AN UNDERGRADUATE THESIS

**INVESTIGATING QUALITY OF STUDENTS' LEARNING
THROUGH CREATIVE AND CRITICAL THINKING ATTITUDES**

By:

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ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHERS TRAINING FACULTY

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1447 H / 2025 M

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**INVESTIGATING QUALITY OF STUDENTS' LEARNING
THROUGH CREATIVE AND CRITICAL THINKING ATTITUDES**

Presented as a Partial fulfillment of the Requirements

For the Bachelor of Education Degree (S.Pd)

In English Education Department

By:

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

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APPROVAL PAGE

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Department	: English Education
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APPROVED BY:

To bediscussed in the examined (Munaqosah) in Tarbiyah Faculty of State Institute of Islamic Studies (IAIN) of Metro.

The Head of English Education Department

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Metro, 7 Mei 2025
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NOTA DINAS

Nomor   :
Lampiran   :
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              Irfan Saputra

Kepada yth,

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

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AssalamualaikumWr.Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka Skripsi yang disusun oleh:

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Judul Skripsi   : INVESTIGATING QUALITY OF STUDENTS' LEARNING THROUGH CREATIVE AND CRITICAL THINKING ATTITUDES

Sudah kami dapat setujui dan dapat diajukan untuk diseminarkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

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NOTIFICATION LETTER

Number   :

Appendix   : -

Matter   : **In order to hold the examined**
                Of Irfan Saputra

To:

The Honorable the Head of Tarbiyah Department

Of State Institute for Islamic Studies of Metro

Assalamu'alaikum, Wr. Wb.

    We have given guidance and enough improvement to research thesis script which is written by:

Name   : Irfan Saputra

Students Number : 1801071022

Faculty   : Tarbiyah and Teacher Training

Department   : English Education

Title   : INVESTIGATING QUALITY OF STUDENTS' LEARNING THROUGH CREATIVE AND CRITICAL THINKING ATTITUDES

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training inorder to be discussed on the examined. Thank you very much.

Wassalamu'alaikumWr.Wb.

The Head of English Education Department

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RATIFICATION PAGE

No. B-2760/In.20.1/D/PP.00.9/07/2025

An Undergraduated thesis entitled: "INVESTIGATING QUALITY OF STUDENTS' LEARNING THROUGH CREATIVE AND CRITICAL THINKING ATITTUDES", written by Irfan Saputra, Student Number: 1801071022, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teachers Training Faculty on Tuesday, June 03, 2025 at 10.00 - 12.00 WIB.

BOARD OF EXAMINERS:

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**INVESTIGATING QUALITY OF STUDENTS' LEARNING
THROUGH CREATIVE AND CRITICAL THINKING ATTITUDES**

ABSTRACT

By:

IRFAN SAPUTRA

This study aims to find out which learning process students are required to think critically, actively and creatively. This is useful for increasing the cognitive and affective power of students. Cognitive abilities are related to the knowledge they acquire, while affective is a form of proof for students through their attitudes and behavior in acting after taking the learning process.

Critical thinking is a framework of reason that is used for analysis in the process of considering or determining something so that it is in accordance with logic. Based on this, a teacher needs to make modifications in learning design that can improve students' critical thinking. This study uses a qualitative method, in data collection using questionnaires, interviews, and documentation. The subjects of this study were 10 students of class VIII of SMP N 1 Bukit Kemuning.

The results of the study can be concluded that students at SMPN 1 have a strong foundation in critical and creative thinking. Although critical thinking is a dominant cognitive cognitive ability, there is still room to further foster creativity through more opportunities to experiment and take risks in the learning process. To improve students' overall cognitive development, it is important to continue to integrate creative and critical thinking into the curriculum.

Keywords: Creative, Critical Thinking, Attitudes

PENELITIAN KUALITAS PEMBELAJARAN SISWA MELALUI SIKAP BERPIKIR KREATIF DAN KRITIS

ABSTRAK

Oleh:

IRFAN SAPUTRA

Penelitian ini bertujuan untuk mengetahui proses pembelajaran yang mengharuskan siswa untuk berpikir kritis, aktif, dan kreatif. Hal ini berguna untuk meningkatkan daya kognitif dan afektif siswa. Kemampuan kognitif berkaitan dengan pengetahuan yang diperolehnya, sedangkan afektif merupakan bentuk pembuktian siswa melalui sikap dan perilakunya dalam bertindak setelah menempuh proses pembelajaran.

Berpikir kritis merupakan suatu kerangka berpikir yang digunakan untuk analisis dalam proses mempertimbangkan atau menentukan sesuatu agar sesuai dengan logika. Berdasarkan hal tersebut, seorang guru perlu melakukan modifikasi dalam desain pembelajaran yang dapat meningkatkan kemampuan berpikir kritis siswa. Penelitian ini menggunakan metode kualitatif, dalam pengumpulan data menggunakan kusioner, wawancara, dan dokumentasi. Subjek penelitian ini adalah siswa kelas VIII SMP N 1 Bukit Kemuning berjumlah 10 orang.

Penelitian ini dapat disimpulkan bahwa siswa di SMPN 1 memiliki dasar yang kuat dalam berpikir kritis dan kreatif. Meskipun berpikir kritis merupakan kemampuan kognitif yang dominan, masih ada ruang untuk lebih memupuk kreativitas melalui lebih banyak kesempatan untuk bereksperimen dan mengambil risiko dalam proses pembelajaran. Untuk meningkatkan perkembangan kognitif siswa secara keseluruhan, penting untuk terus mengintegrasikan berpikir kreatif dan kritis ke dalam kurikulum.

Kata Kunci: *Kreatif, Berfikir Kritis, Sikap*

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Irfan Saputra

Student Number : 1801071022

Department : English Education Department

Faculty : Tarbiyah and Teacher Training Faculty

States that this undergraduate thesis is originally the result of the researcher's research, in exception of the certain parts which are excerpted from the bibliography mentioned.

Metro, May 15, 2025
The Writer,

IRFAN SAPUTRA
Std.N. 1801071022

ORISINILITAS PENELITIAN

Yang bertanda tangan di bawah ini :

Nama   : Irfan Saputra

NPM   : 1801071022

Jurusan   : Pendidikan Bahasa Inggris

Fakultas   : Fakultas Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka..

Metro , 15 Mei 2025

Penulis,

IRFAN SAPUTRA
1801071022

MOTTO

"If you want to make changes in your life. Start slowly, because direction is more important than speed."
~ Paulo Coelho ~

DEDICATION PAGE

1. To my beloved parents, to my mother, Mrs. Maulianah, who passed away when I was in the 1st grade of Junior High School, I hope that my mother will always be placed in the best position by His side and I hope that with my achievements, my mother will be proud there, and to my father, Mr. Safrial, I hope that with my achievements, you will be proud and thank you for all the support and encouragement that you have given me up to this point.

2. To my beloved brothers and sisters, Arisman Sepa Saputra, Rifaldi Sepa Saputra, and Atika Rahmi Safitri, thank you for the encouragement and help you have given to complete this thesis.

3. All the big family who give support and encouragement to finish this thesis as soon as possible.

4. My thesis supervisor, Mr. Prof. Dr. Dedi Irwansyah, M. Hum. who has sincerely guided the writer to complete this thesis

5. All lecturers of IAIN Metro, especially for lecturers at English Education Department, Tarbiyah and Teacher Training Faculty.

6. My beloved friends who always support and help me in finishing this thesis, they are Muhamad Khoirudin Mahfud, Dimas Adi Putra, Anita Suciati Rahayu, Dela Silviana Putri, Indry Dwi Pangestuti, Amalia Fatmarani, Lutfia Nikmatul Fauziah, Putri Chandra Sari Intan Pratiwi, Sylva Nanda Nurya Ningrum, Vivi Tsania Meiala, and Yovi Astika Sari.

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Praise is to Allah SWT, the lord of the worlds whom without His mercy and Blessing, none of these would be possible. Sholawat is also sent to prophet Muhammmad SAW who had delivered the truth to human being in general and Muslim particular. The witer is very grateful for the chance Allah has given His to accomplish this undergraduate thesis with the title "DEVELOPING QUALITY OF STUDENTS' LEARNING THROUGH CREATIVE AND CRITICAL THINKING ATTITUDES".
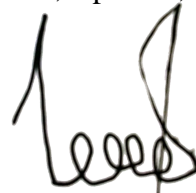
The aim of writing this undergraduate thesis is to fulfill one of the reqirements for carrying out a proposal seminar. In efforts to complete this, the author has received a lot of help and guidance from various parties. Therefore, the author would like to thank:

1. Prof. Dr. Ida Umami, M. Pd., Kons., as Rector of UIN Jurai Siwo Lampung.

2. Dr. Much Deiniatur, M. Pd. B. I, as the chief of English Education Department of UIN Jurai Siwo Lampung.

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Criticism and suggestions are highly expected and will be accepted by the author to improve the writing of this undergraduate thesis. Finally, the author hopes that writing this undergraduate thesis can provide benefits for writers in particular and readers in general.

Metro, April 23, 2025

Irfan Saputra
SN. 1801071022

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CHAPTER I

INTRODUCTION

A. Background of Study

Education is one of the most important efforts in developing human resources (HR). Based on Law no. 20 of 2003 states that "National education functions to develop capabilities and shape dignified national character and civilization in order to educate the life of the nation, aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable , capable, creative, independent, and become a democratic and responsible citizen".

The literature on Critical Thinking (CT) is very extensive, but there is no consensus on its definition or the skills that form CT. However, it is widely recognized that the exercise of CT requires a combination of skill mastery (cognitive skills whose competent use leads to thinking well) with adequate Dispositions-Attitudes towards CT (DACT) —trends that drive the use of the skills[1].

To develop some consensus, the American Psychological Association (APA) organized a Delphi panel of experts that agreed on a definition of CT subsequently expanded, introducing dispositions, as the driving elements of the conceptual, methodological, and contextual awareness of the evidence that underpins judgment (affective dispositions).

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[1] Maria A. M. M, Ana M. S, Angel V. A., Development of an instrument to assess young people's attitudes toward critical thinking(London: 2022), 45.

CT education has now moved from higher education to other educational levels, reaching children and young people, for whom the tools for assessing the skills and existing dispositions are inadequate because they are designed for adults. This lack requires the creation of tests adapted to younger people, so the objective of this article is to develop an instrument for the evaluation of DACT in young people.

Meanwhile, for the student learning outcomes it is very important to know how the students can become good citizens. Learning outcomes as an indicator of the quality of education are determined by student learning behavior which is realized through the process of teaching interaction carried out by the teacher. To increase student activity, teachers must be more creative in conducting learning in the classroom.

In the learning process students are required to think critically, actively and creatively. This is useful for increasing the cognitive and affective power of students. Cognitive abilities are related to the knowledge they acquire, while affective is a form of proof for students through their attitudes and behavior in acting after taking the learning process. Through this context, thinking is divided into two types, namely critical thinking and creative thinking.

Critical thinking is a framework of reason that is used for analysis in the process of considering or determining something so that it is in accordance

with logic.[2] Based on this, a teacher needs to make modifications in learning design that can improve students' critical thinking. This learning design can be done by selecting learning components, for example lesson plan , learning media, books and student worksheets as well as other supporting facilities and infrastructure that can improve students' thinking skills.[3] By creatinga good learning design, the teacher will make learning effective and fun for students and can achieve well-defined learning objectives.

Creative thinking skills are also a demand in 21st century learning as an important element of the problem solving process. Observational reasoning can be a powerful tool for increasing creativity by using open-ended questions that allow creativity to be explored in greater depth.[4] Creative thinking can be stimulated both by unstructured processes such as brainstorming and by structured processes such as heuristic programming. Besides that, creative thinking can also mean observing something in a new way .[5]

B. Research Question

1. How are the students' efforts in developing the quality of learning through creative and critical thinking?

2. What are the supporting and inhibiting factors for the students in developing a creative and critical thinking attitude?

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[2]Agnafia, D. N. (2019).Analysis of Students' Critical Thinking Abilities in Biology Learning.Florea: Journal of Biology and Learning, 6(1), 45

[3]Khairunnisa, I. S. J. (2020).Analysis of Communicative Learning Methods for Primary School Level Civics. (Elementary School Education Journal), 1(1), 1–7

[4]Nussbaum, M., Barahona, C., Rodriguez, F., Guentulle, V., Lopez, F., Vazquez, E., Veronica, U., & Rodriguez, F. (2020).Taking critical thinking, creativity, and grit online. Educational Technology Research and Development, 1–6.

