

**Exploring Critical Thinking and Creativity in Students' Climate Change-
Based Short Stories in the Creative Writing Course at English Education
Study Program, Sriwijaya University**

A Thesis By

Muhamad Hanip Nurohman

06011282126016

**ENGLISH EDUCATION STUDY PROGRAM DEPARTMENT OF
LANGUAGE AND ARTS EDUCATION**



**FACULTY OF TEACHER TRAINING AND EDUCATION SRIWIJAYA
UNIVERSITY**

2025

Exploring Critical Thinking and Creativity in Students' Climate Change-Based Short Stories in The Creative Writing Course at English Education Study Program, Sriwijaya University.

A Thesis by:

Muhamad Hanip Nurohman

06011282126016

English Education Study Program

Department of Language and Art Education

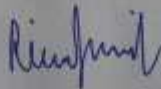
FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

PALEMBANG

2025

Approved by



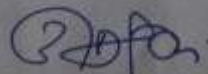
Advisor,

Dr. Rita Inderawati, M.Pd.

NIP. 196704261991032002

Certified by

Head of English Education Study Program



Eryansyah, MA., Ph.D

NIP. 196907181995121001

COMMITTEE APPROVAL

Exploring Critical Thinking and Creativity in Students' Climate Change-Based Short Stories in the Creative Writing Course at English Education Study Program, Sriwijaya University

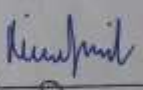
Muhamad Hanip Nurohman

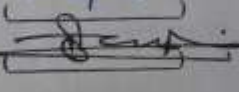
Student Number: 06011282126016

This thesis was defended by the writer in the final program examination and was approved the examination committee on:

Day : 22 July

Date : 8.00-8.30 WIB

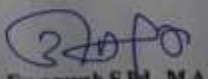
1. Chairperson : Dr. Rita Inderawati, M.Pd. ()

2. Member : Prof. Sofendi, M.A., Ph.D. ()

Palembang, 25th July, 2025

Certified by,

Coordinator of English Education Study
Program,


Eryansyah S.Pd., M.A., Ph.D

NIP. 196907181995121001

DECLARATION

I, the undersigned,

Name : Muhamad Hanip Nurohman

Student Number : 06011282126016

Study Program : English Education

Certify that the thesis entitled "Exploring Critical Thinking and Creativity in Students' Climate Change-Based Short Stories in The Creative Writing Course at English Education Study Program, Sriwijaya University" is my own work and I did not engage in any plagiarism or inappropriate quotation contrary to the ethics and regulations set forth by the Ministry of Education of the Republic of Indonesia, Number 19, 2010, regarding plagiarism in higher education. Therefore, I acknowledge that I deserve to face legal consequences if I am found to have plagiarized this work.

Palembang, 24th July 2025

The undersigned



Muhamad Hanip Nurohman

NIM 06011282126016

DEDICATION

With heartfelt gratitude, I dedicate this thesis to:

- The Almighty Allah SWT, who has granted me health, strength, and unwavering motivation throughout the journey of completing this thesis.
- My dearest parents, Endang Sudrajat and Suko Mujiati. Thank you for your boundless love, constant prayers, endless support, and every blessing you have given me.
- All those who have contributed directly or indirectly to the realization of this thesis

Motto

“Fiction is the lie through which we tell the truth.”

— Albert Camus

PREFACE

First and foremost, all praise be to Allah, the Most Gracious and Most Merciful, who has bestowed upon the writer the strength, health, and opportunity to complete this thesis. Without His mercy and divine permission, none of this would have been possible.

The author would also like to extend her deepest gratitude to Dr. Rita Inderawati, M.Pd. as a thesis advisor, for the unwavering guidance, patience, and passion given from the very beginning until the completion of this thesis.

Sincere appreciation is also extended to Dr. Hartono, M.A., Dean of the Faculty of Teacher Training and Education; Prof. Soni Mirizon, M.A., Ed.D., Head of the Department of Language and Arts Education; and Eryansyah, M.A., Ph.D., Coordinator of the English Education Study Program. The author is equally grateful to all the lecturers of the English Education Study Program at Sriwijaya University for their dedication, knowledge, and support throughout author academic journey.

