

## The Use of Motivation Video “The Gift” & Student Critical Thinking toward Listening Skills of Tenth Grade of SMA Srijaya Negara

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**Abstrak:** Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan video motivasi “The Gift” dalam meningkatkan keterampilan berpikir kritis dan keterampilan mendengarkan siswa kelas sepuluh di SMA Srijaya Negara. Berikut ringkasan penelitiannya: Keterampilan berpikir kritis dan keterampilan mendengarkan merupakan kompetensi penting yang perlu dikembangkan dalam diri siswa untuk mendukung proses pembelajaran yang efektif. Video motivasi “The Gift” dipilih sebagai media pembelajaran karena dinilai mampu merangsang minat dan motivasi siswa. Penelitian ini menggunakan metode eksperimen dengan desain pre-test dan post-test. Siswa dibagi menjadi dua kelompok, yaitu kelompok eksperimen yang menggunakan video motivasi “The Gift” dan kelompok kontrol yang menggunakan metode pembelajaran konvensional. Hasil penelitian menunjukkan bahwa siswa yang menggunakan video motivasi “The Gift” mengalami peningkatan keterampilan berpikir kritis dan keterampilan mendengarkan secara signifikan dibandingkan dengan kelompok kontrol. Peningkatan ini diukur melalui tes yang dilakukan sebelum dan sesudah intervensi. Kesimpulannya adalah penggunaan video motivasi “The Gift” efektif dalam meningkatkan keterampilan berpikir kritis dan keterampilan mendengarkan siswa kelas X SMA Srijaya Negara. Video ini dapat menjadi salah satu alternatif media pembelajaran yang menarik dan efektif untuk digunakan di kelas.

**Kata Kunci:** Video Motivasi, Kemampuan Berpikir Kritis Siswa Mendengarkan

**Abstract:** This study aims to initiate the effectiveness of the use of the motivational video "The Gift" in improving critical thinking skills and listening skills of tenth grade students at SMA Srijaya Negara. The following is a summary of the study: Critical thinking skills and listening skills are important competencies that need to be developed in students to support an effective learning process. The motivational video "The Gift" was chosen as a learning medium because it is considered capable of stimulating students' interest and motivation. This study used an experimental method with a pre-test and post-test design. Students were divided into two groups: the experimental group that used the motivational video "The Gift" and the control group that used conventional learning methods. The results showed that students who used the motivational video "The Gift" experienced a significant increase in critical thinking skills and listening skills compared to the control group. This increase was measured through tests conducted before and after the intervention. The conclusion is that the use of the motivational video "The Gift" is effective in improving critical thinking skills and listening skills of tenth grade students at SMA Srijaya Negara. This video can be an alternative to an interesting and effective learning medium to use in class.

**Keyword:** Motivational Video, Critical Thinking Ability Of Students Listening

### INTRODUCTION

Listening is the first skill and basic ability in learning a new language that beginners have to learn. It is a receptive skill meaning that the language learning beginners receive new words from what they have heard or listened to. The ability to receive will affect the ability to produce. If they are good at listening; as a result, they will understand and even have a good competency in productive skills namely speaking and writing (Lombu & Lase, 2023).

In learning, listening plays a very important role because listening supports other language skills, such as speaking, reading or writing skills. language skills are listening, speaking, reading and writing. All four are closely interconnected to improve other skills. In language, listening skills are important because they are the most basic language skills (Susanti et al., 2023).

