

Critical Thinking Through Words: Learning Transformation with Pentigraf in Islamic Religious Education

Melia Fitriani

Muhammadiyah University of Malang

meliashena@webmail.umm.ac.id

<https://orcid.org/0009-0007-2067-8731>

Heri Sulistiyono

Pedagogy, Muhammadiyah University of Malang

heri_sulistiyono@webmail.umm.ac.id

Dita Indartika

Muhammadiyah University of Malang

ditaindartika17@gmail.com

Ichsan Anshory

Muhammadiyah University of Malang

ichsananshory@yahoo.co.id

Arina Restian

Muhammadiyah University of Malang

arestian@umm.ac.id

Abstract: This study aims to describe the implementation of pentigraf (three-paragraph short story) about the struggles of the Prophet's companions in Islamic religious education lessons as a medium for developing critical thinking skills among sixth-grade students at SD Negeri 1 Banturejo. The research employed a case study and literature study method, focusing on the learning process, students' work, and their relevance to literacy reinforcement within the Merdeka Curriculum. The activity was conducted over four weeks with 24 students through stages of drafting, revising, and editing, resulting in an anthology titled Pentigraf: The Story of the Prophet's Companions. The theme "The Prophet's Companions" was developed through narrative and descriptive paragraphs. Students' writings revealed four of the prophet's companions' categories: Abu Bakar Ash Sidiq (7 students), Umar Bin Khattab (5 students), Usman Bin Affan (8 students), and Ali Bin Abi Thalib (4 students). The findings indicate that pentigraf writing fosters critical thinking through value reflection, cause-effect reasoning, and moral interpretation. This project-based literacy activity also enhanced students' motivation, creativity, and self-confidence as their work was appreciated through publication. Supported by active teacher involvement and a literacy-rich school environment, pentigraf proved to be an effective medium for transforming Indonesian language learning into a reflective, creative, and student-centered process.

Keywords: Case Study; Critical Thinking; Literacy; The Prophet's Companions; Pentigraf

Abstrak: Penelitian ini bertujuan untuk mendeskripsikan penerapan pentigraf (cerita pendek tiga paragraf) tentang perjuangan para sahabat Nabi dalam pembelajaran pendidikan agama Islam sebagai media pengembangan keterampilan berpikir kritis siswa kelas enam SD Negeri 1 Banturejo. Penelitian ini menggunakan metode studi kasus dan studi pustaka, dengan fokus pada proses pembelajaran, karya siswa, dan

relevansinya dengan penguatan literasi dalam Kurikulum Merdeka. Kegiatan ini dilaksanakan selama empat minggu dengan 24 siswa melalui tahapan penyusunan, revisi, dan penyuntingan, yang menghasilkan sebuah antologi berjudul Pentigraf Kisah Para Sahabat Nabi. Tema "Sahabat Nabi" dikembangkan melalui paragraf naratif dan deskriptif. Tulisan siswa mengungkapkan empat kategori sahabat Nabi: Abu Bakar Ash Sidiq (7 siswa), Umar Bin Khattab (5 siswa), Usman Bin Affan (8 siswa), dan Ali Bin Abi Thalib (4 siswa). Temuan menunjukkan bahwa menulis pentigraf menumbuhkan pemikiran kritis melalui refleksi nilai, penalaran sebab-akibat, dan interpretasi moral. Kegiatan literasi berbasis proyek ini juga meningkatkan motivasi, kreativitas, dan kepercayaan diri siswa karena karya mereka diapresiasi melalui publikasi. Didukung oleh keterlibatan aktif guru dan lingkungan sekolah yang kaya literasi, pentigraf terbukti menjadi media yang efektif untuk mengubah pembelajaran bahasa Indonesia menjadi proses yang reflektif, kreatif, dan berpusat pada siswa.

Kata Kunci: *Studi Kasus; Berpikir Kritis; Literasi; Sahabat Nabi; Pentigraf.*

INTRODUCTION

The development of education in the 21st century requires students to not only master factual knowledge but also possess critical, creative, and communicative thinking skills¹. Twenty-first-century learning requires teachers to develop adaptive and innovative learning². In the context of primary school learning, critical thinking skills are an important foundation for students to understand, evaluate, and process information in-depth³. However, learning practices in the field are often still teacher-centered and oriented towards final results, rather than the students' thinking process. This condition means that students' critical thinking skills are not optimally honed. As a result, students tend to be passive in learning and only focus on memorizing material without understanding its meaning and relevance in real life⁴.

One innovative effort to overcome this problem is through creative writing using pentigraf, which are mini stories consisting of three paragraphs with a compact but meaningful structure⁵. Pentigraf originated from cyber literature with creative, concise, simple, interesting, and easy-to-apply characteristics. In fact, the number three in a three-paragraph short story

¹ Teresa Carlgren, "Communication , Critical Thinking , Problem Solving : A Suggested Course for All High School Students," 2013, 63–81, <https://doi.org/10.1007/s10780-013-9197-8>.

² Yifat Ben-david Kolikant, "Adapting School to the Twenty-First Century : Educators ' Perspectives," *Technology, Pedagogy and Education* 28, no. 3 (2019): 287–99, <https://doi.org/10.1080/1475939X.2019.1584580>.

³ Laksmi Evasufi Widi Fajari & Chumdari Sarwanto, "CRITICAL THINKING SKILLS AND THEIR IMPACTS" 2, no. 2 (2021): 161–87.

⁴ Jeffrey D Karpicke, "Retrieval-Based Learning : Active Retrieval Promotes Meaningful Learning," 2012, <https://doi.org/10.1177/0963721412443552>.

⁵ Isah Cahyani and Jatmika Nurhadi, "Enhancing Writing Skills and Language Creativity through the Plus-Minus-Interesting Technique : A Case Study at the Primary School Level" 13, no. 1 (2023): 63–71.

