



Element of students' creative thinking skills: A critical evaluation of senior high school Indonesian textbooks

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KEYWORDS	ABSTRACT
Creative thinking Critical evaluation Indonesian textbooks	This research aims to critically evaluate high school Indonesian language textbooks from the perspective of developing students' creative thinking. The type of research in this study is qualitative. The research design used is a case study. Primary data was obtained directly from Indonesian language textbooks used in high school. Secondary data includes related documents, such as curriculum, textbook development guidelines, and relevant academic literature. The data collection technique is an intensive reading technique. The data analysis technique in this research involves several stages. The first stage is transcription and organizing data. The second stage is thematic analysis. The third stage is data triangulation. The fourth stage is interpretation and preparation of the report. The research results show that this book has been prepared in accordance with national curriculum standards and covers various basic competencies. Several aspects still need to be improved to better support the development of students' creative thinking. The tasks are dominated by mechanical activities, so they do not fully support the development of critical and creative thinking. Apart from that, the relevance of the material to actual issues and students' real lives is still lacking.

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Introduction

In the era of globalization and digitalization, the ability to think creatively is one of the essential skills that must be possessed by humans. This ability is not only important for adapting to rapid changes, but also for solving complex problems that arise in life. Education plays an important role in developing this ability, one of the important aspects in education is the textbook (Moate, 2021). Textbooks are the main tools used by teachers and students in the teaching-learning process. This book not only serves as a source of information, but also as a guide in developing students' cognitive and non-cognitive skills (Rahmawati et al., 2021). Therefore, the quality of textbooks greatly determines the quality of education. In the context of education in Indonesia, Indonesian textbooks have a very important role in shaping students' language skills and critical and creative thinking.

The curriculum emphasizes the development of four main competencies, namely knowledge, skills, attitudes, and values. One important aspect of the curriculum is the development of higher-order thinking skills, including creative thinking (Dumas et al., 2024). The curriculum directs that the learning process not

only focuses on mastering the material, but also on the development of thinking skills that can be applied in daily life.

The development of creative thinking skills is one of the primary goals of 21st-century education, as it is closely linked to students' ability to solve complex problems, think innovatively, and adapt to various life contexts. In the context of Indonesian language learning, creative thinking supports not only literacy competence but also imagination, self-expression, and original problem-solving. However, several studies have shown that the development of this skill remains suboptimal, particularly in secondary school learning practices. Huang (2019) emphasized that a learning process capable of stimulating students' creativity should involve open-ended problems, project-based assignments, group discussions, and other active learning strategies.

In reality, however, textbooks as primary learning resources often remain conventional, focusing heavily on lower-order cognitive skills such as memorization, and offering limited opportunities for students to explore ideas and imagination. Li et al. (2024) stressed the importance of critically evaluating textbooks to ensure their alignment with curriculum objectives and their capacity to foster students' creative thinking.

Previous studies have examined various aspects of textbook evaluation, such as content alignment with curriculum standards, presentation methods, and pedagogical approaches. Nonetheless, there has been limited research specifically analyzing how Indonesian language textbooks at the senior high school level contribute to the development of students' creative thinking skills. This gap is significant, considering the central role textbooks play in guiding both students and teachers in the learning process.

Therefore, this study aims to conduct a critical evaluation of Indonesian language textbooks at the high school level from the perspective of fostering creative thinking skills. The evaluation includes content analysis, presentation techniques, and the effectiveness of the materials in stimulating student creativity. Through this critical evaluation, it is expected that constructive insights can be provided for the future development of more innovative textbooks that support the attainment of 21st-century competencies, particularly creative thinking.

Several previous studies have shown that many of today's textbooks still focus on mastering the material without providing enough space for students to develop creative thinking skills. Most of the material is presented in a highly structured and closed form, so students tend to follow instructions without the need for critical or creative thinking (Kadijh, 2024). In addition, some books also lack tasks that encourage students to explore and experiment. By seeing the importance of creative thinking skills and the role of textbooks in the development of these skills, a critical evaluation of Indonesian textbooks in high school becomes very relevant. This evaluation will help identify the strengths and weaknesses of the textbook, as well as provide recommendations for future improvement (Suuriniemi & Satokangas, 2023). This is also in line with the government's efforts to improve the quality of education in Indonesia.

