

A Content Analysis of Creativity and Critical Thinking in Seventh-Grade Junior High English Textbooks

Hertanti Erna Kesuma¹⁾

Universitas Indraprasta PGRI Jl. Nangka No. 58C Tanjung Barat, Jakarta Selatan

Hanna Sundari²⁾

Universitas Indraprasta PGRI Jl. Nangka No. 58C Tanjung Barat, Jakarta Selatan

Muh. Misbah³⁾

Universitas Indraprasta PGRI Jl. Nangka No. 58C Tanjung Barat, Jakarta Selatan

herta.kesuma75@gmail.com

Abstract

This study analyzes the content of Grade VII English textbooks, English for Nusantara (Kemendikbudristek, 2022) and Bahasa Inggris (PT Srikandi Empat Widya Utama, 2023), focusing on reading and writing materials. Using a descriptive qualitative approach with content analysis, the research emphasizes two aspects: creativity and critical thinking. Creativity dimensions are examined through J.P. Guilford's Divergent Thinking, while critical thinking based on Bloom's Revised Taxonomy. The instruments consist of three types: data collection, content analysis, and comparative analysis. The results indicate that creativity content in both textbooks averages 61.60%, whereas critical thinking content averages 57.49%. These findings illustrate the extent to which the textbooks align with the objectives of the Merdeka Curriculum, particularly in supporting the development of the Pancasila Student Profile through creativity and critical reasoning skills.

Keywords: Content analysis; Creativity; Critical Thinking; Merdeka Curriculum

Abstrak

Penelitian ini bertujuan menganalisis isi Buku Teks Bahasa Inggris Kelas VII dengan sumber data dari dua buku, yaitu English for Nusantara (Kemendikbudristek, 2022) dan Bahasa Inggris (PT Srikandi Empat Widya Utama, 2023) pada materi reading dan writing. Pendekatan yang digunakan adalah deskriptif kualitatif dengan metode analisis konten yang berfokus pada dua aspek, yaitu pengembangan kreativitas dan kemampuan berpikir kritis peserta didik. Dimensi kreativitas ditetapkan menggunakan konsep Divergent Thinking dari J.P. Guilford, sedangkan dimensi berpikir kritis mengacu pada Bloom's Revised Taxonomy. Instrumen penelitian meliputi Instrumen Pengumpulan Data, Instrumen Analisis Konten, dan Instrumen Perbandingan Hasil Analisis. Hasil penelitian menunjukkan bahwa konten kreativitas kedua buku mencapai rata-rata 61,60%, sedangkan konten berpikir kritis mencapai rata-rata 57,49%. Dengan demikian, hasil penelitian ini memberikan gambaran kesesuaian konten buku teks dengan tujuan Kurikulum Merdeka, khususnya dalam mewujudkan profil pelajar Pancasila pada dimensi kreatif dan bernalar kritis.

Kata kunci: Analisis konten; Kreativitas; Berfikir kritis; Kurikulum Merdeka

INTRODUCTION

One of the main priorities of both formal and non-formal education providers is to cultivate future-oriented skills among learners. The development of such skills can begin with the provision of learning resources that are consistent with the

curriculum being implemented. One of the primary resources that determines the success of curriculum implementation in schools is the availability of textbooks, which function as the main instructional medium. According to Cunningsworth (1995), an ideal textbook should meet eight criteria: (1) aims and approaches, (2) design and organization, (3) language content, (4) skills, (5) topics, (6) methodology, (7) teacher's book, and (8) practical considerations as a learning source. By adhering to these criteria, textbooks are expected to support the implementation of the Merdeka Curriculum, particularly in promoting independent learning and fostering the Pancasila Student Profile.

In reality, however, not all textbooks currently used by teachers as teaching guides and by students as learning resources fully align with the principles of the curriculum. Many textbooks still fall short of meeting the ideal standards of textbook design, even though their role is crucial for the success of educational practices. Zakaria (2024) emphasizes that the availability of well-prepared textbooks can assist teachers in delivering learning materials more easily and effectively. Similarly, Sanjaya (2010) points out that learning resources include everything that can be utilized by students to study content and gain meaningful learning experiences in accordance with the objectives of a planned learning scenario.