Ahmad & Tambak (2018) state that listening is the natural precursor to speaking: the early stages of language development in a person's first language (and in naturalistic acquisition of other languages) are dependent on listening. Based on this explanation, it can be concluded that listening is a natural introduction before mastering speaking and other language skills. Listening is the first skill acquired and mastered by humans and determines the development of a person's first language

Listening is being able to understand other people's ideas, concepts or opinions verbally. The problem is, students often have difficulty honing their language skills because they not only know every word, but are also required to understand the gist of the conversation. Listeners or listeners must focus their attention

on a conversation. Because, there is a possibility of listening, but not necessarily understanding the meaning. According to Dadan Djuanda in class activities, listening has become part of language learning. However, in classroom learning practice, listening is often not considered as learning that needs preparation or planning. Or, listening skills are only part of the activity of listening to reading texts that are read aloud without planned preparation and assessment. In other words, listening learning has not been implemented optimally. One of the factors that influences students' lack of listening ability during the learning process is a less conducive classroom atmosphere and the choice of monotonous learning methods such as lecturing, summarizing and reading silently. This causes students not to realize and understand the importance of language skills. Students tend to have difficulty understanding texts, both spoken and written, because to listen as a whole, students need to understand the various contexts of situations in the text. And it is a big task for teachers to improve students' listening skills so that they can participate in teaching and learning activities well (Fitri & Mufit, 2022).

Researcher feels interested in conducting research on English language skills, especially listening skills, the use of learning media in the learning process is considered something that will have a significant effect on improving student learning outcomes. By using media to deliver learning messages, it can be more standardized, more interesting, the implementation time is shorter, the quality of learning can be increased and become more interactive by applying learning theory". According to Kemp and Dayton quoted in (Syamsul et al., 2022).

In general, psychologists agree that the definition of thinking is a search for meaning that involves mental processes to understand an experience. Thinking is defined as the manipulation of information when forming a concept, when engaging in problem solving, reasoning, and when drawing a conclusion. Related to the learning objectives stated in the introductory section of this paper, namely so that students are able to face changing circumstances in life that are always evolving through the practice of acting on the basis of thinking logically, rationally, critically, carefully, honestly, efficiently and effectively. In addition, students are expected to improve their listening skills. To achieve this, students need an ability to think to process the information obtained to formulate conclusions. One of the thinking skills related to this is the ability to think critically. This means that critical thinking skills need to be integrated into learning as a goal of the learning process in addition to other process goals. Before discussing learning strategies that integrate critical thinking skills in the objectives of the learning process, it is necessary to put forward several definitions of critical thinking that was used as a reference in this paper.

The motivational video "The Gift" has a simple but very meaningful theme, light but memorable. This 7 minute 30 second video is by Daniel Yam uploaded by the Vidsee YouTube account. This Motivational Video has garnered 17 million views since it was uploaded. This video is about a boy who is never proud of anything his father does. Until it crossed his mind that he didn't want to be like his father who was different from his friends' fathers. Until finally he grew up and got an award on behalf of his father who since he was little has always done things that may seem silly but have a big impact on other people.

The most prominent thing in this film is the struggle of the father in shaping the character of his son in living a simple life. The actions shown by boys in life in the motivational video "The Gift" can be used as lessons for everyone about the importance of sharing happiness with others. Moral values are very important in a film, because it will affect the number of viewers and positive responses through likes. This research is also motivated by the researcher's desire to invite high school students as the nation's next generation to always be grateful and like to share and help others, one of which is by using motivational videos, especially the film "The Gift" as a medium of student motivation to become grateful human beings and share with others.

Based on an interview with an English teacher at SMA SRIJAYA NEGARA Palembang, students' listening achievement is still low. Students face some difficulties in capturing the information that is heard. The teacher said that listening is one of the most difficult activities to teach. They difficult to listen and capture information. Furthermore, critical thinking with the material presented is also difficult to obtain because listening skills are still lacking. Moreover, he said that the result of average listening achievement is around 60 while the expected score is based on The Minimum Passing Criteria (KKM) at SMAN Srijaya Negara is 75. Taking this fact into account, there must be a strategy in teaching to help students to solve

their problems in writing. A study conducted by Istiawan (2012) students of class X SMA Muhammadiyah Kutoarjo, found that the mean the results of pre-test and post-test were not very significant from 68.5 to 71.62.

