

Analysis of Students' Creativity and Learning Interest in the History of the Indonesian National Movement Course

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ABSTRACT

Learning creativity is one of the important things in a learning process. Because, learning creativity can train students not to depend on others. This research aims to fully and thoroughly describe the creativity and learning interests of students in the Indonesian National Movement History course for the odd semester 2025/2026. The research method used is descriptive with a qualitative approach. The research techniques used are direct communication, indirect communication and documentation. Research Tools, Observation Guides, Interview Guides, and Learning Documents. The results of the research include 1) The creativity of students in rural and urban history courses in general is quite good, as seen from students who have shown a creative attitude. 2) Factors that can affect student learning creativity are the encouragement of the students themselves and the encouragement of the environment which are the most important factors to support student learning creativity, the attitude of lecturers towards their students' creativity. Factors of lecture materials that are in accordance with historical dynamics during the national movement. Then students want to have an opinion or dare to express their opinion in lectures, dare to actively ask questions and tell stories. 3) The interest in learning in the Indonesian national movement history course is quite high because the topic is interesting to study and discuss.

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1. INTRODUCTION

Learning creativity is one of the important things in a learning process. Because, learning creativity can train students not to depend on others. If a person has high creativity, the person tends to be more creative and produce something positive. A student's creativity in learning will greatly influence the student to achieve success. Creativity is the result of the interaction between an individual and his or her environment. Thus, it is clear that, in order to develop student learning creativity is carried out in various ways by lecturers, for example through various efforts, the most real is during learning in class by looking at the ability of each individual to do questions and answers with the classroom environment, and by looking at a problem that occurs in the classroom. According to Slameto, (2013: 138) "Creativity is the

result of learning from cognitive skills so that to be creative can be learned through the teaching and learning process". From the above opinion, it can be concluded that creativity is a learning result that is carried out through real efforts during learning to grow and develop cognitive skills in order to become students who have a creative mindset in the learning process.

Through learning creativity, students are expected to be able to understand the intentions contained in every learning process that occurs in the classroom. Meanwhile, the learning creativity provided by lecturers is expected to help students with problems faced in learning and students' thinking skills increase. Meanwhile, Cohen and Mundandar in Siswanto (2018:134) state "Creativity will be seen in the production of new and unusual ideas, the result of unique thinking on problem solving in creativity, as well as showing how to express oneself through the work by using the techniques it masters, alternative problem-solving, an open attitude, and appreciating a work. Creativity has 4 dimensions, namely: (1) fluency (the ability to generate a large number of ideas or problem solutions); (2) flexibility (the ability to produce varied ideas or answers or think flexibly); (3) originality (the ability to generate new and original ideas; and (4) elaboration (the ability to think in detail and systematically)" (Hassoubah, 2004: 49-45). Therefore, creativity is a very interesting field to study but quite complicated. A learning process carried out in a formal education specifically and non-formal in general experiences a final stage that will be achieved in a teaching and learning process. The last stage in formal education, the stage is the final exam test. However, the evaluation process that is carried out is not only at the end of the process but can be in the middle of the learning process in the classroom. According to Baron (in Utami Munandar, 2014: 21). Creativity is the ability to produce/create something new, besides creativity is a distinctive point of ability between the three typical psychological attributes, intelligence, cognitive style and personality/motivation, along with these three aspects of the mind that help to understand what is behind the creative individual. Creativity is the achievement of standards, the success of students in learning in daily life. Creativity is formulated to how satisfied students are in their creations in learning. In order for students to be able to meet new discoveries in the world of education and technology, according to Munandar Utami, (2014: 6) said "creativity or creativity allows new discoveries in the world of education in technology, as well as in other fields of human endeavor". In addition, according to Guilford (2001:20) said that "Creative refers to the abilities that are characteristic of creative people". That is, creativity is an ability or skill that exists in a person.