Against this backdrop, the present study aims to conduct a content analysis of English textbooks for Grade VII, with a particular focus on the dimensions of creativity and critical thinking. The subjects of this analysis are two widely used English textbooks, one published by the government and the other by a private publisher: English for Nusantara (Kemendikbudristek, 2022) and Bahasa Inggris (PT Srikandi Empat Widya Utama, 2023). The analysis focuses on the reading and writing sections of each textbook as units of analysis. To address the objectives, the following research questions were formulated:

1. How is creativity presented in English for Nusantara (Kemendikbudristek, 2022) for Grade VII?
2. How is critical thinking fostered in English for Nusantara (Kemendikbudristek, 2022) for Grade VII?
3. How is creativity presented in Bahasa Inggris (PT Srikandi Empat Widya Utama, 2023) for Grade VII?
4. How is critical thinking fostered in Bahasa Inggris (PT Srikandi Empat Widya Utama, 2023) for Grade VII?
5. What are the similarities and differences between English for Nusantara and Bahasa Inggris in presenting creativity and critical thinking opportunities for Grade VII students?

The discussion of the five research questions above is grounded in theories and concepts that elaborate on the dimensions of creativity and critical thinking. Munandar (2014) explains that creativity can be observed through the ability to think fluently, flexibly, originally, and to elaborate on ideas. The dimensions of creativity are further elaborated in Guilford's concept, which is derived from his Structure of Intellect (SOI) model. Among the types of operations within this

model, the most relevant to creativity is Divergent Thinking, which associates creativity with the ability to generate multiple possible solutions (Guilford, 1950, 1967; Runco & Acar, 2012; Treffinger, 1986). Guilford identified four dimensions of Divergent Thinking: fluency, flexibility, originality, and elaboration.

With regard to critical thinking, as a higher-order intellectual process, it is conceptually distinct from general thinking. Faiz (2012) defines critical thinking as the process of analyzing or evaluating information obtained from various sources, including observation, experience, and communication media. The dimensions of critical thinking are framed by Bloom's Taxonomy (Bloom, 1956), later revised by a group of cognitive psychologists led by Anderson and Krathwohl (2002), who shifted the taxonomy from an object-based to a process-based model. The revised taxonomy consists of remembering, understanding, applying, analyzing, evaluating, and creating. As the higher-order thinking levels, critical thinking is primarily reflected in the indicators of analyzing, evaluating, and creating. Grade VII English textbooks developed under the Kurikulum Merdeka are thus expected not only to deliver linguistic knowledge but also to foster creativity and critical thinking through activities that challenge students intellectually and stimulate them to generate new ideas.

Although similar studies have been conducted, this research remains necessary. For instance, Lestari (2023) analyzed creative thinking in the IPAS textbook for Grade 4, while Aswadi Jaya et al. (2023) examined the demands of the Kurikulum Merdeka in the context of 21st-century skills within English learning materials. Rohmawan (2020) explored aspects of critical and creative thinking in student-produced textbooks. Regarding critical thinking, previous studies include Nur (2025), who analyzed reading and writing tasks in two Indonesian EFL textbooks based on Bloom's Revised Taxonomy and Nunan's framework; Putri and Kurniasih (2022), who examined exercises in the Bahasa Inggris textbook for Grade XI using Ilyas's framework of critical thinking; and Sainyakit (2020), who analyzed higher-order thinking skills through essay questions in the Pathway to English textbook for senior high school.

The rationale for conducting this research lies in the perception that existing textbooks in schools have not yet optimally supported the achievement of curricular goals. The selection of English as the subject of analysis is based on the researcher's academic background in English education, while the focus on creativity and critical thinking stems from their essential role as core competencies for 21st-century education. These two skills are integral to the character values of Pancasila and are emphasized as learning objectives in the Kurikulum Merdeka. Guided by this conceptual framework, the present study aims to provide a comprehensive account of the representation of creativity and critical thinking skills in Grade VII English textbooks.