The results of this research are expected to make a significant contribution to the development of textbooks in Indonesia. With this critical evaluation, publishers and curriculum developers can get valuable input to improve the quality of existing textbooks. In addition, this research is also expected to encourage awareness of the importance of developing students' creative thinking skills. The ability to think creatively is one of the most important skills in the modern era (Jia et al., 2019). Education has an important role in developing these abilities, and textbooks are one of the main tools in the educational process. Therefore, a critical evaluation of Indonesian textbooks at the high school level from the perspective of developing students' creative thinking is very relevant and important (Andal & Hermosa, 2024). By conducting an evaluation, it can be ensured that the textbooks used in schools are able to meet the curriculum goals and help students develop creative thinking skills.

In a broader context, education not only aims to transfer knowledge, but also develop students' potential as a whole (Canale, 2021). Textbooks as one of the learning media must be designed in such a way that they are able to inspire and stimulate students to think outside conventional boundaries (Pavešić & Cankar, 2022). In this case, Indonesian textbooks in high school have a very strategic role.

Good language skills include not only the ability to understand and use language correctly, but also the ability to think critically and creatively through Language (Redifer et al., 2021). A good Indonesian textbook must be able to teach students how to think critically through text analysis, reading comprehension, and creative writing skills (Koh-Knox Sharp et al., 2024). All of this requires materials and assignments designed to challenge students' thinking and encourage students to explore new ideas. One of the main problems faced in Indonesian textbooks is the lack of variety and types of assignments given. Many textbooks still use traditional approaches that focus on memorization and repetition, without giving students the opportunity to think creatively or solve problems independently (Prayitno et al., 2022). This is a big challenge for the development of creative and critical thinking skills.

A critical evaluation of Indonesian textbooks in high school should include an in-depth analysis of how the material is presented and how the assignments given can stimulate students' creativity (Wang & Santillan, 2024). For example, assignments that involve creative writing, group discussions, or small research projects can be an effective way to develop creative thinking skills. Additionally, textbooks should provide a variety of additional resources that can help students develop creative ideas.

In a rapidly changing world, the ability to think creatively is becoming increasingly important, as creativity is now recognized as a core competency for the 21st century (Beghetto & Kaufman, 2014; Runco & Acar, 2012). A high-quality education must prepare students not only to master subject content but also to develop essential life skills such as innovation, adaptability, and critical thinking (Li et al., 2024; Huang, 2019). In this regard, high school Indonesian textbooks play a strategic role because language serves not only as a medium of communication but also as a tool for cultivating imagination, originality, and creative expression (Weninger, 2020). According to Torrance (2004), creative thinking encompasses fluency, flexibility, originality, and elaboration—elements that can be fostered through intentional curriculum design. Therefore, evaluating the extent to which Indonesian language textbooks accommodate these dimensions is essential. This research is thus not only relevant to textbook evaluation but also to the broader mission of educational transformation that seeks to empower students with higher-order thinking skills aligned with global educational goals (Bakken & Andersson-Bakken, 2021). By conducting a critical and systematic evaluation of Indonesian language textbooks, it can be ensured that education does not merely transmit knowledge, but also nurtures students' ability to think deeply, express ideas innovatively, and respond to complex real-world challenges (Susanto et al., 2024).

In the long term, a critical evaluation of Indonesian textbooks in high school from the perspective of fostering students' creative thinking can contribute significantly to improving the quality of education in Indonesia (Siburian et al., 2019). When textbooks are designed to stimulate creativity and critical thinking, students are more likely to develop essential skills for future success. This not only benefits individual learners but also contributes to the advancement of society as a whole. To ensure the credibility and validity of the findings, this study employs methodological triangulation, which involves the use of multiple data collection techniques—namely content analysis, expert validation, and focus group discussions with educators. This type of triangulation is chosen to provide a more comprehensive understanding of how textbooks support creative thinking, by comparing textual evidence with professional judgments and classroom experiences. Methodological triangulation is considered appropriate for this study because it allows for a richer, more nuanced interpretation of the data and helps minimize potential biases inherent in single-method approaches.