Based on the above opinion, it can be concluded that creativity is the creativity and ability or ability that gives rise to creative actions that arise from the uniqueness of the entire personality in interaction with its environment, to allow new discoveries to be made in achieving the goals that are to be achieved. Interest arises when an individual is interested in something, because it suits his needs or feels that something to be learned, is felt to be meaningful to him and he will also intend to learn it. Linguistically, interest means a feeling that a certain activity, lesson or object is valuable or meaningful to an individual. Meanwhile, according to the term, below the researcher presents some opinions of psychologists regarding the definition of interest above. According to (Alisuf Sabri 2000: 125) it is said that interest is a tendency to always pay attention and remember something continuously. This interest is closely related to feelings, especially the feeling of pleasure, because it can be said that the interest occurs because the attitude of being happy to a person who is interested in something means that he is happy about something. Students who are interested in the course will seem to continue to study diligently. An interest can be described through a statement that shows that students prefer one thing over another, it can also be manifested through participation in an activity. Students who have an interest in a particular subject tend to pay greater attention to that subject. Interest is something personal and closely related to attitude. Interests and attitudes are the basis for prejudice, and interest is also important in decision-making.

In general, interest can be interpreted as a tendency that causes a person to seek or try activities in a certain field. Interest is also defined as a child's positive attitude towards environmental aspects. There are also those who interpret interest as a fixed tendency to pay attention to and enjoy an activity accompanied by a sense of deep mastery of the individual to be diligent in doing an activity. Sofan et al. in Tafonao (2018) stated that what can increase students' interest in learning in the teaching and learning

process, namely: (1) Lecturers/teachers should use variations in teaching so that students' enthusiasm and interest in learning increase so that learning achievement is in accordance with expectations. (2) Lecturers/teachers help students/students see how the relationship between the material they are expected to learn and themselves as individuals.

This research aims to fully and thoroughly describe the creativity and learning interests of students in the Indonesian National Movement History course for the odd semester 2025/2026. It is hoped that this research can make a theoretical contribution to the development of studies on the History of the Indonesian National Movement, the sociology of history, and contemporary Islamic organizational movements, as well as become an academic reference for researchers, students, and observers of History studies.

2. METHODS

Based on the problems and facts found in the field, the method used in this study is a descriptive method with a Qualitative approach. Sujarweni (2014: 11) stated that descriptive research is research conducted to find out the value of each variable, either one or more. This descriptive form is used to explain or describe the facts that occur in the variables being studied. This study uses a survey research type. Sukardi (2015: 193) said "To describe the state of the population, the survey research model is the best way to obtain and collect original data. The subjects in this study are students of the history education study program of the University of PGRI Pontianak. The techniques used are observation, interviews and documentation. The tools used are observation sheets, interview guidelines and documents. The data analysis technique used is a qualitative analysis technique, which is a component of data reduction and presentation is carried out at the same time as the data collection process. After the data is collected, the three components of data reduction analysis, data presentation and conclusion drawn, interact. (Sugiyono in Miles and Huberman (2014: 92). The data validity technique uses triangulation of techniques and sources (Sugiyono, 2016: 84).

3. FINDINGS AND DISCUSSION

Student learning creativity in the Indonesian national movement history course odd semester academic year 2025/2026.

Creativity is the achievement of the standard of success of students in learning daily life. A person's creativity is generally not just like that, but must be grown and nurtured to develop more, as well as students in the lecture process. according to the opinion of Jeef Degraff and Khaterine (2002) states that *Creativity is core of all the comptenceies of yourorgantion because creativity is what makes something better or new*. General creativity is an activity that leads to simple and more complex student behavior changes, mindsets and attitudes, encouraging students to actively think and learn, increase student attention, change attitudes, beliefs, false prejudices that are reflected in student learning activities in effective lectures and actively do assignments from lecturers. Creative learning is an important discourse for improving the quality of learning and creativity by developing its creative potential. Creative students certainly have a great desire and curiosity in learning so that with their curiosity students will easily complete the assignments given and be able to provide reasoning delivered by the teacher and be able to overcome all existing obstacles and be able to create something new. According to Munandar (in Nova 2004:35) said that "usually creative children are always curious, have broad interests and like diversity and creative activities.

From the above opinion, it can be concluded that creativity is an encouragement to produce something new through learning carried out by lecturers. By developing his creative potential, a creative student will be able to complete the assignments and be able to answer the questions given and be able to provide reasoning delivered by the lecturer, because he can develop divergent thoughts.