METHOD

The type of research used was descriptive research with a qualitative approach utilizing content analysis methods. A qualitative approach is used in research that

investigates the quality of relationships, activities, situations, or materials. Moleong (2014) stated that one characteristic of descriptive research is that the data collected is in the form of words and images, rather than numbers.

The research was conducted using questions/exercises/assignments in the reading and writing materials from the Grade VII English textbook. A total of 121 data points were analyzed, with the following details:

Table 1 Amount of Data

Research Subject	Reading Task	Writing Task
English for Nusantara (Kemendikbudristek, 2022)	27	21
Bahasa Inggris (PT Srikandi Empat Widya Utama, 2023)	37	36
Subtotal	64	57
Total	121	

This qualitative descriptive research examines or examines a focus that has been formulated with a problem formulation, namely the analysis of creativity content, which refers to one of the mental processes within the Structure of Intellect (SOI), namely "Divergent Thinking," introduced by J.P. Guilford, and critical thinking, which refers to Bloom's Revised Taxonomy, first introduced by B.S. Bloom and subsequently revised (Anderson et al., 2002).

The implementation of this qualitative descriptive research using the content analysis method has the following research steps.



Figure 1 Design of Research

Meanwhile, for qualitative data analysis, the steps are as follows.

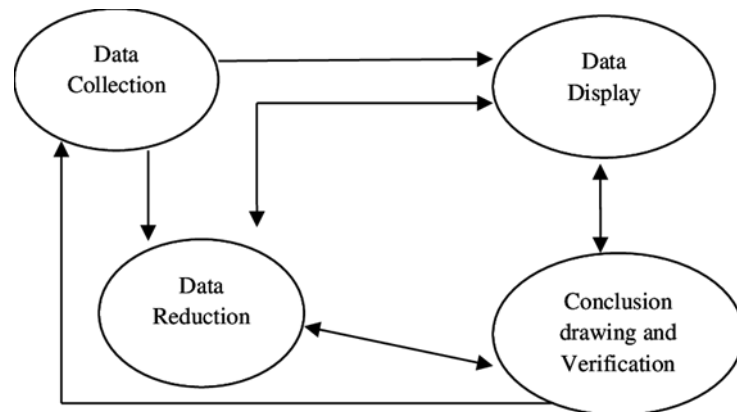


Figure 2 Design of Data Analyzing

The results of the data analysis were also verified using data validity techniques to ensure confidence in the presented research findings. Stahl, Norman A., and James R. King (2020) describe data validity techniques, as outlined by Lincoln and Guba (1985), to include credibility, transferability, dependability, and confirmability.

In this study, content analysis required the development of data codes to facilitate the presentation of findings. The codes used are as follows:

Table 2 Code of Book

No.	Title	Publisher, Year	Category	Code
1.	English for Nusantara	Kemendikbudristek, 2022	State	B1
2.	Bahasa Inggris	PT Srikandi Empat Widya Utama, 2023	Private	B2

Table 3 Code of material

No.	Title	Reading Task	Writing Task
1.	English for Nusantara	RT1	WT1
2.	Bahasa Inggris	RT2	WT2

Table 4 Code of Content

Content	B1, B2	
	Reading Task	Writing Task
IS (Instruksi Soal)	IS RT1/IS RT2	IS WT1/IS WT2
DS (Deskripsi Soal)	DS RT1/DS RT2	DS WT1/DS WT2

Table 5 Code of Dimension

Dimension and Category	Code	
	B1	B2

Creativity/Kreativitas: K		
<i>Fluency</i> (Kelancaran): K1	K1B1	K1B2
<i>Flexibility</i> (Keluwesasan): K2	K2B1	K2B2
<i>Originality</i> (Keaslian): K3	K3B1	K3B2
<i>Elaboration</i> (Pengembangan): K4	K4B1	K4B2
Critical Thinking/Berpikir Kritis: P		
<i>Analyzing</i> (tingkat analisis): P1	P1B1	P1B2
<i>Evaluating</i> (tingkat menilai): P2	P2B1	P2B2
<i>Creating</i> (tingkat mencipta): P3	P3B1	P3B2

