

## Implementation of Economic Learning in Improving Economic Literacy and Critical Thinking Skills Based on Lesson Study

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### ABSTRACT

This study aims to examine the effectiveness of the implementation of lesson study-based learning in improving economic literacy and critical thinking skills in economics subjects for students in grade XI Social Studies at MA Al Hikmah. This study is a pseudo-experimental study that uses a one group pretest-posttest design. A total of 36 students of MA Al Hikmah Lampung were involved in this study. The results of the study showed that: 1) The implementation of lesson studies in economics subjects in order to improve economic literacy showed significant results, where 52.7% of students obtained very good criteria. 2) The implementation of lesson studies in economics subjects to improve students' critical thinking skills also showed significant results, with 47.2% of students achieving very good criteria. 3) The effectiveness of the lesson study model in economics in improving students' economic literacy and critical thinking skills was classified as high, with 30 students showing a significant improvement. In addition, there was an increase in the affective and psychomotor aspects of students, with 69.4% actively participating and 77.8% showing skills in economic literacy and critical thinking.

## INTRODUCTION

Education is a fundamental aspect that always needs to be improved along with the times. This is because education is one of the keys to the future of humans, in addition to reason and mind. Humans and education are two inseparable entities. Education functions as a means to achieve the nation's goals, which are to educate the nation's life and improve the quality of human resources. Education is expected to be a vehicle to gain experiences that take place anywhere and be carried out throughout life.

Economics is one of the branches of science that focuses on discussing various human efforts to maintain their lives. Economics subjects contain very complex material and have high relevance in daily life (Amir, 2016). As one of the subjects at the high school level, economics is expected to provide provisions for students to develop skills in the field of economics, so that they are able to play a role as rational economic actors. High school grade XI students already have adequate economic knowledge because they have taken social studies lessons since grade VII of junior high school.

Economics studies human behavior in meeting the needs of life. Economic Literacy, otherwise known as Economic Literacy, comes from the term in English, where "Economic" means economics and "Literacy" means "literacy" or understanding, which includes the ability to read words and understand the world. Thus, economic literacy reflects excellence in economics (Murniatiningsih, 2017). Economic literacy encourages individuals to improve their basic understanding of economics as an indicator of economic knowledge competence that can affect various aspects of life. However, the reality is that not everyone has adequate economic literacy to make wise decisions.

Economics subjects have an important role in forming rational attitudes, especially in economic decision-making. Students who are able to think and behave rationally in carrying out economic activities can be said to have economic literacy. Economic literacy is a condition that describes a person's ability to understand basic economic problems well, so that they can carry out economic activities appropriately (NCCE, 2003).

Empirically, the proficiency of high school students in using economics in daily life or in behaving economically still does not meet expectations, in other words, students are not yet economically literate (Alamdhiem, 2016). In fact, economic understanding reflected in economic behavior can describe the achievement of learning objectives in economics subjects. The objectives of economics subjects according to Ministerial Regulation No. 37 of 2018 concerning content standards, basic competency standards for high school, are as follows:

1. Fulfilling a number of economic concepts related to economic events and problems with daily life. Especially in the environment of individuals, households, society, and the state.
2. Displaying curiosity about a number of economic concepts needed to delve into economics
3. Forming a wise, rational and responsible attitude, by having knowledge and skills in economics, management, and accounting that are beneficial to themselves, their household, the community, and the country.

4. To form responsible decisions regarding socio-economic values in a pluralistic society, both on a national and international scale.

Based on the results of the pre-research that has been carried out by the researcher, students of class XI social studies are basically not able and not used to pouring ideas or ideas in solving economic problems. Students tend to be unfamiliar with solving economic problems and lack critical thinking. They also still face difficulties in understanding problems and lack of thoroughness in the process of solving economic problems. This shows that students' economic literacy and critical thinking skills are still relatively low. Economic literacy and critical thinking skills are efforts made to find solutions so that the desired goals are achieved.