This thesis was not merely constructed from rows of theories and strands of analysis, it grew out of restless nights laced with uncertainty, and mornings that gently whispered the meaning of persistence and hope. Behind every paragraph lies a silent war between doubt and determination, between the anxiety of inadequacy and the quiet courage to begin again.

It was born from an unease about the planet's future, about the rising seas, burning forests, and fading certainties. But more than that, it was born from the voices of students who dared to imagine. Those who chose to write stories not only as a form of expression, but as an act of resistance. In their hands, fiction became more than storytelling; it became a way of thinking critically about the world, a creative space where fear turned into awareness, and despair became the seed of change.

The author would also like to express his heartfelt gratitude to all the friends who have been part of his memorable college journey, especially the 2021 English Class in Indralaya. May you all find the courage to chase your dreams boldly, and may the best things in life always find their way to you.

The author extends his deepest gratitude to Dwi Saraswati Thank you for being companions in this journey of becoming—for walking alongside me through the noise and shadows, in a world that often moves too fast and speaks too loudly.

In your presence, I found fragments of clarity, warmth, and shared silence. You have each, in your own way, helped me make sense of myself in the chaos.

May joy always find its way to you, just as your light found me.

The author also wishes to convey his sincere gratitude to, Suci Ramadhanti, Ashabul Kahfi, Zarnalia Amanda, Ulfah Wiza, Egi Syahputra, Trisna Margareta, Yoesta Widia Putri, Muhammad Islam, Lailan Syahbani, Helen Agata, Azzahra Adelia, Dliya Syahirah, Amelia Yosanda, Palembang Book Party, Ogan Ilir Book Party, and Unsri Mengajar for being a safe and welcoming space to share stories, ideas, and vulnerabilities.

Thank you for nurturing growth, for holding space when words felt heavy, and for allowing dreams to bloom between books, conversations, and quiet moments. In your presence, I learned that growth is not always loud, it can be soft, slow, and deeply meaningful.

Palembang, 24 Juni 2025



Muhamad Hanip Nurohman

TABLE OF CONTENT

<u>DEDICATION</u>	iii
<u>PREFACE</u>	iv
<u>TABLE OF CONTENT</u>	vi
<u>LIST OF TABLES</u>	viii
<u>LIST OF APPENDICES</u>	ix
<u>CHAPTER 1 INTRODUCTION</u>	11
<u>1.1 Background</u>	11
<u>1.2 The Problems of The Study</u>	13
<u>1.3 The Objectives of The Study</u>	13
<u>1.4 Significant of The Study</u>	13
<u>CHAPTER II LITERATURE REVIEW</u> Kesalahan! Bookmark tidak ditentukan.	
<u>2.1 The Concept of Critical Thinking in Education</u> Kesalahan! Bookmark tidak ditentukan.	
<u>2.2 Creativity in Short Story Writing</u> Kesalahan! Bookmark tidak ditentukan.	
<u>2.3 Climate Change Literacy in Education</u> Kesalahan! Bookmark tidak ditentukan.	
<u>2.4 The Use of Short Stories in English Learning</u> Kesalahan! Bookmark tidak ditentukan.	
<u>2.5 Previous Related Study</u>	Kesalahan! Bookmark tidak ditentukan.
<u>CHAPTER III METHODOLOGY</u>	Kesalahan! Bookmark tidak ditentukan.
<u>3.1 Research Design</u>	Kesalahan! Bookmark tidak ditentukan.
<u>3.2 Participant of the Study</u>	Kesalahan! Bookmark tidak ditentukan.
<u>3.3 Technique of Data Collection</u>	Kesalahan! Bookmark tidak ditentukan.

