

Students' Critical Thinking Ability in Class X Economics Learning at MAN KOTIM

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Abstract

The aim of the research is to find out how students' critical thinking skills are when learning economics at Madrasah Aliyah Negeri (MAN) East Kotawaringin for the 2022/2023 academic year. The problem with this research is that students are less interested in exploring the explanations of the economic learning material presented by the teacher. Students have difficulty explaining the material practically. The design used in this research is qualitative descriptive research. The subjects of this research were class X IPS students at MAN East Kotawaringin for the 2022/2023 academic year. Subjects used a purposive sampling technique, taking data sources using certain considerations and using simple random sampling. The results of the research include that the critical thinking skills of class Students have demonstrated their critical thinking skills in learning as seen from the results of interviews conducted by the author with students regarding the test questions that have been given

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1. INTRODUCTION

Education is an important aspect in a nation for the nation's progress. This is because the quality of a nation's education determines the quality of its human resources. Schools are required to be able to provide education that is able to develop the character of students so they are able to think critically, creatively, communicate and collaborate, so that students can adapt to the 21st century.

The ability to think critically is a life skill that is very necessary considering that science and technology are developing very rapidly. This causes rapid changes in the order of life and global changes in life. If students are not equipped with critical thinking skills, then students will not be able to process and use the information they have to meet challenges in everyday life. Critical thinking enables students to examine problems systematically, overcome multiple obstacles in an orderly manner, formulate innovative questions and be able to design appropriate solutions to the problems they face. In line with Laela's opinion [1] that critical thinking ability is a very necessary ability by everyone in responding to various real life problems, by thinking critically a person can organize, adjust and even update their thinking patterns, so that they can determine an accurate action.

Students' thinking ability are very necessary to be critical in order to be able to solve problems seriously, carefully analyze all the information obtained by attaching logical reasons so that every activity carried out is correct. Each student has different critical thinking abilities [2]. Critical thinking does not only improve cognitive aspects or insight, but can also be useful for students to overcome conditions or problems they experience in their real world. The challenge ahead is learning that requires students to further develop their critical thinking skills.

In general, thinking skills consist of four levels, namely: memorizing (Recall Thinking), basic thinking (Basic Thinking), critical thinking (Critical Thinking), and creative thinking (Creative Thinking). [3]. Critical thinking is an intellectual process in creating concepts, applying, analyzing, synthesizing or evaluating various kinds of information obtained from the results of observation, experience, reflection, where the results of this process are used as a basis for taking action. The increasingly diverse life in the 21st century requires everyone to have the ability to

think critically. The many problems that arise require individuals to be brave and firm in making the right and correct decisions[4].

When the author makes initial observations, the author sees Class X students' critical thinking abilities are not yet optimal. Judging from the initial observations that the author has made at school, the author found the following symptoms: 1. Students are less interested in exploring the explanation of the economic learning material presented by the teacher. 2. Students have difficulty explaining the material practically. 3. Students are less able to outline the material presented by the teacher.

Based on the explanation that has been described, the author is interested in researching students' critical thinking abilities in class. This research aims to analyze students' critical thinking abilities when learning economics.

According to Ennis in Pertiwi, critical thinking is a process that aims to enable us to form normal decisions, as a result of which we can do what we consider to be the best and the truth.[5]. According to Ali SR and Hairul Nizam BS, critical thinking is a habit of being able to open oneself to analyze, synthesize and evaluate information to solve a problem.[6]. According to Screven and Paul in Saputra, critical thinking skills are an intelligent, disciplined process of conceptualization, application, analysis, synthesis and active evaluation and skills that are gathered from, or produced by observation, experience, reflection, reasoning, or communication as a guide to belief and action[7]. According to Ari Irawan, critical thinking ability is the ability a person has to solve a problem effectively with arguments that help a person to analyze, evaluate and make decisions about what to believe or do.[8].

Thus it can be concluded that the ability to think critically is an ability to do something that is carried out 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. Critical thinking skills contain mental activities in terms of solving problems, analyzing assumptions, providing rationale, evaluating, conducting investigations, and making decisions.

