

## REFERENCE

- Anggraena, Y., Ginanto, D., Felicia, N., Andiarti, A., Herutami, I., Alhapip, L., Iswoyo, S., Hartini, Y., & Mahardika, R. (2022). *Panduan Pembelajaran dan Asesmen Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Menengah*. Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia.
- Bassham, G., William, I., Nardone, H., & M, W. J. (2011). *Critical Thinking: A Student's Introduction — Fourth Edition*. McGraw-Hill.
- Brown, H. D., & Abeywickrama, P. (2018). *Language Assessment Principles and Classroom Practices Third Edition*. Pearson.
- Bingham, A.J., & Witkowsky, P. (2022). *Deductive and inductive approaches to qualitative data analysis*. In C. Vanover, P. Mihas, & J. Saldaña (Eds.), *Analyzing and interpreting qualitative data: After the interview* (pp. 133-146). SAGE Publications.
- Cheng, L., & Fox, J. (2017). *Assessment in the Language Classroom*. Palgrave. <http://journal.um-surabaya.ac.id/index.php/JKM/article/view/2203>
- Chusni, M. M., Saputro, S., Surant, S., & Rahardjo, S. B. (2022). *Enhancing Critical Thinking Skills of Junior High School Students through Discovery-Based Multiple Representations Learning Model*. *International Journal of Instruction*, 15(1), 927–945. <https://doi.org/10.29333/iji.2022.15153a>
- Creswell, J. W. (2012). *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*. Pearson.
- Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE.
- Curriculum and Academic Development. (2022). *Guidelines for Good Assessment Practice (5th ed)*. In *University of Tasmania* (5th ed., Issue April). Australia: Curriculum and Academic Development, University of Tasmania.
- Diaz de la Garza, A. G. W. P. & M. G. (2011). *A Guidebook for assessing learning*. 11(January 2011), 1–166. [https://www.researchgate.net/publication/224962133\\_A\\_Guidebook\\_for\\_Assessing\\_Learning](https://www.researchgate.net/publication/224962133_A_Guidebook_for_Assessing_Learning)
- Dorine, N. (2019). *The Benefits of Critical Thinking Skills and Techniques For Teaching These Skills In The Classroom For Quality Education*. *African Journal of Social Sciences*, 10(3), 99–106.
- Facione, P. a. (2015). *Critical Thinking : What It Is and Why It Counts*. In *Insight assessment* (Issue ISBN 13: 978-1-891557-07-1.). <https://www.insightassessment.com/CT-Resources/Teaching-For-and-About-Critical-Thinking/Critical-Thinking-What-It-Is-and-Why-It-Counts/Critical-Thinking-What-It-Is-and-Why-It-Counts-PDF>
- Germaine, R., Richards, J., Koeller, M., & Schubert-Irastorza, C. (2016). *Purposeful Use of 21st Century Skills in Higher Education*. *Journal of Research in Innovative Teaching*, 19–29.
- Harahap, L. J., Ristanto, R. H., & Komala, R. (2020). *Evoking 21st-Century Skills: Developing Instrument of Critical Thinking Skills and Mastery of*