3.4 Technique of Data Analysis	Kesalahan! Bookmark tidak ditentukan.
<u>CHAPTER IV FINDING AND DISCUSSION</u>	Kesalahan! Bookmark tidak ditentukan.
4.1 Findings of The Study	Kesalahan! Bookmark tidak ditentukan.
4.1.1 Findings for Research Questions 1	Kesalahan! Bookmark tidak ditentukan.
4.1.2 Findings for Research Questions 2	Kesalahan! Bookmark tidak ditentukan.
4.2 Discussion of the data.....	Kesalahan! Bookmark tidak ditentukan.
<u>CHAPTER V CONCLUSION AND SUGGESTION</u>	Kesalahan! Bookmark tidak ditentukan.
5.1 Conclusion.....	Kesalahan! Bookmark tidak ditentukan.
5.2 Suggestion	Kesalahan! Bookmark tidak ditentukan.
<u>REFERENCES</u>	15
<u>APPENDICE</u>	Kesalahan! Bookmark tidak ditentukan.
APPENDIX 1 Questionnaire on Critical Thinking and Creativity in Writing Climate Change-Themed Short Stories	Kesalahan! Bookmark tidak ditentukan.
APPENDIX 2 SURAT USUL JUDUL SKRIPSI	Kesalahan! Bookmark tidak ditentukan.
APPENDIX 3 SURAT KEPUTUSAN PEMBIMBING SKRIPSI....	Kesalahan! Bookmark tidak ditentukan.

LIST OF TABLES

<u>Table 4. 1 Students' Responses about Critical Thinking in Short Stories.....</u>	<u>47</u>
<u>Table 4. 2 The Result of Descriptive Statistics of Participants' Responses About Critical Thinking In Their Stories</u>	<u>Kesalahan! Bookmark tidak ditentukan.</u>
<u>Table 4. 3 Content Analysis Result for Short Stories</u>	<u>Kesalahan! Bookmark tidak ditentukan.</u>
<u>Table 4. 4 Students' Responses about Creativty in Short Stories.....</u>	<u>Kesalahan! Bookmark tidak ditentukan.</u>
<u>Table 4. 5 The Result of Descriptive Statistics Students' Responses about Creativity in Short Stories.....</u>	<u>Kesalahan! Bookmark tidak ditentukan.</u>

LIST OF APPENDICES

<u>APPENDIX 1 Questionnaire on Critical Thinking and Creativity in Writing Climate Change-Themed Short Stories.....</u>	51
<u>APPENDIX 2 SURAT USUL JUDUL SKRIPSI.....</u>	52
<u>APPENDIX 3 SURAT KEPUTUSAN PEMBIMBING SKRIPSI.....</u>	53

**EXPLORING CRITICAL THINKING AND CREATIVITY IN STUDENTS'
CLIMATE CHANGE-BASED SHORT STORIES IN THE CREATIVE
WRITING COURSE AT ENGLISH EDUCATION STUDY PROGRAM,
SRIWIJAYA UNIVERSITY**

ABSTRACT

This study examines the manifestation of critical thinking and creativity in short stories concerning climate change authored by English Education students at Sriwijaya University. A descriptive qualitative method was employed to analyse ten short tales in conjunction with questionnaire responses from 90 students, aimed at assessing their perceptions of their critical and creative thinking abilities. The content analysis concentrated on narrative components like problem identification, logical reasoning, and imaginative expression. The findings indicate that although students believed they exhibited moderate to high levels of these skills, their narratives displayed inconsistencies, some lacked depth in argumentation or depended on traditional patterns. Nonetheless, some narratives effectively amalgamated scientific truths with imaginative tactics. The results indicate a necessity for more supervision in story development and environmental literacy to facilitate students' expression of critical and creative thinking in writing.

Keyword: Creative Thinking, Creativity, Climate Change, Short Story Writing

A thesis by an English Education Study Program Student, Faculty of Teacher Training and Education, Sriwijaya University.

Name : Muhamad Hanip Nurohman

NIM : 06011282126016

Certified by,

Coordinator of English Education

Study Program

Certified by,

Advisor



CHAPTER 1

INTRODUCTION

1.1 Background

One of the most significant worldwide issues the world is facing right now is climate change. Several aspects of human life and the natural environment have been affected by the negative effects of this phenomenon, which include rising sea levels, changing extreme weather patterns, and rising global mean temperatures (GMT) (Hitz & Smith, 2004). Deforestation, air pollution, and increased flooding are only a few of the serious threats that climate change poses to Indonesia, an archipelagic nation with a high biodiversity. Thus, there is a pressing need to teach the next generation about climate change challenges and how to address them.