Education, in essence, is a conscious effort that fosters, explores, and develops the potentials that exist in humans by providing facilities that encourage the desire and enthusiasm for learning. Law Number 20 of 2003 concerning the National Education System states that "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, and noble morals." Through quality education, individuals will gain knowledge, understanding, and skills, as well as examples of good practices in attitude and behavior, which will make it easier for them to obtain jobs and income, so that they can achieve better life welfare (Pujiati, 2022). Based on the Regulation of the Minister of National Education of the Republic of Indonesia Number 22 of 2006, one of the goals of education is to equip students, including economic literacy and critical thinking skills, design economic models, solve problems, and interpret the solutions obtained. Therefore, several important factors are needed, namely creativity, students' confidence so that they can play an active and creative role, and independence in learning.

Although models, methods, techniques, and approaches have been available as a guide for teachers in developing teaching materials in the classroom, in learning practices in schools, including in MA Al Hikmah, especially in class XI Social Studies, the method used is the discussion method. However, the students involved in the discussion were only limited to those who were active in the class, so they did not involve all students.

**Table 1 Pre-Research Data on Economic Literacy Ability Class XI. IPS MA Al Hikmah**

No.	Class	Economic Literacy Indicators	Number of Students	Percentage	Category
1	XI. IPS	Microeconomics			
2		- Basic economic problems	6	25,00%	Low
3		- Market and price	4	16,66%	Low
4		- Supply and demand	2	8,36%	Low
5		- The role of the government	4	16,66%	Low

6		- Revenue distribution	4	16,66%	Low
7		- Comparative advantage	4	16,66%	Low
Total			24	100%	
8		Macroeconomics			
9		- National income	15	62,70%	Keep
10		-Inflation	5	20,82%	Low
11		- Monetary and fiscal policy	4	16,66%	Low
Total			24	100%	

Source : pre-research data

Table 1.1 above shows that the results of the pretest for class XI social studies students from 24 students are in the form of tests consisting of economic literacy indicators, namely micro and macro economics, the results of the pretest show that the percentage of students is still low. This is because students are still not used to reading economics books or other sources of economics subjects. And students also still have difficulty when understanding the questions and are still not thorough in the process when solving the questions.

**Table 2 Pre-Research Data on Critical Thinking Skills Class XI. IPS MA Al Hikmah**

Yes	Class	Critical Thinking Indicators	Number of Students	Percentage	Category	Class Average
1	XI. IPS	Provide a simple explanation	2	8,33%	Very High	72,36
2		Build basic skills	2	8,33%	Tall	
3		Conclusion drawing	6	25%	Keep	
4		Provide further explanation	0	0%	Low	
5		Setting strategies and tactics	14	58,33%	Very Low	
Total			24	100%		

Source : pre-research data

Based on table 1.2, it can be seen that students' critical thinking skills are said to be in the very high and high category, namely as many as 2 students out of 24 students or 8.33%. Meanwhile, the critical thinking skills of the most students were in the very low category, which was as many as 14 students out of 24 students or 58.33%. So that the average score of students' critical thinking skills is 72.36 which is in the medium category.

The low ability of economic literacy and the ability to think critically of students can be seen from when students receive pretest questions to see the initial ability of students, there is said that students have not been able to solve the questions correctly, and many of them are not thorough and understand the questions in formulating problems and ways to solve the given test questions.

In general, during the learning process, teachers provide materials, learning videos through *youtube* and provide questions or called conventional methods. The method used makes students less active and creative to get the results of each student's thoughts. This is why teachers as teachers are expected to be more innovative in choosing methods or approaches to be used to teach in the classroom, this aims to maximize students when understanding the material delivered by the teacher during the lesson. And students do not feel bored or bored during the learning process. In the learning process, a learning method is needed. And the method refers to the learning approach that will be applied to the learning process. When choosing the method or approach to be used, you must look at the learning objectives, the steps during the learning process, the environment around the learning process, and class management. The chosen learning approach must also adjust to several aspects such as the character of the learning material, the character of the students, facilities and infrastructure, as well as other supporting aspects during the learning process. Choosing the right method or approach will make it easier for students to grasp the essence of a material in the learning process.