According to Zafri in Dwi.CW et al, there are four factors that influence students' critical thinking abilities, including 1. Physical condition, 2. Motivation, 3. Anxiety, 4. Intellectual development[9]. According to Nacha M, in Mujanah, the factors that influence students' critical thinking are: 1. Educational factors which include teaching methods, educational media and educational atmosphere, 2. Student factors which consist of learning outcomes and emotional intelligence, 3. Factors the child's personality which consists of personal status and student attitudes 4. How to raise children from the family environment.[10]. According to Mety Kaniati, the factors that influence critical thinking skills are 1. Students themselves, 2. Parents, 3. Environment and residence, 4. Facilities and infrastructure.[11].

Based on the opinion above, it can be concluded that the factors that influence students' thinking abilities are 1. Physical conditions of students, 2. Psychological conditions of students, 3. Teaching methods, educational media, educational atmosphere, 4. How to raise children from the family environment and place. stay.

According to Facione in Rusyana, there are six indicators of critical thinking abilities involved in the critical thinking process. These indicators include interpretation, analysis, evaluation, inference, explanation, and self-regulation[12]. According to Ennis' opinion in Heris, indicators of students' critical thinking abilities in mastering subject matter are 1. Focusing on questions (interest in understanding explanations, having the courage to ask questions, being able to make summaries) 2. Considering trusted sources (able to consider the suitability of the source with opinions expressed, able to give reasons for an opinion, able to make mature thoughts in answering questions, 3. Formulating explanations (able to provide an explanation to a question, able to repeat explanations, able to put forward examples. 4. Deducing and considering the results of the deduction (able to develop abstract concepts, able to develop one concept into several meanings that are easy to understand, 5. Induce and consider induction (able to draw conclusions according to facts and draw conclusions from the results of investigations) 6. Interact with other people (able to get along well with other people, able to express opinions when telling stories with other people)[13]. According to Karim and Nomaya, thinking

indicators are divided into 4, including: understanding problems and being able to ask questions; identify relationships between questions and statements; use strategies to solve questions; make conclusions[14]. In this research the author took indicators according to Ennis.

2. RESEARCH METHOD

This research was carried out at Madrasah Aliyah Negeri (MAN) East Kotawaringin which is located on Jalan HM. Arsyad Number 68, Sampit, East Kotawaringin Regency, Central Kalimantan Province. This research was carried out from November 1 to December 31, 2022.

The design that will be used in this research is descriptive research with a qualitative approach. According to Satori, Qualitative approach is a research approach that reveals certain social situations by describing reality correctly and formed in words based on relevant data collection and data analysis techniques obtained from natural situations.[15].

The subjects in this research are 3 students of class X IPS room 3 MAN Kotawaringin Timur for the 2022/2023 academic year. The information you want to know is the ability to think critically when learning economics. Economics subject teachers as an additional subject will be interviewed to determine the critical thinking abilities of the students who are the subject. The selection of research subjects was carried out using a simple random sampling technique, where the data source was taken randomly.

This critical thinking ability is captured through a descriptive test activity in the form of an essay with five questions, where these questions will later be addressed to three class X students. The indicators of critical thinking ability that will be used in this research are indicators according to Ennis, namely : 1. Focus on the question, 2. Consider trusted sources, 3. Formulate an explanation, 4. Deduce and considering the results of deduction 5. Inducing and considering the results of induction, 6. Interacting with other people.

The data collection techniques used by the author are description test questions and interviews. The type of test that will be used in this research is a written test in the form of a description test with five questions. This test will later be submitted to three students in class X IPS class 3, who were selected using a simple random sampling technique. This test aims to see the extent to which students understand the material and to see their critical thinking abilities. For interviews the author used an unstructured interview type. The author will interview 3 class X students and 1 economics teacher at MAN East Kotawaringin.

In qualitative research, the research instrument or tool is the researcher himself, but after the research focus becomes clear, it is possible that a simple research instrument will be developed, which is expected to be able to complete the data and compare it with data that has been found through observation and tests. In this research, the instruments that will be used by the author are description test question sheets prepared according to class X economics material in accordance with indicators of critical thinking skills and interview sheets. This description test sheet is prepared based on the material on the Role of Economic Actors in Economic Activities, which is contained in the economics subject for class X IPS room 3.