This research employed research instruments in the form of work tables, which consisted of three types: (1) data collection instruments, used to obtain the required data; (2) content identification instruments, used to classify the data for subsequent content analysis based on the applied theories; and (3) analysis comparison instruments, used to present the comparative results of the content analysis of the two textbooks in terms of creativity and critical thinking dimensions.

RESULTS AND DISCUSSION

The discussion of the data processing results will be presented in a content analysis results table and described narratively to explain the calculation results of the data presented in the table. The discussion will be structured according to the sequence outlined in the problem formulation.

Problem Formulation 1. Presentation of the dimensions of creativity in the Ministry of Education, Culture, Research, and Technology's (2022) 'English for Nusantara' textbook for seventh-grade junior high school students.

The following table presents the results of the content analysis of the availability of the dimensions of creativity in the reading and writing materials in the textbook studied:

Table 6 Content Analysis of RT1 (K)

Code	Dimension of Creativity	Findings	Percentage
K1	<i>Fluency</i>	27	100
K2	<i>Flexibility</i>	20	74.07
K3	<i>Originality</i>	7	25.93
K4	<i>Elaboration</i>	4	14.81
Total		58	54%

Table 7 Content Analysis of WT1 (K)

Code	Dimension of Creativity	Findings	Percentage
K1	<i>Fluency</i>	21	100
K2	<i>Flexibility</i>	20	95.24
K3	<i>Originality</i>	12	57.14



K4	<i>Elaboration</i>	8	38.10
Total		61	73%

The analysis shows that the reading material provides space for students to generate a wide range of ideas, but does not encourage uniqueness and in-depth exploration of ideas. Meanwhile, the writing material more optimally facilitates freedom of expression and a variety of activities, although the quality of unique ideas and the development of these ideas are not fully accommodated.

Problem Formulation 2. Training in the critical thinking dimension in the Ministry of Education, Culture, Research, and Technology's (2022) 'English for Nusantara' textbook for 7th-grade junior high school students.

The following table presents the results of the content analysis of the availability of critical thinking dimensions in the reading and writing materials in the textbooks studied:

Table 8 Content Analysis of RT1 (P)

Code	Dimension of Critical Thinking	Findings	Percentage
P1	<i>Analyzing</i>	23	85.19
P2	<i>Evaluating</i>	10	37.04
P3	<i>Creating</i>	4	14.81
Total		37	46%

Table 9 Content Analysis of WT1 (P)

Code	Dimension of Critical Thinking	Findings	Percentage
P1	<i>Analyzing</i>	21	100
P2	<i>Evaluating</i>	17	80.95
P3	<i>Creating</i>	9	42.86
Total		47	75%

The reading analysis results indicate that students are facilitated in differentiating, categorizing, and analyzing texts, but are lacking in evaluating and generating new ideas. The writing analysis supports the analysis and evaluation of ideas, but the space for organizing and developing ideas into new forms remains limited.

Problem Formulation 3. Presentation of the dimensions of creativity in the "English" textbook by PT Srikandi Empat Widya Utama (2023) for 7th grade junior high school students.

The following table presents the results of the content analysis of the availability of the dimensions of creativity in the reading and writing materials in the textbooks studied:

Table 10 Content Analysis of RT2 (K)



Code	Dimension of Creativity	Findings	Percentage
K1	<i>Fluency</i>	37	100
K2	<i>Flexibility</i>	16	43.24
K3	<i>Originality</i>	18	48.65
K4	<i>Elaboration</i>	7	18.92
Total		78	53%

Table 11 Content Analysis of WT2 (K)

Code	Dimension of Creativity	Findings	Percentage
K1	<i>Fluency</i>	36	100
K2	<i>Flexibility</i>	30	83.33
K3	<i>Originality</i>	22	61.11
K4	<i>Elaboration</i>	9	25
Total		97	67%

Reading analysis shows that students are given space to generate numerous ideas, but their flexibility, originality, and elaboration are still limited. Writing analysis facilitates creativity by providing opportunities for expression and a variety of approaches, but uniqueness and depth of ideas are not fully accommodated.