Maydiantoro (2018) stated that one of the important components in education is teachers. Teachers are professional educators whose primary task is to educate, teach, guide, direct, train, assess and evaluate learners. Teachers in the context of education have a very large and strategic role. This is because teachers are at the forefront of the implementation of education. Teachers are the ones who directly deal with students to transfer knowledge and technology as well as educate with positive values through guidance and example. This means that teachers as agents of change are expected to be able to contribute to support students to be able to be empowered globally.

So far, the methods and approaches used have not been able to make students' way of thinking about abstract economics subjects changed to a tangible form so that students experience difficulties in understanding economics subjects and become less enthusiastic during the learning process of economics subjects. This is the cause of the low knowledge competence of students, especially in economics lessons. Learning methods for students who are at a concrete stage must be able to change the perspective of students from abstract to real. The learning method that must be used must be contextual, namely by providing examples of events experienced by students in daily life. The method that is in accordance with this is the *Lesson Study method*.

*Lesson Study* is very helpful and useful to improve the quality of sustainable learning so that the learning system becomes more effective. *Lesson study* is not a learning method or strategy, but *lesson study* is a learning model for teachers through teaching and learning activities. This is done collaboratively based on the principles of coequality and mutual learning to build a learning group. *Lesson Study* aims to focus on material that is a weak point or problem point that is difficult to understand in a student's learning and difficult for students to learn individually.

Research using *lesson studies* has been conducted. *Lesson study* has a great influence on students' learning outcomes and can encourage students to discuss

in solving problems and in the classroom can exercise self-control between students and between students and teachers. This is also in line with previous research which is relevant that students' economic literacy skills and critical thinking skills using *lesson study* methods are better than using conventional method mathematics learning.

Based on these problems, the researcher will further study "The Implementation of *Lesson Study* in Economics Subjects in Improving Literacy and Critical Thinking Skills in Economics Subjects of Class XI Students at MA Al Hikmah Bandar Lampung" with the hope of making it easier for students to learn the material so that it becomes an effective new step in the economics learning process.

## METHODOLOGY

In this study, the type used is *quasi-experimental* research, which is experimental research carried out on only one group called an experimental group without a comparison group or control group (Arikunto, 2006). The research design used is *one group pre test-post test design*, which is experimental research carried out on only one group that is randomly selected and no stability and clarity test of the group state is carried out before being given treatment. The research design of *the one group pre-test and post-test design* was measured using *pre tests* conducted before being treated and *post tests* conducted after being treated for each learning series. This study used 36 respondents as research subjects, using observation, test, and non-test techniques. Meanwhile, the researcher's data analysis technique uses question item analysis, differentiating power, and Ngain to improve students' critical thinking.

## RESULT

The implementation of *Lesson Study* research activities is carried out based on stages in the lesson study with stages

1. Planning

The first stage in *lesson study* is planning. Plan a learning process (*Plan*) that will be practiced in the classroom. The first thing that must be done is to identify students' critical thinking skills during economic learning. Then formulate problems for students' critical thinking skills by referring to critical thinking taxonomy such as the ability to identify problems, the ability to ask critical questions, the ability to formulate arguments and reasons, and the ability to evaluate information, the next stage is to prepare a learning plan, accompanied by tests, observation sheets, and learning guides. Based on the planning, this first research activity focuses on economic literacy learning which focuses on micro and macro economics materials with critical thinking learning methods.

2. Execution (*Do*)

The implementation of the research was carried out at MA Al Hikmah Bandar Lampung, involving 36 Class XI students. With a scheme of 4 meetings, which are as follows:

a. First Meeting

The first meeting of the teacher carried out learning and learning using conventional methods using printed teaching materials for economics sub-material of micro and macroeconomics, then the teacher continued with the evaluation of learning in the form of a *pretest* to find out the students' initial critical thinking ability.

b. Second meeting

The second meeting was carried out with teachers introducing critical thinking learning methods by providing macro and micro economics sub-material to students through collaboration between teachers which refers to the learning guidelines that have been designed by the MA Al Hikmah Bandar Lampung economics teacher group.