In the context of education, the subject of climate change involves not only the teaching of scientific facts as well as a more transformative approach that can foster in pupils a feeling of global responsibility, creativity, and critical thinking abilities. Incorporating environmental concerns into creative themes like creative writing is one creative strategy that can be employed. Students may use creative writing to not only explore their imaginations but also to write stories that illustrate how they fully understand environmental issues and give narrative solutions.

The study of short stories about climate change written by Sriwijaya University students enrolled in the English Language Education Study Program is the main topic of this study. Students who take the Creative Writing course are encouraged to write narratives that not only describe the effects of climate change but also show how they may think critically and creatively to address these issues. Therefore, the purpose of this study is to investigate how students' short tales might both serve as an instrument for their creative development and demonstrate their critical engagement with climate change issues.

This study's significance stems from both its contribution to 21st-century schooling and its applicability to global environmental challenges. Two crucial skills that are becoming more and more necessary for navigating a world characterized by complexity, quick technological development, and environmental uncertainty are critical thinking and creativity (Essien et al., 2024). The capacity for critical and creative thought is even more important in the age of artificial intelligence, when knowledge is widely available, and tasks are becoming more mechanized. Human abilities like assessing data, perceiving context, and coming up with

Dikomentari [R1]: As a whole, AI generated I can feel. Please rewrite the parts that you were facilitated by ChatGPT

unique, meaningful ideas are what set learners apart in the digital age, even when AI systems can process data and create content (Melisa et al., 2025)

Students are encouraged to write short stories in order to not only thoroughly examine environmental concerns and comprehend their significance to human existence, but also to envision sustainable futures in a way that goes beyond computational thinking. Additionally, the creative writing process gives students a platform to express their individual viewpoints, feelings, and cultural narratives—aspects that are sometimes disregarded in conventional, standardized teaching methods. In this sense, educating students to think critically and creatively via storytelling not only tackles global issues like climate change but also equips them to be intelligent, creative citizens in a world driven by artificial intelligence.

In addition to developing individual skills, this study also highlights the importance of collaboration and dialogue in creative writing-based learning. For example, through writing workshops, students can share their stories, receive feedback from peers, and collaborate to produce stronger narratives. This practice not only helps students hone their writing skills, but also teaches them the values of collaboration and an appreciation for diverse perspectives. In the context of climate change, this collaborative approach reflects the real-world need to work together to find solutions to global challenges.

This study intends to investigate the connection between environmental literacy, creativity, and critical thinking through a qualitative examination of students' short tales. Students' tales are evaluated for their creative and thoughtful responses to climate change challenges, in addition to their narrative structure and stylistic components. This study offers a greater understanding of how creative writing may serve as a transformative instructional tool by examining how students view environmental concerns and suggest creative solutions through fiction. It increases students' ecological consciousness, sharpens their critical thinking skills about environmental problems, and motivates them to envision sustainable futures and engage in meaningful community service.

The addition of climate change issues into the curriculum is especially important to Indonesian higher education. Being one of the biggest emitters of greenhouse gases in the world (Climate Transparency, 2022) Indonesia has a difficult time raising a generation of youth concerned with environmental issues. Teachers can assist students in understanding the effects

of climate change and actively participating in the development of creative solutions by incorporating this problem into classes like Creative Writing.

Ultimately, this study aims to demonstrate that creative writing can serve as a tool for social change. By combining imagination, critical thinking, and a sense of responsibility, student-generated narratives can contribute to broader discourses on sustainability and environmental justice. Through storytelling, students not only become more aware of global challenges but are also empowered to become proactive agents of change in an increasingly complex world.

1.2 The **Problems** of The Study

Based on the background that has been explained, this research is focused on exploring the interaction between critical thinking and creativity in short stories on climate change produced by students. The formulation of this research problems is as follows:

- 1) How is critical thinking demonstrated in short stories about climate change written by students of the English Language Education Study Program at Sriwijaya University?
- 2) How is creativity exhibited in short stories on the theme of climate change written by students of the English Language Education Study Program at Sriwijaya University?

1.3 The **Objectives** of The Study

Based on the problem above this research aims to:

- 1) To analyze how critical thinking is demonstrated in short stories about climate change written by students of the 5th semester of 2022 cohort English Language Education Study Program at Sriwijaya University.
- 2) To explore how creativity is exhibited in short stories on the theme of climate change written by 5th semester of 2022 cohort English Language Education Study Program at Sriwijaya University.