(pentigraf) cannot be explained with certainty. Simply referring to the characteristics of the text, it can be interpreted as the opening, the main body, and the closing⁶. Pentigraf not only encourages students to write but also challenges them to think logically, connect ideas, and express critical views on an event⁷. Learning with Pentigraf also allows students to collaborate and actively participate in the process. Teachers are no longer just a source of knowledge; they now act as facilitators who help students understand concepts and write them down (Amelia et al., 2020). Students acquire higher-order thinking skills (HOTS), including the ability to analyze, evaluate, and create, which are the main focus of 21st-century learning⁸.

The novelty of this study has not been explicitly articulated. Although numerous previous studies have explored pentigraf in relation to literacy and creativity, limited attention has been given to its role in transforming students' critical thinking within project-based literacy practices, particularly in the context of Islamic religious education at the primary school level.

Compared to previous studies on pentigraf, which have predominantly focused on improving literacy skills, writing creativity, and student motivation, this study offers several distinct contributions. First, it shifts the focus from viewing pentigraf merely as a literacy tool to positioning it as a structured medium for developing critical thinking. While earlier research highlights outcomes such as creativity and engagement, this study explicitly demonstrates how pentigraf facilitates higher-order cognitive processes, including cause-effect reasoning, evaluation of actions, and moral interpretation.

Second, this study integrates pentigraf within established global critical thinking frameworks, particularly those proposed by Robert Ennis, Peter Facione, and John Dewey. Unlike prior studies that remain largely descriptive and practice-oriented, this research provides a stronger theoretical grounding by showing how pentigraf writing operationalizes key dimensions of critical thinking such as analysis, evaluation, inference, and reflective judgment.

Third, this study introduces the concept of pentigraf as a form of micro-narrative pedagogy, highlighting how its three-paragraph structure (orientation,

⁶ Asst Prof and Olga Gilyazova, "A Text in the Communicative Dimension: The Relationship between the Open and Closed Text in the Context of Umberto Eco's Ideas," no. 45 (2021): 191–208, <https://doi.org/https://doi.org/10.21497/sefad.944022>.

⁷ Melania Shinta Harendika, Aprinus Salam, and Sudiby, "Exploring the Field of Cultural Production: The Development of Pentigraf in Indonesia" 53, no. 1 (2025), <https://doi.org/https://doi.org/10.17977/2550-0635.1152>.

⁸ Tedi Supriyadi and Nan Rahminawati, "Higher-Order Thinking Skills in Primary School: Teachers' Perceptions of Islamic Education" 9, no. 1 (2022): 56–76.

complication, resolution) functions as a cognitive scaffold that systematically guides students' thinking processes. This structural perspective has not been sufficiently elaborated in earlier research.

Finally, the study contributes a novel contextual dimension by integrating creative writing, critical thinking, and value-based learning within Islamic religious education at the primary school level. This intersection between narrative creativity, moral reflection, and critical thinking development remains underexplored in the existing literature. Therefore, this study not only extends the pedagogical use of pentigraf but also positions it within broader theoretical and interdisciplinary discussions on critical thinking and transformative learning.

Despite the growing body of research on pentigraf as a form of short narrative writing, most existing studies have primarily focused on its role in enhancing literacy skills, writing creativity, and student motivation within local or national contexts. These studies provide valuable pedagogical insights; however, they tend to emphasize practical outcomes rather than theoretical advancement. In addition, limited attention has been given to positioning pentigraf within broader international discussions on creative writing pedagogy and its potential to foster higher-order thinking skills, particularly critical thinking.

From an international perspective, research on critical thinking pedagogy has widely explored inquiry-based learning, problem-based learning, and argumentative writing as key approaches to developing students' analytical and evaluative abilities⁹. However, the use of short-form narrative writing such as pentigraf as a structured medium for cultivating critical thinking remains underexplored. This indicates a gap between local pedagogical practices and global theoretical frameworks, especially in understanding how concise narrative forms can support processes such as reflection, cause-and-effect reasoning, and moral interpretation.

Furthermore, few studies have examined the integration of creative writing with value-based education, particularly within the context of Islamic religious education at the primary school level. This creates an additional gap in the literature, where the intersection between narrative creativity, critical thinking development, and character education has not been sufficiently theorized.

⁹ Bilal Khalid Khalaf and Zuhana Bt Mohammed Zin, "Traditional and Inquiry-Based Learning Pedagogy: A Systematic Critical Review," *International Journal of Instruction* 11, no. 4 (2018): 545–64, <https://doi.org/10.12973/iji.2018.11434a>.

Addressing these gaps, the present study contributes theoretically by proposing pentigraf as a form of micro-narrative pedagogy that supports the development of critical thinking through structured storytelling. It highlights how the three-paragraph structure (orientation, complication, resolution) facilitates cognitive processes such as analysis, evaluation, and reflection. By situating pentigraf within the broader framework of critical thinking pedagogy, this study extends existing perspectives on creative writing as not only a tool for literacy development but also as a meaningful approach to transformative and reflective learning.

This study seeks to examine the transformation of critical thinking learning through the application of pentigraf media at SD Negeri 1 Banturejo. The study was conducted using case study and literature study methods to gain an in-depth understanding of the application of this strategy in the classroom. The case study provides a concrete picture of learning practices at the school (Siregar et al., 2024). The theoretical contribution to the global discourse on critical thinking pedagogy could be strengthened by more explicitly engaging with established international frameworks and clarifying how the findings extend or refine existing theoretical perspectives.

Based on the above background, the research questions in this study are as follows: 1) How is pentigraf media applied in learning at SD Negeri 1 Banturejo? 2. How does writing pentigraf transform students' critical thinking skills? 3. What factors support and hinder the application of pentigraf in developing students' critical thinking skills? Meanwhile, the objectives of this study are to: 1) describe the application of pentigraf media in learning at SD Negeri 1 Banturejo; 2) analyse the process of transforming critical thinking learning through pentigraf writing activities; 3) identify supporting and inhibiting factors in the application of pentigraf as a medium for critical thinking learning in primary schools.

