

**THE INTEGRATION OF CRITICAL AND CREATIVE THINKING IN  
ENGLISH LEARNING MATERIALS OF VOCATIONAL HIGH SCHOOL**



*Mencerdaskan dan  
Memartabatkan Bangsa*

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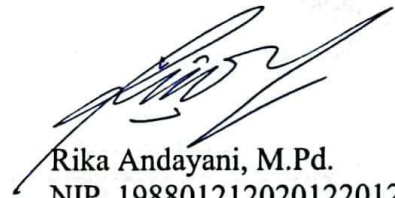
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## ABSTRACT

**Aprillia Anggraani.** 2023. *The Integration of Critical and Creative Thinking in English Learning Materials of Vocational High School (Skripsi)*, Jakarta: English Department, Faculty of Languages and Arts, State University of Jakarta.

Vocational high school students are prepared to meet the requirements of the 21st-century workforce, including critical and creative thinking. However, previous research revealed a need to optimize the learning materials to enhance students' analytical school and reflective abilities to be critical and creative thinkers. Therefore this study aims to analyze the integration of critical and creative thinking as a skill in existing English Learning Materials, which was mentioned in Profil Pelajar Pancasila, especially for Vocational High Schools. This study uses a descriptive qualitative focus on the deductive content analysis method in analyzing the integration of critical thinking skills adapted from P. A. Facione (2020), namely interpretation, analysis, evaluation, inference, and self-regulation and creative thinking skills using Utami Munandar's framework (1985, 2014), cited in Nadhioh et al. (2023), which mention creative thinking indicators: fluency, flexibility, originality, and detail elaboration in English learning materials from the three vocational high schools in Jakarta; SMKN 22, 26, and 48 Jakarta. The research results indicated that all critical thinking skills are integrated into English learning materials most frequent indicator is the "interpretation", and creative thinking indicators are partially integrated. The most frequent indicator is "fluency". From these findings can be inferred that English learning materials influence the students to interpret more than evaluating and checking the accuracy of the statement, drawing a conclusion, less making some speculative possibilities. Meanwhile, English learning materials also prompt students to become skilled at responding fluently to provided questions. They appear to be less effective in fostering independent thinking. The diversity in answers and innovative ideas remains limited, and there is a lack of progress in generating original solutions or addressing unfamiliar problems. Thus, teachers are advised to design adaptable English learning materials suited to specific majors and prompt the students to think creatively through English learning materials.

**Keywords:** *Critical Thinking Skills, Creative Thinking Skills, English Learning Material.*

## ABSTRAK

**Aprillia Anggraani.** 2023. *Integrasi Berpikir Kritis dan Kreatif dalam Bahan Pembelajaran Bahasa Inggris Sekolah Menengah Kejuruan* (Skripsi), Jakarta: Program Studi Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta

Siswa sekolah menengah kejuruan dipersiapkan untuk memenuhi persyaratan tenaga kerja abad ke-21, termasuk berpikir kritis dan kreatif. Namun, beberapa penelitian sebelumnya mengungkapkan bahwa ada kebutuhan untuk mengoptimalkan materi pembelajaran yang meningkatkan kemampuan analitis dan reflektif siswa untuk menjadi pemikir kritis dan kreatif. Oleh karena itu, penelitian ini bertujuan untuk menganalisis integrasi berpikir kritis dan kreatif sebagai keterampilan dalam Materi Pembelajaran Bahasa Inggris yang ada, yang disebutkan dalam Profil Pelajar Pancasila, terutama untuk Sekolah Menengah Kejuruan. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan fokus pada metode analisis konten deduktif dalam menganalisis integrasi keterampilan berpikir kritis yang diadaptasi dari P. A. Facione (2020), yaitu interpretasi, analisis, evaluasi, inferensi, dan regulasi diri, serta keterampilan berpikir kreatif menggunakan kerangka kerja Utami Munandar (1985, 2014), yang dikutip dalam Nadhioh dkk. (2023), yang menyebutkan indikator berpikir kreatif: kelancaran, fleksibilitas, orisinalitas, dan elaborasi detail dalam materi pembelajaran Bahasa Inggris dari tiga sekolah menengah kejuruan di Jakarta; SMKN 22, 26, dan 48 Jakarta. Hasil penelitian menunjukkan bahwa semua keterampilan berpikir kritis terintegrasi ke dalam materi pembelajaran Bahasa Inggris, dengan indikator yang paling sering muncul adalah "interpretasi", dan indikator berpikir kreatif terintegrasi secara sebagian. Indikator paling sering muncul adalah "kelancaran". Dari temuan ini dapat disimpulkan bahwa materi pembelajaran Bahasa Inggris mempengaruhi siswa untuk lebih banyak menginterpretasi daripada mengevaluasi dan memeriksa keakuratan pernyataan, mengambil kesimpulan, dan kurang membuat beberapa kemungkinan spekulatif. Sementara itu, materi pembelajaran Bahasa Inggris juga mendorong siswa untuk terampil dalam merespons pertanyaan yang diberikan dengan lancar. Namun, mereka tampaknya kurang efektif dalam menumbuhkan pemikiran independen. Keragaman jawaban dan ide-ide inovatif masih terbatas, dan terdapat kekurangan dalam menghasilkan solusi orisinal atau mengatasi masalah baru. Oleh karena itu, para guru disarankan untuk merancang materi pembelajaran Bahasa Inggris yang dapat disesuaikan dengan jurusan tertentu dan mendorong siswa untuk berpikir kreatif melalui materi pembelajaran Bahasa Inggris.