1.4 **Significant** of The Study

This research holds significant importance for the English Education Study Program at Sriwijaya University, particularly in curriculum development, enhancement of student competencies, and the relevance of the study program to global issues. The results of this research are expected to provide valuable input in curriculum development, especially for the

Dikomentari [R2]: problems

Dikomentari [R3]: Add -s

courses Creative Writing and Literature in ELT, by integrating the theme of climate change. This not only makes learning more relevant to real-world challenges but also encourages students to sharpen their critical thinking and creativity skills.

Furthermore, this research supports the strengthening of student competencies, particularly in critical thinking and creativity, which are essential skills in the modern era. By utilizing climate change issues as the main material in the writing process, students can broaden their perspectives on environmental challenges while simultaneously developing their analytical and innovative abilities.

REFERENCES

- Al-Husban, N. A. (2020). Critical Thinking Skills in Asynchronous Discussion Forums: A Case Study Critical Thinking Skills in Asynchronous Discussion Forums: A Case Study. In *The International Journal of Technology in Education and Science (IJTES) International Journal of Technology in Education* (Vol. 3, Issue 2). www.ijte.net
- Antell, K. (2018). Book Review: Teaching Information Literacy through Short Stories. *Reference & User Services Quarterly*, 57(4), 298–299. <https://doi.org/10.5860/rusq.57.4.6710>
- Arthi, M. P., & Gandhimathi, S. N. S. (2025). Research trends and network approach of critical thinking skills in English Language Teaching – A bibliometric analysis implementing R studio. *Heliyon*, 11(2), e42080. <https://doi.org/10.1016/J.HELİYON.2025.E42080>
- Ata Alkhalidi, A. (2019). Once Upon A Time: A Framework for Developing Creative Writing in ESP and EAP. *International Journal of Applied Linguistics and English Literature*, 8(4), 81. <https://doi.org/10.7575/aiac.ijalel.v.8n.4p.81>
- Atabaki, A. M. S., Keshtiaray, N., & Yarmohammadian, M. H. (2015). Scrutiny of critical thinking concept. *International Education Studies*, 8(3), 93–102. <https://doi.org/10.5539/ies.v8n3p93>
- B Sattar. (2023). *Leadership In Disruptive Times Negotiating the New Balance*.
- BAPPENAS. (2014). *Republic of Indonesia National Action Plan for Climate Change Adaptation (RAN-API) Ministry of National Development Planning/ National Development Planning Agency (BAPPENAS) 2014*.
- Beniche, M., Larouz, M., & Anasse, K. (2021). International Journal of Linguistics, Literature and Translation Examining the Relationship between Critical Thinking Skills and Argumentative Writing Skills in Moroccan Preparatory Classes of Higher Engineering Schools (CPGE). *International Journal of Linguistics, Literature and Translation*. <https://doi.org/10.32996/ijlitt>
- Bracher, M. (2022). LITERATURE, SOCIAL WISDOM, AND GLOBAL JUSTICE: Developing Systems Thinking through Literary Study. In *Literature, Social Wisdom, and Global Justice:*

Developing Systems Thinking through Literary Study. Taylor and Francis.
<https://doi.org/10.4324/9781003280019>

Brier, D. J., & Kaye Lebbin, V. (2004). Teaching information literacy using the short story. In *Reference Services Review* (Vol. 32, Issue 4, pp. 383–387).
<https://doi.org/10.1108/00907320410569734>

Burkšaitienė, N. (2014). Creative Writing at the University: Students' Perceptions and Expectations. *Societal Studies*, 6(3), 661–671. <https://doi.org/10.13165/sms-14-6-3-13>