LITERATURE REVIEW

Critical Thinking in Basic Learning

An important factor in achieving critical education is the ability to analyze phenomena and recognize changes in society caused by reading and writing¹⁰. Critical thinking is the ability to analyze, assess, and interpret

¹⁰ Febrina Simatupang et al., "Pengaruh Literasi Terhadap Tingkat Berpikir Kritis Siswa Kelas V Di SD 064973 Bhayangkara Medan," *Jurnal Ilmiah Mahasiswa* 2, no. 4 (2024).

information logically before concluding¹¹. Critical thinking is an intellectual process of discovering, analyzing, and evaluating information obtained from observation and experience, which is then used to make considerations when taking action¹². Critical thinking includes the ability to provide logical reasons, evaluate evidence, and make reflective decisions. In this study, critical thinking is not treated merely as a general cognitive ability, but it is operationalized into observable and measurable indicators adapted from the frameworks of Robert Ennis and Peter Facione, and supported by the concept of reflective thinking proposed by John Dewey. These indicators are contextualized within pentigraf writing activities as follows¹³:

Interpretation (Understanding Ideas and Context): Students demonstrate the ability to identify and express the main idea of the story, including recognizing the theme and context of the Prophet's companions. *Observable in:* the orientation paragraph, where students introduce characters, settings, and initial situations.

Analysis (Identifying Relationships and Causes): Students are able to examine relationships between events, particularly cause–effect connections within the narrative. *Observable in:* the complication paragraph, where conflicts and problems are developed logically.

Evaluation (Judging Actions and Values): Students assess the actions, attitudes, or decisions of characters based on moral, logical, or contextual considerations. *Observable in:* how students portray and respond to the behaviors of the Prophet's companions within the story.

Inference (Drawing Conclusions or Moral Lessons): Students formulate conclusions or derive implicit meanings from the story, including moral or value-based messages. *Observable in:* the resolution paragraph, where the story is concluded with lessons or reflections.

Reflection (Reconsidering Meaning and Personal Understanding): Students connect the narrative to broader values or personal understanding,

¹¹ Dafid Slamet Setiana and Riawan Yudi Purwoko, "Analisis Kemampuan Berpikir Kritis Ditinjau Dari Gaya Belajar Matematika Siswa," *Jurnal Riset Pendidikan Matematika* 7, no. 2 (2020): 163–77.

¹² Mauliana Wayudi and Budi Santoso, "Kajian Analisis Keterampilan Berpikir Kritis Siswa Sekolah Menengah Atas," *Pendidikan Manajemen Perkantoran* 5, no. 1 (2020): 67–82, <https://doi.org/10.17509/jpm.v4i2.18008>.

¹³ Mireia Vendrell-Morancho and Aida Valero Moya, "Mapping Critical Thinking: Key Contributions for Rethinking Education*," *Educacao e Pesquisa* 51 (2025): 0–2, <https://doi.org/10.1590/S1678-4634202551278119en>.

demonstrating deeper thinking beyond the text. *Observable in:* revisions, final drafts, and the clarity of moral interpretation in the completed pentigraf.

In the context of primary school, critical thinking needs to be developed early on so that students are able to deal with various learning situations actively and independently¹⁴. Students with critical thinking skills will certainly be able to find and explain the connection between the issues discussed and other relevant experiences¹⁵.

Pentigraf as a Medium for Language and Critical Thinking Learning

Pentigraf, short for three-paragraph short story, is a form of short narrative writing that combines concise, compact, and meaningful elements. Pentigraf is an effective writing medium for training students' logical and creative thinking skills because it requires writers to convey ideas efficiently within a limited structure¹⁶. In pentigraf writing activities, students are required to: 1). choose the main idea; 2). develop the conflict and solution concisely, and 3). Conclude the moral message or reflection at the end of the story¹⁷. This activity requires higher-order thinking skills, such as analysis, synthesis, and evaluation, which play a direct role in the development of critical thinking.

As a new genre in literary learning, pentigraf offers a solution to the limitations of learning time because it only consists of three paragraphs, making it suitable for application in school contexts that have limited time for writing activities¹⁸. Pentigraf as teaching material increases students' interest and motivation to write. Its concise format challenges students to think critically in order to choose conflicts, solutions, and moral messages economically¹⁹.

¹⁴ Nurul Indah Susanti et al., "Analisis Tingkat Keterampilan Berpikir Kritis Siswa Kelas VI Sekolah Dasar Pada Mata Pelajaran IPAS," *Jurnal Pemikiran Pendidikan* 31, no. 2 (2025): 325–36, <https://doi.org/10.30587/didaktika.v31i2.9847>.

¹⁵ Moh. Faizin Aisyah Raya Salsabila, Chintia Ramadhani, "Berpikir Induktif Sebagai Dasar Kompetensi Sikap Kritis Bagi Peserta Didik Generasi Milinial Abad 21," *Cendekia* 5, no. 1 (2021): 167–86.

¹⁶ Prima Vidya Asteria et al., "Ekspresi Kreativitas Topik Dalam Menulis Pentigraf Dan Strategi Pengembagannya Karya Siswa Sekolah Indonesia Jeddah," *Kode : Jurnal Bahasa* 13, no. 1 (2024): 194–208, <https://doi.org/10.24114/kjb.v13i1.57005>.

¹⁷ M. Bunur Huda Nabila Zahra Zhafira, V. Teguh Suharto, "Penerapan Teknik Pentigraf Untuk Meningkatkan Keterampilan Menulis Narasi Siswa Kelas IX SMP Ma`Arif Ngawi Tahun Pelajaran 2024/2025," *Sambhasana* 04 (2025): 102–12.

¹⁸ Rini Damayanti et al., "Pelatihan Penulisan Pentigraf Sebagai Upaya Peningkatan Kemampuan Berliterasi," *Jurnal Pengabdian Kolaborasi Dan Inovasi IPTEKS* 1, no. 6 (2023): 986–93, <https://doi.org/10.59407/jpki2.v1i6.236>.