Method

The type of research used in this study is qualitative research. Qualitative research was chosen because it allows researchers to explore and deeply understand complex phenomena, such as the development of creative thinking skills through textbooks. The qualitative approach allows for a rich and comprehensive analysis of various aspects of the textbook, including its content, structure, and presentation methods. The research design used is a case study. This design was chosen to allow researchers to explore in detail the Indonesian textbook for Senior High School Class X published by the Ministry of Education and Culture in 2017. Case studies allow for in-depth analysis of the selected textbooks, as well as provide more comprehensive insights into how books are able (or unable) to stimulate student creativity.

The data and data sources in this study consist of two main types: primary data and secondary data. Primary data is obtained directly from Indonesian textbooks used in high school. Secondary data includes related documents, such as curriculum, textbook development guidelines, and relevant academic literature. The data collection technique in this study uses intensive reading techniques. This technique is carried out to evaluate the content and structure of the textbook, including the way the material is presented, the type of assignment given, and the extent to which the book is able to stimulate students' creativity. The data analysis technique in this study involves several stages. The first stage is data transcription and organization. The data from the intensive reading results are organized based on the main themes that emerge from the data. The second stage is thematic analysis. Researchers use thematic analysis to identify key themes emerging from the data and relate them to the evaluation framework that has been developed. This analysis involves coding the data, identifying key themes, and developing relevant categories.

The third stage is data triangulation. To ensure the validity and reliability of the findings, the researcher employed data source triangulation, which involves collecting data from different sources, including textbooks, interviews with teachers, and observations of classroom activities. This type of triangulation enables the researcher to compare and cross-check information obtained from these varied sources to ensure consistency and credibility. The reason for choosing data source triangulation is that it provides a

more holistic understanding of how creative thinking is integrated into textbook content and how it is implemented in the classroom. This approach helps to uncover discrepancies or alignments between intended curriculum (textbook content) and enacted curriculum (teaching practice), which is crucial in evaluating the effectiveness of textbooks in fostering students' creative thinking skills. The fourth stage is the interpretation and preparation of the report. The data that has been analyzed is interpreted in the context of the research to answer the research question and achieve the research objectives.

Results and Discussion

Content Structure of Indonesian Texbook Class X High School

1. Material Diversity

This textbook presents various types of texts such as narrative, descriptive, explanatory, and expository texts. This diversity is important to provide students with extensive knowledge of the different forms of written communication. For example, in the section that discusses descriptive texts, the book explains:

A description is a text that contains a description or explanation of an object, place, or event in detail. Examples of descriptive text can be descriptions of natural scenery, a city, or the atmosphere at school. (D1-X/2017/34).

The diversity of materials shows that material variety is very important for developing students' literacy skills (Nasibulloh & Abdulkhay, 2023). However, evaluations show that much of the material provides only simple definitions and examples without in-depth analysis that helps students understand the use and structure of texts in more complex contexts. For example, after defining descriptive texts, the book does not provide much analytical exercise that asks students to dissect and critically understand the elements of the text. The mapping is shown in Fig. 1.

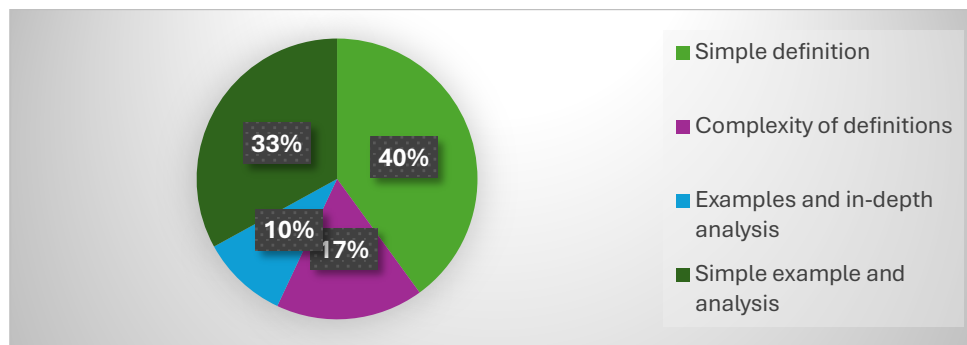


Fig. 1. Results of the evaluation of material diversity

Figure 1 shows that materials with simple definitions and examples dominate textbooks, with a total percentage of 73%. To improve creative thinking skills, the book should make the definitions in the material more complex and equipped with in-depth examples and analysis, but the book only presents 27%.