Calvin, K., Dasgupta, D., Krinner, G., Mukherji, A., Thorne, P. W., Trisos, C., Romero, J., Aldunce, P., Barret, K., Blanco, G., Cheung, W. W. L., Connors, S. L., Denton, F., Diongue-Niang, A., Dodman, D., Garschagen, M., Geden, O., Hayward, B., Jones, C., ... Ha, M. (2023). *IPCC, 2023: Climate Change 2023: Synthesis Report, Summary for Policymakers. Contribution of Working Groups I, II and III to the Sixth Assessment Report of the Intergovernmental Panel on Climate Change [Core Writing Team, H. Lee and J. Romero (eds.)]. IPCC, Geneva, Switzerland*. (P. Arias, M. Bustamante, I. Elgizouli, G. Flato, M. Howden, C. Méndez-Vallejo, J. J. Pereira, R. Pichs-Madruga, S. K. Rose, Y. Saheb, R. Sánchez Rodríguez, D. Ürge-Vorsatz, C. Xiao, N. Yassaa, J. Romero, J. Kim, E. F. Haites, Y. Jung, R. Stavins, ... Y. Park, Eds.). <https://doi.org/10.59327/IPCC/AR6-9789291691647.001>

Climate Transparency. (2022). *PER CAPITA GREENHOUSE GAS (GHG) EMISSIONS BELOW G20 AVERAGE RECENT DEVELOPMENTS*.

Cosgun, G., & Atay, D. (2021). Fostering critical thinking, creativity, and language skills in the EFL classroom through problem-based learning. *International Journal of Curriculum and Instruction*.

Damoah, B. (2023). *REIMAGINING CLIMATE CHANGE EDUCATION AS A PANACEA TO CLIMATE EMERGENCIES*.

Dienichieva, O. I., Komogorova, M. I., Lukianchuk, S. F., Teletskaya, L. I., & Yankovska, I. M. (2024). From Reflection to Self-assessment: Methods of Developing Critical Thinking in Students. *IJCSNS International Journal of Computer Science and Network Security*, 24(7), 148. <https://doi.org/10.22937/IJCSNS.2024.24.7.18>

- DURUKAN, E., & SATILMIŞ, S. (2021). 7. SINIF ÖĞRENCİLERİNİN ELEŞTİREL DÜŞÜNME, YARATICI DÜŞÜNME VE YARATICI YAZMA BECERİLERİ ARASINDAKİ İLİŞKİ. *Kuram ve Uygulamada Sosyal Bilimler Dergisi*, 5(1), 53–70. <https://doi.org/10.48066/kusob.859130>
- Efthymiou, G. S., & Maayke De Vries. (2022). *TEACHERS REFLECTING ON TEACHING GLOBAL ISSUES: "BECAUSE I'M ALSO PART OF THE PROBLEM."*
- Essien, A., Bukoye, O. T., O'Dea, X., & Kremantzis, M. (2024). The influence of AI text generators on critical thinking skills in UK business schools. *Studies in Higher Education*, 49(5), 865–882. <https://doi.org/10.1080/03075079.2024.2316881>
- Fahim, M., & Ghamari, M. R. (2011). Critical thinking in education: Globally developed and locally applied. *Theory and Practice in Language Studies*, 1(11), 1632–1638. <https://doi.org/10.4304/tpls.1.11.1632-1638>
- Fitria, T. N. (2024). Creative Writing Skills in English: Developing Student's Potential and Creativity. *EBONY: Journal of English Language Teaching, Linguistics, and Literature*, 4(1), 1–17. <https://doi.org/10.37304/ebony.v4i1.10908>
- Gabora, L. (2019). Creativity cultural evolution Gabora Creativity: Linchpin in the Quest for a Viable Theory of Cultural Evolution. In *Current Opinion in Behavioral Sciences* (Vol. 27).
- Guilford, J. P. (1950). *CREATIVITY*.
- Heard, Jonathan., Scoular, Claire., & Duckworth, Daniel. (2020). *Critical Thinking: Skill Development Framework*. Australian Council for Educational Research.
- Hitz, S., & Smith, J. (2004). Estimating global impacts from climate change. *Global Environmental Change*, 14(3), 201–218. <https://doi.org/10.1016/j.gloenvcha.2004.04.010>
- Inderawati, R. (2024). CRAFTING A SURVEY INSTRUMENT FOR EDUCATIONAL PODCASTS: INTEGRATING TECHNOLOGY IN ENGLISH LANGUAGE TEACHING ENHANCEMENT. *English Review: Journal of English Education*, 12(2), 753–764. <https://doi.org/10.25134/erjee.v12i2.9977>