¹⁹ Sri Agriyanti Mestari, Magvirah El Walidayni Kau, and Novi Rusnarti Usu, "Pentigraf Bahan Ajar Untuk Meningkatkan Kreativitas Menulis Siswa Sekolah Menengah Pertama Di

Transformation of Learning through Creative Media

Transformation of learning does not only mean a change in methods, but also a paradigm shift from teacher-centered learning to student-centered learning. Transformative learning involves a reflective process that helps learners change the way they think and interpret experiences²⁰. With creative media such as pentigraf, teachers can facilitate this reflective process through writing activities that encourage students to analyze values, meanings, and perspectives. Several studies show that the creative integration of media in pedagogy can increase student motivation and creativity²¹. *usan hipotesis.*

Theoretical Implications in Relation to Global Critical Thinking Frameworks

The findings of this study can be meaningfully interpreted through established global theories of critical thinking proposed by Robert Ennis, Peter Facione, and John Dewey. From Ennis's perspective, critical thinking involves reasonable and reflective thinking focused on deciding what to believe or do²². The students' pentigraf writing demonstrated this through their ability to construct cause-and-effect relationships, evaluate characters' actions, and derive moral conclusions, indicating the development of reasoning and decision-making skills.

In line with Pacione's framework, which emphasizes core cognitive skills such as interpretation, analysis, evaluation, and inference, the pentigraf activity required students to interpret narrative themes, analyze events, evaluate the behavior of figures such as the Prophet's companions, and infer moral lessons. The structured three-paragraph format (orientation, complication, resolution) provided a scaffold that supported these cognitive processes in a systematic way.

Furthermore, the findings strongly resonate with Dewey's concept of reflective thinking, which highlights the importance of active, persistent, and careful consideration of beliefs or knowledge. Through the process of drafting,

Lokasi Pariwisata Kawasan Teluk Tomini," *Estungkara: Jurnal Pengabdian Pendidikan Sejarah* 3, no. 2 (2024): 19–25, <https://doi.org/10.22437/est.v3i2.37386>.

²⁰ Natcha Eksangkul, Zheng Li, and Nianci Liu, "Integrating Teacher - Centred and Student - Centred Approaches for Effective Online Teaching" 17, no. 2 (2023), <https://doi.org/https://so06.tci-thaijo.org/index.php/asi>.

²¹ Tabassum Sadulla, "Media Pendidikan Gizi Dan Kuliner Fostering Students' Creative Thinking through Media Education: Integrative Approaches in the Digital Era," *Media Pendidikan Gizi* 15, no. 2 (2023): 91–98.

²² Angelito Calma and Martin Davies, "Assessing Students' Critical Thinking Abilities via a Systematic Evaluation of Essays," *Studies in Higher Education* 51, no. 2 (2025): 422–37, <https://doi.org/10.1080/03075079.2025.2470969>.

revising, and reflecting on their stories, students engaged in a form of experiential learning that encouraged them to connect prior knowledge with new insights. Their shift from simple descriptive writing to more reflective and evaluative narratives illustrates a transformation consistent with Dewey's view of learning as a reflective and meaning-making process.

Overall, this study extends these global theoretical perspectives by demonstrating that short-form narrative writing, such as pentigraf, can serve as an effective pedagogical medium for operationalizing critical thinking skills in primary education. It shows that critical thinking is not only developed through argumentative or problem-based tasks but can also emerge through structured creative writing that integrates reflection, moral reasoning, and narrative construction.

RESEARCH METHOD

Research Design

This study employed a qualitative case study design to explore the implementation of pentigraf writing as a medium for developing students' critical thinking skills in a real classroom context. The case study approach was selected to provide an in-depth understanding of learning processes, student outputs, and contextual factors within a natural setting²³.

To strengthen the analytical framework, the study was complemented by a Systematic Literature Review (SLR). The SLR functioned as a supporting method to contextualize the findings within broader theoretical and empirical discussions on critical thinking and creative writing pedagogy²⁴. Thus, the case study served as the primary data source, while the literature review was used for theoretical triangulation and interpretation.

Research Site and Participants

The study was conducted at SD Negeri 1 Banturejo, involving 24 sixth-grade students. The participants were selected purposively, as they were directly involved in pentigraf writing activities integrated into Islamic religious education

²³ Mohamed Mekheimer, "Technological Self-Efficacy, Motivation, and Contextual Factors in Advanced EFL e-Learning: A Mixed-Methods Study of Strategy Use and Satisfaction," *Humanities and Social Sciences Communications* 12, no. 1 (2025), <https://doi.org/10.1057/s41599-025-04947-0>.

²⁴ Nirumala Rothinam et al., "Systematic Literature Review on Critical Thinking in Higher Education," *Edelweiss Applied Science and Technology* 9, no. 5 (2025): 2046–63, <https://doi.org/10.55214/25768484.v9i5.7377>.

lessons. The classroom context provided a relevant setting to examine how narrative writing can support critical thinking and value-based learning.

Data Collection

Data were collected through multiple techniques to ensure richness and credibility²⁵:

1. Classroom Observation

Observations were conducted during the four-week implementation of pentigraf writing activities, focusing on student engagement, learning interactions, and instructional processes.

2. Interviews

Semi-structured interviews were conducted with the teacher and selected students to capture their perspectives on the learning process, challenges, and perceived benefits.

3. Document Analysis

Students' written pentigraf texts were analyzed as primary data to identify evidence of critical thinking skills, including interpretation, analysis, evaluation, inference, explanation, and reflection.

4. Literature Data (SLR)

Secondary data were collected from relevant academic publications to support theoretical analysis and comparison with field findings.

Systematic Literature Review Procedure

The literature review in this study followed a simplified PRISMA-based approach, encompassing four main stages: identification, screening, eligibility, and inclusion²⁶. The search for relevant studies was conducted using Google Scholar as the primary database. To ensure comprehensive coverage, several keywords were employed, including "pentigraf," "critical thinking," "creative writing," and "primary education." The search was limited to publications within the period of 2019 to 2025 to maintain the relevance and currency of the reviewed literature.

²⁵ Satish Prakash Chand, "Methods of Data Collection in Qualitative Research: Interviews, Focus Groups, Observations, and Document Analysis," *Advances in Educational Research and Evaluation* 6, no. 1 (2025): 303–17, <https://doi.org/10.25082/aere.2025.01.001>.

²⁶ Hajar El Ammari and Annie Guerriero, "The Material Passport for a Circular Construction Industry: A PRISMA Based Systematic Review," *Sustainability (Switzerland)* 18, no. 6 (2026), <https://doi.org/10.3390/su18062858>.

