

Enhancing Students' Creativity and Critical Thinking Through English Competitions in *Bulan Bahasa Dan Sastra* Event

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Abstract

School graduates required two essential skills in 21st century, namely creativity and critical thinking skills. There are many strategies that can be used to develop these skills at schools. One of them is through English competitions among the students. The aims of this research are 1) to describe kinds of English competitions in Bulan Bahasa dan Sastra (Language and Literature Month) event that can develop creativity and critical thinking skills; and 2) to explain the process of acquiring creativity and critical thinking skills experienced by students through competitions. This qualitative research was carried out at SMAN 2 Kediri. The subjects of this research were five students who took parts in the English competitions, and the teachers who were in charge of as judges in the English competition. The techniques of data collection were observation, interview, and document analysis. The results of research showed that there were two English competitions: Speech Contest and English Debate in Language and Literature Month event. In each of competitions, the students followed the stages: preparation and presentation. Through these stages, the students had experience to develop creativity and critical thinking skills. The researchers conclude that students' creativity and critical thinking skills can be developed when they are involved in an English competition.

Keywords: *creativity, critical thinking skill, language and literature month events*

Introduction

Twenty first century school graduates are required to be competent in terms of knowledge as well as skills. If they want to compete globally, they must also become professional communicators, creators, critical thinkers, and collaborators (Erdoğan, 2019). It is a new challenge in the world of education. To deal with this challenge, the government implemented a new curriculum, namely *Merdeka Belajar* Curriculum. The learning process in this curriculum provides challenges and opportunities for students to develop their soft skills. These soft skills include the ability to innovate, be creative, and develop personality, student needs, independence in seeking and finding knowledge through reality and field dynamics such as real problems, social interaction, collaboration, self-management, performance demands, targets and achievements (Directorate General of Higher Education, Ministry of Education and Culture of the Republic of Indonesia, 2020). The skills expected by the government which support 21st century challenge include collaboration, creativity, critical thinking, and communication.

Through a well-designed and a good implementation of *Merdeka Belajar* Curriculum, students' soft skills will be strongly formed so that 21st century graduates can compete globally.

One of the programs contains in *Merdeka Belajar* Curriculum is co-curricular activities. Co-curricular is a school activity that aims to strengthen students' understanding about the learning material. This activity is an additional program to increase students' knowledge. The expectation of this program is students will have better understanding and master what the teacher has conveyed in class.

One of the co-curricular activities is *Bulan Bahasa dan Sastra* (Language and Literature Month) event. This event is one of the programs that the government has launched every October as a form of commemorating the birth of the Youth Pledge. At this event, there are some activities such as poetry writing competitions, short story writing competitions, speech competitions, and other competitions related to language. It is hoped that the existence of the event can maintain enthusiasm and increase the role of the wider community in dealing with language and literature issues, especially in Indonesian language. Nowadays, *Bulan Bahasa dan Sastra* event in schools is not just about using Indonesian language, but also includes regional languages such as Javanese and even foreign languages such as English and Japanese. Through joining the event, students develop their knowledge and soft skills, such as creativity and critical thinking.

According to Greenstein (in Suprpto et al., 2018), creativity is the ability to develop something that already exists or create something new. By thinking creatively, someone will be able to develop and apply a theory that they have learned in solving problems that occur in life. Someone who has the ability to think creatively will be able to develop a theory or small idea into a new more complex thought and will ultimately be able to create a new innovation. This innovation will help humanity face increasingly rapid world developments. Dyers J.H. et al (in Machali, 2014) stated that 1/3 of a person's creative ability comes from genetics, the remaining is obtained through education. This statement is in line with Munandar (in Syahrin et al., 2019) who stated that the ability to see various possible solutions to a problem is an indicator of creativity. From these several explanations, it can be concluded that creativity is very important for every human being to have. Therefore, creativity must be cultivated from an early age, especially through education.

Apart from the ability to think creatively, to face the era of society 5.0 twenty first century graduates must also have the ability to think critically (Arsanti et al., 2021). In the digital era where the flow of information can be accessed easily and quickly, someone can fall for hoax news because of the uncontrolled spread of information. The information circulating should be filtered and the truth sought from relevant, quality and valid information sources and determine decisions about what should be done. However, in practice, people tend to easily react to everything without confirming the truth. In the end, someone will make mistakes in making decisions and solutions without considering the good and bad. From this phenomenon, critical thinking skills can be a very important basic asset for students to master.