Although most of the students have learned to write English from elementary school from school to high school, most of them can't write well. Martiasari (2021) mention that researchers have media and methods in teaching writing skills. Liliawati (2022) define that using media in the classroom is appropriate for providing ideas, making difficult subjects easy to understand, and pay attention to important ideas. Zain & Ahmad (2021) stated that the media is part of teaching that supports the teaching and learning process. Media form contains text, graphics, animation, images, sound, and video. Media used in different situations can increase students' interest in the lesson. Media can be used both by teachers and students. It gives teachers and students the opportunity to do joint activity. Then, the teacher must know the best media for students.

## **THEORETICAL BASIS**

### **Critical Thinking**

The learning process is needed to increase understanding of the material being studied. In the learning process there is the influence of mental development used in thinking or cognitive development and concepts used in learning. Some definitions of critical thinking skills include:

According to Beyer (Filsaime, 2008: 56) critical thinking is a disciplined way of thinking that someone uses to evaluate the validity of something (statements, ideas, arguments, and research)

According to Screven and Paul and Angelo (Filsaime, 2008: 56) view critical thinking as an intelligent disciplined process of conceptualization, application, analysis, synthesis and active evaluation and skills collected from, or produced by observation, experience, reflection, reasoning, or communication as a guide to belief and action.

Rudinow and Barry (Filsaime, 2008: 57) argue that critical thinking is a process that emphasizes a logical and rational basis for beliefs, and provides a series of standards and procedures for analyzing, testing and evaluating.

According to Halpern (Rudd et al, 2003: 128) defines critical thinking as '...the use of cognitive skills or strategies that increase the probability of desirable outcome.'

Meanwhile, according to Ennis (1996). "Critical thinking is a process of expressing goals that are accompanied by firm reasons for beliefs and activities that have been carried out."

Think critical No The same with accumulate information . A with Power remember good and have Lots fact No means a thinker critical . A thinker critical capable conclude from what he knows , and knows method utilise information For solve problem , and search sources relevant information For himself.

Think critical No The same with attitude argumentative or criticize others. Critical thinking is neutral, objective, unbiased. Although critical thinking can be used to point out errors or poor reasoning, it can play an important role in working together to find correct reasons and performing constructive tasks. Thinker critical capable do it introspection about possible internal bias the reasons he put forward

Based on the definitions of critical thinking skills above, it can be said that critical thinking skills are thinking skills that involve cognitive processes and invite students to think reflectively about problems.

### **Motivation**

Motivation originate from another word "MOVERE" which means encouragement or Language The English is to move. Motives are interpreted as existing strength in self pushing organisms For act (driving force). No motive stand myself , however each other related with factors else , fine factor external , as well as Internal factors . Things that influence motives are called motivation . Michel J. Jucius mention motivation as activity give encouragement to somebody or self Alone For take something desired action According to Dadi Permadi, motivation is encouragement from in For do something , okay positive or negative ones. Motivation is symptom psychological in form impulse that arises within oneself somebody in a way aware For do something action with objective certain . Motivation is also possible in form possible businesses cause somebody or group of people certain moved do something Because want to reach the

desired goal or get satisfaction with his actions. Motivation have role strategic in activity Study somebody . No There is no one learns without motivation , no There is motivation means No There is activity Study. To play a role motivation more optimal, then principles motivation in Study No only known, but also must explained in daily activity.

### **Video**

Video is a technology for capturing, recording, processing, transmitting and rearranging moving images. Usually using celluloid film, electronic signals, or digital media. Video can also be said to be a combination of still images that are read sequentially at a certain time at a certain speed. The combined images are called frames and the image reading speed is called the frame rate, with one fps (Susanti et al., 2023)

### **Definition of Listening Skills**

Ability to analyze facts, generalize and organize ideas, defend opinions, make comparisons, draw conclusions, test arguments, and solve problems (Chance, 1986). The conscious and deliberate process used to interpret and evaluate information and experience through a set of reflective abilities and attitudes that guide beliefs and wise actions (Mertes, 1991). Critical thinking is a mental activity to evaluate an argument or proposition and make decisions in order to develop oneself (Ennis, 1992).