The inclusion criteria were defined to ensure the selection of relevant and high-quality studies. Articles were included if they discussed pentigraf, short narrative writing, or creative writing; addressed aspects of critical thinking or literacy development; were published in peer-reviewed journals or conference proceedings; and were accessible in full-text format. Conversely, studies were excluded if they were not related to educational contexts, constituted duplicate publications, or lacked sufficient methodological clarity.

Through this systematic process, a total of 13 articles met the established criteria and were included in the final analysis. These selected studies provided the theoretical and empirical foundation for interpreting the findings of the present research.

Data Analysis

The data in this study were analyzed using thematic analysis to systematically identify patterns and meanings across multiple data sources²⁷. The analysis began with data reduction, in which observation notes, interview transcripts, and students' pentigraf texts were organized and prepared for analysis. This was followed by a coding process, where meaningful units of data were identified and categorized based on indicators of critical thinking.

Subsequently, the codes were grouped into broader themes, such as reasoning, reflection, and moral interpretation, to capture recurring patterns in students' thinking processes. Finally, the interpretation stage involved linking these themes to established theoretical frameworks of critical thinking, enabling a deeper understanding of how students' cognitive skills were developed through pentigraf writing activities.

In these analytical indicators in the table below are primarily adapted from the critical thinking framework proposed by Peter Facione (1990), particularly the core cognitive skills of interpretation, analysis, evaluation, inference, and explanation. These are further supported by Robert Ennis's conception of reasonable and reflective thinking, and enriched by John Dewey's notion of reflective thinking as a process of meaning-making through experience²⁸.

²⁷ Manuel Goyanes, Carlos Lopezosa, and Beatriz Jordá, "Thematic Analysis of Interview Data with ChatGPT: Designing and Testing a Reliable Research Protocol for Qualitative Research," *Quality and Quantity* 59, no. 6 (2025): 5491–5510, <https://doi.org/10.1007/s11135-025-02199-3>.

²⁸ Calma and Davies, "Assessing Students' Critical Thinking Abilities via a Systematic Evaluation of Essays."

Table 1. Operational Indicators of Critical Thinking in Pentigraf Writing

| No | Critical Thinking Skill | Definition (Adapted from Peter Facione & Robert Ennis) | Operational Indicator in This Study | Pentigraf Component | Observable Evidence in Student Work |
|----|-------------------------|---|---|-----------------------------|--|
| 1 | Interpretation | Ability to understand and identify meaning, themes, and context | Identifying the main idea, theme, and characters of the story | Orientation | Clear introduction of characters, setting, and initial situation |
| 2 | Analysis | Ability to examine relationships among ideas or events | Explaining cause-effect relationships and developing conflict logically | Complication | Logical sequence of events and coherent conflict development |
| 3 | Evaluation | Ability to assess credibility, actions, or values | Judging characters' actions based on moral or logical reasoning | Complication / Resolution | Presence of value judgment toward characters' behavior |
| 4 | Inference | Ability to draw conclusions and derive meaning | Formulating conclusions or moral lessons from the story | Resolution | Clear moral message or lesson derived from events |
| 5 | Explanation | Ability to justify reasoning and articulate ideas clearly | Expressing ideas coherently and supporting conclusions with narrative logic | All paragraphs | Coherent storyline and clarity of ideas across paragraphs |
| 6 | Reflection (Deweyan) | Ability to reconsider meaning through experience (John Dewey) | Connecting story content with values or a broader understanding | Resolution / Revision stage | Depth of moral reflection and improved ideas in revised drafts |

RESULT AND DISCUSSIONS

Application of Pentigraf Learning at Banturejo 1 Public Primary School

The pentigraf writing activity was carried out over four weeks in class VI of SD Negeri 1 Banturejo with 24 students participating. Each week focused on one stage of the activity, namely: (1) planning and writing the first draft, (2)

revising the content and structure, (3) editing the language and spelling, and (4) publishing the work in the form of an anthology book. The chosen theme was 'The Prophet's Companions' to integrate narrative and descriptive writing skills and foster heroic character values and gratitude for the services of others. This activity resulted in 24 pentigraf manuscripts, which were then compiled into an anthology entitled *Pentigraf: The Story of the Prophet's Companions*.

Content analysis of the students' work shows that there are four main categories of the Prophet's Companions chosen by the students: 7 students (29%) wrote about Abu Bakar; 5 students (21%) wrote about Umar; 8 students (33%) wrote about Usman; and 4 students (17%) wrote about Ali.

The dominant theme of 'Abu Bakar and Umar' shows the tendency of students to interpret the historical sense. This is in line with the findings of²⁹ that writing pentigraf encourages brief reflection on values and emotions, enabling students to interpret the meaning of heroism from their daily experiences. The activity of writing a pentigraf requires students to combine narrative and descriptive paragraphs in a three-part structure: orientation, complication, and resolution.

The transformation in critical thinking was evident in the changes in the way students understood and assessed their experiences. At the beginning of the activity, most of the students' writing was simple and descriptive, without reflection. This change demonstrates a basic level of critical thinking; students analyze cause and effect, assess the behavior of characters, and independently conclude moral values.

Supporting factors for the activity include: 1) the involvement of teachers and a literate school environment, which provides a space for appreciation through the publication of the *Pentigraf* the struggles of the Prophet's companions; 2) students' intrinsic motivation, especially because their work is published, fostering self-confidence as found by Indradi (2020); 3) the Project-Based Literacy learning model, which allows for the integration of writing, revision, and publication activities. The inhibiting factors found include: 1) some students still have difficulty writing in-depth descriptions and constructing logical plots due to limited vocabulary; 2) limited learning time means that the revision stage cannot be repeated; 3) differences in literacy skills among students lead to disparities in the quality of writing, so teachers need to apply differentiated scaffolding.

²⁹ Asteria et al., "Ekspresi Kreativitas Topik Dalam Menulis Pentigraf Dan Strategi Pengembagannya Karya Siswa Sekolah Indonesia Jeddah."