According to Johnson (in Widodo, 2009) Critical thinking is a directed and clear process used in mental activities such as solving problems, making decisions, persuading, analysing assumptions, and conducting scientific research. Meanwhile, according to Redecker (in Mahmud et al., 2021), critical thinking skills include the ability to access, analyse and synthesize information that can be learned, practiced and mastered. From this explanation, it can be concluded that critical thinking is a process where all knowledge and skills are deployed in solving problems that arise, making decisions, analysing all assumptions that arise and carrying out investigations or research based on the data and information that has been obtained so as to produce the desired information or conclusions.

The government has divided the elements and sub-elements that serve as guidelines in realizing the skills that must be mastered by the Pancasila Student Profile in the Independent Learning Curriculum. The indicators of creative individuals include 3 elements, namely generating original ideas, producing original works and actions, and having the flexibility to

think in finding alternative solutions to problems. Meanwhile, the indicators of individuals who have critical thinking skills are obtaining and processing information and ideas, analyzing and evaluating reasoning, and reflecting and evaluating one's own thinking (Curriculum Standards and Education Assessment Agency, Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia, 2022)

Based on the observation at SMAN 2 Kediri during *Bulan Bahasa dan Sastra* event on October 2023, the researcher found that the school held this annual co-curricular activity. This event provided various competitions in four languages, namely Indonesian, Javanese, Japanese and English. Two of the competitions that used English was debate and speech contest. In several competitions, the students were asked to write essays with their own ideas. This process certainly involves creativity and critical thinking skills because they must make a draft with their own ideas. In the end of this event, not only students' language skills, but also their creativity and critical thinking skills have also developed. The objectives of the competitions are to develop the students' skills in languages as well as soft skills. Therefore, the researcher is interested to conduct research that focused on the process of developing the students' creativity and critical thinking skills in this school, especially in *Bulan Bahasa dan Sastra* event.

There are some previous researchers about *Bulan Bahasa dan Sastra* event. Research conducted by Kusumawati (2019) revealed that through *Bulan Bahasa dan Sastra* event which is commemorated with various literacy competitions can increase students' knowledge and skills and instills the character of nationalism, love for the nation and our beloved country, Indonesia. Furthermore, Arfina et al., (2022) have revealed that *Bulan Bahasa dan Sastra* event can increase students' interest in reading. However, the studies on *Bulan Bahasa dan Sastra* event that have been carried out previously tend to focus on the character of nationalism and students' interest in reading. Research about the process of developing creativity and critical thinking skills during *Bulan Bahasa dan Sastra* event remains largely unexplored. Therefore, the researcher is interested in conducting research on this subject in order to provide comprehensive knowledge about this topic.

The researcher focuses on the activities in *Bulan Bahasa dan Sastra* event that can develop students' creativity and critical thinking skills and the process of students in acquiring these skills. The aims of this research are (1) to describe the activities of the English competition in *Bulan Bahasa dan Sastra* event that develop the students' creativity and critical thinking skills, (2) to describe the process of developing creativity and critical thinking skills in the students who take part in English competition in *Bulan Bahasa dan Sastra* event.

Research Methods

This research uses a qualitative approach. Qualitative research is a research method in which the researcher has a central role, namely as the main instrument, triangulation as a data collection technique, data analysis comes from facts to theory, and the research results place more emphasis on meaning (Abdussamad, 2021). This research examined and explored deeply the phenomena that occurred during English competitions in *Bulan Bahasa dan Sastra* event at SMAN 2 Kediri. The type of research that is suitable for this research is a case study. The aim of a case study is to obtain a complete and in-depth description of an entity by producing data which is then analysed to produce a theory (Abdussamad, 2021). To collect the data, the researcher conducted observation, interview, and documentation. The subject of this research were two teachers who were in charge as the judges, one of the participants of the English competitions, and four students who were the winners of the two English competitions.

The main focus of the observation was the students who participated in debate and speech competition and the activities of the competitions that can develop creativity and critical thinking skills. Interview was used as the technique to collect the detail information from the

teacher and the students about the process of developing the students' creativity and critical thinking. The interview used in this research was a semi-structured interview. The researcher also analysed the documents related to this research to support and provide detailed information. The documents were in the form of technical guidance that contains scoring rubrics from the competitions and the student's work in the final result.