[5]Gafour, O. W, &Gafour, W. A. (2020). Creative Thinking Skills – A Review article. Researchgate, 1(5), 1–22

C. Objective and Benefits of the Study

1. Objectives of the Study

    a. To find out how students' efforts are in developing the quality of learning through creative and critical thinking.

    b. To find out what are the supporting and inhibiting factors of students in developing creative and critical thinking attitudes

2. Benefits of the Study

    a. For the students : with this research they can find their problems in being creative and thinking critically in order to develop the quality of their learning.

    b. For the lecturers : this study shows how student efforts and factors that support and hinder students in developing creative and critical thinking attitudes. So, the teacher can find out what are the supporting and inhibiting factors for students in thinking creatively and critically so that the teacher can help students to improve the quality of learning through creative and critical thinking in accordance with learning objectives.

    c. For the other researchers : the purpose of this research is to increase knowledge based on creative and critical thinking attitudes to develop the quality of learning.

D. Prior Research

Based on searches related to previous research, researcher found journals that match this topic. The first previous research was from Lailiyah&Wediyantoro (2021)[6]. This present study tries to contribute to the study of CT on EFL learners. Recently, there are a lot of problems caused by the lack of ones' critical thinking; it is proven from how easily someone is provoked by unproven information. No doubt that the improvement of Indonesian students' CT skills should be taken into account. Henceforth, the application of CT in Indonesia is of prime importance to be studied since there are only very limited studies related to this field in the Indonesian education system. For that reason, ELT teachers are deemed as the key role to enhance critical thinking abilities in language learners. Students' attitudes and beliefs toward CT skills were investigated using both qualitative and quantitative methods. The main goal of this study was to delve into higher education students of EFL learners' attitudes and beliefs toward CT skills. The main instrument used was the attitudes and beliefs.

The second previous studies by Bustami&Corebima(2017)[7]. This research aimed at revealing the effect of Jigsaw, Reading, Questioning and Answering (JiRQA) learning strategy on biology criticalthinking skills of multiethnic students in higher education. The benefit of this research are expected tobe

[6]MalikhatulLailiyah&PrillaLukisWediyantoro, "Critical Thinking in Second Language Learning: Students' Attitudes and Beliefs. International Journal of Language EducationVolume 5, Number 3, 2021.

[7]YakobusBustami, Aloysius Duran Corebima, "The Effect of JiRQA Learning Strategy on Critical Thinking Skills of Multiethnic Students in Higher Education, Indonesia. International Journal of Humanities Social Sciences and Education (IJHSSE) Volume 4, Issue 3, March 2017.

reference for the teachers of higher education to implement JiRQA learning strategy to increasecritical thinking skills of the multiethnic students. This research conducted on zoologylecture, in the even semester of the 2015/2016 academic year. The samples of this research were 125 students consisting of ethnics of Dayak, Javanese and Malay. The data of the critical thinking skills were obtained from the pretest and posttest using essay test, and analyzed by using analysis of covariance (ANCOVA) at the level of s The findings of the research provide information that JiRQA learning is more potential in improving biology critical thinking skills than conventional learning. The results of this research are consistent with some previous researches stating that the implementation of several cooperative learning strategies will be able to improve critical thinking skills compared to conventional learning ignificance 5%, followed by Least Significant Difference test (LSD).

The third previous studies by Susanti, Utami, Camelia andTrisusana (2022)[8]. This course purposes to offer students with important knowledge and practical aspects of teaching aids or media in English as a foreign language teaching. This current study examines how EFL student teachers can cultivate students' critical thinking skills and disposition during online learning mode. The participants were 23 student teachers who were currently enrolled in the Educational Technology in ELT course. An observation sheet and an interview technique were utilized in conjunction with focus-grup discussion as the instruments. From the data analysis, the findings showed that when critical

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[8]ArikSusanti, RespatiRetnoUtamib, IkaAnggunCameliac, AnisTrisusanad, "Cultivating Critical Thinking Skills in EFL Student Teachers through Online Learning", Elite Journal : International Journal of Education, Language, and Literature Volume 2 (4) 2022.

thinking skills are integrated into instruction, student teachers have the opportunity to enhance their critical thinking and disposition. It shows that critical thinking skills and disposition can be taught successfully to English teacher students in an online situation.

The novelty of this research are in the form of samples and data collection techniques. As for the sample in this study, there were 10 grade 8 students at Junior High School 1 Bukit Kemuning, and the data collection technique consisted of interviews, questionnaires and documentation. This research will more focus on the quality of learning, there are about how students' efforts to develop the quality of learning through creative attitudes and critical thinking as well as support and inhibiting factors of students in creative attitudes and critical thinking.

CHAPTER II

THEORETICAL REVIEW

A. The Concept Quality of Learning

1. Theory of Learning

Learning theory explains how students receive, process, and retain information. cognitive, emotional all environmental influences and past interactions lead to the acquisition or transformation of that perception or perspective.Retaining the world and information and skills.

Behaviorists see schooling as an element of training and promote a system of incentives and goals for education. Educator Supports cognitive science's claim that learning as behavioral change is too restrictive to explain or explore the learner rather than his or her surroundings, especially his or her complex memories.

Many proponents of construction a learner's ability to learn is highly dependent on what the learner already knows, understands, and acquires that knowledge.It should be a personalized building process. Transforming Learning Theory focuses on the often necessary changes in learning. Learners' prejudices and worldviews. Geography theory focuses on how context and environment shape the world process of learning.

We learn all our lives. Learning is something It's a dynamic process of awareness, skills, and habits. Attitudes can be translated into information and experiences. In all, perhaps to varying degrees, opportunity to learn. A

full understanding of the complexity requires exploring different theories and philosophies learning.

Learning can be defined as the process of learning or learning through a combination of cognition, emotion and environment. Improving Information, Values, Skills, and Worldviews Ileris (2000). (1995). The learning process focuses on what is happening during the learning process. Tighe (1982) showed that learning can be distinguished from induced behavioral change. maturity and disease; and also motor skills such as cycling, analytical skills, writing, attitudes, etc. The belief that neurotic symptoms and patterns of psychiatric disorders can also be learned, as suggested by A. von Wolfe (1952).Ileris (2000, p-3) narrowly describe learning as ``any process that leads to a permanent change in the abilities of an organism''. It is not due solely to biological maturation or aging.Learning theory is used to explain dynamic mechanisms. involved in learning and how adults and children learn; a learning theory is an ordered set of principles that describe how people learn, retain, and remember information.

Through research and by understanding different learning processes, we can better understand how learning takes place theory. You can use selection criteria for materials, techniques, and methods to facilitate learning theoretically.

Among them there are four learning theories, including:

a. Behaviorism

This behavior arose from research by Ivan Pavlov in the late 19th and early 20th centuries. Based on Pavlov's work, John Watson applied the theory of conditioning to development and education.Men "learn how to combine unconditionally motivated stimuli that already lead to specific responses (reflexes). In behaviorism, learning must be seen, observed and expressed through action. At its core, behaviorism focuses on cause, effectiveness, and the appropriate combination of them. Rewards and punishments are used to motivate and shape behavior. Further studies examining the role of volunteers action. For example, intentional execution of actions.

These studies show that an increase in awards contributes to this to the probability repetition of the action. The use of incentives and sanctions as a trainer and trainer can be adjusted according to performance. This includes usage to train beneficial or unwanted behaviors. For example, social perception from gold stars to awards, gratitude makes us more likely to repeat desired behaviors. whatever you want activities such as free time and scheduling required tasks can contribute to habitual behavior. Perverse incentives, on the other hand, can be used to limit repetition of unwanted behaviors and guide participants to their desired behavior. The action is most successful when there is only one correct answer or method of new experience or skill. Practices that minimize the difference between thinking and

doing. There should be only one correct answer given the behavior can also be successful in the areas of social education and rule-making, with incentives. Execution for the most success, participants should be aware of the rules at the beginning of the training session. Trainers should explain the level of performance expected.

Behaviorism	
Pros	Cons
Helps the instructor set high expectation	May be immorally applied and used
Good for establishing rules and expected norms of behavior	May not address the core of behavioral issues, such as outside personal issues
Participants should be familiar with the reward system	Does not look at nonobservable learning (e.g., affective domain)
Simple to use	Does not take emotions into account
	Does not work for high cognition or complex thought

Reinforcement Table (what is the most effective reinforcement schedule)	
Reinforcement Schedule	Likelihood of Repetition
Continuous (reinforce after every occurrence)	Low to moderate
Fixed ratio (e.g., 4 to 1)	Low to moderate
Intermittent or random	Moderate to high

Behaviorism Terms	
Stimulus	Anything that affects behavior
Response	Behavior in response to the stimulus
Unconditioned stimulus	Feature that causes a natural, reflex action
Conditioned stimulus	Feature that has an affect through association with use
Extinction	Dying out of a conditioned reflex
Spontaneous recovery	Return of a conditioned response
Generalization	Similar stimuli to conditioned stimuli that gets a response
Discrimination	The ability to tell the difference between two similar stimuli (the opposite of generalization)

Figure 2.1 Behaviorism

b. Cognitivism

This theory of learning is rooted in the work of Jean Piaget and John Dewey states that learning occurs internally through information processing rather than simply in response to external stimuli. Learning is the product of collecting and reorganizing information within a matrix of previously collected information. Cognitivism focuses on a person's thought processes, and instructors emphasize meditation on

metacognitive experiences and reflection on their thinking. This behavioral improvement is the result of learning after internal thinking work based on acquired new knowledge or information. The learning process involves both learning and reorganization of cognitive units.

Cognitivism applied to behavioral theories by looking at students not as blank panels but as people with specific viewpoints, perspectives and know-how and teachers to meet the participants' learning needs. The appreciation of subjective intelligence vision of students means that lessons and exercises may have different results depending on the experience of learners. In addition to the newly gained knowledge and talents, students often strive to evolve a working model of the environment and how this works.

Although the teacher is regarded as the expert who imparts expertise to unknown students in the classroom of behavior, cognitive instructors seek to guide students through an area of development, bridging the participants with what they are not familiar with. Teachers aim to help students incorporate new skills and knowledge into their academic structure and adjust their views of the world as appropriate. Teachers apply cognitive skills to help students refine their reasoning. They ask questions. Teachers may also use games, jigsaw puzzles, flash cards and other means to generate imbalance that the student needs to adapt and proceed.
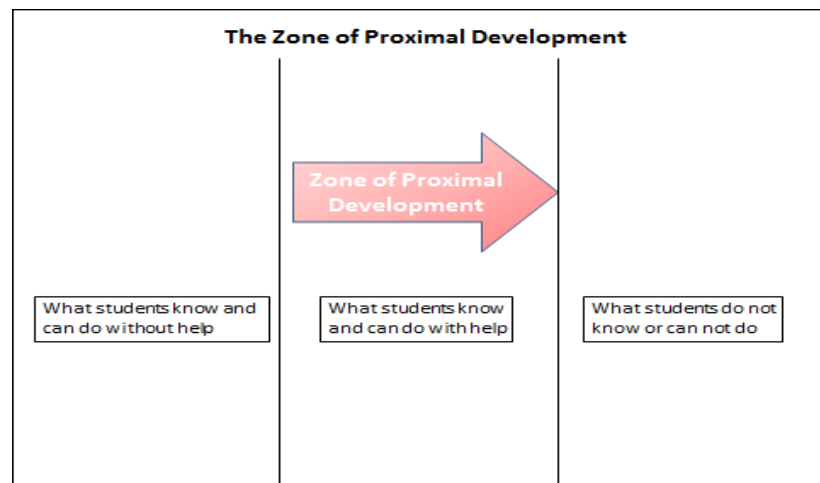
Figure 2.2 The Zone of Proximal Development

c. Contructivism

Problem-based learning finds its intellectual roots in the research of John Dewey (Ibrahim & Nur, 2004). In democracy and education Dewey conveyed the view that schools should reflect the larger society and the classroom is a laboratory for solving real-life problems. Dewey's science of education advocates for learners to encourage learners to engage in problem-oriented projects or tasks and help them investigate intellectual and social issues.

The concept that learners actively construct their own knowledge, is based on their own significance and is guided by previous knowledge and events is based on Constructivist Learning Theory. New knowledge and knowledge modify the known, and learning occurs when it is used to solve problems, tests and/or applications. In short, information can be received without application,

but there is no understanding. Furthermore, learning is a social activity involving sharing and use through the proximal development area.