The results of the activity showed significant improvements in the following aspects: 1) creative writing skills, as evident in the increased variety of plots and styles of language; 2) critical thinking skills, through reflection on the moral values and characters of the characters; 3) positive attitudes towards literacy, as students felt proud and motivated when their work was published.

Pedagogically, the teaching of pentigraf at SD Negeri 1 Banturejo proves that writing activities can be an effective means of instilling character values, building 21st-century skills (critical thinking, creativity, communication), and developing a culture of literacy in schools.

When compared to the results of literature studies^{30,31}, the pentigraf writing activity at SD Negeri 1 Banturejo shows a similar pattern in increasing independent thinking and moral reflection, building collaboration and student literacy responsibility, and fostering a culture of appreciation for literary works from an early age. This activity also realises the principles of the Merdeka Curriculum, namely contextual, student-centred, and real-project-based learning.

Literature Study Results

The results showed that there were 13 articles published between 2019 and 2025 with the keywords critical thinking, pentigraf, and primary school, as listed in Table 1 below.

Table 2. List of Relevant Articles

| No | Title | Author |
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| 1 | The Effect of the Self-Directed Learning (SDL) Model on the Pentigraf Writing Skills of Grade V Students at SDN 01 Taman Kota Madiun | Fida Arfani, Raras Setyo Retno, M. Soeprijadi Djoko Laksana, 2023 |
| 2 | “Pentigraf” Teaching Material to | Sri Agriyanti Mestari, |

³⁰ M Soeprijadi Djoko Laksana Fida Arfani, Raras Setyo Retno, “Pengaruh Model Pembelajaran Self Directed Learning (SDL) Terhadap Keterampilan Menulis Pentigraf Siswa Kelas V SDN 01 Taman Kota Madiun,” *Prosiding Konferensi Ilmiah Dasar 4* (2023): 436–44; A Indradi, “Penyusunan Kitab Pentigraf Sebagai Upaya Peningkatan Kemampuan Berliterasi Siswa/Siswi SMA/SMK Katolik Dan Kristen Se-Malang Raya,” *Prosiding Seminar Nasional Pengabdian Masyarakat*, 2020, 440–50; Agriyanti Mestari, El Walidayni Kau, and Rusnarti Usu, “Pentigraf Bahan Ajar Untuk Meningkatkan Kreativitas Menulis Siswa Sekolah Menengah Pertama Di Lokasi Pariwisata Kawasan Teluk Tomini.”

³¹ Fida Arfani, Raras Setyo Retno, “Pengaruh Model Pembelajaran Self Directed Learning (SDL) Terhadap Keterampilan Menulis Pentigraf Siswa Kelas V SDN 01 Taman Kota Madiun.”

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| | Improve the Writing Creativity of Junior High School Students in the Tomini Bay Tourism Area | Magvirah el Walidayni Kau, Novi Rusnarti Usu, 2024 |
| 3 | Development of Critical-Creative Thinking Learning Based on Blended Learning in Senior High Schools | A. H. Rofi'uddin, Gatut Susanto, Didin Widyartono, Sultan, dan Helmi Muzakki, 2022 |
| 4 | The Influence of Social Media and Digital Communities on Improving the Writing Skills of the Digital Generation | Dewi Ariani, 2024 |
| 5 | Compilation of Pentigraf Books as an Effort to Improve the Literacy Skills of Catholic and Christian Senior High School Students in the Greater Malang Area | Agustinus Indradi, 2020 |
| 6 | Mini Fiction Writing Training for Students of SMAK Frateran Malang | Agustinus Indradi, Andy Endra Krisna, 2025 |
| 7 | The Enthusiasm and Creativity of Grade X Students at Sekolah Penggerak in Writing Short Stories through Imitation and Modification | Asep Nurjamin ¹ , Agus Mulyanto ² , Lucky R. Nurjamin ³ , Yustika Nur Fajriah, 2025 |
| 8 | Poetry and Short Story Appreciation Activities for Students to Improve Literacy at SMK Negeri 1 Kepil | Junaedi Setiyono, Titi Rokhayati, Wachid Hasyim, 2025 |
| 9 | Improving Literary Culture for Students at Smak Santa Maria Malang Through the Creation of Pentigraf Books | Agustinus Indradi, 2025 |
| 10 | Building a Love for the Environment at Sdn Margorejo 1/403 Surabaya | Shofi Putri Silasari ¹ ; Apri Irianto ² ; Pana Pramulia, 2025 |
| 11 | Effectiveness of School Literacy Movement Activities in Increasing Student Literacy Interest at SMPN 20 Medan | Alfany Umar, Abdul Karim Batubara, 2023 |
| 12 | Analysis of Thematic Content in the Construction of Pentigraf Writing Learning in 'Komunitas Sastra 3 | Ardi Wina Saputra, Kisyani Laksono, Maria Mintowati, Didik Nurhadi, 2022 |

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| 13 | Literature Study: Effectiveness of Short Stories in Fostering Creative Writing for Grade IV Elementary School Students | Salsabilla Cahaya Putri, Nengsi Amelia Nainggolan, Syahroini, Syahrial, 2025 |
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Based on 13 articles reviewed using the keywords Pentigraf, Critical Thinking, and Merdeka Curriculum, various studies have been conducted on the role of Pentigraf in developing students' critical thinking skills. The results of the review are summarised as follows.

Article 1 states that this study aims to determine the impact of the Self-Directed Learning (SDL) model on the pentigraf writing skills or three-part short stories of fifth-grade students in Indonesian language lessons. The research was conducted at SDN 01 Taman Kota Madiun in the fifth grade, with class VB as the control class, given material delivered using the conventional lecture learning model, and class VC as the experimental class using the Self-Directed Learning (SDL) learning model.

The results of this study show that the ability to write short stories using the SDL learning model obtained a higher average score than the class that used the conventional learning model for fifth-grade students at SDN 01 Taman Kota Madiun. This information is shown from the post-test scores of the two groups that participated in the Paired Sample T-test. Based on the assessment, the calculated t-value was (7.6637), and the table t-value was (2.0930). Because the calculated t-value was \geq the table t-value, H_0 was rejected, and H_a was accepted, with the aim that there would be an effect of applying the SDL learning model on the ability of fifth-grade students at SDN 01 Taman Kota Madiun to compose Indonesian pentigraf. The average score of the control class students was 59.2. The post-test score of the experimental class students was 82.7³².

