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Research Paper

Critical Thinking Skill on Economics Subject of Students in SMA Negeri 1 Cikarang Pusat

Maha Putra, S.Pd.[1], Dr. H. Hari Mulyadi, M.Si.[2], Prof. Dr. H. Eeng Ahman, M.S.[3]
Graduate Student[1] at Universitas Pendidikan Indonesia
Lecturer[2] at Universitas Pendidikan Indonesia
Lecturer[3] at Universitas Pendidikan Indonesia

ABSTRACT

Critical thinking is an important aspect that must be mastered by students in every subject. By having a good critical thinking skill, students can resolve the issue appropriately. The purpose of this research was to know critical thinking skill on economics subject of students in SMA Negeri 1 Cikarang Pusat. The method used in this research is quantitative research where the data were collected by doing observation, taking test, and doing interview. In this research, researcher chooses three classes. The result of this research showed that critical thinking skill of students in SMA Ngeri 1 Cikarang Pusat is still low category. It was indicated with students in three classes observed got low score, less than 80. The students only got score around 40-50. Base on this research, the low category of critical thinking of students in SMA Negeri 1 Cikarang Pusat was caused by many aspects. The questions given to students were too easy with using cognitive level C1, C2, and C3 not C4 C5, and C6. Then, the method used by teachers in teaching was monoton and not interesting. From three classes which were observed, there were no students who got score 80-100. It showed that their critical thinking skill was low level. Therefore, critical thinking skill of students in SMA Negeri 1 Cikarang Pusat specifically on economics subject needed to be improved.

Key word: Critical Thinking Skill, Economics Subject, Students, SMA Negeri 1 Cikarang Pusat

A. INTRODUCTION

Critical thinking is an important capability that must be owned by students. Critical thinking contains mental activity in terms of solving the problem of analyzing the assumption, given rational, evaluate, investigate, and take a decision. A recent study conducted by d. eAngelo et al., 2009:3 (in Huber & Kuncel, 2015: 2) reported that 99% of supported institutions for teaching critical thinking as the most important goal of education. Other studies conducted by Nosich and William (Han & Brown, 2013) shows that the ability to think critically is crucial not only for the success of students in the class, but as a lifelong skill.

According to Watson & Glaser (Filsaime, 2008:60) looked at critical thinking as a joint attitude, knowledge, and skills. The latest national survey of business and non-profit leaders in the United States alleging that more than 75% of the surveyed said they would like more emphasis in education of critical thinking, problem solving and communication complex written and oral (Hart Research Associates, 2013 in Bloch & Spataro, 2014). Furthermore, according to Walker (in Redhana, 2012) stated that critical thinking skills is a process that allows students acquire new knowledge through the process of problem solving and collaboration.

John Dewey (Hasanah, 2016:388) critical thinking is an active consideration, persistent (continuous), and conscientious about a belief or a form of knowledge that is taken for granted is seen from the reasons which support it and conclusions advanced

into a tendency. According to Gülşah Külekçi1 & Esin Kumlu2 (2015:77) mengukapkan that Critical thinking can be defined as the ability of thinkers to take charge of their own thinking and develop sound criteria and standards for analyzing and assessing their own thinking. Furthermore, Feldman (Feldman, 2010:4) also stated that critical thinking includes actions to evaluate a situation, problem, or arguments, and choose the pattern of investigation that produced the best answers to be had.

Furthemore, research from UNESCO also pointed out that the importance of critical thinking has actually been proved since the time of Socrates. On scientific activities also requires critical thinking, very shocking seeing at least a graduate student who can demonstrate this ability. The inability of the outputs of learning to think critically has become a national issue that must be solved immediately.

The Government and among the institutions must focus more to the quality of education that are currently assessed the road in places. This is demonstrated by the results of studies of PISA (Programme for International Student Assessment) in 2015 that shows the new Indonesia could be ranked 69 out of 76 countries. While the study results of TIMSS (Trends in International Mathematics and Science Study), according to Ruri, show Indonesia's students are on 36 of 49 countries rank in terms of doing scientific procedures. "In the last 10 years the results of the PISA and TIMSS have always hand in hand and walk in place ". The survey results reflect the Indonesian students haven't been able to solve the problem that requires high level thinking skills include critical thinking skills.