Students' curiosity in the lecture process must go hand in hand with students' attitudes such as feelings, interests, attitudes, emotions and values in creating learning creativity in the classroom. Another thing said by creativity students is that it is necessary to explore and analyze the material so

that there is no boredom when learning takes place. as stated by Sinta stated In my opinion, we must have creativity in learning because creativity makes the learning process more meaningful, effective, and relevant to real life". Furthermore, Galuh also stated "Creativity is important in learning because it helps to understand the material more deeply and is not boring". Creative lecturers will certainly create great student curiosity, attitude and not easily bored, feel challenged by learning, dare to take risks in learning and help students have divergent thinking skills and increase high enthusiasm for learning to achieve the standard of student success in the learning process. This is in accordance with what was conveyed by students on behalf of Suci who stated "An example of lecturer creativity in the learning process is presenting material with various methods, such as interactive discussions, case studies, the use of digital media, and the provision of problem-based projects. In this way, the classroom atmosphere becomes more active, students are more engaged, and the material is easier to understand."

Factors Driving Student Learning Creativity in the History of the Indonesian National Movement Course Odd Semester Academic Year 2025/2026.

In increasing student learning creativity, of course, there are factors that affect it, including internal factors, namely factors that consist of students such as students' enthusiasm and willingness in teaching and learning activities in the classroom. In addition, creativity is also influenced by external factors, namely the campus environment, community and family which can influence the development of creativity in students, in other cases it is also considered, namely the ability of lecturers to develop learning through learning strategies that are able to attract students' attention and interest in learning.

According to Roger (in Munandar 2009), every individual has a tendency or drive in him to be creative, realize the potential to express and activate all the capacities he has. Factors that affect student learning creativity include the student's own experience, encouragement from the environment. This is clear in the development of creativity learning experiences must be a source of learning and environmental factors are support to create students who can be creative in the learning process. based on the results of interviews with students on behalf of Mariana stated "I feel motivated because the material presented is relevant, the delivery is not boring, and I am given the opportunity to develop my own ideas in assignments and class discussions." Novelia stated "The role of lecturers in facilitating my creativity is very significant. Lecturers not only play the role of teachers, but also as facilitators who encourage students to think more broadly." factors that affect student learning creativity, lecturers' attitudes towards their students' creativity, for example, lecturers support what students need in creating a learning creativity and encourage and foster students' enthusiasm for learning in learning. Then the factors of the lecture material that are in accordance with the topic during the shift. Then another factor is that students are willing to give opinions or dare to express their opinions in lectures, dare to actively ask questions and tell stories.

Student Learning Interest in the Indonesian National Movement History Course Odd Semester Academic Year 2025/2026.

Every individual has a fundamental tendency to relate to something that is in his environment. If something gives pleasure to him, interest can be concluded to be a feeling of pleasure and interest in an object, and that pleasure then tends to pay attention and eventually be actively involved in the object. Interest will arise if an individual is interested in something according to his needs or he feels that something to be learned is valuable to him and he will be interested in learning it.

Linguistically, interest means a feeling that states that an activity, lesson, or object is meaningful to the individual while according to the term, below the researcher will use some expert opinions regarding the meaning of interest. The meaning of interest according to Crow and Crow in (Abror, ranchman, 1993: 112), interest is as a driving force that causes individuals to pay attention to a certain person, something or activity. Interest in learning is a person's interest in what he wants to do which causes passion, desire, and a feeling of liking for what he is doing so that it causes motivation in him, for example, someone who is interested in a card or chess game they are willing to sit for hours and even some stay up late at night to pursue the game, this happens because there is a sense of interest in

a person (student) in learning that demonstrated through enthusiasm, participation, and being active in learning and learning. This understanding is in line with Slameto's opinion, According to Slameto in (Anam, Khairul, 2016: 13), "interest is a sense of preference and a sense of interest in something or activity, without anyone telling it. Djaali (2013: 121) "said that interest can be expressed through statements that show that students prefer one thing over another, it can also be manifested through participation in an activity". Furthermore, Kartono, (2002: 255) explained that "interest is a feeling that states that an activity, work or object is valuable or meaningful to an individual. And then Anam, Khairul, (2016: 14) said that students who are interested in something outside themselves will have a feeling of pleasure in the object they will choose to always focus their attention, desire and interest. The interest that exists in a person is basically not innate and from birth, but it is acquired since a person adapts to his environment. Interest in something is learned and influences the acceptance of new interests.