- Ecosystem Concepts. Tadris: Jurnal Keguruan Dan Ilmu Tarbiyah*, 5(1), 27–41. <https://doi.org/10.24042/tadris.v5i1.5943>
- Heard, J., Scoular, C., Duckworth, D., Ramalingam, D., & Teo, I. (2020). *Critical Thinking : Skill Development Framework. Australian Council for Educational Research*, 1–23. [https://research.acer.edu.au/ar\\_misc/41](https://research.acer.edu.au/ar_misc/41)
- Hidayat, R. N., Rukmini, D., & Linggar Bharati, D. A. (2019). *Developing Problem-Solving Based Assessment to Stimulate Critical Thinking and Creativity of Students Writing Skill. In English Education Journal* (Vol. 9, Issue 2). <https://doi.org/10.15294/eej.v9i2.28919>
- Iskandar, S. (2015). *The Development of Problem-Based Learning Model in Troubleshooting To Enhance Students' Critical Thinking Skills At Automotive Program of Senior Vocational School. Edutech*, 14(2), 197. <https://doi.org/10.17509/edutech.v14i2.1378>
- Islami, F. N., Putri, G. D., & Nurdwiandari, P. (2018). *Kemampuan Fluency, Flexibility, Orginality, Dan Self Confidence Siswa Smp. JPMI (Jurnal Pembelajaran Matematika Inovatif)*, 1(3), 249. <https://doi.org/10.22460/jpmi.v1i3.p249-258>
- Kasman, K., & Lubis, S. K. (2022). *Teachers' Performance Evaluation Instrument Designs in the Implementation of the New Learning Paradigm of the Merdeka Curriculum. Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, 8(3), 760. <https://doi.org/10.33394/jk.v8i3.5674>
- Katz, A. (2014). "Assessment in Second Language Classrooms." *Teaching English as a Second or Foreign Language*. Ed. Marianne Celce-Murcia, Donna M. Brinton and Marguerite Ann Snow. 4th. Boston, MA: Heinle, Cengage Learning, 320-337.
- Keh, L. K., Ismail, Z., & Yusof, Y. M. (2017). *Creativity among Geomaterial Engineering Students. International Education Studies*, 10(4), 43. <https://doi.org/10.5539/ies.v10n4p43>
- Kurdiati, L. A. (2023). *Analysis of Critical and Creative Thinking Aspects in The Science Textbook of Merdeka Curriculum Materials of Measurement in Scientific Work A . Introduction*. 4(1), 55–66.
- Kusmanto, A. S., & Malang, U. N. (2021). *Thinking Creativity as an Indicator of Student's Academic Achievement. İlköğretim Online*, 20(1), 1098–1104. <https://doi.org/10.17051/ilkonline.2021.01.112>
- Kyngäs, Helvi & Kaakinen, Pirjo. (2020). *Deductive Content Analysis*. 10.1007/978-3-030-30199-6\_3. [https://www.researchgate.net/publication/336966000\\_Deductive\\_Content\\_Analysis](https://www.researchgate.net/publication/336966000_Deductive_Content_Analysis)
- Lau, J. (2011). *An Introduction to Critical Thinking and Creativity*. John Wiley & Sons, Inc.
- Lestari, D., Haryani, S., & Sumarti, S. S. (2020). *Analysis of Critical Thinking Skills in Vocational High School Automotive Engineering Students. Journal of Innovative Science Education*, 9(1), 103–108.
- Maley, A., & Peachey, N. (2015). *Creativity in the English Language Classroom*.

- In British Council. British Council.  
[https://www.teachingenglish.org.uk/sites/teacheng/files/pub\\_F004\\_ELT\\_Creativity\\_FINAL\\_v2 WEB.pdf](https://www.teachingenglish.org.uk/sites/teacheng/files/pub_F004_ELT_Creativity_FINAL_v2_WEB.pdf)
- Mayring, P. (2014). *Qualitative content analysis: Theoretical foundation, basic procedures and software solution*. *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research*, October, 1–143.  
[https://www.ssoar.info/ssoar/bitstream/handle/document/39517/ssoar-2014-mayring-Qualitative\\_content\\_analysis\\_theoretical\\_foundation.pdf](https://www.ssoar.info/ssoar/bitstream/handle/document/39517/ssoar-2014-mayring-Qualitative_content_analysis_theoretical_foundation.pdf)
- Muliyah, P., & Aminatun, D. (2020). *Teaching English for Specific Purposes in Vocational High School: Teachers' Beliefs and Practices*. *JET (Journal of English Teaching)*, 6(2), 122–133. <https://doi.org/10.33541/jet.v6i2.1756>
- Munandar, U. (1992). *Mengembangkan Bakat dan Kreativitas Anak Sekolah*. Grasindo.
- Munandar, U. (2014). *Pengembangan Kreativitas Anak Berbakat (Cet,3)*. Rineka Cipta.
- Murawski, L. M. (2014). *Critical thinking in the classroom... and beyond*. *Journal of Learning in Higher Education*, 10(1), 25–30.  
<https://files.eric.ed.gov/fulltext/EJ1143316.pdf>
- Ohly, S. (2018). *Promoting Creativity at Work - Implications for Scientific Creativity*. *European Review*, 26(S1), S91–S99.  
<https://doi.org/10.1017/S1062798717000576>
- Ola W. A. Gafour, W. A. S. G. (2020). *Creative Thinking skills – A Review article*. *Journal of Education and E-Learning*, 4(May), 44–58.  
[https://www.researchgate.net/publication/349003763\\_Creative\\_Thinking\\_skills\\_-\\_A\\_Review\\_article/link/601aa8bf299bf1cc269e39b1/download](https://www.researchgate.net/publication/349003763_Creative_Thinking_skills_-_A_Review_article/link/601aa8bf299bf1cc269e39b1/download)
- ORHAN, A., & TEKİN, İ. (2022). *Lise Öğrencilerinin Eleştirel Düşünme Becerileri Üzerine Bir Çalışma*. *Sakarya University Journal of Education*, 12, 344–366. <https://doi.org/10.19126/suje.1055732>
- Padgett, S. (2013). *Creativity and Critical Thinking*. Routledge.
- Pertiwi, A. K., & Pusparini, R. (2021). *Vocational High School English Teachers' Perspectives On "Merdeka Belajar" Curriculum*. *Edukatif: Jurnal Ilmu Pendidikan*, 3(5), 1982–1992.  
<https://edukatif.org/index.php/edukatif/article/view/672>
- Prakoso, B. H., Ramdani, Z., Tae, L. F., & Riandika M., L. N. (2021). *Creativity, Critical Thinking, and Academic Performance in Students University During Virtual Learning*. *Proceedings of the International Conference on Educational Assessment and Policy (ICEAP 2020)*, 545(Iceap 2020), 156–162. <https://doi.org/10.2991/assehr.k.210423.081>
- Prastowo, R. S. A. (2022). *Analysis of the Implementation of Independent Curriculum Assessment in English Courses at Elementary School*. *Critical Review of English-Arabic World Journal*, 1(1), 1–10. <https://s.id/crewjournal/>
- Purnamawati, P., Arfandi, A., Yahya, M., Sabran, S., & Darmawan, F. (2022). *Teachers' Perception on Critical Thinking Skills of Vocational High School Students*. *September*. <https://doi.org/10.4108/eai.17-11-2021.2318632>
- Rohmawan, A. (2020). *Aspek berpikir kritis dan kreatif dalam buku teks karya*