Connectivism adds to constructivism to explain how the internet created information and allowed it to be shared worldwide. Info and knowledge will no longer be stored in the single or small group, but worldwide. Instructors focus on providing the context, interpretation and assessment of stored knowledge. Learning is no longer an educational activity via connectivism and the role of peer networks in the conservation, interpretation and application of information is even greater. Knowledge and authority are shared in the classroom with instructors who lead the learners to learn and apply knowledge in heterogeneous groups. The instructor's role is to create a collaborative and problematic environment and to provide insights, insights and activities that adapt to the student's needs. Building Teaching Comportements (Brooks and Brooks, 1993)

1) Encourage and accept student autonomy and initiative.

2) Use raw data and primary sources, along with manipulative, interactive, and physical materials.

3) When framing tasks, use cognitive terminology, such as "classify, analyze, predict, and create."

4) Allow student responses to drive lessons, shift instructor strategies, and alter content.

5) Inquire about students' understanding of the concepts before sharing (your) own understanding of those concepts.

6) Encourage students to engage in dialogue, both with the teacher and with one another.

7) Encourage student inquiry by asking thoughtful, open-ended questions, and encourage students to ask questions of each other.

8) Seek elaboration of students' initial responses.

9) Engage students in experiences that might engender contradictions to their initial hypothesis and then encourage discussion.

10) Allow wait time after posing questions.

11) Provide time for students to construct relationships and create metaphors

12) Nurture students' natural curiosity through frequent use of the learning cycle model.
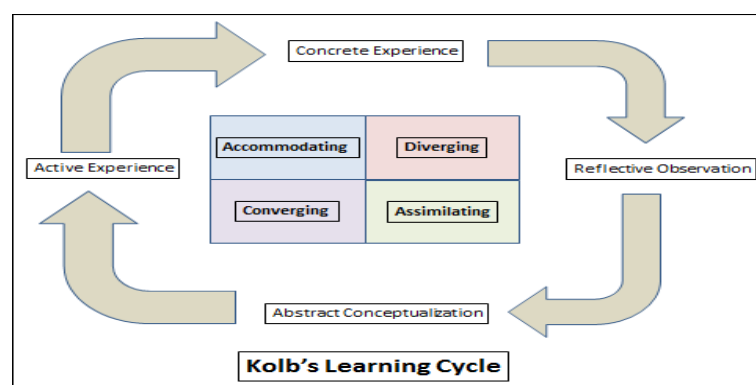
Figure 2.3 Kolb's Leaning Cycle

Goals of the Constructivist Classroom

1) Students determine how they will learn.

2) Evaluation of alternative solutions.

3) Realistic tasks are embedded in the learning.

4) Student-centered.

5) Collaboration is valued.

6) Multiple modes of instruction are used.

7) Encourage awareness of the knowledge contraction process (reflection, metacognition).

d. Multiple Intelegence

The Theory of Multiple Intelligences (Gardner, 1985) hypothesized that all human beings, barring any physical disabilities, have seven types of intelligences: logical-mathematical, linguistic, musical, spatial, bodily-kinesthetic, interpersonal, and intrapersonal. By becoming aware of these separate intelligences, Gardner & Hatch (1989) believed that discovering distinctions within people could have both educational and eventually vocational implications. Below is a more in-depth description of the seven original proposed intelligences along with naturalistic intelligence (added by Gardner in his 1999 book Intelligence Reframed) and potential career pairings for the respective intellectual strengths.

Table 2.1 Multiple intelligences: a theory for everyone

Intelligence	End-States	CoreComponents
Logical-Mathematical	Scientist,Mathematician	Capacity to discern logical or numerical patterns; ability to handle long chains of reasoning
Linguistic	Poet,Journalist	Sensitivity to sounds, rhythms and meaning of words; sensitivity to language functions
Musical	Composer,Violinist	Abilities to produce and appreciate rhythm, pitch and timbre;appreciation musical expressiveness
Spatial	Navigator,Sculptor	Capacity to perceive the visual-spatial world accurately and to transform the spatial world
Bodily-kinesthetic	Dancer,Athlete	Abilities to control one's body movements and to handle objects skillfully
Interpersonal	Therapist,Salesman	Capacities to discern and respond appropriately to the moods, temperaments, and desires of Others
Intrapersonal	Person with detailed, accurateself-knowledge	Access to and ability to discriminat eone's own feelings to guide behavior;knowledge of one's own strengths, weaknesses, desires and intelligences
Naturalistic	Zoologist,Botanist	Appreciation for wildlifeand the outdoors;adeptat categorizing things in the natural world

1) Multiple Intelligences and Learning Styles

One myth about multiple intelligences is that they are synonymous to separate learning styles, thinking styles, or working styles. Over a decade after creating his theory on multiple

intelligences, Gardner (1995)[9] clarified that in contrast to style, an intelligence is more of a capacity to understand and/or interact with particular content in the world. However, students still voice that they have preferences on how they wish to learn because it is the most effective way for them, whether it is visual, auditory, or kinesthetic. Surprisingly, when these learning modalities are put to the test under controlled conditions, they make no difference; students learn to the same extent whether they are using their preferred way of learning or not (Riener& Willingham, 2010)[10]. This is largely because humans are not locked into having only one type of intelligence; all of them are utilized at varying levels at different points in time.

2) The Definition Quality of Learning

The concept of "quality of learning" from day to dayisalways interesting to study. This happens because the problem of quality of learning is always related to the interests of the people who have an interest in learning activities. No one is hoping to get a learning service that is not qualified.

Etymologically quality or quality is defined by increasing levels towards improvement or stability. Because quality means the weight or height of something.quality is a word for service

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[9]Davis, K., Christodoulou, J., Seider, S., & Gardner, H. (2011).The theory of multiple intelligences. In R.J. Sternberg & S.B. Kaufman (Eds.), Cambridge Handbook of Intelligence (pp. 485-503). Cambridge, UK; New York: Cambridge University Press.
[10]Riener, C., & Willingham, D. (2010).The Myth of Learning Styles. Change: The Magazine of Higher Learning, 42, 32-35

provider which is something that must be done properly. While learning comes from the word "learning" which means a stage relatively permanent change in individual behavior as experience and interactions with the environment that result in cognitive processes.[11]

A lesson can be said to be of quality if it is learning those who are able to put the position of teachers are able to play their role appropriately according to needs, and capable learning increase creativity and participation in learning activities so that it has the expected competence. Benchmark of success a learning can be seen from the results of learning.[12]

The learning process is characterized by the existence of educativeinteractionsoccurs, namely interaction that is conscious of purpose. This interaction is rooted in parties educators (teachers) and pedagogical learning activities on students themselves, Process systematically through the stages of design, implementation, and evaluation. Learning does not happen instantly, but proceeds through certain stages. In learning, educators facilitate participants

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[11]Ahmad Yanto, "Teachers' Efforts to Improve the Quality of Arabic Language Learning at Mts Al-Asy'ariyahGendowangMogaPemalang" (Thesis, Arabic Language Education Study Program, Tarbiyah Department, Purwokerto State Islamic College, Central Java), h, 8.

[12]NoortsaniIrvan, ""Improving the Quality of the Learning Process and Student Mathematics Learning Outcomes Through the Implementation of the Problem-Based Learning Model," concluded Champion 1(2019), h. 3.

students so that they can study well. With this interaction, will produce an effective learning process as it has been expected.[13]

Efforts to improve student performance in the educational process very important, because in essence students are the owners school. Education is nothing but the process of transferring knowledge and skills to students as well as motivating students to learn. Motivation is one of the factors that can improve the quality of education, because students will study seriously if they have high motivation.[14]

Based on some of the opinions described above that it can be concluded that improving the quality of learning can measure the extent to which the level of achievement of the learning outcomes itself. Because learning that has been achieved will produce learning outcomes optimal.

3) Characteristic of Quality Learning

The definition of learning quality as defined by specialists serves as the foundation for and development of characteristic of learning quality. In other words, each definition of the term "learning quality" has a distinct set of traits. The definition of a learning quality that focuses process-related elements differs significantly from those of a learning quality that prioritizes

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[13]Muhammad DarwisDasopang, "Learning and Learning," FITRAH Journal of the Study of Islamic Sciences 3, no. 2 (Desember 2017), h. 338.

[14]IsnaRahmawati, "Developing Student Quality as a Factor in Improving the Quality of Elementary School Learning," Proceedings of the Basic Scientific Conference 1 (July 2018), h. 14.

external elements. In a similarly, if learning quality is understood to highlight both components (processes and outcomes), there are certainly differences in this definition.

Quality learning characteristics include being able to maximize learner potential, active learners who are involved in learning physically and mentally, transformative, introspective, and dialogical. Examples of qualities of learning that place an emphasis include goal achievement, learning productivity, efficacy, attractiveness, conduciveness, and value-added. The following are some qualities of high-quality learning that place an emphasis on process and results: qualified students, excellent courses, orderly classroom management, children who enjoy their teachers, and learning that benefits others.[15]

The concept of the quality of learning cannot be separated from the expert's perspective on the learning activities itself. If at this time arise a discourse that themeaning of learning is categorized into three clusters, namely learning as a purposeful activity, communication process, and a system, then the concept of quality learning will be influenced by the characteristics of the meaning of learning.

a) Learning as an activity is an activity pursued by educators to deliver learners towards a desired goal. In general, the stages of

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[15]AnikGhufron, DeniHardiyanto, "The Quality of Learning in The Perspective of Learning as A System", Advances in Social Science, Educational and Humanities Research (ASSEHR) – Vol 66, 2017:255-259.

learning activities in this perspective are the opening, core, and closing activities. If we use this point of view, then the quality of learning will contain the three stages of learning.

b) Learning as a process of communication is a learning activity in the form of a series of communication process, which contains aspects of; communicators, messages, media, message recipients, and feedback. If we use this angle of the field then the quality of learning will involve aspects related to communicators, messages, media, and recipients of the message, and feedback.

c) Learning as a system is a series of activities containing aspects; Input, process, and output. If we use this point of view then the quality of learning will include aspects related to inputs, processes, and outcomes

B. The Concept of Creative and Critical Thinking Atttitudes

Thinking is an activity of the human that results in new discoveries directed towards a goal. The thought process is also a mental activity for construct and acquire knowledge. In a learning process, ability students' thinking can be developed by enriching meaningful experiences through problem solving.

Creative attitude examines how individuals behave so that they become creative individual. Through research, creativity is not object of action, but rather an adjective to identify a creative attitude. This matter

because the creative attitude includes a combination of behavioral, emotional, and cognitive self-manifested in any case. When the creative attitude is present, it is there tendency to think and act with a certain degree of flexibility. Based on this explanation it is known that the creative attitude is a combination of individual behavior, emotion, and cognitive in creativity manifested in any case. A similar definition, creative attitude is how a person acts and feel in relation to creativity.

Creative thinking is thinking consistently and continuously producing something creative/original as needed. Brookfield Research shows that creative people usually :

1. Often reject standard techniques in solve problems.

2. Have a broad interest in related problems whether or not related to himself.

3. Able to look at a problem from various perspectives

4. Tends to look at the world in a relative and contextual way, not in terms of universal or absolute.

5. Usually take a trial and error approach in solving problems that provide alternatives, are oriented towards the future and are optimistic in face change for the sake of progress.[16]

When drawing conclusions and finding solutions to issues, critical thinking is a form of thinking that involves reflection and analysis. Critical thinking is deliberate thinking that is supported by well considered logic and evidence. It establishes issues, recognizes opposing viewpoints, makes use of

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[16]SarfaWasahua, "Concept of Developing Critical Thinking and Creative Thinking of Students in Elementary Schools", Journal of Educational Horizons, Vol 16(2) : 72-82

pertinent information, poses important queries, and effectively employs information to reach informed conclusions. Critical thinking does not necessarily involve criticizing ideas (although sometimes, being "critical" in this way can be an aspect of thinking critically). The ability to notice clearly, make thoughtful connections, ask insightful questions, and draw insightful conclusions are all traits of critical thinking. Analyzing, interpreting, and evaluating data as well as applying knowledge and thinking both independently and collaboratively are all aspects of critical thinking.[17]

Critical thinking is thinking that ask back facts, ideas, ideas, or the relationship between ideas whether true or not. Critical thinking is also interpreted as thinking to build an idea, concept or ideas from the results questions asking the truth of that thought. Critical thinking skills everyone is different, but there are identifiable indicators for determine whether a person has the ability to think critically.