The data analysis technique used in this research is interactive analysis as stated by Miles & Hubberman (in Sugiyono, 2013) where the data analysis process is carried out simultaneously with the data collection process. There are four stages in the data analysis process, namely data collection, data reduction, data presentation, and conclusion drawing. In data collection process the researcher conducted observations, interviews, document analysis to obtain the required data. The data needed in the observation is data about the process of the English debate and English speech contest as well as the students' responses. In data reduction process, the researchers sorted and narrowed down the data that has been collected. The rough draft data were selected and arranged to make them shorter, more coherent and focused. The activities in data presentation process includes the systematic preparation of information from the results of data reduction. The process of presenting data made it easier for the researchers to understand the situation and decide whether the researchers should continue the analysis or take action to deepen the findings. From the results of data reduction and presentation, the researchers can understand in depth the results of the data obtained and based on that data the researchers drew research conclusions by answering the problems raised with the data and empirical evidences that has been collected.

Results and Discussions

A. The English Competition Activities During *Bulan Bahasa dan Sastra* Event

Bulan Bahasa dan Sastra event is one of the programs that the government has launched every October as a form of commemorating the birth of the Youth Pledge. At SMAN 2 Kediri *Bulan Bahasa dan Sastra* event is the school's annual co-curricular activity. Based on the observations that was conducted by the researcher, the implementation of the *Bulan Bahasa dan Sastra* event was welcomed enthusiastically by the teachers and the students. In this year, this school holds various competitions in four languages: Indonesian, Javanese, Japanese, and English. The participants in this activity were all of the tenth and eleventh grades. Each class must be represented by selected students to join the competitions according to their eagerness and skills. The English competitions were English song, storytelling, speech contest and debate.

The aim of these competitions was to provide events for the students to develop their English communication skill and soft skills. Besides, this event become a step of capturing students' talents so that the talented students become candidates who take part in competitions in broader levels in the future. These competitions can also develop students' speaking skills, especially in foreign languages such as English because the development of students' English skills greatly support their learning process in the class.

Based on the researcher's observations, the speech contest and the debate competition during *Bulan Bahasa dan Sastra* event at SMAN 2 Kediri could also provide the students with the opportunity to develop their creativity and critical thinking skills. Moreover, if we look at the aim of holding the competitions in *Bulan Bahasa dan Sastra* event, those two competitions were suitable to accommodate students in achieving this goal.

a. Speech Contest

The speech contest was attended by all of the tenth and eleventh grades. Each class sent one student as representative. The theme of the speech competition was "*Freedom of language but still ethical*". The participants were required to create a speech title according to their

respective creativity based on the chosen theme. The provisions for a speech script were a script that had never been used in any speech competition before. The participants were allowed to take it from the internet but only 20% from the whole script, the remains 80% must be originally from their own thoughts. The speech delivered must be in accordance with the existing theme and not contain elements of SARA, HOAX, hate speech, and bullying towards a party.

In the process of the competition, the students went through several stages, namely the preparation stage and presentation or performance stage. In the speech competition, the preparation stage included creating a speech text. In the process of creating the text, several students consulted their text with their English teachers regarding the content of a good speech text. Students did not just make ordinary speech texts, but they also paid attention about how to deliver a good speech and paid attention to the assessment criteria so that they could win the speech contest. The assessment criteria for the competition were: 1) suitability of theme, 2) delivery style, 3) intonation and articulation, 4) pronunciation, 5) creativity and improvisation. These things showed that students were enthusiastic about taking part in this competition.

The second stage was the presentation or performance day. The participants were allowed to bring a script when giving a speech, but points were deducted. There were participants who performed without bringing texts, there were also some students who brought texts. The duration of the speech was three up to five minutes. When performing, some students who did not bring texts sometimes forgot the contents of their text. When they experienced this, they improvised so that the content of the speech they had made could still be conveyed smoothly. The pictures below show the performance of the students.