The diversity of material is essential in textbooks because it provides students with a variety of perspectives and examples to learn from. In Indonesian textbooks, the presentation of various types of texts is the right step to introduce students to various writing styles and communication goals (Lu et al., 2022). However, there are several weaknesses that need to be considered to improve learning effectiveness.

The diversity of material should not only focus on the presentation of various types of texts, but also on the depth of analysis of each type of text. In this context, Indonesian textbooks for grade X high school tend to only provide definitions and examples without further discussing how these texts are constructed and function in daily communication (Sari et al., 2020). For example, after defining descriptive texts, the book does not provide much exercise that asks students to critically analyze descriptive texts or create more complex and in-depth descriptive texts.

In-depth analysis is also needed to help students develop critical thinking skills. More challenging and analytical exercises can help students better understand the structure and purpose of different types of text. Exercises that encourage critical thinking are essential to develop students' analytical and evaluation skills (Parlindungan et al., 2018). The textbook should include more exercises that ask students to evaluate and analyze the text in depth, rather than just answering questions that are factual and simple (Wongla & Chatwattana, 2024).

The relevance of the material to the student's life must also be considered. Although this book has

attempted to provide examples that are relevant to students' daily lives, there are some examples that feel less contextual to students' lives in the digital age (Hidayati et al., 2024). For example, stories about life in the countryside may be less relevant to students living in big cities. The relevance of learning materials to students' daily lives is very important to increase learning motivation. Therefore, this textbook should include examples that are more relevant to the experiences and interests of modern students.

1. Relevance of Materials to Student Life

The material in this book is quite relevant to students' lives by presenting examples that are close to students' daily experiences. For example, in a chapter on narrative texts, students are invited to write stories based on personal experiences.

Write a narrative story based on a memorable personal experience! Tell me in detail about each incident that happened and how you felt at the time! (D2-X/2017/58).

The relevance of learning materials to students' daily lives has an impact on increasing learning motivation (Lau et al., 2018). However, the analysis shows that some of the examples given in this book are less contextual to the modern lives of students. The relevance of the material is key to motivating students in the learning process. When the learning material is directly related to daily life, students are more likely to be actively engaged and understand the material better (Midun et al., 2024). The Indonesian textbook for grade X of high school already contains material that is relevant to the student's experience, but there are still some shortcomings that need to be corrected. The mapping is shown in Fig. 2.

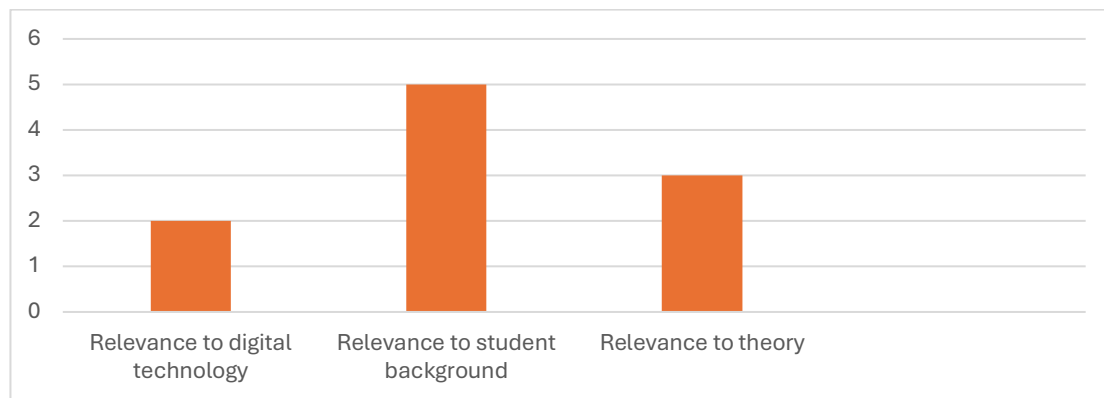


Fig. 2. Relevance of the material to student life

Fig. 2 shows that the relevance of the material to students' lives, which includes technological developments, social backgrounds, and theoretical suitability, is still minimal. The relevance of the material to technological developments is 2 data, the relevance of the material to the social background of students is 5 data, and the relevance of the material to theory is 3 data.