Listening skill is key to all effective communication. Without the ability to listen effectively, messages are easily misunderstood. As a result, communication breaks down and the sender of the message can easily become frustrated or irritated (Ennis, 1992).

Based on several definitions above, it can be concluded that listening is one of the abilities of every human being who can be seen directly, but not all people in the world can listen to English except those who are indeed their native speaker or first language in English or involved in many language-learning activities, both inside and outside the language classroom and about listening skills are the ability to actively understand the information provided by the speaker, and display interest in the topic discussed. It can also include providing the speaker feedback, such as the asking of pertinent questions; so the speaker knows the message is being understood (Ennis, 1992).

### **Listening Skills in Students**

Students' listening skills are the activity of analyzing sounds. From this analysis, a response will emerge from the listener. According to Anderson (Tarigan, 2018: 30), the essence of students' listening skills is a major process of listening, recognizing and interpreting verbal symbols. Students' listening skills can also mean listening with full understanding, attention and appreciation.

Students' listening skills are basically passive-receptive, in the sense that the initiative to communicate does not solely come from themselves, but from other people. The attitudes and actions expected from a listener who is invited to communicate, especially listening and understanding what he hears. Students' listening skills mean listening and paying close attention to what other people say. Based on this opinion, students' listening skills are very important for language learners because good analysis will create communication between the speaker and listener.

1.

## **RESEARCH METHODS**

The research was conducted at SMA SRIJAYA NEGARA Palembang, which is located at Jl. Ogan, Bukit Lama District, Palembang City and this research time was done from July - September 2022.

The object of this research is learning English using audio-visual media with the material video motivational "The Gift" as a subject matter to build students' listening skills and critical thinking . Research informants students of class X SMA Srijaya Negara, and informants who are principal in SMA Srijaya Negara, namely Mr. Mam Aprina, S.Pd, M.Si and the students.

This experimental research used 2x2 Factorial Design. Research design by taking into account the possibility of moderating variables that affect the treatment (independent variable) on the results (dependent variable). The factorial design paradigm can be described as follows.

Sources of data in this study include primary data and secondary data. Primary data obtained from

the original video recording in the form of the motivational video was uploaded on Viddsee channel and then selected visuals or images from the required film scenes (Syamsul et al., 2022). Secondary data obtained from the literature that supports primary data such as articles on the internet and books that are relevant to the research (Syamsul et al., 2022).

### **Data collection technique**

Data collection techniques were carried out by two techniques, namely tests and questionnaires. The test is to determine student learning outcomes before getting treatment and after getting treatment or treatment using media as an experimental result. Questionnaire to classify students into types of learning styles. For the learning style questionnaire using a Likert scale.

Data collection technique using factorial design and sample population of 160 people, 100 people Y1 (high critical thinking divided into 2 again into expert and low) 60 people Y2 (low critical thinking divided into 2 into expert and low) & two stage sampling technique.

The validity test is used to measure whether a questionnaire is valid or not and can be said to be valid if the questions in the questionnaire are able to reveal something that the questionnaire will measure. while the reliability test is used to measure a variable indicator in the questionnaire and can be said to be reliable if a person's answers are consistent or stable over time.

In reliability testing, questionnaire variables are measured and filled in along with all questions. Questionnaire variables are declared reliable if the statements are answered correctly and the data processing carried out produces a Cronbach's alpha value greater than 0.70. This test is supported by SPSS software.

The test results data to determine whether there is a difference between the posttest-pretest results (gain score) in each group were analyzed in three stages, namely, the analysis prerequisite test stage, the data description stage and the hypothesis testing stage.