Pictures 1. Students' Speech Performance from 10th Grade



Pictures 2. Students' Speech Performance from 11th Grade

The debate competition in the *Bulan Bahasa dan Sastra* event at SMAN 2 Kediri was attended by all of the tenth and eleventh grades. Each class sent one team representative. Each team consist of three students. The debate was held entirely in English. This term could train and improve students' English-speaking skills. The arguments presented must not involve violence and SARA. Just like the speech competition, the students went through several processes in taking part in this competition. This process was the preparation stage and the presentation or performance stage. At the preparation stage, some students still did not know about the procedures of debate because the debate competition had only just been held at SMAN 2 Kediri. Therefore, the students were given an understanding and briefing regarding the technicalities of conducting debates by the teacher a few days before the competition started. At the briefing, the students were given a debate motion first so that students could search for data so that during the competition students could present the data smoothly and accurately.

The debate system used in SMAN 2 Kediri at that time was the Asian parliamentary debate system. This debate format consists of two teams, namely: proposition (positive) and

opposition (negative). The task of the proposition team is to support the motion or theme of the debate (motion). Apart from that, the proposition team is also tasked with presenting arguments that support the proposal, providing core material with examples, and responding to the opposing team's case. Meanwhile, the task of the opposition team is to reject the argument. The opposition team is also tasked with presenting arguments against the proposition team's argument and responding to the proposition team's arguments.

The division between pro and con teams would be drawn by a panel of judges. Each team might not interrupt the argument while the other team was presenting the argument. The students were allowed to bring notes, but were not allowed to read notes continuously. The debate was held in 3 sessions. Session 1 was a presentation of the arguments of each participant, each of whom was given 5 minutes. Session 2 was Rebuttal (debate). In this session, each team competed in arguments based on the questions given with a maximum duration of 7 minutes 30 seconds. Session 3 was the finale. Each team recapitulated the arguments and important points regarding the motion after listening to the opposing team's views.

In the world of professional debate, there are three important aspects that must be considered, namely matter, manner, and method. Matter is the content or substance of a debate, manner is how to present an argument when debating, and method is how the debater organizes his argument. The scoring system for the debate competition at SMAN 2 Kediri was matter 40%, manner 40%, and method 20%. The things included in matter were logical and well responded argument, relevant argument, persuasive, and assessed (the average reasonable person). Manner included vocal style, language used, use of notes, eye contact, gesture, and sincerity. Whereas, the things included in method were individual method, team method, response to the dynamics of the debate.

The following pictures are the students' performance in debate competition.



Picture 3. Students' debate performance (proposition team)



Picture 4. Students' debate performance (opposition team)

B. The Process of Developing Creativity and Critical Thinking Skills

The development of students' creativity and critical thinking skills in debate competition is acquired in the preparation stage and performance stage. Critical thinking skills develop when students doing case building. During the case building process, the students obtain, process and analyse data they have obtained from various sources to support and strengthen their arguments during the debate. Apart from that, when the students were performing in the rebuttal stage, the students can respond to opponents' questions well and also estimate how their opponents will respond so they can organize strategies and alternative problem-solving solutions. This process indicate that the students can obtain and processing information and ideas, analysing and evaluating reasoning, and reflecting and evaluating their own thinking.

At the performance stage, students also have the opportunity to develop their creativity because this competition provides an opportunity for students to express original arguments

originating from their own thoughts and can consider the risks of what they convey. Based on the indicator of creativity and critical thinking that have been stated by the government in *Merdeka Belajar* Curriculum, most of the activities experienced by the students in debate competition tend to develop students' critical thinking than creativity. According to the theory developed by Suatini (2019) regarding strategies for developing critical thinking, where problem-based learning can be used to develop students' critical thinking by introducing problems, posing questions, and guiding the inquiry process. These findings supported previous research conducted by Sholikhah et al. (2022), revealed that students' creativity, critical thinking, and argumentative abilities increased when taking part in English debate competitions. Moreover, it also supported research conducted by Partono et al. (2021) which reveals that the strategy that can be used to improve critical thinking skills is to train students to discuss. This research findings are in line with the definition of creativity expressed by Johnson (in Widodo, 2009) critical thinking is a directed and clear process used in mental activities such as solving problems, making decisions, persuading, analysing assumptions, and conducting scientific research.