The relevance of the material must be adapted to the current context of the student's life. In an increasingly digital world, students are more familiar with technology and social media (Sujiono et al., 2023). Therefore, materials related to digital experiences or stories related to technology will be more interesting and relevant for students. For example, writing a narrative story about the experience of using social media or technology can make students more interested because the learning material is directly related to the student's life (Kenett, 2024).

Relevance is also related to the diversity of students' backgrounds. In Indonesia, students come from a variety of different cultural and social backgrounds. Textbooks should reflect diversity and provide relevant examples for all students (Mursid et al., 2022). For example, a story about life in the countryside may be especially relevant to students living in a village, but not to students living in a big city. In contrast, examples that reflect life in cities are more relevant to students in cities, but less meaningful to students in rural areas.

The relevance of matter is also related to the application of theory in real life. Textbooks should provide exercises that help students relate the concepts they learn to real-life situations (Luthfia, 2024). For example, exercises that ask students to analyze texts from social media or news articles can help students understand concepts that are learned and applied in everyday life. Thus, a contextual approach can increase student engagement and help them understand the material better.

2. Critical Thinking Development

The development of critical thinking skills is one of the main goals in modern education. This book provides several exercises designed to encourage students to think critically. For example, there are

assignments that require students to analyze texts, draw conclusions, and give opinions.

Read the following exposition text and identify the arguments presented by the author. Do you agree with the argument? Explain your reason. (D3-X/2017/65).

Exercises that encourage critical thinking are essential for developing students' analytical and evaluation skills (Leibold et al., 2022). However, evaluations show that these exercises are still less challenging and often mechanical. The questions in the exercises often only ask students to find information directly from the text without inviting them to think more deeply or relate the information to a broader knowledge (Bertella & Castriotta, 2024). The mapping is shown in Fig. 3.

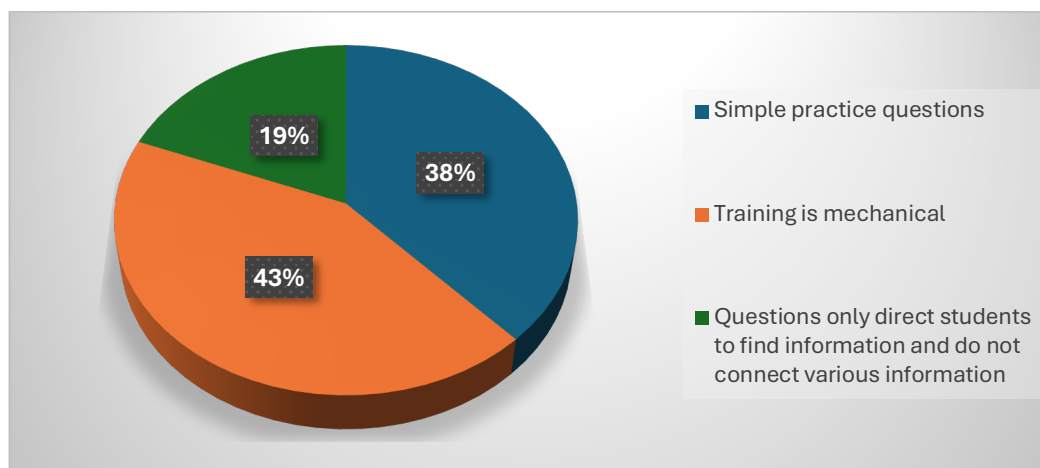


Fig. 3. Evaluation of the development of critical thinking skills in textbooks

Fig. 3 shows the results of the evaluation of critical thinking development in the textbook. The exercises in the textbook are still simple. In addition, Exercise is mechanical and lacks analytical power. The material directs students to directly find information, not associate various information and then synthesize.

The development of critical thinking skills is an important aspect of modern education. This ability allows students to analyze information, make evidence-based decisions, and develop a deeper understanding of the material they are learning (Soboleva et al., 2024). In the context of Indonesian textbooks for grade X of high school, the development of critical thinking must be the main focus to improve the quality of learning.

