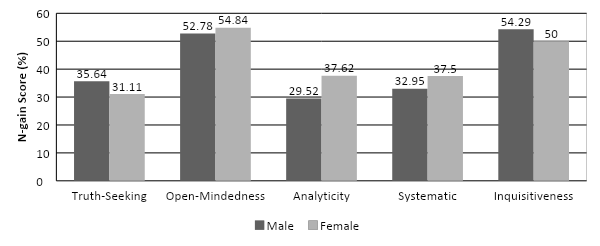
Several studies on the use of multimedia have been carried out and produced positive responses to the mastery of concepts and the critical thinking disposition. Husein et al. [17] suggested that the use of interactive multimedia influences the mastery of concepts and critical thinking skills. In line with this, Rahmatiah et al. [18] suggested that increasing students' mastery of concepts and critical thinking skills by using interactive multimedia rather than conventional learning. Gunawan & Liliasari [19] found that the use of virtual physics labs can improve the disposition of critical thinking.

1. **Methods**

This quasi-experimental study involved one group in senior high schools. The subjects were selected using a purposive sampling technique suggesting 16 males and 16 female students. Students were selected based on male-female students conformity in their initial abilities to avoid numbers bias of both groups. Each student has a deal with preliminary and final tests. After the initial test was given, each class was treated with interactive multimedia-assisted learning. The final test was given after the lesson. The test, which was designed as an essay question, used to measure the level of critical thinking skills disposition, which was analyzed with five levels. The increase of skill disposition is determined by a calculation finding score of N-gain.

1. **Result and Discussion**

Critical thinking disposition is the tendency of thinking to act positively according to certain abilities possessed. Indicators of critical thinking disposition measured in this study include truth-seeking, open-mindedness, analyticity, systematic, and inquisitiveness. The difference in improvement in each indicator is compared based on gender, as in Figure 1.



**Figure 1.** The Differences Disposition of Critical Thinking Skills Based on Gender in Each indicator

Based on Figure 1, male and female do not differ significantly in terms of disposition of critical thinking skills. This is evidenced by the N-gain scores of male and female students not much different on each indicator. Critical thinking disposition is very important to be trained in students because disposition is one of the higher-level thinking skills. According to Irani et al. [20] stated that a high disposition tends to produce meaningful critical thinking and lead to problem solving solutions, and decision making. Disposition exercises that are trained in physics learning are assisted by interactive multimedia, and the aim is to facilitate students in the thought process. Also, Husein et al. [17] identified that interactive multimedia is a tool that can facilitate the learning process and can be used anywhere and anytime. Therefore, there are five indicators trained in this research, namely truth-seeking, open-mindedness, analyticity, systematic, and inquisitiveness. These five indicators are divided into each sub-concept of thermodynamic law.

On the Truth-seeking indicator, male students have a higher improvement score than female students. The truth-seeking indicator is the ability that shows the effort in analyzing problems based on experience and knowledge possessed to arrive at the right solution. The problem which students have to find in the concept of thermodynamics is about the balance of objects. Students are required to be able to explain the balancing process and be able to make PV graphs and provide alternatives that can be done to deal with thermodynamic problems. This means that male students have a higher ability than female students in thinking of finding solutions based on their experiences.

An indicator of open-mindedness is a tolerant attitude towards different views. The openness of mind is very important for students to respect opinions or understanding of others because the thinker has a boundary between right and wrong. In addition, the new understanding received by students from open-mindedness provides new insights into students' thinking because, in reality, the understanding that is understood by students is not completely correct. People who tend to be open-minded are important to understand what other people think about other things because sometimes a person has an unconscious error. The results of the open-mindedness indicator in this study show that female are higher than male students. This means that female have more open sense of the problem and are able to stipulate suitable reasons. The result In line with the study conducted by Giancarlo & Facione [21], Walsh & Hardy [22], and Facione et al. [1] stated that female have a higher ability on open-mindedness indicators than male.

Another indicator is analyticity, an attitude that tends to be cautious about events that will occur next [19]. This relates to anticipating the consequences of good or bad situations, choices, and plans. Analyticity is the main sub-indicator of disposition. On the analyticity indicator, the score of improvement of female students is higher than that of male. Male students have relatively low improvement scores. This shows that female's ability to identify better, associate with knowledge in solving problems that arise or can apply reasoning and evidence to overcome problems by anticipating the possibility of what will happen next.

On the indicator of systematic, the score of increasing the disposition of critical thinking skills of female students is higher than that of male. According to Facione [2] systematic is a tendency to work hard in solving problems that are orderly, disciplined, and systematic. Female students have a better ability to organize systematically and thoroughly in solving problems, whilst, inquisitiveness is an attitude of high curiosity that students tend to have a high curiosity about everything and even those things are irrelevant to what they want to prove. Furthermore, in the indicator of inquisitiveness, male students have a higher improvement score than female students. This means that male students have a high attitude of curiosity about the problems faced to be resolved.

Overall, female and males students have the highest improvement scores in the open-mindedness and inquisitiveness indicators that were classified in the medium category. This shows that male and female students have an open mind and high curiosity in finding the right solution to solve thermodynamic problems. Interactive multimedia that is used can increase the attitude of curiosity and openness in receiving the information presented. This is in line with the study by Gunawan et al. [23] revealed that the use of virtual laboratories has a positive effect on the creativity of male and female students. In addition, according to Mashami & Gunawan [24], animation media can improve the critical thinking skills of male and female students. However, in making decisions, female students have higher critical thinking skills than male students.

1. **Conclusion**

Based on the results of data analysis and discussion, it can be concluded that there are differences in the increase in critical thinking disposition that are not significant between male and female students. The increase in male and female students on average is in the category of moderate improvement. Male students have a higher increase in truth-seeking indicators and inquisitiveness while, female students are superior to indicators of open-mindedness, analyticity, and systematic. In general, the use of interactive multimedia has a positive effect on improving critical thinking disposition in both male and female students.

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