The students really need to have critical thinking skills, because critical thinking skills that really helps students in making decisions. It is supported by fisher (Javad, Mir, Rousta, & 2013:2) state that critical thinking will be better defined as the skill and liveliness in observing and evaluating a variety of information involving thinking ability a high level ". According to the (Costa, 1985:54) abilities in critical thinking will provide a more appropriate referrals in thinking, working, and help more accurately determine the interconnectedness of things with the other. According to (Johnson, 2008:185) the goal of critical thinking is to achieve a deep understanding.

Based on the description above, researchers are interested in conducting research on critical thinking skill of students in SMA Negeri 1 Cikarang Pusat.

B. METHODOLOGY

This research is a quantitative research. Quantitative research is based on the philosophy of positivism which emphasizes phenomena objective and examined quantitatively (Sukmadinata, 2012, PG. 53). In addition, this research uses statistical data as the primary research data in order to test the theory used.

C. FINDING AND DISCUSSION

Based on the results of surveys conducted, the researchers found that the average score of the results of the final exams of the semester grade incongruous XI IIS that is still below the standard minimum graduation criteria (KKM). The following percentage of the average score of the odd semester final exams are as follows:

Table.1.1 Average Score of Final Exam Econnomics Subject in Class XI IIS SMA Negeri 1 Cikarang Pusat

No	Class	Average Score	Standard
1	XI IIS 1	70,56	75
2	XI IIS 2	72,91	75
3	XI IIS 3	69,66	75
4	XI IIS 4	71,20	75

Source: SMA Negeri 1 Cikarang Pusat

Learning outcomes students seen from table 1.1 seem that low student learning outcomes on economic subjects of Class XI XI 1 to IIS IIS 4 SMA Negeri 1 Cikarang Pusat rating still under KKM. In this regard, efforts are needed to enhance the ability of critical thinking students through student learning outcomes. To

measure critical thinking ability learners not only seen from the acquisition value of the learners only. However, it can be seen from the questions used in the odd semester final exam. Following the results of analysis odd semester end exam questions to economic subjects.

Table 1.2 Analysis of Final Exam Test Economics Subject in Class XI IIS SMA Negeri 1 Cikarang Pusat Year 2016/2017

Cognitive Process	C1	C2	C3	C4	C5	C6
Total questions UAS (objective qeustions: 50 questions)	20	15	15	-	-	-

Source: Data from SMA Negeri 1 Cikarang

Based on the data above, it can be seen that the level of critical thinking ability learners in SMA Negeri 1 Cikarang Pusat is still low. This can be evidenced by the average value of the class who have not reached the standard of a minimum Ketuntasan Criterion or KKM. As well as in the manufacture of exam questions the end of the semester to come by no matter who uses the cognitive domain, C4, C5. While the question of who can be used to measure the ability of thinking krtitis educates i.e. cognitive domain problem with C4 and C5. Because according to Bloom (in Gunawan & 2008:18, P) the cognitive domain (analysis) C4, C5, C6 (Synthesis) (Create) is a high level thinking. Critical thinking ability is one of the higher-order thinking ability. Thinking ability of students can be distinguished into six levels, namely considering (remembering), understand (understanding), implement (applying), analyze (analysing), rate (evaluating), and creating (creating). Thinking ability were split into two groups, namely low level thinking ability (lower order thinking skills) includes the remember/understand/C1, C-2 and C-3/apply and the ability to think high level (higher order thinking skills) includes analyzing/assessing, C-4/C-5 and creating/C-6). The grouping level of thinking in the cognitive domain, based on the classification of the level of thinking on "revision of Bloom's Taxonomy (A Revision of Bloom's Taxonomy)". This is in accordance with the opinion of the Tsui (in Behar-horenstein & Niu, 2011:1) "Teaching students higher-order cognitive skills, including critical thinking. Therefore, It can be noted that learners still have low ability to think critically.