Exercises that encourage critical thinking should go beyond finding information from text. The textbook includes some analytical exercises, but they are often mechanical and not challenging (Sarjana et al., 2024). Exercises such as "identify arguments" and "explain the reason" are important, but they should be complemented by assignments that ask students to analyze, evaluate, and create. For example, students may be asked to compare two texts with different viewpoints and formulate their own arguments based on critical and reflective analysis.

Exercises that encourage critical thinking should relate information to broader knowledge. A good practice should ask students to relate the concepts learned to other knowledge they have or to relevant actual issues (Rahayu et al., 2024). For example, after reading an exposition text on climate change, students may be asked to research and write an essay on how climate change affects the student's environment. This will help students see the relevance of learning materials in a broader context and develop the ability to think critically about important issues (Suwistika et al., 2024).

Critical thinking exercises should be designed for discussion and collaboration among students. Group discussions and debates are effective ways to develop critical thinking skills. These textbooks can include more activities that ask students to work in groups, discuss different perspectives, and develop arguments together (Kawashima et al., 2024). For example, after reading the exposition text, students can be divided into small groups to discuss the arguments that students agree with and reject, then present the results of the discussion in class.

The Effectiveness of Textbooks in Achieving Learning Objectives

1. Development of Creative Thinking Skills

One of the main goals in learning Indonesian is to develop students' creative thinking skills. The book includes several tasks designed to encourage creativity, such as writing stories, creating poems, and describing personal experiences. For example:

Write a poem about the beauty of nature around you. Use your imagination to describe the atmosphere and feelings you feel." (D4-X/2017/90).

Creative tasks such as writing poetry can help develop students' imagination and creative thinking skills (Suciati et al., 2022). However, evaluations show that the creative tasks in this book are often separate and not well integrated in the overall curriculum.

Achieving creative thinking skills is one of the main goals in learning Indonesian. These skills allow students to develop imagination, innovation, and the ability to think outside the box. The Indonesian textbook for grade X of high school has tried to include tasks that encourage creativity, but there are still some aspects that need to be improved to ensure effectiveness in achieving this goal.

The integration of creative tasks in the overall curriculum is essential. Creative tasks such as writing poems or stories are often separate and poorly integrated into the overall learning process. To increase effectiveness, creative tasks should be integrated with other materials and become part of a wider learning activity (Raeisoon et al., 2024). For example, after reading a descriptive text, students may be asked to write a creative description of a place or atmosphere, or after studying a narrative text, students may be asked to write a narrative story based on imagination.

Clear guidance and constructive feedback are essential in creative tasks. Students need to be given clear guidance on how to complete creative tasks and what to expect (Pantaleo, 2024). In addition, feedback from teachers is essential to help students understand their strengths and weaknesses in creative tasks.

Variety in the type of creative assignment is also important to keep students interested and engaged. This textbook should include different types of creative tasks that are challenging and interesting (Haswan et al., 2024). For example, in addition to writing poems and stories, students may be required to create creative posters, write drama scripts, or create art projects that incorporate text and images. With a variety of creative tasks, students will be more motivated to actively participate and develop creative thinking skills.

The achievement of creative thinking skills must also be measured and evaluated systematically. This textbook should include an evaluation tool that helps teachers to measure the achievement of students' creative thinking skills (Zou, 2024). For example, an assessment rubric that includes aspects such as language use, imagination, innovation, and structure can help teachers to provide objective and constructive assessments.

2. Critical Thinking Skills Development

In addition to creative thinking skills, the development of critical thinking skills is also an important goal in learning Indonesian. The book includes several tasks designed to encourage critical thinking, such as analyzing text, identifying arguments, and evaluating information. For example:

Read the following exposition text and identify the main arguments presented by the author. Explain the reasons that support the argument." (D5-X/2017/110).

Analytical tasks such as identifying arguments can help develop students' critical thinking skills (Winarni et al., 2021). However, evaluations show that the critical thinking tasks in this book are often mechanical and unchallenging. In addition, the lack of relevance to broader knowledge and actual issues can hinder the development of deeper critical thinking skills.