Problem Formulation 4. Training in the critical thinking dimension in the "English" textbook by PT Srikandi Empat Widya Utama (2023) for 7th grade junior high school students.

The following table presents the results of the content analysis of the availability of critical thinking dimensions in the reading and writing materials in the textbooks studied:

Table 12 Content Analysis of RT2 (P)

Code	Dimension of Critical Thinking	Findings	Percentage
P1	<i>Analyzing</i>	36	97.30
P2	<i>Evaluating</i>	15	40.54
P3	<i>Creating</i>	7	18.92
Total		58	52%

Table 13 Content Analysis of WT2 (P)

Code	Dimension of Critical Thinking	Findings	Percentage
P1	<i>Analyzing</i>	36	100
P2	<i>Evaluating</i>	18	50
P3	<i>Creating</i>	8	22.22
Total		62	57%

Reading analysis shows that students are facilitated in identifying and interpreting texts, but are less encouraged to evaluate or create new ideas. Writing analysis provides space for organizing ideas, but activities such as evaluating, critiquing, and combining ideas from various sources are still limited, resulting in suboptimal critical thinking.

Problem Formulation 5. Comparative description of the content analysis results of the Ministry of Education, Culture, Research, and Technology's 'English for Nusantara' book (2022) and the PT Srikandi Empat Widya Utama book (2023) in presenting creativity development and critical thinking skills training for seventh-grade junior high school students.

The following table presents the comparative results of the content analysis of the two books studied in providing creativity development and critical thinking skills training in reading and writing materials:

Table 14 Comparison of Availability K on RT

Code	Dimension of Creativity	B1	B2	Analysis Conclusion
K1	<i>Fluency</i>	100	100	B1 = B2
K2	<i>Flexibility</i>	74.07	43.24	B1 > B2
K3	<i>Originality</i>	25.93	48.65	B1 < B2
K4	<i>Elaboration</i>	14.81	18.92	B1 < B2
Average		53.70	53	B1 > B2

Table 15 Comparison of Availability K on WT

Code	Dimension of Creativity	B1	B2	Analysis Conclusion
K1	<i>Fluency</i>	100	100	B1 = B2
K2	<i>Flexibility</i>	95.24	83.33	B1 > B2
K3	<i>Originality</i>	57.14	61.11	B1 < B2
K4	<i>Elaboration</i>	38.10	25	B1 > B2
Rata-Rata		72.62	67.36	B1 > B2

From the results of the comparison, it can be concluded that although both books have accommodated elements of creativity, the English for Nusantara book is generally superior in facilitating the development of student creativity, especially in writing material, and is more in line with the demands of the curriculum and the criteria for an ideal textbook.

Table 16 Comparison of Availability P on RT

Code	Dimension of Critical Thinking	B1	B2	Analysis Conclusion
P1	<i>Analyzing</i>	85.19	97.30	B1 < B2
P2	<i>Evaluating</i>	37.04	40.54	B1 < B2
P3	<i>Creating</i>	14.81	18.92	B1 < B2
Average		45.68	52.25	B1 < B2

Table 17 Comparison of Availability P on WT

Code	Dimension of Critical Thinking	B1	B2	Analysis Conclusion
P1	<i>Analyzing</i>	100	100	B1 = B2
P2	<i>Evaluating</i>	80.95	50	B1 > B2
P3	<i>Creating</i>	42.86	22.22	B1 > B2
Average		74.60	57.41	B1 > B2

This comparison confirms that both books have their respective strengths in developing critical thinking. However, English for Nusantara is superior overall because it provides more in-depth critical thinking training in writing, one of the primary productive skills in language learning.