In a speech competition, the students' critical thinking skills can develop in the preparation stage where students brainstorm to obtain and sort the ideas most relevant to a given theme. Moreover, students consult with their English teacher whether the text of their speech is appropriate and appropriate or not. These brainstorming and consultation activities indicate that students are able to obtain, process, analyse and clarify the information or ideas they obtain. At the performance stage, students have the opportunity to develop their creativity because this competition provides students with the opportunity to express their ideas in the form of works (speech texts) originating from their own thoughts by considering various perspectives such as considering the competition assessment criteria and delivery ethics. When they forget the contents of the text they have written, they can improvise to keep the performance running smoothly. This shows that students have flexibility in thinking in finding alternative solutions to problems.

The development of students' creativity and critical thinking skills appeared after the *Bulan Bahasa dan Sastra* event were completed. After the students took part in the English debate and English speech contest, their creativity and critical thinking skills develop. This development can be seen in student activities in the classroom. In exposition text material there were two types of text, namely analytical exposition and hortatory exposition. In this material, the students were required to give their opinions regarding a trending issue. Students who had taken part in speech and debate competitions had broader insights and were more open in responding to these issues. This statement is in line with Teacher A's explanation which explained that:

"Kemampuan berpikir kritis siswa juga berkembang. Contohnya pada saat materi teks exposition itu kan ada 2 jenis, analytical dan hortatory. Pada saat berdiskusi terkait suatu isu, siswa wawasannya menjadi lebih terbuka. Tentunya isu – isu yang diambil isu yang sedang viral atau tren pada saat ini, seperti kasus Vina atau tentang WFH pada saat covid kemarin. Kami juga menanamkan literasi yaitu meskipun waktu sebagai siswa sebagian besar digunakan untuk belajar, kita juga harus memiliki wawasan luas."

("Students' critical thinking skills also develop. For example, there are two types of exposition text material, analytical and hortatory. When discussing an issue, students' insights become more open. Of course, the issues taken are issues that are viral or trending at the moment, such as the "Vina" case or about WFH during COVID. We also instill literacy, that is even though most of our time as students is spent studying, we must also have broad insight.")

The development of students' critical thinking skills was strengthened that there were

students who participated in national debate competitions, namely the NSDC (National Student Debate Competition). To take part in this competition, SMAN 2 Kediri carried out an internal selection at the school. In the end, there were two students that were selected to represent Kediri City in this prestigious national level event. The students' creativity also has developed and can be seen during the learning process in class. When students make a presentation using PPT, students add videos to their PPT, so that when viewed, the PPT looks more attractive. Apart from that, students added some material that was beyond the teacher's request. Of course, the addition of this material goes through discussions with the English subject teacher in the class so that the material presented is not outside the context of the lesson.

The development of creativity and critical thinking was also felt by students who participated in the competition. This is in line with the statement of student 1 that has participated on speech competition who stated that:

"Saya merasa bahwa mengikuti lomba speech menambah kreativitas dan berpikir kritis, karena dengan lomba tersebut saya berinovasi dan berpikir secara cepat untuk menguasai semua hal yang diperlukan."

("I feel that participating in speech competitions increases creativity and critical thinking, because through these competitions I innovate and think quickly to master all the things that are needed.")

This is supported by the statement of students who have participated in the debate competition, who stated that:

"kemampuan berpikir kritis saya dapat berkembang saat proses case building dan pada saat sesi rebuttal, yaitu pada saat memprediksi statement lawan dan menyiapkan sanggahannya. pada saat itu rasanya seperti kita harus berpikir 2-3 kali lebih jauh ke depan. kalau untuk kreativitasnya berkembang pada saat menyusun kalimat dan melakukan improvisasi."

(My critical thinking skills can develop during the case building process and during the rebuttal session, namely when predicting the opponent's statement and preparing our rebuttal. At that time, it felt like we had to think 2-3 times further ahead. As for creativity, it develops when composing sentences and improvising.)

From these explanations, it can be concluded that competitions in *Bulan Bahasa dan Sastra* event, especially English debate and English speech contest, can support student learning in class. Furthermore, it can increase students' abilities and enthusiasm for an achievement. It is strengthened the evidence that the activities of these competitions can develop students' creativity and critical thinking.