Interest has a great influence on learning, because if the learning material studied is not in accordance with the student's interests, the student will not learn as well as possible, because there is no particular attraction for him. So that students are reluctant to study, one of which is because students do not get satisfaction from the lesson and then become bored with the lesson. Interest can arise, due to a strong push from oneself. In addition, interest arises not only from oneself but there must also be strong support or encouragement from the family and the social environment or community. So that the student will have the spirit to achieve something he wants with enthusiastic effort thanks to the support and motivation of the people around him. based on the results of interviews with students on behalf of Erik stated "What is interesting about learning this course is the varied learning methods, the existence of active discussions, and the relationship of the material with real phenomena. This makes learning not only theoretical, but also applicative." Furthermore, Suci also said "Yes, I feel that the course is useful in daily life because it trains creative thinking, the ability to work together, and problem-solving skills that can be applied both in the academic environment and social life." The same thing was also expressed by Sinta, "I like the way lecturers teach because the delivery of material is done clearly, communicatively, and not monotonous. Lecturers provide freedom for students to express opinions, discuss, and develop creative ideas. In addition, lecturers are also open and supportive, so that the classroom atmosphere becomes more comfortable, active, and encourages students to be more daring to participate."

In learning activities, interest plays a role as a force that will encourage students to learn. Students who are interested in learning will continue to study diligently, in contrast to students who only receive lessons that are moved without any interest in them, so there is no need to continue to study diligently. Because, there is no interest in the lesson. As explained above, interest is a tendency of a person's feelings that are happy with something, so if a student is diligent in learning, it will be satisfactory. Similarly, interest in learning the history of the Indonesian national movement. If students have an interest in learning the history of the Indonesian national movement, then students will also be diligent in studying the course comfortably without any pressure that will produce satisfactory achievements. Thus, lecturers are obliged to foster student interest, so that students are interested. From the results of the research, it can be concluded that the interest in learning in the history of the Indonesian national movement course is quite high because the topic is close to social reality and this course provides a new color, and is not boring.

The findings of this study indicate that students' creativity in the Indonesian National Movement History course was generally categorized as good, as reflected in students' active participation, courage to express opinions, willingness to ask questions, and ability to develop ideas during classroom discussions. These findings reinforce the argument proposed by constructivist learning theory, which emphasizes that creativity develops through active interaction between individuals and their learning environment. According to Lev Vygotsky, social interaction and collaborative learning processes play a central role in shaping higher-order thinking skills, including creativity. In this study, students became more creative because the lecturer implemented interactive learning approaches, such as

discussions, problem-based tasks, and contextual historical analysis, which encouraged students to actively construct their own understanding rather than merely receive information passively.

The emergence of creativity among students was not solely caused by internal motivation, but also by the supportive academic atmosphere created during the learning process. This finding is consistent with recent studies which explain that creativity in higher education grows significantly when students are given autonomy, intellectual freedom, and opportunities for collaborative exploration. Research conducted by OECD emphasizes that student creativity develops more effectively in learning environments that value inquiry, flexibility, and reflective discussion. The present study demonstrates that historical learning becomes more meaningful when students are encouraged to connect historical events with contemporary social realities. This contextualization process stimulates divergent thinking and analytical reasoning, thereby strengthening creative learning behavior.

The findings also reveal that lecturer support became one of the strongest external factors influencing creativity development. Students perceived lecturers not only as transmitters of knowledge but also as facilitators who encouraged intellectual exploration. This result aligns with previous research by Tafonao (2018), which found that varied teaching methods and interactive classroom communication significantly increase students' learning engagement and motivation. However, this study contributes a deeper perspective because creativity was not merely associated with instructional variation, but with the lecturer's openness toward students' ideas and arguments. The lecturer's democratic attitude created psychological safety, enabling students to express unconventional opinions without fear of criticism. This condition is highly relevant to humanistic learning theory proposed by Carl Rogers, who argued that creativity flourishes when individuals feel accepted and appreciated within their environment.

Another important finding is that students' creativity was strongly influenced by the relevance of historical materials to present-day social phenomena. Students considered the Indonesian National Movement course interesting because it discussed themes closely related to nationalism, social change, and collective identity. This explains why students demonstrated high enthusiasm and active participation during learning activities. Theoretically, this condition can be explained through meaningful learning theory developed by David Ausubel, which states that learning becomes more effective when new knowledge is connected to learners' prior experiences and social realities. In this study, students were more motivated because they perceived historical discussions not merely as memorization activities, but as opportunities to critically understand social dynamics that remain relevant today.

