

Critical Thinking Skills in Solving Problems in Economics Learning

Siti Halimah¹, Muhammad Hadianur², Muhamat Qahfi³

^{1,2,3}Pendidikan Ekonomi, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Sampit

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Abstract

Education is a crucial aspect of a nation's progress. This is because the quality of a nation's education determines the quality of its human resources. Schools are required to provide education that fosters students' character, fostering critical thinking, creativity, communication, and collaboration, enabling them to adapt in the 21st century. This study aims to examine students' critical thinking skills in solving problems in economics. The research method used a descriptive qualitative approach. Subjects were selected using a purposive sampling technique. Data collection methods used were tests and interviews. Data validity was verified using a data credibility test using reference materials and a member check. The results of this study revealed that subjects 1 and 2 had high critical thinking skills in solving problems in economics, while subject 3 had moderate critical thinking skills in solving problems in economics.

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Corresponding Author:

Siti Halimah

Universitas Muhammadiyah Sampit

1. INTRODUCTION

Education is a crucial aspect of a nation's progress. This is because the quality of a nation's education determines the quality of its human resources. Currently, education in Indonesia is receiving increasing attention from various parties. Schools are required to provide education that fosters character in students, fostering critical thinking, creativity, communication, and collaboration, enabling them to adapt in the 21st century (Dafid Slamet Setiana, 2020). In facing the 21st century, science and technology are an integral part of education, a guideline that must be prepared to produce quality individuals. Competencies that must be mastered to face global competition in the 21st-century workforce include individuals who are creative, critical thinkers, independent, teamwork-oriented, creative, gossip-oriented, communication-oriented, and independent in learning (Agnafia, 2029). Critical thinking is a process, the aim of which is to make reasonable decisions about what to believe and what to do (Fatika, 2015). Critical thinking includes the skills of analyzing, formulating argumentative theses, evaluating information, drawing conclusions using deductive and inductive reasoning, and resolving disputes (Lela Nur Safrida, 2018).

Critical thinking skills are one of the life skills that students must possess. Having a critical mind will help students solve both simple and complex problems. Critical thinking enables students to find the truth amidst everyday events and issues. Critical thinking skills are highly desirable for individuals to face various problems encountered in social and personal life (Dafid Slamet Setiana, 2020). Critical thinking includes the skills of analyzing, synthesizing arguments, evaluating information, drawing conclusions using deductive and inductive reasoning, and resolving disputes (Lela Nur Safrida, Analysis of Critical Thinking Skills. Journal of Mathematics Education, 2018). Critical thinking skills are necessary for every individual to address various life issues (Laela Vina, 2018). Many emerging issues require individuals to be brave and decisive in making the right and correct decisions (Sudrajat, 2021). Based on the above, critical thinking

skills are a vital life skill, given the rapid development of science and technology.

Factors influencing critical thinking skills.

There are several factors that influence students' critical thinking skills, including: physical condition, motivation, anxiety, and intellectual development (Ermatiana, 2019.)

Achieving good critical thinking and student learning outcomes in lessons is influenced by several factors. Globally, factors that hypnotize critical thinking and student learning can be divided into three types, namely: 1. Internal factors (factors from within the student), namely physical and spiritual conditions. 2. External factors (factors from outside the student), namely the student's environmental conditions. 3. Learning approach factors (approach to learning), namely the type of student effort that includes strategies and methods used to carry out learning activities for lesson materials (Syah, 2012).

Internal factors that influence critical thinking include interest in learning, accuracy, student learning independence, and material dominance (Selvyanti Banni Ratu, 2021).

Critical thinking skills include interpretation, analysis, evaluation, inference, explanation, and self-regulation. This article focuses on two categories of critical thinking skills: evaluation and inference. Evaluation is the ability to interpret the representation of results obtained, while inference is the ability to identify the information needed to draw conclusions. Evaluation requires reflective thinking, and inference requires logical thinking. Based on this background, this article aims to examine critical thinking skills in more depth.

2. METHOD

The research design used in this article is descriptive research with a qualitative approach. The qualitative descriptive method is a research method based on philosophy of *post positivism* used to research on natural object conditions (as opposed to experiments) where the researcher is the instrument (Sugiyono, 2016). The research subjects were selected using purposive sampling techniques, where the subject determination technique uses certain considerations. The data collection technique in this study uses test and interview methods. Critical thinking ability tests, students will be grouped into several levels in their critical thinking abilities, namely critical thinking abilities in the very high category (very critical), critical thinking abilities in the high category (critical), critical thinking abilities in the sufficient category (sufficiently critical Thinking Ability Categories.