Bayer determines 12 indicators of critical thinking skills, which are includes:

1. Recognizing the essence of the problem.

   In this case the goal is to be able to answer the questions asked. Then the step that must be taken is to look for supporting statements so that these questions can be answered. Thus one of the characteristics of critical thinking is being able to find statements in response to a question.

2. .

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[17] Robert DiYanni, *Critical and Creative Thinking :A Brief Guide for Teachers* (United Kingdom : John Wiley & Sons, Inc., 2016).

2. Comparing the similarities and differences

The process of conveying conclusions from the data. Reasons consist of evidence (data), claims (conclusions), and thoughts that justify the movement of data towards conclusions. Looking for reasons here is the reason behind a problem. The reason in question is also a way out for a problem. From the above understanding it can be concluded that looking for reasons in question is with the aim of finding justification in order to produce conclusions.

3. Determine which information is relevant.

Someone who thinks critically when getting information will pay close attention to that information. The goal is that the information can be conveyed properly and precisely so that there is no miscommunication.

4. Formulate the right questions.

Use sources that have credibility and cite them Sources that have credibility means sources that are already trusted. Critical thinkers are sure to use clear sources and mention them. The aim is to prove whether research has actually been carried out. The source used is a registered source, not an original source.

5. Distinguish between evidence, opinion and reasoned opinion.

The situation and conditions in question are related to how the situation is in that environment. A conducive situation can affect how a

person thinks. Therefore, situations and conditions that can create a person to think critically must be in a conducive and comfortable environment.

6. Correcting accuracy argument.

Based on the Oxford Dictionary, relevant is closely connected with the subject you are discussing or the situation you are thinking about. This word is the basic word for the term relevance which means relationship or connection. Therefore the ideas or opinions expressed must be relevant or in accordance with the main idea so as not to go off topic.

7. Know the assumptions that are not set.

One indicator of critical thinking is to remember the original and fundamental interests. This is a concept created in advance and should always be kept in mind. This basic concept is made based on one's interests and thoughts. Therefore, to determine the next step, do not forget to remember the original and fundamental interests in accordance with what has been determined.

8. Acknowledging the existence of figures of speech or imitation.

Alternative is a choice limited to one of two or more possibilities, as of things, propositions, or courses of action. In every thought there are several possibilities, therefore we need to prepare several alternatives so that if one choice cannot be implemented, we still have other options to complete it.

9. Recognizing bias, factors, emotional, propaganda, and inappropriate word meanings.

Being and thinking openly is the ability to think openly in a person towards all forms of information, ideas, opinions, ideas and arguments. This ability will make a person more rational, critical, and easy to find solutions when facing problems.

10. Recognizing differences in value orientations and views.

In this indicator, it can be seen that when someone who thinks critically finds sufficient evidence in the problem, he is not too hasty in formulating the problem, he will further explore the problem with the evidence obtained to find a solution to the problem.

11. Acknowledge the adequacy of data.

Someone who seeks as much explanation as possible whenever possible. In this indicator, a person's critical thinking ability can be seen from observation, namely when a person asks questions on an ongoing basis.

12. Foresee the possible consequences.[18]

In this indicator, a person's critical thinking ability can be seen from observations, namely someone who follows the problem solving process from start to finish by carrying out activities according to the steps of problem solving, which include discussion, analyzing problems, determining problems and getting problem solutions.

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[18]SarfaWasahua, "Concept of Developing Critical Thinking and Creative Thinking of Students in Elementary Schools", Journal of Educational Horizons, Vol 16(2) : 72-82.

CHAPTER III

RESEARCH METHOD

A. The Type and Characteristic of Research

The type of research that will be used in this research is a qualitative research. Qualitative research is a type of research that produces findings that cannot be achieved using statistical procedures.[19] Qualitative research involves efforts, such as asking question and procedure, collecting specific data from participants, analyzing data, and interpreting the result of data analysis.[20]

As the title suggests, this research uses a descriptive research. Descriptive research describes the phenomena that occur in real, realistic, and actual. The purpose of descriptive research is to make descriptions,picture in a systematic, factual and accurate manner regarding the facts, characteristics and relationships between the phenomena being investigated.[21]

Therefore, the researcher will present research related to the attitude of critical and creative thinking in the learning process of Junior High School students 1 Bukit Kemuning.

B. Data Resource

There are two types of data used in this study, namely primary data and secondary data. Primary data is information obtained from the source

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[19] Farida Nugrahani, MetodePenelitianKualitatif: DalamPenelitianPendidikanBahasa, (Surakarta: Ttp, Tt), 4.

[20] John W. Creswell, Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, (California: Sage Publication, 2014), Fourth Edition: 5.

[21] AjatRukajat, Quantitative Research Approach, (Yogyakarta: CV BUDI UTAMA, 2018), 1.

directly, such as the results of interviews or questionnaire results on someone what researchers usually do. In this study, primary data will be used obtained from interviews and questionnaires that will be conducted on the ten studets of the eighth grade of students at junior high school 1 Bukit Kemuning about the attitude of critical and creative thinking during the learning process.

Meanwhile, secondary data according to Creswell, sources of data for qualitative research can come from many sources includes documentation, interviews, observations, audiovisual recordings, and physical artifacts. This research data was collected from participants and resource persons.[22]Secondary data sources are used as data sources to support information obtained from primary data sources in the form of documentation.

C. Data Collecting Technique

According to Creswell, the data collection steps include setting the boundaries for the study, collecting information through unstructured or semi structured observations and interviews, documents, and visual materials, as well as establishing the protocol for recording information.[23]In this case, the researcher uses three techniques, namely:

1. Questionnaire

Questionnaire is a method of gathering records from individuals using writing.It carries exceptional styles of questions, and can be produced on paper, a device including a tablet, via textual content

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[22]Creswell, J. W. (2014). Research design: Qualitative, quantitative, and mixed methods approaches (4th ed.). Thousand Oaks, CA: Sage.
[23]Creswell, J. W., & Miller, D. (2000).Determining validity in qualitative inquiry. Theory Into Practice, 39(3), 124–130.

message, or online. Those who answer questionnaires are called respondent'.

This questionnaire was carried out through question papers which were distributed and will be filled out by grade 8 students of junior high school 1 Bukit Kemuning. This questionnaire contains 10 statements with agree, disagree, and neutral answer choices.

2. **Interview**

Interview was performed to follow up and supply more intensity information from the questionnaire. Esterberg defined insterview as "a assembly of two folks to exchange information and concept thru question and responses, ensuing in communique and joint creation of that means about a specific topic". Interview are used to gather information from people about opinions, beliefs, and emotions approximately conditions of their own words.

In the interview process in this study, the researcher used an open interview technique. The open interview is an interview in which the direction of the question provides anopportunity for the informant to have the argument and does not limit it to only answering yes or no.

Researchers conducted interviews directly with informants at school. In formulating the questions, the researcher modified some statements from the questionnaire.

3. **Documentation**

In this study, documentation is a form of activity or systematic process for searching, investigating, compiling, and provision of documents to obtain knowledge, information and evidence in this study. Instruments used for documentation in the form of notes, photos, archives and data from Respondents' answers from the question text that has been distributed.

D. **Data Analysis Techniques**

Data analysis is a process of simplification of data into a form that is easier to read and implement. Data analysis was carried out with the aim of making the information collected clear and explicit. In accordance with the research objectives, the data analysis technique used to analyze the data in this study is a qualitative analysis of the interactive model as proposed by Miles and Huberman as follows:[24]

1. **Data Collection**

The data obtained from the results of questionnaire and interview. In this step, the researcher collected the participants based on their title of their undergraduate thesis. So, the researcher only chose the participants who are conducting their research on the field, especially at the school.

After getting enough participants as many as 10 grade 8 students of junior high school 1 Bukit Kemuning, data collection is the first step in data processing analysis technique. Data collection is a way or process of

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[24]Milles and Huberman, Qualitative Data Analysis, (Jakarta: Universitas Indonesia Press,1992), 16.

collecting data analysis technique. In this study, data was collected from the questionnaire was carried out through texts that had been distributed, interviews were conducted directly, and documentation.

2. **Data Reduction**

Data reduction is a process of selection, focusing, simplification, and abstraction. The way to reduce data is by selecting, making a summary or brief description, classifying into patterns by making research transcripts to emphasize, shortening to make focus, discarding unimportant parts and arranging so that conclusions can be drawn.In this research, the steps are:

a. Classifying the results of questionnaire into several points because some of the questionnaires are relatable to each other.

b. The results of interview are converted into written text.

3. **Data Display**

After reducing the data, the researcher can display the data, both in diagrams or scripts. Data display is a collection of information data arranged so as to provide the possibility of drawing conclusions and taking action. The researcher should be able to describe the result of both questionnaire and interview in order tomake the researcher easier to draw conclusions and answer all the research questions in this study.

4. **Conclusion**

Drawing conclusions is an attempt to answer the research questions and the objective of the research. Conclusions can be verified by looking

at the evidence and the resultform the questionnaire and interview that
have been donein order to obtain a more precise understanding.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Profile of SMPN 1 Bukit Kemuning

SMP Negeri 1 Bukit Kemuning is a public junior high school located in North Lampung Regency, Lampung Province, Indonesia. The school was officially established on July 29, 1967, under Decree Number 22/IV/11/DSMP/1967. Since its inception, the school has shown a steadfast commitment to providing quality education, evolving in terms of facilities, curriculum implementation, and academic achievements.

The school is situated at Jalan Darma Bakti, Bukit Kemuning, Lampung, and occupies a land area of 5,496 square meters. It is accredited with an A status, reflecting its adherence to national education standards and institutional excellence. SMPN 1 Bukit Kemuning operates under the 2013 Curriculum, which serves as the foundation for its educational programs and activities.

The vision of SMPN 1 Bukit Kemuning is to foster disciplined, high-achieving, and cultured human resources grounded in faith and devotion. To achieve this, the school focuses on creating a creative, effective, and environmentally conscious learning atmosphere. Furthermore, it strives for excellence in arts and sports while maintaining a clean and orderly school environment.

Despite these strengths, the school faces some infrastructural limitations, including a lack of science laboratories and internet access, which are increasingly important for modern educational practices. The school currently relies on the national grid (PLN) for electricity, with a capacity of 5,498 watts, which is sufficient for current needs but may present challenges as digital learning tools are increasingly integrated into the curriculum.

As of the 2023/2024 academic year, SMPN 1 Bukit Kemuning serves a total of 665 students, comprising 299 male students and 366 female students. These students are distributed across 21 learning groups, with an average of

approximately 32 students per class. The school has a student-teacher ratio of 16.22, ensuring that students receive personalized attention. The teaching staff consists of 41 educators, 90.24% of whom meet national qualification standards, and nearly half of them are certified teachers with 46.34% holding civil servant status.

B. The Students' Efforts in Developing the Quality of Learning through Creative and Critical Thinking

In the era of 21st-century education, fostering the ability to think creatively and critically is paramount to a student's academic success. At SMPN 1 Bukit Kemuning, students are not only encouraged to develop these cognitive skills but are also provided with opportunities to apply them in various learning contexts, from classroom interactions to independent study and collaborative group work.

Through a combination of classroom discussions, problem-solving tasks, and project-based learning, students are developing the skills needed to think both creatively and critically. Interviews with students and data from the questionnaire reveal a variety of strategies and methods they employ to improve the quality of their learning.

For instance, some students, such as Student D and Student J, reported turning to online resources, including platforms like YouTube and learning applications, to gain deeper insights into complex topics. This method demonstrates a self-directed and creative approach to problem-solving. Other students, such as Student A and Student H, prefer collaborating with peers to clarify concepts. This approach reflects an interpersonal style of critical thinking, as students discuss and refine ideas together.

Additionally, students like Student C and Student I noted that they often revisit their class notes or textbooks to reinforce their understanding before seeking help. This shows an independent, reflective process typical of critical thinking, where students evaluate their knowledge and reasoning before reaching out for external assistance.