Article 2 states that the objective of this article on community service activities is to enhance students' creativity in writing short stories through the use of "Pentigraf" as teaching material, involving experiences and the surrounding environment as themes for writing paragraphs. The implementation of this community service has significant benefits, both in terms of developing writing skills and creative learning. The following are some of these benefits: 1) Pentigraf encourages students to think creatively in developing a complete story within the limit of three paragraphs; 2) Improves the ability to

³² Fida Arfani, Raras Setyo Retno.

summarize stories; 3) Improves understanding of story structure; 4). Motivating writing: The short format of pentigraf makes writing assignments less daunting for students; 5). Developing critical thinking skills; 6). Developing reading and story comprehension skills through the practice of writing pentigraf, students also become better readers; 7). Writing pentigraf helps students hone their skills in communicating effectively and efficiently; 8). Short writing projects such as pentigraf teach students to work within time constraints, helping them develop good time management skills; 9). Successfully writing a complete story in pentagram form can boost students' confidence in their writing abilities, encouraging them to continue writing and creating³³.

Article 3 states that this study aims to produce a creative-critical thinking learning model and test its effectiveness in Indonesian language subjects in senior high schools. The Indonesian language BKK learning model was tested at Brawijaya Smart School Senior High School on the learning outcome of developing folk tales (hikayat) into short stories with attention to content and values. The critical creative thinking learning model has five activities, namely stimulation, exploration, response, production, and reflection. This model was applied to Indonesian language lessons at SMA Laboratorium UM and SMA Brawijaya Smart School Malang. The results showed that critical-creative thinking learning successfully improved student learning achievement. At UM Laboratory High School, there was a score increase of 7.7, while at Brawijaya Smart School High School, there was a score increase of 2.1³⁴.

Article 4 states that writing skills are important to improve because they are related to conveying ideas and thoughts so that others can read them. In this article, the researcher explains that social media and digital communities can also improve writing skills. It is undeniable that each member's desire to write is different, but the existence of a digital community can be a motivator for members who have never written before. The improvement in the writing skills of members can be seen from the results of the projects produced and the pentigraf works uploaded within the digital community space³⁵.

³³ Agriyanti Mestari, El Walidayni Kau, and Rusnarti Usu, "Pentigraf Bahan Ajar Untuk Meningkatkan Kreativitas Menulis Siswa Sekolah Menengah Pertama Di Lokasi Pariwisata Kawasan Teluk Tomini."

³⁴ A H Rofi et al., "Pengembangan Pembelajaran Berpikir Kritis-Kreatif Berbasis Blended Learning Di SMA Pendahuluan Di Era 5 . 0 , Kompetensi Berpikir Kritis-Kreatif Semakin Penting Dibutuhkan . Bertahan Dan Sukses Di Dunia Profesional . Namun Demikian , Riset- Riset Terdahul" 5 (2022): 527–36.

³⁵ Dewi Ariani, "Pengaruh Media Sosial Dan Komunitas Digital Terhadap," no. November 2024 (2025): 157–64.

Article 5 states that the spirit of literacy, particularly the development of literary writing skills, needs to be continuously nurtured among high school students. However, Indonesian language teachers in high schools and vocational schools feel that they have limited time for teaching literature, especially short stories. All Catholic and Christian high school/vocational school students in the Greater Malang area were allowed to participate in pentigraf writing training. Eight high schools and one vocational school responded, with a total of 90 participants. Of the 90 participants, 54 students submitted their pentigraf, collecting more than 200 pentigraf. After selection, 148 pentigraf were chosen and compiled into a Pentigraf Book titled 'Gadis Kecil Berpayung Hitam' (The Little Girl with the Black Umbrella). The training model implemented by the volunteers can also serve as a model for Indonesian language teachers, enabling them to conduct their own training in subsequent years³⁶.

Article 6 states that literacy skills, particularly writing literacy, are one of the essential skills that need to be developed among high school students. Unfortunately, interest in this area remains very low. That is why this community service activity was held. This activity has had a tangible positive impact in the form of increased student interest and ability in writing, particularly literary works. In addition, this training has also made a positive contribution to the school environment by creating a conducive and innovative academic atmosphere that supports 21st-century literacy³⁷.

Article 7 states that the low enthusiasm and creativity of Grade X students in writing short stories, even in Penggerak Schools, which are supposed to be centers of learning innovation, indicates a serious problem in the teaching strategy of literature. Data from observations and interviews show that students who initially had difficulty starting their writing were able to produce original ideas after going through a stage of guided imitation followed by modification according to personal experience. In fact, some students revealed that this method made them 'rediscover' their interest in literature, which had been lost³⁸.

Article 8 states that this community service activity is carried out through collaboration between Muhammadiyah University Purworejo and SMK Negeri 1 Kepil, Wonosobo, to increase students' motivation and skills in writing literary works, particularly poetry and short stories. The results of the activity

³⁶ Indradi, "Penyusunan Kitab Pentigraf Sebagai Upaya Peningkatan Kemampuan Berliterasi Siswa/Siswi SMA/SMK Katolik Dan Kristen Se-Malang Raya."

³⁷ Agustinus Indradi and Andy Endra Krisna, "Pelatihan Menulis Fiksi Mini Bagi Siswa Smak Frateran Malang," *ASAWIKA: Media Sosialisasi Abdimas Widyia Karya* 10, no. 1 (2025): 35–45, <https://doi.org/10.37832/asawika.v10i1.286>.

³⁸ Asep Nurjamin et al., "Antusiasme Dan Kreativitas Siswa Kelas X Sekolah Penggerak Dalam Menulis Cerpen Melalui Meniru Dan Memodifikasi," *Jurnal Annifa*, 2025, 15–28.

showed that 73 literary works were collected, consisting of 45 poems and 28 short stories, all of which were appreciated through discussions of their strengths and constructive feedback to improve their weaknesses. Overall, this activity makes a positive contribution to overcoming low motivation to write and students' limited knowledge and skills in the field of literature. Furthermore, this program is expected to be a sustainable catalyst for the creation of a culture of creative literacy in the school environment, so that students are able to develop their literary potential to the fullest³⁹.