Table 1. Predicate Range of Category Values

Predicate	Value Range	Everything
A	70 – 100	Once High
B	40 – 69	Currently
C	1- 39	Low

The interviews were conducted to obtain in-depth information from the informants by conducting direct questions and answers. The author in this study used structured and unstructured interviews to obtain data related to students' critical thinking skills in solving problems in the economics subject of class X at SMAS PGRI 1 Sampit. Data analysis techniques in this study were data reduction, data presentation, and drawing conclusions. The data validity checking technique used data credibility testing using reference materials and member check credibility testing.

3. RESULTS AND DISCUSSION

Based on the written test results data, for research subject 1 in completing the critical thinking test on the subject of economics as follows:

Table 2. Results of the analysis of written test data for subject 1

No	Indicator	Analysis	Mark
1	Provide the basis for a decision	In question number 1, the subject is able to understand the problem in question number 1. This can be seen in answer number 1, where the subject reads and understands the question shown by presenting the existing information well and correctly. Research subject 1 can determine what economic system is used in Indonesia and the reasons for using this economic system can be seen in answer number 1.	18
2	Conclude or provide a solution	Opinions to overcome various problems that occur in the question can be seen from the answer to no. 2.	18
3	Conduct further clarification	In question number 3, the subject was able to further clarify the answer to question number 3. This can be seen in answer number 3, where the subject was able	15

		to further clarify the problem and solve the problem properly and correctly. Research subject number 1 was able to see factors that influence the emergence of problems other than the price of masks as seen from answer number 3.	
4	Conducting conjectures and integration	In question number 4, the subject is able to make predictions and integration in answer number 4. This can be seen from answer number 4 where research subject 1 is able to provide a solution that has been obtained by stating that the solution obtained matches the question correctly with evidence seen in answer number 4.	15
5	Conducting basic clarification	In question number 5, the subject was able to put forward a decision based on the problem in question number 5. Researcher subject 1 was	10

		able to answer it himself from the perspective of supply and demand for the occurrence of the problem in his own words, as can be seen in answer number 5.	
		Total value	76

Based on the predicate of the range of values is categorized as research subject 1 with a total value of 76 have very high critical thinking skills.

Table 3. Results of Written Test Data Analysis for Subject 2 Research

No	Indicator	Analysis	Mark
1	Provide the basis for a decision	In question number 1, subject B was able to understand the problem and in question number 1. This can be seen in answer number 1, where the subject knows what economic system is suitable for use in	15
2	Conclude or provide a solution	In question number 2, the subject was able to draw conclusions in question number 2. This can be seen in answer number 2 where the subject was able to provide good conclusions and solutions at the time. the pandemic that occurred in question no. 2.	15

3	Conduct further clarification	In question number 3, the subject was not able to provide further answers to question number 3. This can be seen in answer number 3 where the subject was unable to provide further clarification regarding the issue of the increase in mask prices.	15
4	Conducting conjectures and integration	In question number 4, the subject is able to understand the problem. Able to explain the solution that has been obtained by stating that the solution obtained matches the question in question, able to explain the solution that has been obtained by stating that the solution obtained is correct with proof of the answer to the question. no 4	15
5	Conducting basic clarification	In question number 5, the subject is able to put forward a decision based on the problem in question number 5 with	10

		his own answer from a supply and demand perspective.	
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		Total Value	70
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Based on The predicate of the value range is categorized as research subject 2 with a total value of 70 having high critical thinking skills.

Table 4. Results of Written Test Data Analysis for Subject 3 Research

No	Indicator	Analysis	Mark
1	Provide the basis for a decision	In question number 1, the subject is able to understand the problem in question number 1. This can be seen in answer number 1, where the subject reads and understands the questions shown by stating them well and correctly. Research subject 1 can determine what economic system is used in Indonesia and the reasons for using the economic system are seen in answer number 1. The existing information is good and correct. Research subject 1 can determine what economic system is used in Indonesia	15

		and the reasons for using the economic system are seen in answer number 1.	
2	Conclude or provide a solution	In question number 2, subject 2 is able to understand the problem in question number 2. This can be seen in answer number 2 where the subject is able to draw conclusions/solutions. This can be seen when the subject provides solutions to overcome various Covid problems in the question properly and correctly.	18
3	Conduct further clarification	In question number 3, the subject is not yet in the stage of further clarifying the answer to question number 3. This can be seen in answer no. 3 where the subject was unable to answer other factors that influenced the emergence of the problem and was not able to provide further clarification about the problem as seen in answer no. 3.	10

4	Conducting conjectures and integration	In question number 4, the subject was unable to understand the question and explained the solution that had been obtained by stating that the solution obtained matched the question in question. The subject was still confused about the problem of supply and demand related to masks. obtained is correct with evidence of the answer to question no. 4.	5
5	Conducting basic clarification	In the last question, the subject still did not answer question number 5 about stating a decision based on the problem with his own answer from the perspective of supply and demand.	5
		Total Value	53

Based on the predicate of the value range, it is categorized that research subject 3 with a total value of 53 has moderate critical thinking skills.