The development of critical thinking skills is an important goal in learning Indonesian. These skills allow students to analyze, evaluate, and make decisions based on the information they have (Pudjiati et al., 2024). The Indonesian textbook for grade X of high school already includes several tasks that encourage critical thinking, but there are still some aspects that need to be improved to ensure effectiveness in achieving this goal.

Critical thinking tasks should be more than just mechanical and should challenge students to think deeper. Assignments such as identifying arguments or explaining important reasons, but should be complemented by assignments that ask students to analyze, evaluate, and make their own arguments (Orhan & Ataman, 2024). For example, students may be asked to compare two texts with different viewpoints and formulate their arguments based on their critical analysis. This will help students to develop deeper critical thinking skills.

Critical thinking tasks should relate information to broader knowledge and actual issues. A good practice should ask students to relate the concepts learned to other knowledge. For example, after reading an exposition text on climate change, students may be asked to research and write an essay on how climate change affects the student's environment (Habib et al., 2024). This will help students to see the relevance of learning materials in a broader context and develop critical thinking skills.

Critical thinking tasks should be designed to promote discussion and collaboration among students. Group discussions and debates are effective ways to develop critical thinking skills. These textbooks can include more activities that ask students to work in groups, discuss different perspectives, and develop arguments together (Jaruchainiwat et al., 2024). For example, after reading the exposition text, students

can be divided into small groups to discuss the argument, then present the results of the discussion in class.

Constructive feedback is essential to help students understand mistakes and improve critical thinking skills. This textbook should include guidance for teachers on how to provide effective feedback on critical thinking tasks. For example, teachers can provide constructive feedback on student analysis and evaluation, as well as provide suggestions on how students can develop strong arguments.

Comformity with National Curriculum Standards

This book has been compiled based on the national curriculum standards for Indonesian subjects in grade X of high school. Curriculum standards include core competencies and basic competencies that must be achieved by students. Evaluations show that the book covers most of the expected competencies, but there are some areas that are still less in-depth or underrepresented.

1. Core Competencies

Core competencies in the national curriculum include attitudes, knowledge, and skills. This book includes a variety of materials and activities designed to develop all three aspects. However, the analysis shows that the development of attitudes and skills is often less profound than knowledge. For example, critical and creative attitudes are not fully integrated in all learning activities.

Core competencies in the national curriculum include the development of attitudes, knowledge, and skills (Anwas et al., 2022). The Indonesian textbook for grade X high school has tried to cover these three aspects, but there are still some aspects that need to be improved to ensure compliance with national curriculum standards.

The development of critical and creative attitudes must be more integrated in all learning activities. Critical and creative attitudes are an important part of the core competencies that students must develop. The textbook should include more activities that encourage students to develop a critical and creative attitude (Xu et al., 2024). For example, in each chapter, the book may include assignments that ask students to analyze and evaluate the material studied, as well as develop creative solutions to the problems at hand.

Skills development should be more in-depth and structured. Core competencies include critical thinking, creative, communication, and collaboration skills. These textbooks should include more challenging and structured tasks to develop these skills (Fakaruddin et al., 2024). For example, assignments that ask students to work in groups, discuss, and present the results of student discussions will help develop communication and collaboration skills. In addition, analytical and creative tasks will help develop critical and creative thinking skills.

The knowledge conveyed in the textbook must be relevant and connected to the real-life context of the student. Core competencies include knowledge that students must master (Mou, 2024). These textbooks should include materials that are relevant to students' modern lives and relate knowledge to the actual issues they face. For example, this book may include material on the use of social media, digital literacy, and environmental issues relevant to students' lives.

Evaluation of the achievement of core competencies must be carried out systematically and objectively. This textbook should include an evaluation tool that helps teachers to measure the achievement of students' core competencies (Karunarathne & Calma, 2024). For example, an assessment rubric that includes aspects of attitudes, knowledge, and skills can help teachers to provide objective and constructive assessments.

2. Basic Competencies

Basic competencies include specific abilities that must be achieved by students in each subject. This book covers various basic competencies set out in the national curriculum, such as reading, writing, listening, and speaking skills (Isnaini et al., 2019). However, the evaluation showed that some basic competencies, such as listening and speaking skills, received less adequate attention than reading and writing skills.