The findings above show that speech competitions can develop students' creativity and critical thinking skills. Based on the indicator of creativity and critical thinking that have been stated by the government in *Merdeka Belajar* Curriculum, the activities experienced by the students in speech contest tend to develop students' creativity than critical thinking skills. According to the theory developed by Kenedi (2017) regarding strategies for developing creativity, using inquiry approach and brainstorming can develop students' creativity where the students independently search and find answers about the question given. These findings supported previous research conducted by Sriwahyuningsih & Barseli (2022), revealed that students' creativity can be improved through extracurricular or cocurricular activities. In this research, the context of co-curricular activities is *Bulan Bahasa dan Sastra* event. This research findings is in line with the definition of creativity expressed by Zubaidah (2016) who stated that creativity is thinking outside of existing habits, involving new ways of thinking, getting the opportunity to convey new ideas and solutions, asking unusual questions, and trying to propose suspected answers.

Research conducted by Kusumawati (2019) revealed that through *Bulan Bahasa and Sastra* event which is commemorated with various literacy competitions can increase students'

knowledge and skills and instils the character of nationalism, love for the nation and our beloved country, Indonesia. However, Arfina et al. (2022) and Anriani et al (2023) have revealed that *Bulan Bahasa dan Sastra* event can increase students' interest in reading. From several studies on *Bulan Bahasa dan Sastra* event that have been carried out previously, they tend to focus on the character of nationalism and students' interest in reading. On the other hand, the research about the process of developing creativity and critical thinking skills during *Bulan Bahasa dan Sastra* event remains largely unexplored. Apart from that, these co-curricular activities can also support students' language learning in class. Furthermore, it was a thought that underlined the researcher to conduct research on the process of acquiring students' creativity and critical thinking in *Bulan Bahasa dan Sastra* event.

Listening – speaking and writing – presenting are two of the achievements in language skills in the *Merdeka Belajar* curriculum. Listening – speaking is characterized by the ability to respond open questions, understand and identify from discussion, using English to express opinions, give and defend opinion, use self-correction and improvement strategies. Based on the research findings, the researchers interpret that various debate competition activities and speech competitions can support students' English learning in class. When they debate, they can understand and respond using English to express their arguments. Meanwhile, writing - presenting skills develop when the students write their own speech texts and then present the results of their writing without using text. This interpretation is in line with the aim of holding co-curricular activities, namely to support the implementation of intra-curricular programs so that students can better explore and implement the material they have learned, especially in English subject.

Not only do they support English language learning in the classroom, these findings also reveal that debate and speech competitions during *Bulan Bahasa dan Sastra* event events can also develop students' creativity and critical thinking skills significantly in their academic life. It can be seen after the *Bulan Bahasa dan Sastra* event is completed, students can create very interesting and creative presentation assignments. Moreover, there are students who pass the selection to represent the Kediri city in the national debate competition, which really requires extensive knowledge and higher order thinking skills. This shows that their critical thinking skills also has developed. The development of students' creativity and critical thinking skills in classroom shows that it is not only the winners of *Bulan Bahasa dan Sastra* competitions whose soft skills develop, but also other students who lose the competition.

Conclusion

Based on the findings and discussion that have been presented, the researchers conclude that creativity and critical thinking skills can be developed through co-curricular activity. One of co-curricular activity is *Bulan Bahasa dan Sastra* event in which students can join debate competition and speech contest. The students acquire those skills through the stage of the competitions, namely preparation stage and performance stage. Apart from that, *Bulan Bahasa dan Sastra* events can also support student learning in class, especially related in language subjects. In debate competition, most of the activities in debate competitions can accommodate students in developing their critical thinking. This development is supported by the ability of the students to: 1) obtain, process and analyse data obtained from various sources to support and strengthen their arguments during debate; 2) estimate how their opponents will respond so they can develop strategies and alternative problem solutions; 3) respond to their opponents by questioning their opponents' arguments logically and relevantly. In the other hand, the students' creativity also develops during presentation sessions, rebuttals and drawing conclusions. These sessions provide opportunities for students to put forward original arguments that come from their own thoughts and can consider the risks of what they convey. The speech contest can also

develop students' critical thinking skills. At the preparation the students are able to obtain, process, analyse and clarify the information or ideas they obtain. Meanwhile, at the performance stage, students 'creativity develops through expressing their ideas in the form of works (speech texts) originating from their own thoughts. The students also have the flexibility to think in looking for alternative solutions to problems when faced with something that does not match their expectations. Finally, it is suggested for other schools to conduct co-curricular activity as it can develop students' knowledge and skills. This activity gives opportunity to students to implement those skills in real situation.

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