Table 1. Economics material for Class X IPS Room 3

Basic competencies	Material	Question Indicator
Basic Competency 3.3 Analyze the role of actors in economic activities	The Role of Economic Actors in Economic Activities	1. Identifying actors in economic activities
Basic Competency 4.3 Presents the role of economic activity actors		2. Identify the role of economic activity actors 3. Create a model of interaction between economic

		actors/circular flow diagram
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Technique Data analysis in this research is: 1. Data reduction, 2. Data presentation, 3. Drawing conclusions. Low category critical thinking ability (less critical). According to Fatika, the levels of critical thinking ability are the critical thinking ability in the very high category (very critical), the critical thinking ability in the high category (critical), the critical thinking ability in the moderate category (fairly critical) the critical thinking ability[16]

Table 2. Predicate Value Range for Critical Thinking Category

Predicate	Value Range	Category
A	70-100	Very well
B	40-69	Good
C	1-39	Not good

Table 2 Predicates, then from the critical thinking ability test sheet, students will be grouped into several levels in their critical thinking ability.

3. RESEARCH RESULTS AND DISCUSSION

3.1 Research Results

Data collection in this research used essay test questions in the form of student answers and interviews with teachers in narrative form. This essay question is taken from material that has been studied in that class, namely about the role of economic actors in economic activities. The essay test questions were given to research informants, namely 3 students of class. Based on the results of the test on class X IPS students in room 3 MAN Kotawaringin Timur, the following data were obtained:

Table 2. Test Score Results for Class X IPS 3 MAN KOTIM Students

No	Student Name (initials)	Mark
1	Nan	80
2	Asm	75
3	Zda	80

Based on the table of student test results above, it can be seen that the NAN subject obtained a score of 80. This shows that the NAN informant succeeded in answering the questions very well. As a result of the interview, the teacher said that NAN students were able to understand what the teacher taught. The analysis depends on the material presented. So far, NAN has been very good at analyzing the material provided. This NAN student is an active student in class and often asks questions about material that he does not understand. NAN can evaluate various information received and distinguish between incorrect and correct information.

Based on the table of student test results above, it can be seen that the ASM subject got a score of 75. The ASM subject was able to solve the questions well and was able to answer every question asked by the author. As a result of the interview, the teacher said that ASM students were able to return the topics given by the teacher. In terms of analysis, it depends on the material presented. So far, ASM is quite good at analyzing the material provided. This student is classified as an active student in class, often asking questions about material he does not understand. ASM knows how to evaluate the various information available and also distinguish between false and true information. ASM students develop the material obtained by practicing directly with their friends, and they are also able to describe what they have learned, especially in the field of economics. Teachers say that ASM students know how to

motivate themselves in learning, and they also know how to choose ways to develop thinking in the learning process.

Based on the table of student test results above, it can be seen that the ZDA subject got a score of 80. The ZDA subject has answered every question on the question sheet well. As a result of the interview, the teacher stated that ZDA students were able to accept the topics given by the teacher. The analysis depends on the material presented. So far ZDA has been very good at analyzing the material provided. ZDA students are categorized as students who actively participate in class and often ask questions about material they do not understand. ZDA knows how to evaluate the various information available and how to differentiate between false and true information. ZDA students are also able to create material they have learned through direct practice with their colleagues to demonstrate what they have learned, especially in economics lessons. Teachers say that ZDA students know how to motivate themselves when studying and they also know how to choose ways to develop their thinking in the learning process.

3.2. Discussion

In the table of student test results presented by the author, subject NAN received a score of 80. This score is presented according to Fatika.[16]The test score of 80 is included in the very good category for critical thinking abilities. According to Irawan[8]Critical thinking ability is the ability a person has to solve a problem effectively with arguments, which helps a person to analyze, evaluate, and make decisions about what to believe or do. In this case, the NAN subject is able to solve a problem effectively using his own arguments. This can be seen from the test that the author gave to the subject which was answered very well. NAN is able to explain what the question asks. The way NAN answers the questions in the questions is by understanding the questions and looking for the relevant material in various sources. In line with the results of the interviewThe teacher said that NAN students were able to understand his teachings. Analysis depends on the material presented. So far, NAN has been very good at analyzing the material provided. NAN students are categorized as students who actively participate in class and often ask questions about material they do not understand. NAN can evaluate various information received and distinguish false information from true information. Based on the results of tests and interviews, NAN students' critical thinking abilities are in the very good category.