The basic competencies in the national curriculum include specific abilities that students must achieve in each subject, including the ability to read, write, listen, and speak. The Indonesian textbook for grade X of high school already covers various basic competencies, but there are still several aspects that need to be improved to ensure compliance with national curriculum standards.

The ability to listen and speak must get more adequate attention. The ability to listen and speak is an important part of the basic competencies that must be developed by students (Treffinger et al., 2023). These textbooks should include more activities that encourage students to develop listening and speaking skills. For example, assignments that ask students to listen to a story or speech, then discuss and respond to information will help develop listening skills. In addition, assignments that ask students to speak in front of the class, discuss in groups, or debate will help develop speaking skills.

The integration of reading, writing, listening, and speaking skills in one learning activity is very

important. Basic competencies include abilities that are interrelated with each other. This textbook should include tasks that integrate all of these skills in a single learning activity. For example, after reading the text, students may be asked to write summaries, discuss the text in groups, and present the results of the discussion in class. This will help students to develop all abilities in a balanced and integrated manner.

Variety in the types of assignments and activities is essential to keep students interested and engaged. These textbooks should include different types of tasks and activities that are both interesting and challenging (McCuen, 2023). For example, in addition to reading and writing, students may be required to create creative projects, such as posters, videos, or blogs, that combine reading, writing, listening, and speaking skills. With a variety of assignments and activities, students will be more motivated to actively participate and develop abilities.

Conclusion

This study evaluates the Indonesian textbook for grade X of high school published by the Ministry of Education and Culture in 2017 with a focus on the development of students' creative thinking skills. The results of the study show that this book has been compiled in accordance with national curriculum standards and covers various basic competencies. However, the structure and presentation of the material are good, some aspects still require improvement to better support the development of students' creative thinking. Many tasks are still dominated by mechanical and routine activities, which do not optimally foster critical and creative thinking skills. Furthermore, the lack of contextual relevance between the materials and students' real-life experiences makes it difficult for students to perceive learning as meaningful or applicable to daily life. The evaluation and feedback components in the textbook are also limited, reducing their effectiveness in helping teachers assess and improve student performance in a comprehensive and formative manner.

This research is limited to content analysis of one textbook and does not include teacher or student perspectives through field observation or interviews, which could enrich the findings. Future research should consider incorporating multiple data sources and stakeholders, such as teacher practices, student responses, and classroom interactions, to gain a deeper understanding of how textbooks influence creative thinking. The implication of this research is the need for more reflective textbook development that integrates open-ended tasks, real-life problems, and opportunities for creative exploration. In addition, curriculum developers and policymakers should use these findings to advocate for the production of textbooks that not only transfer knowledge but also cultivate essential 21st-century skills

Declarations

- Author contribution** : **Miftakhul Huda**: Served as the lead author, responsible for formulating the research problem, designing the methodology, data collection, data analysis, and writing the final manuscript. The author also contributed to the interpretation of the research findings and the development of recommendations for enhancing students' creative thinking through the textbooks. **Yunus Sulistyono**: Contributed to the literature review, formulation of the theoretical framework, and data analysis. Additionally, assisted in writing the methodology section and developing the conclusions.
- Aswadi**: Contributed to data collection and qualitative analysis, and provided input in developing recommendations for improving textbooks to better support the development of students' creative thinking.
- Anjas Rusdiyanto Soleh**: Participated in field data collection, particularly interviews with teachers and students, and assisted in data processing and analysis. Also contributed to drafting the initial research report.
- Nadhiya Dwiksan Retika**: Assisted in data collection and quantitative data analysis, and provided suggestions on improving the structure of textbooks to enhance students' creativity in learning Indonesian language.
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- 2024, and Derivative Contract Number: 007/LL6/PB/AL.04/2024, 196.36/A.3-III/LRI/VI/2024 dated June 12, 2024, and June 14, 2024.
- Conflict of interest** : The authors declare that there are no conflicts of interest related to this study. All authors are committed to conducting this research objectively and independently, without any personal, financial, or affiliative influences that could affect the results of the study.
- Ethics Approval** : Information on Ethics Approval and informed consent statements are required for all articles published in BAHASTRA since 2025.
- Additional information** : No additional information is available for this paper

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