**Kata Kunci:** Keterampilan Berpikir Kritis, Keterampilan Berpikir Kreatif, Materi Pembelajaran Bahasa Inggris.

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Researcher,

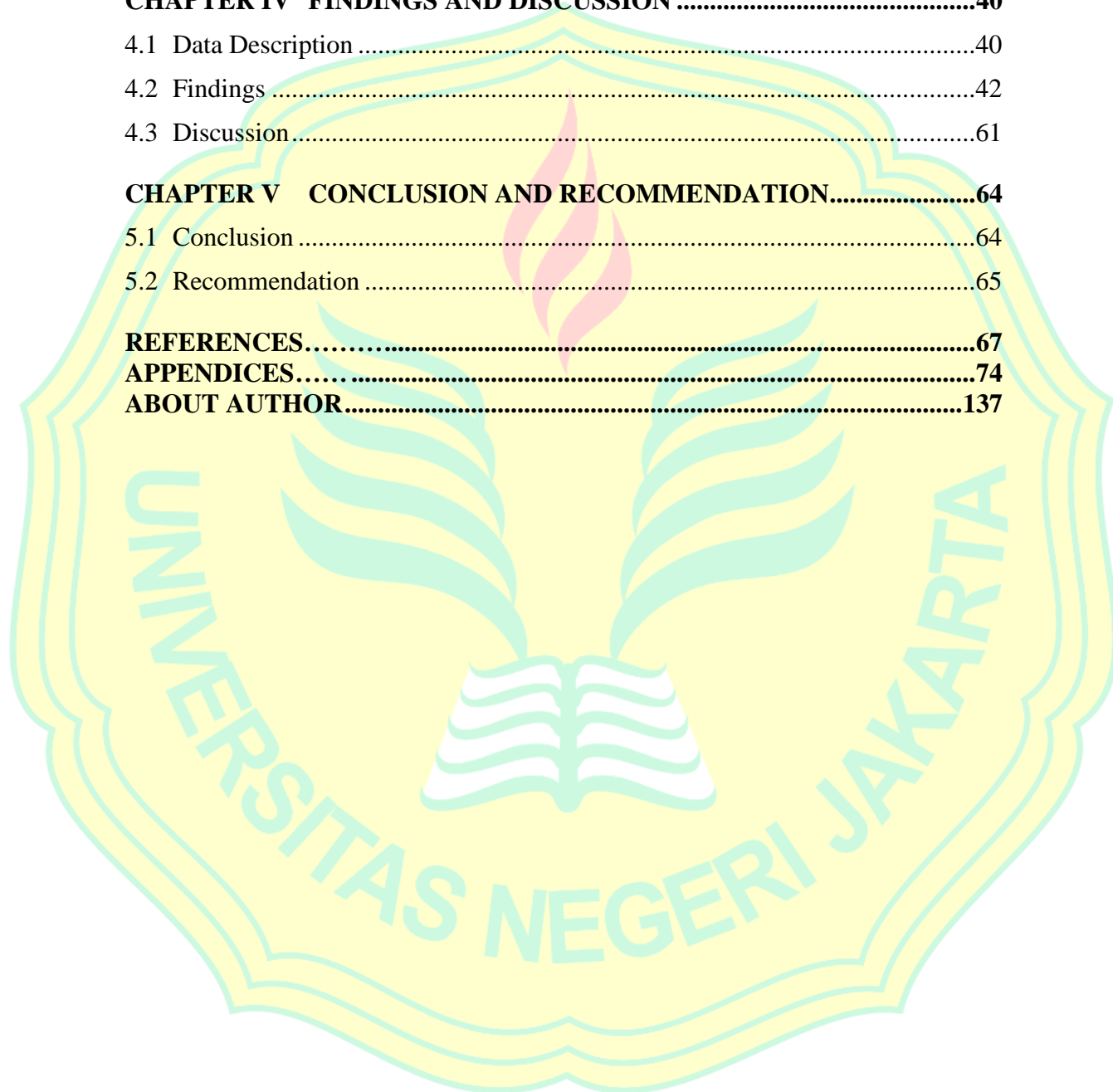
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