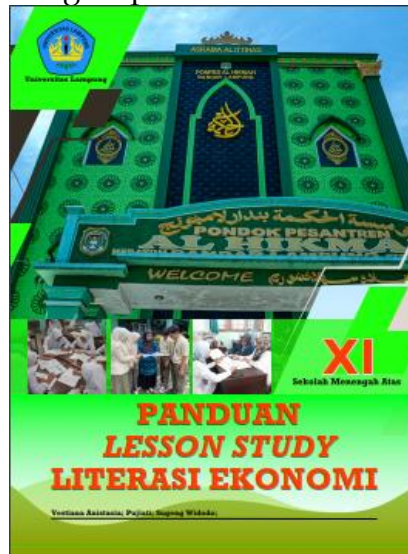


Figure 4.1 Economics Learning Guide

At this second meeting stage, the teacher and the students divide several students into several groups, then the students are asked to observe, identify, analyze and find problems that will be used as material for group discussion.

c. Third meeting

At the third meeting, the teachers together discussed and collaborated in depth to answer the problems that were the subject of discussion, followed by the preparation of presentations in front of the class.

d. Fourth meeting

The fourth meeting was the final series of learning activities with the results of student presentations in front of the class which was followed by giving a final test (*posttest*) to students.

e. Reflection (*See*)

Reflection activities are carried out to find out the final abilities of students after learning the lesson *study* model using the critical thinking method as well as the results of *posttest learning documents* and cognitive, affective and psychomotor observation sheets of students.

Based on the learning results, students' critical thinking skills after using the *lesson study* learning model showed an average significant increase with a result of 88.1% with good criteria, meaning that the average results of the posttest of students' critical thinking skills were good compared to not using *the lesson study* learning model.

Furthermore, the results of students' affective abilities were measured to find out the extent of students' attitudes, interests and involvement in the learning process, especially in the context of critical thinking training. The results of the teacher's observation sheet for 36 students of MA Al Hikmah Bandar Lampung. Students' affective critical thinking skills are carried out to find out their internal attitudes and dispositions in using critical thinking skills consistently in learning. This assessment not only assesses the results of critical thinking cognitively, but also how students demonstrate willingness, perseverance, openness, and responsibility in the critical thinking process. Based on the results of teachers' observations, students' critical thinking skills after using *the lesson study learning model* showed an average of 92.2 with very good criteria, meaning that students' affective abilities showed attitudes that supported the critical thinking process as well as increased participation and enthusiasm in group discussions and showed the consistency of critical thinking.

The final reflection stage of the *lesson study* model is carried out by teachers with psychomotor critical thinking skills to assess practical abilities in communicating the results of analysis, skills in cooperation and discussion and identifying actions that reflect students' critical thinking. Students' psychomotor critical thinking skills are carried out to determine the ability to apply critical thinking actively and really, as well as to observe students' critical communication skills. Based on the results of teachers' psychomotor observations, students' critical thinking skills after using *the lesson study* learning model showed an average of 94.4 with very good criteria, meaning that students' psychomotor abilities showed a very high level of skill in applying critical thinking in real life in learning activities. The results of the analysis of critical thinking question items showed that from the category of 20 question items at the pretest stage, the results of 5 question items were categorized as difficult, namely questions 1,6,7,8 and 20, then 15 question items in the medium category were found in question items 2,3,4,5,9,10,11,12,13,14,15,16,17,18 and 19.

This means that before the lesson study learning model is carried out, critical thinking indicators of the quality of question items are in the medium category. Meanwhile, the analysis of economic literacy question items from the category of 20 question items at the pretest stage obtained the results of 5 question items in the difficult category, namely questions 1, 10, 18, 19 and 20, then 15 question items in the medium category were found in question items 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15, 16, and 17. This means that before the economic literacy lesson study learning model, the quality indicator of question items is in the medium category.

The distinguishing power of questions in the ability to think critically was found that there were 9 question items in the low category, namely question items 1,5,6,9,10,11,16,17, and 20, there were 5 question items in the sufficient

category, namely question items 4,7,8,12 and 19, while the category of good question items amounted to 6, namely questions 2,3,13,14,15,18. Meanwhile, in economic literacy, it was found that there were 5 question items in the low category, namely question items 3, 11, 12, 14, and 20, there were 10 question items in the sufficient category, namely question items 1, 2, 4, 5, 6, 7, 9, 13, 17 and 19, while the category of good question items amounted to 4, namely questions 8, 10, 15, 16.