Table 4.1 Questionnaire Resume

No.	Statement	Average Score	Category
1	Students develop new ideas	4.2	Very Creative
2	Students frequently question information	4.0	Very Critical
3	Students create innovative solutions	3.8	Creative
4	Students analyze problems in depth	4.1	Very Critical
5	Students integrate various ideas	3.9	Creative
6	Students critique existing solutions	4.1	Very Critical
7	Students feel comfortable experimenting	3.7	Creative
8	Students re-check information before accepting	4.2	Very Critical

The results from the questionnaire indicate that most students engage actively in both creative and critical thinking. Table 4.1 summarizes the average scores for various statements related to creativity and critical thinking. The data shows that students tend to score higher in critical thinking statements, such as "I analyze problems in depth" and "I critique existing solutions." However, they also exhibit a willingness to engage creatively, as evidenced by responses to statements like "I propose new ideas" and "I try different strategies to solve problems."
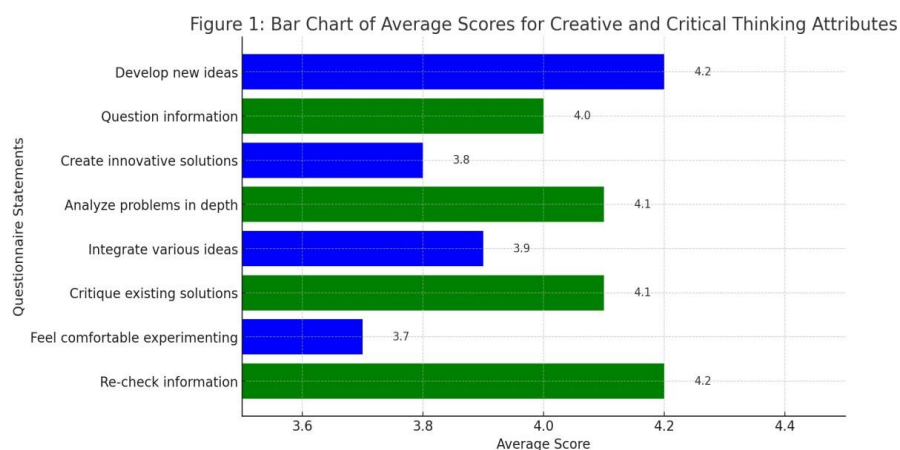
Figure 4.1 Bar Chart of Average Scores

Figure 4.1 illustrates the bar chart of average scores for each statement from the questionnaire. This visual representation allows us to see how students rate themselves in terms of creativity and critical thinking. The chart demonstrates that, while creativity is present, students tend to place a slightly higher emphasis on critical thinking when evaluating problems and solutions.

Figure 2: Comparative Graph of Creative vs. Critical Thinking Levels
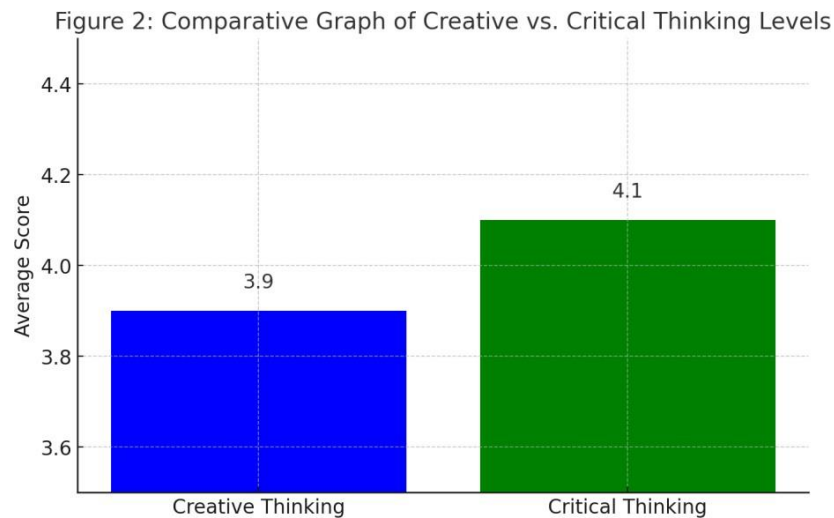
Figure 4.2 Comparative Graph of Creative vs. Critical Thinking Levels

Figure 4.2 shows the comparative graph of students' levels of creative versus critical thinking. This graph reveals that, although there is a relatively balanced development of both cognitive skills, critical thinking tends to be slightly more developed across the student body. This suggests that while students are engaging in creative problem-solving, they also prioritize careful evaluation and analysis of ideas.

1. **Analysis and Explanation of Visual Data**

From Table 4.1 and the charts presented in Figures 4.1 and 4.2, it is clear that students at SMP N 1 Bukit Kemuning display a strong foundation in both creative and critical thinking. While critical thinking appears to be the dominant skill, students are also developing creative approaches to problem-solving. The bar chart and comparative graph highlight the complementary relationship between these two skills, with critical thinking playing a more significant role in evaluating and refining creative ideas.

Students who engage in group discussions, brainstorming sessions, and use mind mapping techniques often report higher levels of creativity. Meanwhile, those who prefer structured problem-solving methods, such as analyzing problems systematically, tend to excel in critical thinking. This balance between creativity and critical thinking is vital, as it enables students to generate innovative ideas and assess their potential impact and practicality.

C. The Supporting and Inhibiting Factors for the Students in Developing a Creative and Critical Thinking Attitude

The development of creative and critical thinking in students is influenced by both internal and external factors. Internal factors such as self-confidence, motivation, and curiosity play a significant role in a student's willingness to engage in higher-order thinking. On the other hand, external factors such as teacher feedback, classroom environment, peer support, and access to learning resources also shape the development of these cognitive skills.

Through interviews with students, several supporting factors were identified:

1. Self-confidence

Many students, such as Student B, F, and J, reported that volunteering to answer questions in class helped them build confidence and engage more actively in discussions. This enhanced confidence enabled them to express their ideas more freely and take intellectual risks without the fear of failure.

2. Teacher Support

Students, like Student C, mentioned how positive feedback from teachers created a safe and supportive environment. This encouragement made them feel comfortable to explore ideas more creatively and critically. For example, Student C noted that the teacher encouraged them to reason

through problems, which helped them analyze from different angles and develop a more critical perspective.

3. Peer Support

      Peer collaboration was another critical factor for fostering creativity. Students like Student F stated that participating in group discussions helped refine their ideas, making the learning process more interactive and stimulating. Working with peers allowed them to view problems from different perspectives, encouraging them to think creatively while solving problems.

      Despite these supportive elements, several inhibiting factors were also identified that hindered students' ability to develop creative and critical thinking skills:

1. Fear of Mistakes

      Students like Student A admitted they were hesitant to speak up during class discussions due to the fear of making mistakes. This apprehension prevented them from fully participating in creative and critical thinking activities. The fear of being wrong held them back from sharing new ideas or challenging existing viewpoints.

2. Lack of Access to Learning Resources

      Many students reported that limited access to digital resources, such as the internet, hindered their ability to conduct in-depth research or use online learning platforms. This lack of access made it difficult for them to explore creative solutions or critically analyze information that could have enhanced their learning experience.

3. Classroom Environment

      The classroom environment itself posed a challenge for some students. Those who felt that mistakes were not tolerated during discussions were less confident in expressing their opinions. This discouragement led to a reluctance to share new or innovative ideas, which stifled the development of their creative and critical thinking skills.

1. **Interpretation of Data**

   The data suggests that supportive factors such as teacher encouragement, peer collaboration, and self-confidence directly contribute to students' willingness to engage in creative and critical thinking. These factors help create a positive and nurturing learning environment where students feel comfortable exploring new ideas and challenging existing knowledge.

   Conversely, inhibiting factors such as the fear of making mistakes and lack of access to learning resources create significant barriers. By addressing these issues, such as promoting a more accepting environment where mistakes are viewed as part of the learning process and providing greater access to resources, the school can significantly enhance the development of these critical cognitive skills.

2. **Conclusion**

   The development of creative and critical thinking skills is influenced by both internal and external factors. Teachers play an important role in fostering these skills by offering positive reinforcement, creating a safe space for exploration, and encouraging peer collaboration. It is equally essential to address inhibiting factors, such as the fear of making mistakes and the lack of access to resources, to build a more supportive and effective learning environment that nurtures creative and critical thinking in students.

D. **Discussion**

   This section discusses the findings of the study and interprets them in relation to the research questions, existing literature, and the theoretical framework used in this study. The primary aim of this discussion is to explore the role of creative and critical thinking in enhancing the quality of student learning at SMPN 1 Bukit Kemuning.

1. **Interpretation of Findings**

The results indicate that students at SMPN 1 Bukit Kemuning demonstrate both creative and critical thinking abilities, although critical thinking seems to be more strongly developed than creativity. The data gathered from the questionnaire and student interviews show that students actively engage in both thinking processes, but there is a noticeable emphasis on analytical reasoning and problem-solving skills in the students' responses.

a. Creativity in Learning

The creative thinking abilities of students were evident in their engagement with problem-solving tasks that required the generation of new ideas or approaches. Many students mentioned using mind mapping, brainstorming, and collaborative group discussions as tools for fostering creative thinking. These methods are essential for developing fluency and originality in thinking. As shown in Figure 4.2, creativity is notably higher among students who frequently engage in these activities.

However, the level of creativity displayed by students is still growing. The findings suggest that students are not yet fully exploiting creative methods to their maximum potential. Although they generate ideas, students often rely on critical thinking to evaluate and filter those ideas, reflecting a more structured approach to creative processes.

b. Critical Thinking in Learning

Critical thinking, on the other hand, was the most dominant cognitive skill observed in the students. The findings from Figure 4.1 clearly show that students scored higher in statements related to critical thinking, such as "I analyze problems in depth" and "I critique existing solutions". These skills are foundational for effective decision-making and problem-solving. Students demonstrated an ability to question assumptions, evaluate solutions critically, and apply logical reasoning

to complex problems. This is consistent with Dewey's Reflective Thinking Framework, which emphasizes active, persistent, and careful consideration of knowledge and beliefs.

2. **The Interaction Between Creative and Critical Thinking**

A key finding in this study is the interaction between creativity and critical thinking. These two cognitive skills do not operate in isolation but rather complement each other in the learning process. As shown in Figure 4.2, there is a positive relationship between creative and critical thinking skills. Students who excelled in creative thinking also exhibited strong critical thinking skills, suggesting that the development of one enhances the other.

For instance, when students generated new ideas during group activities or mind-mapping exercises, they were also engaging in critical thinking by evaluating the feasibility and practicality of those ideas. This interplay allows students to refine their creative solutions and make more informed decisions. The findings support the view that creativity and critical thinking are interdependent, with each supporting the other in the problem-solving process.

3. **Relevance of Findings to 21st-Century Education**

The findings of this study underscore the importance of fostering both creative and critical thinking in the context of 21st-century education. In an era where students are expected to navigate complex, real-world problems, both creativity and critical thinking are essential. Students at SMPN 1 Bukit Kemuning have demonstrated a strong foundation in critical thinking, but there is room to expand their creative thinking abilities further.

In the context of 21st-century skills, which include problem-solving, collaboration, and critical thinking, the school provides a strong framework for cultivating these abilities. However, the study suggests that more focus could be placed on enhancing creativity through open-ended tasks, experimental learning, and encouraging risk-taking in academic

tasks. This will allow students to develop divergent thinking alongside their convergent thinking skills, ultimately fostering innovative and flexible problem solvers.

4. **Teacher's Role in Supporting Creative and Critical Thinking**

Teachers play a pivotal role in facilitating the development of both creative and critical thinking skills. At SMPN 1 Bukit Kemuning, the teaching staff already encourages students to engage with the material through discussions and problem-solving activities. However, the findings suggest that teachers can further support the development of creative thinking by providing more opportunities for collaborative learning and self-directed exploration.

Moreover, creating a classroom environment where students feel safe to make mistakes and take intellectual risks is crucial for fostering creativity. The inhibition caused by fear of making mistakes was a barrier noted by several students, as discussed in Section C. Therefore, teachers should emphasize that mistakes are an essential part of the learning process and contribute to intellectual growth.

5. **Limitations of the Study and Suggestions for Future Research**

While this study provides valuable insights, there are several limitations that must be considered. One limitation is the sample size of the study, as it was limited to a small group of students. A larger sample would provide a more comprehensive view of the development of creative and critical thinking across the school population.

Additionally, the study relies on self-reported data, which may introduce biases. Future research could employ a more objective assessment of creativity and critical thinking, such as performance-based tasks, to provide a more accurate measure of students' cognitive abilities.