- mahasiswa. *BASINDO: Jurnal Kajian Bahasa, Sastra Indonesia ...*, 4, 32–44. <http://journal2.um.ac.id/index.php/basindo/article/download/14735/5975>
- Satria, R., Adiprima, P., Wulan, K. S., & Harjatanaya, T. Y. (2022). *Projek Penguatan Profil Pelajar Pancasila. PANDUAN PENGEMBANGAN Projek Penguatan Profil Pelajar Pancasila*, 137.
- SEKAR, D. (2019). *Creative Thinking Skills as Specific Outcome of English Language Learning. Researchgate.Net*, November. [https://www.researchgate.net/profile/John\\_Jeyaraj/publication/337155045\\_Creative\\_Thinking\\_as\\_Specific\\_Outcome\\_of\\_English\\_Language\\_Learning/links/5dc84aa845851514350069f8/Creative-Thinking-as-Specific-Outcome-of-English-Language-Learning.pdf](https://www.researchgate.net/profile/John_Jeyaraj/publication/337155045_Creative_Thinking_as_Specific_Outcome_of_English_Language_Learning/links/5dc84aa845851514350069f8/Creative-Thinking-as-Specific-Outcome-of-English-Language-Learning.pdf)
- Sopiansah, V. A., & Suryana, S. (2019). *The level of creativity of vocational school students in 21st century learning*. 258 (*Icream* 2018), 53–57. <https://doi.org/10.2991/icream-18.2019.11>
- Stein, J., & Graham, C. R. (2014). *Essentials for Blended Learning: A Standards-Based Guide*. Routledge.
- Tosuncuoglu, I. (2018). *Importance of Assessment in ELT. Journal of Education and Training Studies*, 6(9), 163. <https://doi.org/10.11114/jets.v6i9.3443>
- Tripathy, M. (2018). *Role of Creative Thinking as an Imperative Tool in Communication at Workplace. Journal of Organizational Culture, Communications and Conflicts*, 22(2), 1–8.
- Tsagari, D., Vogt, K., Froehlich, V., Csépes, I., Fekete, A., Green, A., Hamp-Lyons, L., Sifakis, N., & Kordia, S. (2018). *Handbook of Assessment for Language Teachers*. TALE. <http://taleproject.eu>
- Watson, K. (2017). *Skills for the Future. UNICEF Indonesia*, 1–10. [https://www.unicef.org/indonesia/media/6226/file/Skills for the future \(brief\).pdf](https://www.unicef.org/indonesia/media/6226/file/Skills%20for%20the%20future%20(brief).pdf)