The following table shows the average levels of creativity and critical thinking available in the reading and writing materials from both books:

Table 18 Average Results of RT and WT Comparison

No.	Research Focus	Average (RT)		Average (WT)		Total Average
		B1	B2	B1	B2	
1	Creativity	53,70	52,70	72,62	67,36	61,60
2	Critical Thinking	45,68	52,25	74,60	57,41	57,49

Table 19 Average value of K and P Availability (B1,B2)

No.	Research Focus	Total Average
1.	Kreativitas	61,60
2.	Berpikir Kritis	57,49

Both Grade VII English textbooks equally address creativity and critical thinking in reading and writing, albeit at varying intensities. Analysis shows an average achievement score above 50%, confirming their significant contribution to the implementation of the Independent Curriculum. This aligned content not only enhances language competency but also fosters Pancasila character, equipping students to face global challenges while remaining rooted in local and spiritual values.

CONCLUSIONS

This qualitative descriptive study analyzed the content of creativity development and critical thinking skills in two English textbooks for Grade VII, namely English for Nusantara (Kemendikbudristek, 2022) and Bahasa Inggris (PT Srikandi Empat Widya Utama, 2023). The findings reveal several important points. In English for

Nusantara, creativity content reached an average of 54% in reading and 73% in writing, while critical thinking content achieved 46% in reading and 75% in writing.

In Bahasa Inggris, creativity content reached 53% in reading and 67% in writing, while critical thinking content reached 52% in reading and 57% in writing. A comparative analysis shows that the average availability of creativity content across both textbooks is 61.60%, while critical thinking content averages 57.49%. These results indicate that both textbooks contribute significantly—above 50%—to the objectives of the Merdeka Curriculum, particularly in shaping the Pancasila Student Profile through creativity and critical reasoning.

The findings carry important implications for education in terms of classroom practice, textbook development, and educational policy. In the classroom, teachers as facilitators play a central role in optimizing the use of textbooks to provide meaningful and challenging learning experiences. Textbooks should not be followed rigidly in a linear manner; rather, teachers are encouraged to adapt and complement sections that are less effective in stimulating creativity and critical thinking. In the area of textbook development, the results suggest that authors and publishers should provide more contextual and applicable materials, including activities that encourage analysis, evaluation, and creation. Reading sections, for instance, should move beyond literal comprehension toward inferential understanding that prompts students to interpret implicit meanings and relate texts to real-life contexts. At the policy level, the results highlight the need for regular evaluation of textbooks used in schools, particularly with respect to the extent to which they foster creativity and critical thinking. Textbook quality standards should explicitly include these indicators to ensure alignment with the Merdeka Curriculum's goal of nurturing Pancasila Students.

Based on these implications, several practical recommendations can be made. Teachers are encouraged to enrich classroom activities by adding open-ended questions, exploratory assignments, and discussion forums that promote logical, critical, and original thinking. Authors and publishers are advised to design more applicable and contextual learning activities, such as project-based learning or real-life case studies, which can simultaneously foster creativity and critical reasoning. A limitation of this study lies in the scope of the data analyzed. Future research is expected to broaden the coverage to other educational levels to provide a more comprehensive picture of creativity and critical thinking content in English textbooks. Longitudinal research is also recommended to observe the long-term effects of textbook content on students' thinking skills, thereby offering deeper insights into the contribution of textbooks to learning quality.

Overall, this study affirms that textbooks aligned with the principles of the Merdeka Curriculum significantly contribute to meaningful learning. The alignment of textbook content with the character dimensions of Pancasila positions textbooks as strategic instruments for developing students who are not only academically competent but also rich in character values. This is consistent with the national education mission to create lifelong learners who are competitive and dignified. Textbooks, therefore, serve not only as sources of learning materials but also as strategic tools in shaping a generation of Pancasila Students who are creative, critical, and prepared to face global challenges.