Future studies could also examine the impact of technology on the development of these skills. In particular, it would be valuable to explore how digital tools and online learning platforms can enhance students' creative and critical thinking abilities.

6. Conclusion

This study has shown that students at SMPN 1 Bukit Kemuning possess a strong foundation in critical thinking and are actively developing creative thinking skills. While critical thinking is the dominant cognitive skill, there is room to further foster creativity through more experimental and risk-taking opportunities in the learning process. The interaction between creativity and critical thinking supports the idea that these skills are interdependent and should be nurtured together in the classroom.

To enhance students' overall cognitive development, it is important to continue integrating both creative and critical thinking in the curriculum. SMPN 1 Bukit Kemuning provides a solid base, but increasing access to resources, expanding collaborative learning, and promoting experimental learning will ensure that students are well-prepared for the challenges of the 21st century.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results and discussions in this study, the following conclusions can be drawn:

1. Students demonstrate creative thinking by employing diverse methods such as mind mapping, diagram drawing, and exploring unconventional approaches to problem-solving. These behaviors reflect their ability to generate innovative ideas, integrate various perspectives, and adapt their learning processes creatively.

2. Critical thinking is evident in students' ability to question information, critique proposed solutions, and analyze problems comprehensively. This demonstrates their aptitude for logical reasoning, evidence-based argumentation, and a commitment to achieving accuracy and clarity in their understanding.

3. The interplay between creative and critical thinking attitudes has a significant positive relationship with the overall quality of students' learning. Students who excel in both dimensions actively engage in collaborative discussions, effectively solve problems, and achieve superior academic outcomes.

4. The findings validate established theoretical frameworks, such as Torrance's Theory of Creativity, Dewey's Reflective Thinking Framework, and Bloom's Taxonomy, which highlight the importance of creativity and

critical thinking as higher-order cognitive skills essential for academic success.

B. **Suggestions**

1. **For Students**

    a. Cultivate creative thinking by exploring diverse learning methods, such as mind mapping, brainstorming, and collaborative discussions, to enhance understanding and adaptability.

    b. Develop critical thinking skills by actively questioning assumptions, critically evaluating solutions, and engaging in reflective practices.

    c. Seek feedback from teachers and peers to improve their learning strategies and refine their creative and critical thinking abilities.

2. **For Teachers**

    a. Incorporate teaching strategies that foster both creativity and critical thinking, such as open-ended problem-solving tasks, case studies, and debates.

    b. Create a classroom environment that encourages students to express their ideas confidently while respecting diverse opinions.

    c. Provide constructive feedback to help students refine their creative solutions and strengthen their critical evaluation skills.

3. **For Future Researchers**

    a. Conduct further studies with larger sample sizes and diverse student demographics to explore the relationship between creative and critical thinking attitudes across different contexts.

b. Investigate the impact of technology-based learning tools, such as interactive platforms and virtual collaborative spaces, on enhancing students' creative and critical thinking.

c. Examine longitudinal effects to understand how sustained development of these attitudes influences students' academic and career outcomes.

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APPENDICES

DOCUMENTATION

DAFTAR KUESIONER SISWA

Nama   :
Kelas   :

Tabel Tabel Kuesioner

NO.	Penyataan	Menjawab				
		1	2	3	4	5
1	Saat pembelajaran, jika saya tidak mengerti maka saya akan bertanya.					
2	Jika ada pertanyaan dari guru saya berusaha untuk menjawabnya.					
3	Saat diberikan tugas oleh guru, saya memberikan jawaban yang bervariasiyang berasal dari beberapa referensi.					
4	Dalam pembelajaran, saya tidak hanya mengerjakan soal-soal yang diberikan guru. Saya juga mengerjakan soal-soal yang tidak diberikan guru sebagai soal tambahan.					
5	Dalam proses pembelajaran saya menjelaskan jawaban yang diperoleh di depan kelas.					
6	Saya mengerjakan soal dengan cara berbeda untuk membuatnya lebih singkat dan mudah.					
7	Jika ada PR dan saya sudah berusaha menyelesaikannya tetapi tidak mendapat jawaban, maka saya akan meminta teman untuk menyalin langsung PR tersebut.					
8	Saat berdiskusi, saya mengajukan gagasan baru untuk menyelesaikan soal dengan cara lebih mudah.					
9	Dalam menjawab pertanyaan saya berusaha memberikan jawaban dan juga alasannya.					
10	Saya selalu mencari kesamaan anatara dua kejadian yang berbeda.					

Catatan :

- Pilihan jawaban terdiri dari 5 level. Ada nomor 1 untuk dengan kuat tidak setuju, 2 untuk tidak setuju, 3 untuk netral, 4 untuk setuju, Dan 5 untuk dengan kuat setuju.
- (✓) Ceklis untuk setiap pilihan jawaban.

HASIL KUESIONER

No	Pernyataan	Nama Siswa									
		AS	AS	FA	DA	FA	NP	R	SR	RR	SO
1	Saat pembelajaran, jika saya tidak mengerti maka saya akan bertanya.	4	5	3	5	4	5	4	5	3	5
2	Jika ada pertanyaan dari guru, saya berusaha untuk menjawabnya.	3	4	4	4	3	5	4	3	4	5
3	Saat diberikan tugas, saya memberikan jawaban dari beberapa referensi.	4	5	4	5	3	5	4	4	4	5
4	Dalam pembelajaran, saya juga mengerjakan soal tambahan dari guru.	3	4	4	5	3	4	4	3	4	5
5	Dalam pembelajaran saya menjelaskan jawaban saya di depan kelas.	3	3	4	4	3	5	3	3	4	4
6	Saya mengerjakan soal dengan cara berbeda agar lebih mudah.	4	5	4	5	3	5	4	3	4	5
7	Jika PR sulit, saya akan bertanya teman alih-alih menyalinnya langsung.	5	5	4	5	4	5	5	5	4	5
8	Saat berdiskusi, saya	4	5	5	5	3	5	4	3	5	5

	mengajukan ide baru untuk menyelesaikan masalah.										
9	Dalam menjawab pertanyaan, saya memberikan alasan yang jelas.	4	5	4	5	3	5	4	4	4	5
10	Saya mencari kesamaan antara dua kejadian berbeda.	3	4	4	4	3	4	4	3	4	5

Karakteristik Jawaban:

1. **Siswa AS:** Siswa cukup proaktif bertanya, namun lebih nyaman menunggu waktu yang sesuai (skor cenderung 3–4).
2. **Siswa AS:** Siswa yang percaya diri dan selalu mempersiapkan diri untuk bertanya atau menjawab (skor dominan 5).
3. **Siswa FA:** Siswa metodis yang memanfaatkan referensi namun belum sepenuhnya percaya diri (skor dominan 4).
4. **Siswa DA:** Siswa mandiri yang sering mencoba mencari solusi dengan media belajar lain (skor dominan 5).
5. **Siswa FA:** Siswa yang lebih pasif, sering membutuhkan panduan tambahan dari guru atau teman (skor dominan 3–4).
6. **Siswa NP:** Siswa aktif dan selalu melibatkan diri dalam pembelajaran serta diskusi (skor cenderung 5).
7. **Siswa R:** Siswa yang seimbang antara keaktifan dalam bertanya dan menghargai pendapat lain (skor dominan 4–5).
8. **Siswa SR:** Siswa yang lebih memilih meminta bantuan teman sebangku untuk memahami materi (skor dominan 3–4).
9. **Siswa RR:** Siswa yang berusaha memahami sendiri dan menggunakan pendekatan sistematis (skor dominan 4).
10. **Siswa SO:** Siswa kreatif yang selalu mencoba mencari solusi baru dalam pembelajaran (skor dominan 5).

WAWANCARA SISWA

Nama   :
Kelas   :

Tabel Wawancara

TIDAK.	Pertanyaan	Menjawab
1	Langkah-langkah apa yang dilakukan bila dalam proses pembelajaran ada materi yang belum dipahami?	
2	Pola seperti apa yang kamu sukai saat berdiskusi?	
3	Bagaimana cara menyikapi perbedaan pendapat saat berdiskusi?	
4	Bagaimana cara menyelesaikan soal yang diberikan guru jika sudah mencoba mencari tetapi tidak mendapatkan jawaban?	
5	Manakah yang lebih baik untuk menjawab pertanyaan tersebut, antara menjadi sukarelawan atau ditunjuk langsung oleh guru? Mengapa?	

HASIL WAWANCARA

1. Siswa AS (Laki-laki)

Pertanyaan 1: Langkah-langkah apa yang dilakukan bila dalam proses pembelajaran ada materi yang belum dipahami?

Jawaban: "Kalau saya tidak paham, biasanya saya bertanya langsung keteman yang lebih paham atau menunggu sesi tanya jawab dengan guru."

Pertanyaan 2: Pola seperti apa yang kamu sukai saat berdiskusi?

Jawaban: "Saya lebih suka diskusi kelompok kecil karena bisa lebih fokus mendengar pendapat teman-teman."

Pertanyaan 3: Bagaimanacaramenyikapiperbedaanpendapatsaatberdiskusi?

Jawaban: "Saya biasanya mendengarkan dulu, lalu memberikan pendapat saya dengan cara yang sopan."

Pertanyaan 4: Bagaimana cara menyelesaikan soal yang diberikan guru jika sudah mencoba mencari tetapi tidak mendapatkan jawaban?

Jawaban: "Saya biasanya meminta penjelasan ulang kepada guru atau membuka buku referensi yang lain."

Pertanyaan 5: Manakah yang lebih baik untuk menjawab pertanyaan tersebut, antara menjadi suka relawan atau ditunjuk langsung oleh guru? Mengapa?

Jawaban: "Saya lebih suka ditunjuk langsung, karena kadang ragu untuk maju sendiri."

2. Siswa AS (Perempuan)

Pertanyaan 1: "Kalau ada materi yang tidak dipahami, saya akan mencatat hal-hal yang tidak saya pahami untuk ditanyakan di akhir pelajaran."

Pertanyaan 2: "Saya lebih suka diskusi dalam kelompok besar karena ide yang muncul lebih beragam."

Pertanyaan 3: "Perbedaan pendapat harus dihargai. Biasanya saya coba memahami alas an teman lain sebelum memberikan komentar."

Pertanyaan 4: "Jika tidak menemukan jawabannya, saya coba diskusikan dengan teman sebelum bertanya ke guru."

Pertanyaan 5: "Saya lebih suka menjadi suka relawan karena lebih percaya diri saat saya mempersiapkan jawabannya."

3. Siswa FA (Laki-laki)

Pertanyaan 1: "Saya mencoba memahami ulang dari catatan atau buku sebelum bertanya kepada guru."

Pertanyaan 2: "Diskusi dengan dua atau tiga teman menurut saya lebih nyaman karena tidak terlalu ramai."

Pertanyaan 3: "Kalau ada perbedaan pendapat, saya mengajak teman mencari bukti atau data yang mendukung."

Pertanyaan 4: "Saya biasanya bertanya kepada teman yang lebih pandai atau browsing di internet."

Pertanyaan 5: "Ditunjuk langsung oleh guru lebih baik karena membuat saya lebih siap."

4. Siswa DA (Perempuan)

Pertanyaan 1: "Saya akan mencari video pembelajaran di YouTube jika ada materi yang sulit dipahami."

Pertanyaan 2: "Diskusi berpasangan lebih efektif untuk saya karena lebih fokus."

Pertanyaan 3: "Saya akan menjelaskan pendapat saya dengan baik tanpa merendahkan teman lain."

Pertanyaan 4: "Saya sering meminta bantuan kakak saya di rumah untuk menjelaskan soal yang sulit."

Pertanyaan 5: "Suka relawan lebih baik karena menunjukkan inisiatif saya dalam belajar."

5. Siswa FA (Laki-laki)

Pertanyaan 1: "Saya akan menuliskan pertanyaan saya dan mencari jawabannya setelah pelajaran selesai."

Pertanyaan 2: "Diskusi kelas besar membuat saya belajar mendengar berbagai sudut pandang."

Pertanyaan 3: "Saya mencoba membuat teman saya berpikir dengan memberikan contoh lain."

Pertanyaan 4: "Biasanya saya bertanya pada guru les saya di luar sekolah."

Pertanyaan 5: "Ditunjuk oleh guru membantu saya belajar untuk spontan dalam menjawab."

6. Siswa NP (Perempuan)

Pertanyaan 1: "Saya lebih suka bertanya langsung kepada guru saat jam pelajaran jika ada yang tidak saya pahami."