N-Gain data analysis was carried out to determine the effectiveness of *lesson studies* in economics subjects to improve economic literacy and critical thinking of MA Al Hikam Bandar Lampung students. It was found that as many as 30 students obtained a significant increase with high classification, while 6 students obtained moderate classification results. This means that it can be concluded *that the implementation of lesson studies* carried out at MA Al hikmah is able to improve students' economic literacy and critical thinking skills. Furthermore, the results of cognitive, affective and psychomotor tests were measured using the final test results of learning and learning activities, the measurement results were as follows:

Cognitive data analysis

**Table 3 Implementation of Economic Literacy**

Criterion	Sum	Percentage
Excellent	19	52,7
Good	17	47,2
Enough	0	0
Less	0	0
Very Less	0	0
Total	36	100

Source: data processed

Based on the results of the implementation of economic literacy in the *lesson study* learning model, students experienced a significant increase with a total of 19 or 52.7% of students of economic literacy students were very good, 17 or 47.2% were good. The *lesson study* learning model can significantly increase the economic literacy of students of MA Al Hikmah Bandar Lampung.

**Table 4 implementation of critical thinking**

Criterion	Sum	Percentage
Excellent	17	47,2
Good	19	52,7
Enough	0	0
Less	0	0
Very Less	0	0
Total	36	100

Source: Data processed

Based on the results of the implementation of critical thinking in the *lesson study learning model*, students experienced a significant increase with a total of 17 or 47.2% of students thinking critically that students were very good, 19 or 52.7% were good. This

means that the *lesson study* learning model can significantly increase the critical thinking of MA Al Hikmah Bandar Lampung students.

1. Affective Data Analysis

**Table 5 Implementation of affective observation**

Criterion	Sum	Percentage
Excellent	25	69,4
Good	11	30,6
Enough	0	0
Less	0	0
Very Less	0	0
Total	36	100

Source: Data processed

Based on the results of teachers' observations during the learning process, the average effective ability of students is very good with 25 or 69.4% of students, while 11 or 30.6% of students are categorized as good. This means that students' attitudes, values, interests, motivation and emotions after participating in the lesson study learning model have a significant impact with very good results.

2. Psychomotor Data Analysis

**Table 6. Implementation of psychomotor observation**

Criterion	Sum	Percentage
Excellent	28	77,8
Good	8	22,2
Enough	0	0
Less	0	0
Very Less	0	0
Total	36	100

Source: Data processed

Based on the results of teachers' observations during the learning process, the average psychomotor ability of students is very good with 28 or 77.8% of students, while 8 or 22.2% of students are categorized as good. This means that students' psychomotor skills in the learning process and learning of the lesson study model have a significant impact with very good results.

**DISCUSSION**

Critical thinking skills are one of the skills needed in the era of globalization where in this era there are rapid changes and strict competence. Thinking skills in line with color improve the quality of education through a learning process that is in accordance with the demands of learning goals or outcomes. Learning to think is the basis for building knowledge, attitudes, and motor skills in achieving complete competence (Pujiati, 2016). The phenomenon of low critical thinking skills can be seen in society. This can be seen from the increasing number of attitudes and behaviors that do not show any indication of critical thinking. Among them is the reality seen in daily life that more and more people are far from thinking logically and rationally, prioritizing shortcuts without considering the consequences in the future both for themselves and for others (Pujiati, 2015).

Economic literacy encompasses basic economic views and behaviors in the actions taken by individuals in their routine affairs. Economic literacy does not necessarily mean that one must have a formal economic background in primary or advanced education. Rather, it should be a concept of comparing theory and practice rather than just analyzing standard theoretical knowledge. Therefore, if a person can understand and justify his economic transactions and decisions with rational reasoning, he should be considered economically literate (Qayyum & Muhammad, 2021). Economic literacy can be said to be the type of knowledge required to master certain tasks related to economic problems and to have a reasonable understanding of finance, business, and economic problems at hand (Kotte & Witt, 1995; Van der Merwe, 2012). In the behavioral paradigm, this is more of an intangible concept than a tangible one. Economic literacy is a way of how a person seeks an understanding of the economic world around him, applies basic principles to his or her decision-making and evaluates the results of those decisions in a rational way (Qayyum & Muhammad, 2021).