Interview Data Analysis Results

The results of the interview obtained by the author are as follows:

- 1) From the teacher's questions regarding students' critical thinking skills, the author can conclude that students are not yet able to convey their ideas perfectly.
- 2) From the teacher's questions regarding students' critical thinking skills, the author can conclude that there are students who are not yet able to analyze well.
- 3) From the teacher's questions regarding students' critical thinking skills, the author can conclude that some students are not yet able to analyze their thoughts actively in

accordance with critical thinking skills.

- 4) From the teacher's questions regarding students' critical thinking skills, the author can conclude that there are still students who are not yet able to think critically in evaluating various pieces of information collected.
- 5) From the teacher's questions regarding students' critical thinking skills, the author can conclude that if they have studied, students are able to differentiate between wrong and right conclusions.
- 6) From the teacher's questions regarding students' critical thinking skills, the author can conclude that students summarize the lesson material because there are facilities in the form of books and so on.
- 7) From the teacher's questions regarding students' critical thinking skills, the author can conclude that some students' critical thinking skills are still not able to develop economics lesson material correctly.
- 8) From the teacher's questions above regarding students' critical thinking skills, the author can conclude that all students can identify and describe economic material.
- 9) From the teacher's questions regarding students' critical thinking skills, the author can conclude that there are several students who have not been able to motivate themselves in learning.
- 10) From the teacher's question above regarding students' critical thinking skills, the author can conclude that students are not necessarily able to choose techniques and need assistance from educators (teachers).

Based on the analysis of the test and interview data above, the research results can be seen in the following table:

Table 5. Results of data analysis of test and interview results

No	Indicator	Analysis Results
1	Provide the basis for a decision	In Indonesia, teacher interviews stated that students were capable of making decisions, but when answering questions, some students were still unable to make a decision.
2	Conclude or provide a solution	At this stage, subjects 1, 2, and 3 were able to answer correctly about overcoming various problems that occurred. This problem was supported by teacher interviews which stated that there were still students who were not yet able to do so. conclude or provide solutions to solve

		difficult problems.
3	Conduct further clarification	At this stage, subjects 1 and 2 were able to answer correctly about other factors influencing the emergence of problems besides mask prices. Subject 3 was not able to answer correctly. Supported by teacher interviews which said that there were still students who were not able to give further understanding.
4	Conducting conjectures and integration	At this stage, subjects 1 and 2 were able to answer correctly about the problem of demand and supply. In subject 3, the subject was unable to answer about the problem of demand and supply. Interviews with teachers who said that students were able to make predictions and integration after learning, but before learning students are not yet able to do this.
5	Conducting basic clarification	At this level subjects 1 and 2 are able to answer well even if they are not accurate about the problem, both from the perspective of demand and supply. In subject 3, the subject was unable to answer about the problem, both from the perspective of demand and supply. Interview with a teacher who said that

		all students are capable clarify the basis.
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Of the three research subjects studied by the author, there are 2 categories of critical thinking, namely the high-level thinking category and the moderate critical thinking category in solving problems in economics subjects at school.

Discussion: Subjects with high critical thinking skills. Based on the test results and supported by interviews with teachers, it can be seen from the predicate range of scores for subject 1 getting a score of 76 and subject 2 getting a score of 70 which is included in high-level critical thinking skills. This is in line with Ennis's thinking which states that critical thinking skills must fulfill the ability to make basic clarifications, provide a basis for a decision, conclude, make further clarifications, and make assumptions and integration and previous research. The subject of critical thinking skills is in the medium category. Based on the test results and supported by interviews with teachers, it can be seen from the predicate range of scores for subject 3 getting a score of 53 which is included in medium-level critical thinking skills. Of the three research subjects, there are differences in categories, for subjects 1 and 2 are in the high category and subject 3 is in the medium category. There are several factors that influence students' critical thinking skills including physical condition and intellectual development (Ermatiana, 2019.). Each person's intellectual development is different (Olenggius Jiran Does, 2020). Apart from that, factors that influence critical thinking skills are oneself, parents, environment and place of residence, facilities and infrastructure (Mety Kaniati, 2018)

4. CONCLUSION

Based on the results of research and discussion on students' critical thinking skills in solving problems in economics subjects of class X at SMAS PGRI 1 Sampit in the 2024/2025 Academic Year, it is concluded that in subject 1 and subject 2 the critical thinking skills in solving problems in economics subjects are in the high category, in subject 3 the critical thinking skills are in the medium category. in solving problems in economics subjects.

5. SUGGESTION

It is recommended that teachers pay attention to each student's individual abilities during learning activities to provide optimal instruction to all students and develop their critical thinking skills. Future authors should write in more depth about how to improve critical thinking skills.

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