- Juanda, Djumingin, S., Mantasiah, R., Afandi, I., & Intang, D. (2024). Ecoliteracy digital short stories among students in Indonesia. *Journal of Turkish Science Education*, 21(2), 254–270. <https://doi.org/10.36681/tused.2024.014>
- K Rina, & F Ahman. (2025). Teaching and learning in the 21st century: integrating technology and pedagogical innovations. *International Journal of Post Axial*.
- Khatami, M., Lai, W., He, D., & Haji-Othman, N. A. (2023). Examining the relationship between teachers' creativity and students' critical thinking in the context of EFL learning in Iran. *Environment and Social Psychology*, 8(3). <https://doi.org/10.54517/esp.v8i3.2004>
- Lee, K., Kang, E., & Park, E. J. (2023). Storytelling as a learning tool in creative education: A case study in an architecture design studio. *Thinking Skills and Creativity*, 48, 101274. <https://doi.org/10.1016/J.TSC.2023.101274>
- Linder, R. (2021). Enhancing social awareness development through multicultural literature. *Middle School Journal*, 52(3), 35–43. <https://doi.org/10.1080/00940771.2021.1893594>
- Luis Sepúlveda. (1996). *The Story of a Seagull and the Cat Who Taught Her to Fly*.
- M. Valença, M., & Balthazar Tostes, A. P. (2019). O Storytelling como ferramenta de aprendizado ativo. *Carta Internacional*, 14(2). <https://doi.org/10.21530/ci.v14n2.2019.917>
- Medupin, C. (2024). Perspectives on Using Storytelling as a Means of Teaching and Learning: Reflections from Diverse Groups of Participants on the Theme “What’s in Your River?” *Education Sciences*, 14(1). <https://doi.org/10.3390/educsci14010018>
- Melisa, R., Ashadi, A., Triastuti, A., Hidayati, S., Salido, A., Luansi Ero, P. E., Marlina, C., Zefrin, Z., & Al Fuad, Z. (2025). Critical Thinking in the Age of AI: A Systematic Review of AI's Effects on Higher Education. *Educational Process: International Journal*, 14. <https://doi.org/10.22521/edupij.2025.14.31>
- Mozaffari, H. (2013). An analytical rubric for assessing creativity in creative writing. *Theory and Practice in Language Studies*, 3(12), 2214–2219. <https://doi.org/10.4304/tpls.3.12.2214-2219>

- Muawiyah, S. N. (2024). *Fostering Creative and Critical Thinking Skills through Collaborative Learning: A Theoretical Approach*.
- Neumann, C. J. (2007). Fostering creativity A model for developing a culture of collective creativity in science. In *EMBO reports* (Vol. 8).
- Nold, H. (2017). Using Critical Thinking Teaching Methods to Increase Student Success: An Action Research Project. *International Journal of Teaching*, 29(1), 17–32. <http://www.isetl.org/ijtlhe/>
- Pfenning-Butterworth, A., Buckley, L. B., Drake, J. M., Farner, J. E., Farrell, M. J., Gehman, A. L. M., Mordecai, E. A., Stephens, P. R., Gittleman, J. L., & Davies, T. J. (2024). Interconnecting global threats: climate change, biodiversity loss, and infectious diseases. *The Lancet Planetary Health*, 8(4), e270–e283. [https://doi.org/10.1016/S2542-5196\(24\)00021-4](https://doi.org/10.1016/S2542-5196(24)00021-4)
- Purnama Wirayuda, R., Hadinata, A., Misrowati, M., Afdian, R., & Meilevia Wijayanti, T. (2024). Pancasila as an Identity That Forms National Character: Analysis of the Philosophy of Indonesian Education. *Journal of Basic Education Research*, 5(2), 54–60. <https://doi.org/10.37251/jber.v5i2.973>
- Raj, T., Chauhan, P., Mehrotra, R., & Sharma, M. (2022). Importance of Critical Thinking in the Education. *World Journal of English Language*, 12(3), 126–133. <https://doi.org/10.5430/wjel.v12n3p126>
- Rawson, D. (2023). *Green philosophies and messages in contemporary Indonesian short stories* (Vol. 12, Issue 1). Online.
- Ren, X., Tong, Y., Peng, P., & Wang, T. (2020). Critical thinking predicts academic performance beyond general cognitive ability: Evidence from adults and children. *Intelligence*, 82, 101487. <https://doi.org/10.1016/J.INTELL.2020.101487>
- Rizky, W. A., Tsaqila, D. Q., & Nelwati, S. (2024). Civic Education as Strategies to Strengthen the National Identity of Indonesian Students. *Perwakilan: Journal of Good Governance, Diplomacy, Customary Institutionalization and Social Networks*, 2, 29–37. <https://doi.org/10.58764/j.prwkl.2024.2.69>
- Runco, M. A. (2006). *Creativity: Theories and Themes: Research, Development, and Practice*.