### **Prerequisite Test for Analysis**

Normality Test For this study, the normality test was used, namely the Kolmogorof Smirnov test (K-S). This test is used to determine whether the sample used for this study comes from a population that is normally distributed or not. Homogeneity Test In this study, the homogeneity of variance test was carried out using the Levene Test. The homogeneity test used aims to determine the homogeneity of variance for each class compared to both the audiovisual experimental class and the illustrated concept card experimental class.

### **Data Description Stage**

The steps taken in the data description stage are to tabulate expert validation data, tabulate data for each variable, sort the data at intervals and arrange it in the form of a frequency distribution table, look for the mode, median, average (mean), and the standard deviation. Description of this data using the computer program SPSS for windows.

### **Hypothesis Testing**

To test the hypothesis using two-way analysis of variance (Two Way Anova). Analysis of variance is used to determine the effect of one variable (independent variable) on other variables (non-independent) and these variables are measured at the appropriate level (Sembiring, 1981: 226). Two-way analysis of variance to analyze the influence between two independent variables, namely audiovisual media and pictorial concept card media with learning style control variables which have two categories, namely visual learning styles and visual-auditorial learning styles. Through two-way analysis of variance, it is expected to find differences in learning outcomes given the use of motivational video media and increase critical thinking.

## **RESULTS AND DISCUSSION**

This research was conducted on students who were the objects of research using several criteria, including the following :

1. Registered as an active student at school
2. Never experienced any problems as long as he was registered as an active student at school

### Research Prerequisite Test

**Normality Test** aims to determine whether the residual value of the distributed data on the variables used is normal or not. This normality test is carried out by looking at the probability results using the Kolmogorov-Smirnov (K-S) test. The requirement for the Kolmogorov-Smirnov test is that if the probability value is greater than 0.05, it means The residual value is normally distributed. Meanwhile, if the probability value is smaller than 0.05, it means the residual value is not normally distributed. The following are the results of normality testing using the Kolmogorov-Smirnov test :

**Table 1. Normality Test Results**

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		50
Normal Parameters <sup>a,b</sup>	Mean	0.0000000
	Std. Deviation	0.27564525
Most Extreme Differences	Absolute	0.077
	Positive	0.077
	Negative	-0.060
Test Statistic		0.065
Asymp. Sig. (2-tailed)		0.150

From the results of the Normality test in table 1, it is known that the significance value is 0.150, where the significance value is smaller than 0.05, namely 0.150, which shows that the test requirements are met and the data is normally distributed.

### Multicollinearity Test

This test aims to determine and test whether there is correlation or correlation between the independent (free) variables in the regression model. The results of this test can be seen in the Tolerance and Variance Inflation Factor (VIF) values. In general, the method used to show whether multicollinearity exists or not is by see a tolerance value greater than 0.10 or a VIF value smaller than 10. The following are the results of the multicollinearity test

**Table 2 Multicollinearity Test Results**

Model	Collinearity Statistics	
	Tolerance	VIF
1 (Constant)		
<i>Motivational video</i>	0.929	1.19

Based on the table 2 above, it can be seen that the test results show that each independent variable has a tolerance value of more than 0.1, namely motivational videos (0.929). Meanwhile, the VIF value is smaller than 10, namely the motivational video (1.19). This finding indicates that there is no

multicollinearity, so the regression model is ready for further testing.

**Autocorrelation Test**

The Autocorrelation Test aims to test that in a linear regression model there is a correlation between the confounding error in period t and the error in period t-1 (previously). If correlation occurs, it is called an autocorrelation problem. Below is a table which is an autocorrelation test:

**Table 3 Autocorrelation Test Results**

	Unstandardized Residual
Test Value <sup>a</sup>	-1.1323
Cases < Test Value	11
Cases >= Test Value	12
Total Cases	50
Number of Runs	12
Z	-0.932
Asymp. Sig. (2-tailed)	0.367

Table 3 shows that the results of the autocorrelation test using the run test method show a value of 0.367 which is greater than 0.05, so there are no problems with autocorrelation.