To reinforce the findings of the interview then done a research by giving test which was made with critical thinking indicators criteria are filled by the participants of the class XI IIS 3, this is done to find out what percentage of the total number of students who are able to answer questions with indicators of critical thinking, then made the table recapitulating the presentation as follows

Table 1.3 Recapitulation of Critical Thinking Score of Students in Class XI IIS 2 SMAN 1 Cikarang Pusat in Year 2016/2017

Score	Total of Students	Percentage (%)
0	-	-
10	-	-
20	6	14
30	8	19
40	12	29
50	16	33
60	1	2
70	-	2
80	-	-
90	-	-
100	-	-
Total	42	100

Source: Research result

Based on data from table 1.3 which refers to indicators of critical thinking is no student who achieves a score of ideal 80-100. Learners only capable of working on the problem with gaining a score under ideal i.e. are on the vulnerable 20-60. Most students are only able to answer with a score of 50 reaches 33% of the total students. Acquisition of data above can describe that students haven't been able to reach the critical thinking ability. Problems in upgrading students ' critical thinking this was the problem of teachers in helping students to attain the critical thinking skill.

Based on data from table 1.3 which refers to indicators of critical thinking is no student who achieves a score of ideal 80-100. Learners only capable of working on the problem with gaining a score under ideal i.e. are on the vulnerable 20-70. Most

students are only able to answer with a score of 40 reaches 36% of the total students. The above data acquisition can illustrate that the students have not been able to achieve critical thinking ability. Problems in upgrading students' critical thinking this was the problem of teachers in helping students to attain the critical thinking ability.

Table 1.3 Recapitulation of Critical Thinking Score of Students in Class XI IIS 3 SMAN 1 Cikarang Pusat in Year 2016/2017

Score	Total of Students	Percentage(%)
0	-	-
10	-	-
20	9	20
30	5	11
40	16	36
50	13	31
60	1	2
70	-	-
80	-	-
90	-	-
100	-	-
Total	44	100

Source: Research result

Table 1.3 Recapitulation of Critical Thinking Score of Students in Class XI IIS 4 SMAN 1 Cikarang Pusat in Year 2016/2017

Score	Total of Students	Percentage (%)
0	-	-
10	-	-
20	11	24
30	9	20
40	14	31
50	10	22
60	1	2
70	-	-
80	-	-
90	-	-
100	-	-
Total	45	100

Source: Research result

Based on data from table 1.3 which refers to indicators of critical thinking is no student who achieves a score of ideal 80-100. Learners only capable of working on the problem with gaining a score under ideal i.e. are on the vulnerable 20-70. Most students are only able to answer with a score of 40 reached 31% of the total number of students. The above data acquisition can illustrate that the students have not been able to achieve critical thinking ability. Problems in upgrading students' critical thinking this were the problem of teachers in helping students to attain the critical thinking ability.

Base on observations conducted to the teachers of the economic subjects of Class XI IIS in SMA Negeri 1 Cikarang Pusat, obtained information that a study done on economic subjects that currently belongs to the monoto. The learning methods, materials, and learning strategies that are used are still conventional accounting. The learning process is still dominated by the teacher so that learners are less play an active role in learning. Watts (Neal Finkelstein & Dr. Thomas Hanson, 2011:1) says that all senior high school will need economic subjects. However, the fact that in the learning process of teachers using only the text that is not supported by the learning process quality.

D. CONCLUSION

Base on this research, critical thinking skill of students in SMA Negeri 1 Cikarang Pusat, especially on grade XI IIS.2, XII IIS.3, and XII IIS.4 needed to be improved. It was indicated from the score gotten by students in exams was less the standard of the school and the students cannot get high score in answering the test given by researchers. The score was around 40-50. It was low category of thinking skill. Therefore, the teachers have to develop high level question on giving test, implementing various methods in teaching, and making students more motivated in learning.

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