- Sarraaf, K. S. (2023). Charting RAD Research as an Orientation to Creativity in Writing Studies. *Written Communication*, 40(4), 1185–1217. <https://doi.org/10.1177/07410883231184897>
- Science Daily. (2024). *Climate change could become the main driver of biodiversity decline by mid-century*.
- Septiani, E., Liesnoor Setyowati, D., Husain, F., & Setya Wismoko Putri, R. (2024). Literature Study: Integration of Climate Change Education in School Curriculum of Various Countries. *International Conference on Science, Education and Technology*. <http://proceeding.unnes.ac.id/ISSET>
- Stone, S. (2022). *Trace Notes on adaptive reuse On Iconology N°4*. <https://ifthosewallscouldtalk.wordpress>.
- Sunarya, A. (2024). Climate and Environmental Policy in Indonesia: Challenges and Opportunities. *Jurnal Ilmu Sosial Dan Humaniora*, 7(1). <https://jayapanguspress.penerbit.org/index.php/ganaya195>
- Susanti, R. (2024). Effective Strategies in Developing Critical Thinking Skills in Elementary School Age Children. In *West Science Interdisciplinary Studies* (Vol. 02, Issue 04).
- The World Meteorological Organization. (2023). *Atlas of Mortality and Economic Losses from Weather, Climate and Water-related Hazards (1970-2021)*.
- Unesco. (2024). *Education and climate change: learning to act for people and planet*. GEM Report UNESCO; MECCE; University of Saskatchewan. <https://doi.org/10.54676/GVXA4765>
- Uribe-Enciso, O. L., Uribe-Enciso, D. S., & Vargas-Daza, M. D. P. (2017). Pensamiento crítico y su importancia en la educación: algunas reflexiones. *Rastros Rostros*, 19(34). <https://doi.org/10.16925/ra.v19i34.2144>
- Verónica Jacqueline Guamán Gómez, & Eudaldo Enrique Espinoza Freire. (2022). *EDUCACIÓN PARA EL CAMBIO CLIMÁTICO*. <https://orcid.org/0000-0002-0537-4760>

- Wahya, T. N. I., Amrullah, M. I., & Rohmana, W. I. M. (2023). Drama as The Way To Integrate Literature in English Language Teaching. *International Journal of English Learning and Applied Linguistics (IJELAL)*, 3(2), 88–94. <https://doi.org/10.21111/ijelal.v3i2.9057>
- Wahyuni, D., Oktavia, W., & Addinna, A. (2021). *Indonesian High School Teachers' Approaches in Teaching Literature in English*.
- Widyaningtyas, P., & Liliani, E. (2020). *Principles of Environmental Ethics in Indonesian Newspaper Short Stories: An Ecocriticism Study*. <http://lakonhidup.blogspot.com/>.
- Wisnu, H., Hidayatullah, M., & Jaelani, S. R. (2023). Teachers' Creativity in Improving Students' Interest in Learning English. *Agustus*, 1(4), 367–376. <https://doi.org/10.51903/pendekar.v1i4.347>
- Yudha, E. K., Rudiyanto, R., & Rohman, R. (2024). Integrating Creativity and Technology in English Language Teaching: A Systematic Review of Pedagogical Innovations and Assessment Strategies in EFL Contexts. *ELT Worldwide: Journal of English Language Teaching*, 11(2), 302. <https://doi.org/10.26858/eltww.v11i2.65575>
- Zedelius, C. M., Mills, C., & Schooler, J. W. (2019). Beyond subjective judgments: Predicting evaluations of creative writing from computational linguistic features. *Behavior Research Methods*, 51(2), 879–894. <https://doi.org/10.3758/s13428-018-1137-1>