REFERENCES

- Anderson, L. W. (2005). Objectives, Evaluation, and the improvement of Education. University of South Carolina, USA. <https://doi.org/10.1016/j.stueduc.2005.05.004>
- Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). A taxonomy for learning, teaching, and assessing: A revision of Bloom's Taxonomy of Educational Objectives. Addison Wesley Longman, Inc.
- Bloom, B. S. (Ed.). (1956). Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive domain. Longmans Green.
- Cunningsworth, A. (1995). Choosing your coursebook. Macmillan Heinemann.
- Faiz, F. (2012). Thinking Skill: Pengantar Menuju Berpikir Kritis. Suka Press.
- Guilford, J. P. (1950). Fundamental Statistics in Psychology and Education (2nd Ed.). McGraw-Hill.
- Guilford, J.P. (1967). The Nature of Human Intelligence. McGraw-Hill.
- Krathwohl, D. R. (2002). A revision of Bloom's taxonomy: An overview. Theory into practice, 41(4), 212-218. https://doi.org/10.1207/s15430421tip4104_2
- Lestari, D. (2023). Analisis Konten Berpikir Kreatif (Creative Thinking dalam Buku IPAS Kurikulum Merdeka Belajar Kelas 4 SD. IAIN Curup. <https://e-theses.iaincurup.ac.id/5087/1/DEWI%20LESTARI.pdf>
- Lincoln, Y. S., & Guba, E. G. (1985). Naturalistic Inquiry. Sage Publications.
- Miles, M. B., & Huberman, A. M. (1994). Qualitative Data Analysis: An Expanded Sourcebook (2nd ed.). Sage Publications.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2018). Qualitative data analysis: A methods sourcebook. Sage Publications.
- Moleong, L. J. (2004). Metodologi Penelitian Kualitatif. Remaja Rosda Karya.
- Munandar, A. S. (2014). Psikologi Industri Dan Organisasi. Universitas Indonesia.
- Munandar, S. C. U. (2003). Kreativitas dan Keterbakatan Strategi Mewujudkan Potensi Kreatif dan Bakat. PT Gramedia Pustaka Ilmu
- Norman, A. S., & James, R. K. (2020). Expanding Approaches for Research: Understanding and Using Trustworthiness in Qualitative Research. Journal of Developmental Education, 44(1), 26-28. <https://www.jstor.org/stable/45381095>
- Nur, P. F. (2025). A content Analysis of Reading and Writing Task among Two EFL Textbooks in Indonesia based on Bloom's Revised Taxonomy and Nunan's Framework. Universitas Indraprasta PGRI.
- Putri, B. A., & Kurniasih, E. (2022). Analyzing the Exercises in "Bahasa Inggris" Textbook for Eleventh Grade Based on Ilyas' Framework of Critical Thinking. Journal On Teacher Education, 3(3), 219-234. <https://journal.universitaspahlawan.ac.id/index.php/jote/article/view/4683/3277>
- Rohmawan, A. (2020). Aspek berpikir kritis dan kreatif dalam buku teks karya mahasiswa. Basindo, 4(1), 32-44. <https://journal2.um.ac.id/index.php/basindo/article/view/14735>



- Sainyakit, P. (2020). Analisis Kemampuan Berpikir Tinggi melalui Pertanyaan Esai pada Buku Pathway to English Untuk SMA/MA Kelas XI Edisi Revisi 2017. PROSIDING SEMINAR NASIONAL “Implementasi Merdeka Belajar Berdasarkan Ajaran Tamansiswa,” 110–118. <https://www.academia.edu/download/89493783/288229012.pdf>
- Sanjaya, W. (2010). Strategi Pembelajaran Berorientasi Standar Proses Pendidikan. Prenada Media.
- Zakaria (2024). Evaluasi Buku Teks Bahasa Inggris “Symphony 1” untuk Peserta Didik Sekolah Menengah Atas Dalam Kurikulum Merdeka. Jurnal Pendidikan Abad Ke-21 2(1), 21-32.