*Lesson study* as a model of teacher professional development adopted from Japan which is considered to be the key to Japan's success in improving the quality of its education (Stigler, 1999) has also been implemented in various regions of Indonesia (Mirhaja, 2020), including the North Maluku region in various schools in Ternate City (Mas'ud, 2019). Teachers are agents who must be able to design interactive learning and involve all students optimally in acquiring knowledge (Kurnia, 2017). Teachers in managing their learning should always prioritize the personal experience of students through the process of observing, questioning, trying, reasoning, and communicating as an effort to build the skills needed in 21st century learning.

The results of the study show that the implementation of *lesson studies* in economics subjects at MA Al Hikmah, especially for grade XI students, is carried out with a systematic procedure through a series of meetings involving teachers and students collaboratively to improve students' economic literacy. In the initial stage (pretest), students' economic literacy is still relatively low with many students in the "Very Poor" category of 33.5%. Furthermore, learning was carried out with a *lesson study model*, in economic literacy obtained significant results with 52.7% of students obtaining very good criteria, meaning that it can be concluded that there is a significant increase in students' economic literacy skills after carrying out the learning of the *lesson study model*.

The results of the study are in accordance with the research conducted by Faizah, (2020) with the title Implementation of *Lesson Study* in Economics Subjects to Increase Student Learning Motivation. Stating that in learning activities a teacher must be able to understand the circumstances of students who will carry out learning activities. Teachers must formulate approaches and learning models that are in accordance with the student's circumstances so that students are also able to receive learning materials well. With the implementation of *lesson studies* with a scientific approach and a *talking stick* learning model, it can be seen that the learning motivation obtained by students has increased with the results of 89% of the ability to ask questions, the ability to identify data by 85%, the ability to communicate by 85% and the ability to solve problems by 80%.

Critical thinking skills are the ability to understand, analyze, and evaluate information as well as make reasoned and rational decisions (Agnafia, 2019). This ability is one of the important skills for students in solving problems and making decisions in daily life (Ulfa, 2020). However, many students still lack critical thinking skills, so it is important to understand and improve these skills. The ability to think critically is important for human life because it will increase one's attention and observation of whatever they are doing, since the activity will involve reading more focused, this will also help improve the ability to identify important points in other texts or messages rather than being distracted by less important material (Latif et al., 2019).

According to Pilgrim et al. (2019) critical thinking is more than a set of subskills, these are attitudes or dispositions that are actively reflective and are located in a constructivist theoretical perspective. Critical thinking is essential, and the need for these skills is amplified in the information age. Students should carefully consider their knowledge background in light of new information and trust their instincts with healthy skepticism when the information does not seem correct (Pilgrim et al., 2019). Agreeing with that, Rönnlund et al. (2019) argue that critical thinking is generally described in line with the 21st century skills framework as analytical and civic competencies that include reasoning, analysis, questioning, multi-perspective and understanding of the world today. Therefore, it can be concluded that critical thinking skills are the ability to think objectively, analytically, and critically in analyzing situations or problems and making reasoned and rational decisions. It involves understanding information, questioning hypotheses and views, and evaluating evidence and arguments to make reasoned and accountable conclusions. Critical thinking skills help individuals to overcome information that lacks a solid basis and make meaningful, informed decisions. It plays an important role in problem-solving, decision-making, and addressing everyday life problems.

According to NCEE (2003), "economic literacy is a condition that describes a person who can understand basic economic problems well so that he can carry out economic activities correctly. Critical thinking is an important skill that must be possessed by students. Critical thinking involves mental activity in terms of problem solving that analyzes assumptions, rationalizes, evaluates, investigates, and makes decisions. A recent study conducted by DeAngelo et al., 2009 (in Huber & Kuncel, 2015) reported that 99% of institutions supported teaching critical thinking as the most important goal of education. Other research conducted by Nosich and William (Han & Brown, 2013) shows that the ability to think critically is essential not only for student success in the classroom, but as a lifelong skill. According to Watson & Glaser (in Filsaime, 2008) views critical thinking as a combination of attitudes, knowledge, and skills. A recent national survey of business and nonprofit leaders in the United States stated that more than 75% of those surveyed said they would like more emphasis in critical thinking education, complex problem-solving and written and verbal communication (Hart Research Associates, 2013). (Bloch & Spataro, 2014).