**Hypothesis Test Results**

The hypothesis in this research result are follows: (1). There is a significant difference in listening comprehension between the thinking of students who think highly critically using motivational videos and those who are satisfied, (2). There is a significant difference in listening comprehension between students who think highly critically and students who use conventional method methods, (3). There is a significant difference in listening comprehension between the thinking of students with high critical thinking and students with low critical thinking using motivational videos, (4). There is a significant difference in listening comprehension between students with high critical thinking and students with low critical thinking and conventional method thinking, (5). There is an interaction between video motivation, critical thinking and listening comprehension.

**T Test (Partial)**

**Table 4. T Test Results (Partial)**

	Model	Sig
1	(Constant)	0.014
	Motivasional video	0.025

Based on the test results in table 4 above, it can be concluded as follows: motivational videos have a significance value on the dependent variable of students performance of 0.025. This means that the significance value of the independent variable motivational video is smaller than 0.05, so it can be said that there is a significant influence on the independent variable motivational video on the independent variables Students' listening skills and their critical thinking skills.

**F Test (Simultaneous)**

This test is carried out to find out in predicting the dependent variable whether the regression model in the research can be used. Hypothesis testing was carried out using a significance level of 5% (0.05). The following are the results of testing the feasibility of the model :

**Table 5. F Test (Simultaneous)**

ANOVA <sup>a</sup>						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3471.512	2	1735.756	74.735	0.000 <sup>b</sup>
	Residual	1536.334	95	20.474		
	Total	5007.746	93			

The F-test is used in research to determine the effect of independent variables together on the dependent variable. Decisions are based on analysis of the F value. If the calculated F value is greater than the F value in the table, it can be concluded that all independent variables jointly influence the dependent variable. Conversely, if the calculated F value is smaller than the table F value, it means that the independent variables together have no effect on the dependent variable. Another way that can be used is to look at the average value. If the results of data processing get a significance value of less than 0.05 then there is an influence, whereas if the significance value is greater than 0.05 then it can be concluded that all independent variables together have no effect on the dependent variable.

In Table 5 the results show that the sig. The F used in the regression model is 0.000. This value indicates that the significance value of the F value is smaller than 0.05. So it can be said that the regression model can be used in research to predict independent variables.

### Coefficient of determination

Testing the coefficient of determination aims to find out how far the independent variable has an influence on the dependent variable. With the provision that if the coefficient of determination obtained is higher until it reaches 1, it can be concluded that the magnitude of the influence given is getting better and stronger so that the independent variable can provide almost all the information (information) needed to explain the dependent variable.

**Table 6. Results of Determination Coefficient Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	26.228 <sup>a</sup>	0.27909	0.511	0.699

Predictors: (Constant), Based on the results of table 6 above, it can be seen that the R - Square value obtained has a value of 0.27909 or equal to 27%. This indicates that the dependent variable in the research, namely student performance, is 27% explained by the independent variable. Meanwhile, the remaining 73% is explained by other independent variables outside the research tested in this study.

### CONCLUSION

(1). There is a significant difference in listening comprehension between high critical thinking students taught using motivational videos and those who are not. Students taught using motivational videos showed greater improvement in listening comprehension, (2). There is a significant difference in listening comprehension between high critical thinking students taught using conventional methods. However, the improvement in listening comprehension is lower compared to the video method, (3). There is a significant difference in listening comprehension between high and low critical thinking students taught using motivational videos. High critical thinking students showed greater improvement in listening

comprehension, (4). There is a significant difference in listening comprehension between high and low critical thinking students taught using conventional methods. High critical thinking students showed better results, (5). There is a significant interaction effect between the use of motivational videos and critical thinking skills on listening comprehension. Motivational videos are more effective in improving listening comprehension in students with high critical thinking skill.

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