Compared to previous studies, the present research shows both similarities and distinctive contributions. Similar findings were reported by Siswanto (2018), who concluded that creative learning environments positively influence students' engagement and academic participation. However, while Siswanto focused primarily on STEM-based learning contexts, the current study demonstrates that creativity is equally important in social science and history education. This finding challenges the traditional assumption that creativity is predominantly associated with science and technology disciplines. Instead, the results indicate that historical learning can also become a productive space for creative thinking when students are encouraged to interpret events critically, compare perspectives, and formulate arguments independently.

The study further found that students' learning interest toward the Indonesian National Movement History course was relatively high because the learning process was perceived as interactive and non-monotonous. Students were particularly interested in discussion-based learning activities and contextual analysis of historical issues. This finding supports the theory of learning interest proposed by John Dewey, who argued that interest emerges when learning activities are connected to students' experiences and practical realities. The high learning interest observed in this research did not emerge naturally; rather, it was constructed through engaging teaching methods and emotionally supportive classroom interactions. Therefore, learning interest should be understood as a dynamic psychological condition influenced by pedagogical design rather than merely an individual characteristic.

The relationship between creativity and learning interest identified in this study is also theoretically significant. Students who demonstrated strong learning interest tended to participate more actively, express opinions confidently, and explore historical materials more deeply. This finding supports recent educational research indicating that learning interest acts as a motivational foundation for the development of creativity and critical thinking skills. Students who are emotionally engaged in learning activities are more likely to develop curiosity, persistence, and intellectual risk-taking behaviors. Consequently, creativity and learning interest should not be viewed as separate educational variables, but as interconnected dimensions that mutually reinforce one another within the learning process.

Nevertheless, this study also reveals several critical implications. Although creativity and learning interest were generally categorized as high, the findings suggest that these conditions largely depended on lecturer initiative and classroom atmosphere. This means that creativity development may decline if lecturers rely excessively on conventional lecture-based instruction. Therefore, institutional support is needed to ensure that innovative pedagogical approaches become sustainable practices rather than individual initiatives. Universities should encourage lecturers to adopt collaborative, student-centered, and inquiry-based learning strategies in history education to maintain students' intellectual engagement and creativity.

Scientifically, this study contributes to the growing discourse on creativity in higher education by demonstrating that creativity is not limited to artistic or technological domains, but also highly relevant in historical learning contexts. The findings imply that history education should move beyond memorization-oriented pedagogy toward reflective and analytical learning practices that encourage students to become active interpreters of historical realities. In this regard, the Indonesian National Movement History course has the potential to function not only as a medium for historical understanding but also as a platform for cultivating critical citizenship, reflective thinking, and social awareness among university students.

Recent studies also strengthen the relevance of these findings. Contemporary educational research highlights that student-centered learning, collaborative discussion, and contextual pedagogy significantly enhance both creativity and academic engagement in higher education environments. Furthermore, studies in historical education suggest that critical historical inquiry encourages students to develop interpretative reasoning, empathy, and multidimensional thinking. Therefore, the present research confirms that creativity and learning interest are essential educational outcomes that can be effectively fostered through interactive and contextual history learning practices.

4. CONCLUSION

Based on the discussion above, it can be concluded that the creativity of students in rural and urban history courses in general is quite good, as seen from students who have shown a creative attitude. Creativity is also an encouragement of a person to produce something through new learning carried out by lecturers by developing their creative potential, as well as students' considerable curiosity in learning is also accompanied by student behavior attitudes through feelings, interests, attitudes, and emotions in creating creativity.

The factors that can affect student learning creativity are the encouragement of the students themselves and the encouragement of the environment which are the most important factors to support student learning creativity, the attitude of lecturers towards the creativity of their students. factors of lecture materials that are in accordance with historical dynamics during the national movement. Then students want to have an opinion or dare to express their opinion in lectures, dare to actively ask questions and tell stories. The interest in learning in the history of the Indonesian national movement course in this course is quite high because the topic is interesting to study and discuss.

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