

ABSTRACT

THE CORRELATION BETWEEN CRITICAL THINKING DISPOSITION AND PERCEIVED ACADEMIC CONTROL OF UNDERGRADUATE FRESHMEN

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Undergraduates will experience many challenges and obstacles during their first year in university, where critical thinking disposition and perceived academic control plays an important role when it comes to facing university life. The study aims to determine the correlation between critical thinking disposition and perceived academic control of undergraduate freshmen. The variable critical thinking disposition was measured with Short Form Critical Thinking Disposition Chinese Version (SF-CTDI-CV) constructed by Ruslan (2013), and the variable perceived academic control was measured with Perceived Academic Control Scale (PACS) constructed by Perry et al. (2001). Descriptive quantitative methods were used, along with Spearman's nonparametric correlation to determine the correlation between the two variables. The data processing and data analysis showed that there is a positive correlation between critical thinking disposition and perceived academic control ($\rho=0,638$, $p<0,001$). The results indicate that the higher the critical thinking disposition, the higher the perceived academic control, and vice versa.

Keywords: *critical thinking disposition, perceived academic control, undergraduate freshmen, university*

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