Article 9: The cultivation of a love of reading has been implemented in all schools, but not all of them have been incorporated into the habit of writing. The book was titled *Teduhan Tak Kasat Mata* (Invisible Shade) and consisted of 125 pentigraf from 114 students. Through this community service activity, the culture of literary literacy among students at SMAK St. Maria Malang has truly flourished. Therefore, the habit of reading, which has been well established, needs to be complemented by the habit of writing. The training model that has been implemented by the volunteers can also serve as a model for Indonesian language teachers, so that they can organize it themselves in the coming years⁴⁰.

Article 10 states that this research is motivated by environmental issues. This is due to a lack of knowledge and understanding of the environment. The purpose of the pentigraf writing activity is to make SDN Margorejo 1/403 a literate school and to increase the enthusiasm of the school community to enjoy writing as part of the implementation of Surabaya City of Literacy⁴¹.

Article 11 states that this study examines the effectiveness of GLS activities in increasing students' interest in reading. Based on the results of the research, it can be concluded that GLS activities at SMPN 20 Medan have an impact on at least two aspects, namely student achievement and interest. This influence has a significant impact on increasing students' awareness and literacy quality. Therefore, the role and function of school institutions are important to

³⁹ Junaedi Setiyono, "Kegiatan Apresiasi Puisi Dan Cerpen Karya Siswa Untuk Meningkatkan Literasi Di SMK Negeri 1 Kepil," *Abdibaraya: Jurnal Pengabdian Masyarakat* 4, no. 02 (2025): 123–35.

⁴⁰ Agustinus Indradi, "Peningkatan Budaya Berliterasi Sastra Bagi Siswa Smak Santa Maria Malang Melalui Pembuatan Kitab Pentigraf," *Asawika: Media Sosialisasi Abdimas Widya Karya* 6, no. 01 (2021): 44–48, <https://doi.org/10.37832/asawika.v6i01.49>.

⁴¹ Shofi Putri Silasari, ; Apri Irianto, and ; Pana Pramulia, "GENTA MULIA: Jurnal Ilmiah Pendidikan PEMBENTUKAN KARAKTER CINTA LINGKUNGAN DI SDN MARGOREJO 1/403 SURABAYA," *Genta Mulia*, 2025, 184–92.

support the stability of GLS activities as part of the program to improve the quality of literacy in Indonesian society⁴².

Article 12 Writing is one of the language skills that needs to be taught to develop critical and creative thinking. Learning to write is not only done in formal education, but also in non-formal education such as literary communities. This study produced five points that construct pentigraf writing learning, namely (1) the construction of pentigraf writing learning begins with the creation of a shared mission, namely the pentigraf book project, (2) the existence of motivation to complete the shared mission, (3) the provision of examples from the instructor, in this case the community leader, (4) the courage to try writing pentigraf from pentigrafists, and (5) the provision of feedback in the form of comments to respond to the pentigraf that has been written⁴³.

Article 13 aims to examine the effectiveness of using short stories to enhance the writing creativity of fourth-grade primary school students through a literature study approach. The results show that short stories can stimulate students' imagination, expressive abilities, and narrative understanding through structured storylines rich in emotional meaning. Thus, the use of short stories has the potential to be an effective learning strategy in developing writing creativity and building a strong foundation of literacy from primary school level⁴⁴.

Overall, from the 13 articles reviewed, pentigraf has been proven to be a means of transforming critical thinking learning because they combine literacy, creativity, and reflection skills in the form of short writings. This learning is effective when supported by innovative models, literacy communities, and a system of appreciation for work.

CONCLUSION

The pentigraf writing activity themed 'the struggles of the Prophet's companions' in class VI of SD Negeri 1 Banturejo has made a real contribution to the development of critical thinking, creativity, and character building in

⁴² Alfany Umar and Abdul Karim Batubara, "Efektivitas Kegiatan Gerakan Literasi Sekolah Dalam Meningkatkan Minat Literasi Siswa Di SMPN 20 Medan," *MUKADIMAH: Jurnal Pendidikan, Sejarah, Dan Ilmu-Ilmu Sosial* 7, no. 2 (2023): 286–97, <https://doi.org/10.30743/mkd.v7i2.7530>.

⁴³ Ardi Wina Saputra et al., "Analisis Muatan Tematik Dalam Konstruksi Pembelajaran Menulis Pentigraf Pada Komunitas Sastra 3 Indonesia," *KLUSA (Kajian Linguistik, Pembelajaran Bahasa, Dan Sastra)* 6, no. 1 (2022): 21–36, <https://doi.org/10.33479/klusa.v6i01.488>.

⁴⁴ Salsabilla Cahaya Putri et al., "Kajian Literatur: Efektivitas Cerpen Dalam Menumbuhkan Kreativitas Menulis Siswa Kelas IV SD," *Semantik: Jurnal Riset Ilmu Pendidikan, Bahasa Dan Budaya* 3, no. 2 (2025): 242–48, <https://doi.org/10.61132/semantik.v3i2.1696>.

primary school students. Through a four-week learning process, students not only learned to write narratives and descriptions with a solid structure but also honed their analytical, reflective, and empathetic skills towards the heroes in their lives.

Most students wrote about Abu Bakar Ash Sidiq, Umar Bin Khattab, Usman Bin Affan and Ali Bin Abi Thalib as the Prophet's companions, showing that the pentigraf writing activity was able to encourage reflection on moral and social values. The process of writing, revising, and publishing the works in the form of the Pentigraf, the struggles of the Prophet's companions' anthology, was a concrete form of student-centered learning and literacy-based project transformation.

Suggestions

Pentigraf writing activities can be used as an integrative learning model that combines 21st-century skills, critical, creative, communicative, and collaborative thinking in the context of the Merdeka Curriculum.

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