Pertanyaan 2: "Diskusi kelompok kecil lebih menyenangkan karena bisa lebih terlibat aktif."

Pertanyaan 3: "Saya mencoba menengahi dan mencari kesamaan dari dua pendapat yang berbeda."

Pertanyaan 4: "Jika soal sulit, saya sering mencoba mencari jawaban dari internet atau modul tambahan."

Pertanyaan 5: "Saya lebih suka menjadi sukarelawan karena saya ingin melatih kepercayaan diri."

7. Siswa R (Laki-laki)

Pertanyaan 1: "Saya mencatat poin-poin yang tidak dimengerti, lalu bertanya pada guru di akhir jam pelajaran."

Pertanyaan 2: "Saya suka diskusi kelompok besar karena lebih banyak ide dan masukan."

Pertanyaan 3: "Saya akan memberikan argumen yang logis sambil tetap menghargai pendapat teman lain."

Pertanyaan 4: "Saya akan meminta guru member petunjuk tambahan untuk memahami soal tersebut."

Pertanyaan 5: "Saya merasa lebih baik jika ditunjuk guru karena lebih fokus untuk menjawab."

8. Siswa SR (Perempuan)

Pertanyaan 1: "Saya akan meminta teman yang paham untuk membantu menjelaskan materi yang sulit."

Pertanyaan 2: "Diskusi dengan teman sebangku lebih nyaman karena lebih santai dan mudah dimengerti."

Pertanyaan 3: "Saya biasanya mendengarkan pendapat teman lain dulu sebelum menjawab."

Pertanyaan 4: "Saya akan mencari bantuan kakak saya di rumah atau mencoba dengan membaca ulang buku."

Pertanyaan 5: "Saya lebih suka menjadi sukarelawan karena saya bisa menunjukkan usahasaya."

9. Siswa RR (Laki-laki)

Pertanyaan 1: "Jika tidak paham, saya membaca ulang catatan dan mencoba memahaminya sendiri."

Pertanyaan 2: "Diskusi kecil dengan tiga orang lebih baik karena tidak terlalu ramai dan lebih fokus."

Pertanyaan 3: "Saya akan mengajak teman untuk membahas argument masing-masing secara terbuka."

Pertanyaan 4: "Saya sering mencoba menyelesaikan soal sulit dengan melihat contoh soal lain."

Pertanyaan 5: "Ditunjuk oleh guru membuat saya belajar menjawab secara spontan."

10. Siswa SO (Perempuan)

Pertanyaan 1: "Saya akan mencari materi tambahan di internet atau aplikasi pembelajaran."

Pertanyaan 2: "Diskusi kelompok besar lebih seru karena saya bisa belajar dari banyak teman."

Pertanyaan 3: "Saya menghormati pendapat yang berbeda dan mencoba menjelaskan pendapat saya dengan alasan yang jelas."

Pertanyaan 4: "Saya sering bertanya pada teman yang lebih pintar jika tidak menemukan jawaban."

Pertanyaan 5: "Menjadi sukarelawan lebih baik karena membuat saya merasa percaya diri."

DAFTAR KUESIONER SISWA

Nama : ARGA SAPUTRA

Kelas : VIII³

Tabel Kuesioner

Tabel 1.1

NO.	Penyataan	Menjawab				
		1	2	3	4	5
1	Saat pembelajaran, jika saya tidak mengerti maka saya akan bertanya.				√	
2	Jika ada pertanyaan dari guru saya berusaha untuk menjawabnya.			√		
3	Saat diberikan tugas oleh guru, saya memberikan jawaban yang bervariasi yang berasal dari beberapa referensi.				√	
4	Dalam pembelajaran, saya tidak hanya mengerjakan soal-soal yang diberikan guru. Saya juga mengerjakan soal-soal yang tidak diberikan guru sebagai soal tambahan.			√		
5	Dalam proses pembelajaran saya menjelaskan jawaban yang diperoleh di depan kelas.			√		

6	Saya mengerjakan soal dengan cara berbeda untuk membuatnya lebih singkat dan mudah.				✓	
7	Jika ada PR dan saya sudah berusaha menyelesaikannya tetapi tidak mendapat jawaban, maka saya akan meminta teman untuk menyalin langsung PR tersebut.					✓
8	Saat berdiskusi, saya mengajukan gagasan baru untuk menyelesaikan soal dengan cara lebih mudah.				✓	
9	Dalam menjawab pertanyaan saya berusaha memberikan jawaban dan juga alasannya.				✓	
10	Saya selalu mencari kesamaan anatara dua kejadian yang berbeda.			✓		

Catatan :

DAFTAR KUESIONER SISWA

Nama : Asylfa Soputri

Kelas : VIII³

Tabel Kuesioner

Tabel 1.1

NO.	Penyataan	Menjawab				
		1	2	3	4	5
1	Saat pembelajaran, jika saya tidak mengerti maka saya akan bertanya.					✓
2	Jika ada pertanyaan dari guru saya berusaha untuk menjawabnya.				✓	
3	Saat diberikan tugas oleh guru, saya memberikan jawaban yang bervariasi yang berasal dari beberapa referensi.					✓
4	Dalam pembelajaran, saya tidak hanya mengerjakan soal-soal yang diberikan guru. Saya juga mengerjakan soal-soal yang tidak diberikan guru sebagai soal tambahan.				✓	
5	Dalam proses pembelajaran saya menjelaskan jawaban yang diperoleh di depan kelas.			✓		

6	Saya mengerjakan soal dengan cara berbeda untuk membuatnya lebih singkat dan mudah.		·			✓
7	Jika ada PR dan saya sudah berusaha menyelesaikannya tetapi tidak mendapat jawaban, maka saya akan meminta teman untuk menyalin langsung PR tersebut.					✓
8	Saat berdiskusi, saya mengajukan gagasan baru untuk menyelesaikan soal dengan cara lebih mudah.					✓
9	Dalam menjawab pertanyaan saya berusaha memberikan jawaban dan juga alasannya.					✓
10	Saya selalu mencari kesamaan anatara dua kejadian yang berbeda.				✓	

Catatan :

DAFTAR KUESIONER SISWA

Nama : FATHIR ALFAJRI

Kelas : VIII²

Tabel Kuesioner

Tabel 1.1

NO.	Penyataan	Menjawab				
		1	2	3	4	5
1	Saat pembelajaran, jika saya tidak mengerti maka saya akan bertanya.			✓		
2	Jika ada pertanyaan dari guru saya berusaha untuk menjawabnya.				✓	
3	Saat diberikan tugas oleh guru, saya memberikan jawaban yang bervariasi yang berasal dari beberapa referensi.				✓	
4	Dalam pembelajaran, saya tidak hanya mengerjakan soal-soal yang diberikan guru. Saya juga mengerjakan soal-soal yang tidak diberikan guru sebagai soal tambahan.				✓	
5	Dalam proses pembelajaran saya menjelaskan jawaban yang diperoleh di depan kelas.				✓	

6	Saya mengerjakan soal dengan cara berbeda untuk membuatnya lebih singkat dan mudah.				∨	
7	Jika ada PR dan saya sudah berusaha menyelesaikannya tetapi tidak mendapat jawaban, maka saya akan meminta teman untuk menyalin langsung PR tersebut.				∨	
8	Saat berdiskusi, saya mengajukan gagasan baru untuk menyelesaikan soal dengan cara lebih mudah.			∨		
9	Dalam menjawab pertanyaan saya berusaha memberikan jawaban dan juga alasannya.				∨	
10	Saya selalu mencari kesamaan anatara dua kejadian yang berbeda.				∨	

Catatan :

DAFTAR KUESIONER SISWA

Nama : DIAN AQILA

Kelas : VIII^3

Tabel Kuesioner

Tabel 1.1

NO.	Penyataan	Menjawab				
		1	2	3	4	5
1	Saat pembelajaran, jika saya tidak mengerti maka saya akan bertanya.					✓
2	Jika ada pertanyaan dari guru saya berusaha untuk menjawabnya.				✓	
3	Saat diberikan tugas oleh guru, saya memberikan jawaban yang bervariasi yang berasal dari beberapa referensi.					✓
4	Dalam pembelajaran, saya tidak hanya mengerjakan soal-soal yang diberikan guru. Saya juga mengerjakan soal-soal yang tidak diberikan guru sebagai soal tambahan.					✓
5	Dalam proses pembelajaran saya menjelaskan jawaban yang diperoleh di depan kelas.				✓	

6	Saya mengerjakan soal dengan cara berbeda untuk membuatnya lebih singkat dan mudah.			∨		
7	Jika ada PR dan saya sudah berusaha menyelesaikannya tetapi tidak mendapat jawaban, maka saya akan meminta teman untuk menyalin langsung PR tersebut.				∨	
8	Saat berdiskusi, saya mengajukan gagasan baru untuk menyelesaikan soal dengan cara lebih mudah.			∨		
9	Dalam menjawab pertanyaan saya berusaha memberikan jawaban dan juga alasannya.			∨		
10	Saya selalu mencari kesamaan anatara dua kejadian yang berbeda.			∨		

Catatan :

DAFTAR KUESIONER SISWA

Nama : FAHRI ALZABAR

Kelas : VIII³

Tabel Kuesioner

Tabel 1.1

NO.	Penyataan	Menjawab				
		1	2	3	4	5
1	Saat pembelajaran, jika saya tidak mengerti maka saya akan bertanya.				✓	
2	Jika ada pertanyaan dari guru saya berusaha untuk menjawabnya.			✓		
3	Saat diberikan tugas oleh guru, saya memberikan jawaban yang bervariasi yang berasal dari beberapa referensi.			✓		
4	Dalam pembelajaran, saya tidak hanya mengerjakan soal-soal yang diberikan guru. Saya juga mengerjakan soal-soal yang tidak diberikan guru sebagai soal tambahan.			✓		
5	Dalam proses pembelajaran saya menjelaskan jawaban yang diperoleh di depan kelas.			✓		

6	Saya mengerjakan soal dengan cara berbeda untuk membuatnya lebih singkat dan mudah.			✓		
7	Jika ada PR dan saya sudah berusaha menyelesaikannya tetapi tidak mendapat jawaban, maka saya akan meminta teman untuk menyalin langsung PR tersebut.				✓	
8	Saat berdiskusi, saya mengajukan gagasan baru untuk menyelesaikan soal dengan cara lebih mudah.			✓		
9	Dalam menjawab pertanyaan saya berusaha memberikan jawaban dan juga alasannya.			✓		
10	Saya selalu mencari kesamaan anatara dua kejadian yang berbeda.			✓		

Catatan :

DAFTAR KUESIONER SISWA

Nama : Nadya Pratiwi

Kelas : VIII³

Tabel Kuesioner

Tabel 1.1

NO.	Penyataan	Menjawab				
		1	2	3	4	5
1	Saat pembelajaran, jika saya tidak mengerti maka saya akan bertanya.					V
2	Jika ada pertanyaan dari guru saya berusaha untuk menjawabnya.					V
3	Saat diberikan tugas oleh guru, saya memberikan jawaban yang bervariasi yang berasal dari beberapa referensi.					V
4	Dalam pembelajaran, saya tidak hanya mengerjakan soal-soal yang diberikan guru. Saya juga mengerjakan soal-soal yang tidak diberikan guru sebagai soal tambahan.				V	
5	Dalam proses pembelajaran saya menjelaskan jawaban yang diperoleh di depan kelas.					V

6	Saya mengerjakan soal dengan cara berbeda untuk membuatnya lebih singkat dan mudah.					✓
7	Jika ada PR dan saya sudah berusaha menyelesaikannya tetapi tidak mendapat jawaban, maka saya akan meminta teman untuk menyalin langsung PR tersebut.					✓
8	Saat berdiskusi, saya mengajukan gagasan baru untuk menyelesaikan soal dengan cara lebih mudah.					✓
9	Dalam menjawab pertanyaan saya berusaha memberikan jawaban dan juga alasannya.					✓
10	Saya selalu mencari kesamaan anatara dua kejadian yang berbeda.				✓	

Catatan :