Based on the table of student test results, the ASM subject received a score of 75. The subject was able to do the questions well, but according to the author, some of the answers from the ASM subject were not correct. According to Fatika[16]the test score of 75 in the critical thinking ability category is in the very good category. According to Irawan, critical thinking ability is the ability a person has to solve a problem effectively with arguments that help someone to analyze, evaluate and make decisions about what should be done.[8]. In this case, the ASM subject tends to get to the point in answering questions, the subject does not explain first what he knows. ASM is confident in the answers and is able to restate these questions. When answering a question ASM reads the question over and over again until he understands what the question is about. ASM then searches various sources to get answers depending on the content of the problem. In line with the results of the author's interview with the teacher, it was stated that ASM students were able to understand the topics given by the teacher. The analysis depends on the material presented. So far ASM has been very good at analyzing the material provided. ASM students are categorized as students who actively participate in class and often ask questions about material they do not understand. ASM knows how to evaluate the various information available and how to differentiate between false and true information. ASM students are also able to create material they have learned through direct practice with their friends to demonstrate what they have learned, especially in economics lessons. Teachers say that ASM students know how to motivate themselves when studying and also know how to choose ways to develop their thinking in the learning process. From the results of the author's interviews with economics subject teachers, it can be

concluded that The teacher stated that ASM students were able to understand the topics given by the teacher. ASM students are very good at analyzing the material provided, evaluating the various information available, creating creativity from the material they have studied, motivating themselves when studying, and choosing ways to develop their thinking in the learning process. Based on the results of tests and interviews, ASM students' critical thinking skills are in the very good category.

Based on the results of the students' test questions, the ZDA subject answered the questions that the author gave well so that the ZDA subject got a score of 80. According to Fatika[16] the result of the critical thinking ability test score of 80 is in the very good category. According to Adinda in Mira Azizah[17] People who are able to think critically are people who are able to conclude what they know, know how to use information to solve problems, and are able to look for relevant sources of information to support problem solving. In this case, the ZDA subject is able to search for relevant sources of information to support problem solving. It can be seen that when the ZDA subject is working on the problem, the subject is looking for information in books related to the problem to be worked on. In line with the results of the author's interview with the teacher, he said that ZDA students were able to absorb the topics given by the teacher. Analysis depends on the material presented. So far, ZDA has analyzed the material provided very well. ZDA students are classified as students who actively participate in class and often ask questions about material they do not understand. ZDA knows how to evaluate the various information available and distinguish between false and true information. ZDA students can also create material learned in practical exercises together with their peers to put what they have learned into practice. Teachers say that ZDA students know how to motivate themselves when studying, and they also know how to choose ways to develop their thinking in learning. The teacher also revealed that the ZDA subject was an active student in class. He was very enthusiastic during class discussions. Then the ZDA subject will ask the teacher about things he doesn't understand. ZDA subjects also often interact with their friends, exchanging ideas with each other.

According to Mujanah[10] Critical thinking skills can be supported by teaching methods, educational media and educational atmosphere. The learning media used by teachers in class X IPS room 3 come from various sources, namely books, magazines, bulletin and the internet. The atmosphere during teaching and learning was enjoyable because students asked more questions and asked for direct practice regarding the material being taught. Student factors consisting of learning outcomes and emotional intelligence. The child's personal factors consist of personal status and student attitudes.

From the discussion above, it shows that students' critical thinking abilities when viewed from the research subject are classified as very good in economic learning with the Basic Competency (KD) being tested, namely analyzing the role of economic activity actors. This proves that in the learning process students in class HOTS questions to stimulate students to think critically. Thus, it can be said that the challenges of learning in the 21st century which require students to be able to think critically have been achieved optimally.

4. CONCLUSION

From the results of the research and discussion previously presented, the author concludes that the critical thinking skills of class

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