Giancarlo and Facione (2007) stated that "*Critical Thinking as a disciplined, self-directed cognitive process leading to high quality decision and judgements through*

*the analysis, assessment and reformulation of thinking*" which means that critical thinking as a cognitive process of self-discipline is directed towards high-quality decisions and assessments through analysis, assessment and reformulation of thinking. Furthermore, according to Walker (in Redhana, 2012), critical thinking skills are a process that allows students to acquire new knowledge through the process of problem solving and collaboration. The results of data processing showed a significant increase in students' economic literacy and critical thinking skills after the implementation of *the lesson study*. Of the 36 students, 30 students showed an increase with a high classification, while 6 students were in the medium classification. The *N-Gain* analysis also strengthened this finding with most of the students showing high gains, indicating that the effectiveness of *the lesson study* implementation in improving students' economic literacy and critical thinking skills is very significant.

In addition, the implementation of *lesson studies* is supported by careful planning that identifies a focus on critical thinking skills according to the taxonomy of critical thinking such as identifying problems, asking critical questions, formulating arguments, and evaluating information. This ensures that learning is not only fixated on mastering economic materials, but also improving students' critical thinking competencies. The affective analysis of students showed very significant with a total of 25 or 69.4% of students having a very good affective level. Furthermore, psychomotor analysis obtained very good results with a total of 28 or 77.8% of students. Overall, the implementation of *lesson studies* at MA Al Hikmah has succeeded in improving economic literacy and critical thinking skills of grade XI students through a systematic, collaborative, and oriented critical thinking learning method that is oriented towards improving the ability to analyze and evaluate economic problems, which can be seen from the increase in posttest scores and the economic literacy category of students shows that the implementation of the model is in accordance with the expected goals.

Mitasari (2016) stated that the application of *lesson study* to improve concept understanding, critical thinking and communication skills showed the results of data analysis, the average understanding of student concepts in the three materials taught was 82%. The average grade scores of critical thinking skills in cycles I, II, and III respectively, namely 76, 87, and 90. Increase in critical thinking skills from cycle I to II and cycle II to III by 15% and 3.4%. The average score of communication skills in cycles I, II, and III in order, namely 52, 63, and 63. Increased communication skills from cycle I to II and from cycle II to III respectively by 21% and 0%. Based on the results of this study, it can be concluded that the application of the discussion-presentation method combined with critical analysis of articles can improve students' understanding of concepts, critical thinking skills, and communication.

Research conducted by Prayogi (2022). *Lesson Study* is considered effective in improving the quality of learning. The implementation of *Lesson Study* can be assisted by the application of the problem-based learning (PBL) model. Through PBL, students' critical thinking skills can be improved. The success of the research is based on qualitative data if 80% of the learning implementation is in

accordance with the learning scenario, while the success of quantitative data is obtained if at least 65% of students obtain scores in the good category. Based on the results of the research, 80% of the learning activities were in accordance with the learning scenario, while students who obtained scores in the good category as much as 71.42% meant more than 65%. From the learning process, several findings were obtained. The findings are: (1) didactic challenges are mandatory things that must be presented in the implementation of learning; (2) didactic challenges must be contextual; (3) problem-based learning improves students' critical thinking skills.

## CONCLUSIONS

Based on the implementation of *lesson studies* in economics subjects at MA Al Hikmah, that this method can significantly increase students' economic literacy with significant results of 52.7% of the criteria are very good, so it can be concluded that there is a significant increase in students' economic literacy skills after carrying out *the learning lesson study model*. The results of the implementation of critical thinking in the *lesson study* learning model of students experienced a significant increase with a total of 17 respondents or 47.2% of students experiencing an increase in critical thinking skills. The effectiveness of the implementation of *student lesson studies* showed very significant with 25 or 69.4% of students having a very good affective level. Furthermore, psychomotor analysis obtained very good results with a total of 28 or 77.8% of students.

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