DAFTAR KUESIONER SISWA

Nama : Rafiansyah

Kelas : VIII³

Tabel Kuesioner

Tabel 1.1

NO.	Penyataan	Menjawab				
		1	2	3	4	5
1	Saat pembelajaran, jika saya tidak mengerti maka saya akan bertanya.				✓	
2	Jika ada pertanyaan dari guru saya berusaha untuk menjawabnya.				✓	
3	Saat diberikan tugas oleh guru, saya memberikan jawaban yang bervariasi yang berasal dari beberapa referensi.				✓	
4	Dalam pembelajaran, saya tidak hanya mengerjakan soal-soal yang diberikan guru. Saya juga mengerjakan soal-soal yang tidak diberikan guru sebagai soal tambahan.				✓	
5	Dalam proses pembelajaran saya menjelaskan jawaban yang diperoleh di depan kelas.			✓		

6	Saya mengerjakan soal dengan cara berbeda untuk membuatnya lebih singkat dan mudah.				∨	
7	Jika ada PR dan saya sudah berusaha menyelesaikannya tetapi tidak mendapat jawaban, maka saya akan meminta teman untuk menyalin langsung PR tersebut.					∨
8	Saat berdiskusi, saya mengajukan gagasan baru untuk menyelesaikan soal dengan cara lebih mudah.				∨	
9	Dalam menjawab pertanyaan saya berusaha memberikan jawaban dan juga alasannya.				∨	
10	Saya selalu mencari kesamaan anatara dua kejadian yang berbeda.				∨	

Catatan :

DAFTAR KUESIONER SISWA

Nama : Syifa Ramadhani

Kelas : VIII³

Tabel Kuesioner

Tabel 1.1

NO.	Penyataan	Menjawab				
		1	2	3	4	5
1	Saat pembelajaran, jika saya tidak mengerti maka saya akan bertanya.					✓
2	Jika ada pertanyaan dari guru saya berusaha untuk menjawabnya.			✓		
3	Saat diberikan tugas oleh guru, saya memberikan jawaban yang bervariasi yang berasal dari beberapa referensi.				✓	
4	Dalam pembelajaran, saya tidak hanya mengerjakan soal-soal yang diberikan guru. Saya juga mengerjakan soal-soal yang tidak diberikan guru sebagai soal tambahan.			✓		
5	Dalam proses pembelajaran saya menjelaskan jawaban yang diperoleh di depan kelas.			✓		

6	Saya mengerjakan soal dengan cara berbeda untuk membuatnya lebih singkat dan mudah.			✓		
7	Jika ada PR dan saya sudah berusaha menyelesaikannya tetapi tidak mendapat jawaban, maka saya akan meminta teman untuk menyalin langsung PR tersebut.					✓
8	Saat berdiskusi, saya mengajukan gagasan baru untuk menyelesaikan soal dengan cara lebih mudah.			✓		
9	Dalam menjawab pertanyaan saya berusaha memberikan jawaban dan juga alasannya.				✓	
10	Saya selalu mencari kesamaan anatara dua kejadian yang berbeda			✓		

Catatan :

DAFTAR KUESIONER SISWA

Nama : Rahwad Ramadhan

Kelas : VIII³

Tabel Kuesioner

Tabel 1.1

NO.	Penyataan	Menjawab				
		1	2	3	4	5
1	Saat pembelajaran, jika saya tidak mengerti maka saya akan bertanya.			✓		
2	Jika ada pertanyaan dari guru saya berusaha untuk menjawabnya.				✓	
3	Saat diberikan tugas oleh guru, saya memberikan jawaban yang bervariasi yang berasal dari beberapa referensi.				✓	
4	Dalam pembelajaran, saya tidak hanya mengerjakan soal-soal yang diberikan guru. Saya juga mengerjakan soal-soal yang tidak diberikan guru sebagai soal tambahan.				✓	
5	Dalam proses pembelajaran saya menjelaskan jawaban yang diperoleh di depan kelas.				✓	

6	Saya mengerjakan soal dengan cara berbeda untuk membuatnya lebih singkat dan mudah.				∨	
7	Jika ada PR dan saya sudah berusaha menyelesaikannya tetapi tidak mendapat jawaban, maka saya akan meminta teman untuk menyalin langsung PR tersebut.				∨	
8	Saat berdiskusi, saya mengajukan gagasan baru untuk menyelesaikan soal dengan cara lebih mudah.					∨
9	Dalam menjawab pertanyaan saya berusaha memberikan jawaban dan juga alasannya.				∨	
10	Saya selalu mencari kesamaan anatara dua kejadian yang berbeda.				∨	

Catatan :

- Pilihan jawaban terdiri dari 5 level. Ada nomor 1 untuk dengan kuat tidak ...

DAFTAR KUESIONER SISWA

Nama : Salsabila Octavia

Kelas : VIII ³

Tabel Kuesioner

Tabel 1.1

NO.	Penyataan	Menjawab				
		1	2	3	4	5
1	Saat pembelajaran, jika saya tidak mengerti maka saya akan bertanya.					✓
2	Jika ada pertanyaan dari guru saya berusaha untuk menjawabnya.					✓
3	Saat diberikan tugas oleh guru, saya memberikan jawaban yang bervariasi yang berasal dari beberapa referensi.					✓
4	Dalam pembelajaran, saya tidak hanya mengerjakan soal-soal yang diberikan guru. Saya juga mengerjakan soal-soal yang tidak diberikan guru sebagai soal tambahan.					✓
5	Dalam proses pembelajaran saya menjelaskan jawaban yang diperoleh di depan kelas.				✓	

6	Saya mengerjakan soal dengan cara berbeda untuk membuatnya lebih singkat dan mudah.					V
7	Jika ada PR dan saya sudah berusaha menyelesaikannya tetapi tidak mendapat jawaban, maka saya akan meminta teman untuk menyalin langsung PR tersebut.					V
8	Saat berdiskusi, saya mengajukan gagasan baru untuk menyelesaikan soal dengan cara lebih mudah.					V
9	Dalam menjawab pertanyaan saya berusaha memberikan jawaban dan juga alasannya.					V
10	Saya selalu mencari kesamaan anatara dua kejadian yang berbeda.					V

Catatan :

- Pilihan jawaban terdiri dari 5 level. Ada nomor 1 untuk dengan kuat tidak

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Nomor   : B_2121/In.28/J/TL.01/05/2023
Lampiran : -
Perihal   : **IZIN PRASURVEY**

Kepada Yth.,
kepada bapak kepala sekolah
SMP Negeri 1 Bukit Kemuning
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama	:	Irfan Saputra
NPM	:	1801071022
Semester	:	10 (Sepuluh)
Jurusan	:	Tadris Bahasa Inggris
Judul	:	DEVELOPING QUALITY OF STUDENTS' LEARNING THROUGH CREATIVE AND CRITICAL THINKING ATTITUDES

untuk melakukan prasurvey di SMP Negeri 1 Bukit Kemuning, dalam rangka meyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 10 Mei 2023
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

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S U R A T   T U G A S
Nomor: B-1397/In.28/D.1/TL.01/02/2024

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**IRFAN SAPUTRA**
NPM	:	1801071022
Semester	:	12 (Dua Belas)
Jurusan	:	Tadris Bahasa Inggris

Untuk :   1. Mengadakan observasi/survey di SMP N 1 BUKIT KEMUNING, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "INVESTIGATING QUALITY OF STUDENTS LEARNING THROUGH CREATIVE AND CRITICAL THINKING ATTITUDES".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di   : Metro
Pada Tanggal   : 29 Februari 2024

Mengetahui,
Kepala Sekolah SMPN 1
Bukit Kemuning

SUHARJONO, S.Pd.

Wakil Dekan Akademik dan
Kelembagaan,
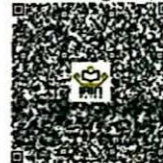
Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

PEMERINTAH KABUPATEN LAMPUNG UTARA
SMP NEGERI 1 BUKITKEMUNING

Alamat : Jalan Darma Bakti Bukitkemuning Telpon/Fax (0724) 92197
Lampung Utara Kode Pos 34556

SURAT IZIN MELAKUKAN PRASURVEY
Nomor : 421.3/055/04-LU/2025

Dasar : Surat Ketua Jurusan IAIN Metro Nomor : B-1397/In.28/D.1/TL.00/02/2025 Tanggal 29 Februari 2025 Perihal Permohonan Izin Research.

Atas dasar tersebut di atas, yang bertanda tangan di bawah ini kepala SMP Negeri 1 Bukitkemuning Kabupaten Lampung Utara memberikan izin kepada :

Nama   : **IRFAN SAPUTRA**
NPM   : 1801071022
Semester   : 12 (Dua Belas)
Jurusan   : Tadris Bahasa Inggris

Untuk melaksanakan Research di SMP Negeri 1 Bukitkemuning dengan judul **"Investigating Quality Of Students Learning Through Creative and Critical Thinking Attitudes"**.

Demikian Surat Izin Research ini diberikan, untuk dapat dipergunakan sebagaimana mestinya.

Bukitkemuning, 14 Mei 2025
Kepala SMP Negeri 1 Bukitkemuning,

SUHARJONO, S.Pd.
NIP. 197107202005011015

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IAIN METRO

Nama   : Irfan Saputra   NPM   : 1801071022
Jurusan : TBI   Semester : XIV

No	Hari/Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
13.	6/Mei 2024		Please Return tomorrow moring to accomplish the paper work.	
14.	7/Mei 2024		ACC for Munaqosah. Absract revise! should be included at examination Time!	

Mengetahui,
Ketua Jurusan TBI

Dr. Much Deiniatur, M.Pd.B.I
NIP.19880308 201503 1 006

Dosen Pembimbing

Prof. Dr. Dedi Irwansyah, M.Hum
NIP.197912232 00604 1 001

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IAIN METRO

Nama : Irfan Saputra   NPM : 1801071022
Jurusan : TBI   Semester : X

No	Hari/Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
1	13/03/ 2023		Please revise accordig to the suggestion	
2	14/03/ 2023		Chapter I Acc Please continue to Chapter II	

Mengetahui
Ketua Jurusan TBI

Dosen Pembimbing

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IAIN METRO

Nama : Irfan Saputra   NPM   : 1801071022
Jurusan : TBI   Semester : X

No	Hari/Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
3	29/03 2023		1) Add Learning theories - Behaviorism - Cognitive - Constructivism - Multiple Intelligence 2 Elaborate - Quality learning - 12 Indicators of critical thinking	
4	12/04 2023		Chapter III ACC	

Mengetahui
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Nama   : Irfan Saputra   NPM   : 1801071022
Jurusan   : TBI   Semester   : X

No	Hari/Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
5	05/04/2023		Chapter II has been revised accordingly I will check: - Figure - and source Please Continue to Chapter III	

Mengetahui
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IAIN METRO

Nama   : Irfan Saputra   NPM   : 1801071022
Jurusan : TBI   Semester : X

No	Hari/Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
6	11/04/ 2023		Chapter III & good - Please Use Creswell	

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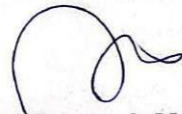**IAIN METRO**

Nama : Irfan Saputra NPM : 1801071022
Jurusan : TBI Semester : XI

No	Hari/Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
7	5/10/2023		ACC Seminar Proposal segera daftar. Minimal bimbingan 2 minggu sekali. Jika 3 minggu tidak bimbingan, disarankan ganti pembimbing	

Mengetahui
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NIP.198711022015031004

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IAIN METRO

Nama   : Irfan Saputra   NPM   : 1801071022
Jurusan : TBI   Semester   : X

No	Hari/Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
8	06/03/2023		Title : exclude the phrase "in the Pandemic Covid 19" from the title. Analysis research 1. author last name 2. Year of Publication 3. aim & Objective 4. Method 5. Finding Please bring the previous draft.	

Mengetahui
Ketua Jurusan TBI   Dosen Pembimbing

Andianto, M.Pd   **Dr. Dedi Irwansyah, M.Hum**
NIP.198711022015031004   NIP.197912232006041001

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IAIN METRO

Nama   : Irfan Saputra   NPM   : 1801071022
Jurusan : TBI   Semester : XI

No	Hari/Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
9	8/12/2023		1. Questionnaire of 10 Items is available. Distribute the Indonesian Version to the respondents. 2. Interview ↓ AC@ for Research instrument *Next time please Understand every single word.	

Mengetahui
Ketua Jurusan TBI

Dr. Much Deiniatur, M.Pd.B.I
NIP.19880308 201503 1 006

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No	Hari/Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
10.	28 April 2025		Chapter IV Rewording	
11	2 Mei 2025		Chapter IV Chapter V add data and interpretation	
12	6 Mei 2025		ACC for Munaqosyah	

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