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Research Article

THE INFLUENCE OF TEACHER COMPETENCIES THROUGH CLASSROOM CLIMATE AND SELF-REGULATION ON STUDENTS CRITICAL AND CREATIVE THINKING SKILLS IN SOCIAL STUDIES TEACHING AND LEARNING

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ABSTRACT

The purpose of this research is to find the factors influencing students' critical and creative thinking skills. The population consisted of students of state junior high schools in South Tangerang City. The sample was taken with proportional random sampling technique with a size of 401 students, and the method employed was quantitative with survey strategy. Data were collected through questionnaire and critical and creative thinking skill test, while the analysis used the Structural Equation Modeling (SEM). Based on results of data analysis, it was found that: (1) Teacher competencies, covering pedagogical competency, professional competency, and personal competency, were the factors directly influencing classroom climate and indirectly influencing students' critical and creative thinking skills. Professional competency had the greatest influence on classroom climate, followed by pedagogical competency and personal competency; (2) Teacher competencies encompassing pedagogical, professional, and personal competencies, were the factors directly influencing self-regulation and indirectly influencing students' critical and creative thinking skills. Professional competency had the greatest influence, followed by pedagogical competency and finally personal competency; (3) Critical thinking was positively influenced by classroom climate and self-regulation. Hence, the more positive the classroom climate is, the higher students' critical thinking skills will be, which will impact on the increasingly honed students' reflective thinking skills. The variable with the greatest influence on critical thinking was classroom climate; (4) Creative thinking was positively influenced by classroom climate and self-regulation, with self-regulation as the variable with the greatest influence on creative thinking. It can be concluded that the higher the self-regulation is, the higher students' creative thinking will be, which will impact on students' increased creativity.

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INTRODUCTION

According to the Education Law of Indonesia, the learning is held structurally in order to develop the potential of self-learners. The view also means to the need for a plan, principles, and significances of developing human. Yet unfortunately, the human development index in Indonesia is not increased. Agency of United Nations Development Program (UNDP) applies the new assessment standards re-released Human Development Index report in 2013, Indonesia was ranked 108 out of 187 countries. Thus, education is a challenge for the Indonesian government.

Education is an investment of human resources that must be built to achieve a welfare state. To achieve the well-being, every individual should be able to meet their needs and be able to solve social problems. It is actually acquired through education. Unfortunately, the learning process that is not yet able to make students develop the potential of thinking. Though

Critical thinking can be regarded as an educational ideal; that is, as a normative conception concerning the abilities and dispositions of the well-educated person (Steutel and Ben Spiecker, 1990).

Another study conducted by Sadia (2008) said that the critical thinking skills of students of State Junior High School still low with a mean score of 42.15. Yet in the globalization era, students must have the critical and creative thinking skills. Each individual is filled with an exploration of different thought. But in reality, at the school is thoughtless way of thinking, as long as we are accustomed to following what is thought by the thinkers of the past (Michalko, 2012). Learning activities as if it is stuck in a routine that institutionalizing the tradition and ignoring the potential of students who need to develop their ideas. Teachers are still used to emphasize the apparent compliance with the system of learning through unidirectional communication without any reciprocal criticism from students (Supardan, 2015).

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The system of traditional learning makes students have less creative in solving problems. It is contrary to the understanding of students rights in obtaining creative learning because for all students have the same right to be creative and to have full access to opportunities in the creative fields of the curriculum (Beetlestone, 2012).

Students are accustomed to choosing the best approach, students are restricted to think about other possibilities of solving problems. Thus, a students' imagination is restricted to acquire the original ideas, thus forms a mental system simplifying the complexity of life. Despite the simplification facilitate activities, but when students face a new problem, he would have difficulty. It is often used as the reason for failure.

If the lack of critical and creative thinking skills of students is allowed, it will have an impact on:

1. Apathy. Students do not care about the conditions or events that occur around them resulting in the low responsibility, both individual responsibility, and social responsibility. Individual responsibility in means the presence of students as learners in completing learning tasks obliged to them.
2. Students were a lack of thought, they do not tend to have achievement motivation. Students do not have the orientation on learning success so that the essence of education is not up to the students.
3. Lack of the thinking skill causes students cannot be a *problem solver*, so they are not capable of being self-sufficient human being.
4. Students will lag behind the development of the times because they are not able to prepare themselves for the global demands to be a critical and creative thinker. He will not compete with other people, which will have an impact on his career in the future.

Seeing the conditions faced, it indicates the lack of teacher effort to maximize the students' skills of critical and creative thinking. It is as if creativity development neglected in formal education (Munandar, 2012). Thus, the development of thinking skills is an effort to prepare students for the challenges of a global world.

Teachers should provide opportunities for students to always think of other ways or creative ways to understand a lesson. By this, students will be formed into the personal that always able to rely on logic to creatively, and finally able to participate in society. Otherwise, students will be easily indoctrinated in society because they do not use to think critically and creatively. Social Science learning of global era requires teachers do not only pay attention to aspects of critical thinking but also has the creative skill.

Today, thinking is viewed as a basic competency. By drilling the students to think critically and creatively through social science learning, the learners can overcome the problems faced to advance their lives. The critical and creative thinking skill depends on the learning process is created.

The learning process should be able to create the conducive learning conditions and relevant to their needs. This condition is the set of circumstances that are relevant when someone needs to learn something (Figueiredo, 2005). Classroom

condition is created in such a manner that fosters confident, students feel the appreciation of the learning process. Thus, the class needs to be regulated as a classroom setting has an important role in the quality of learning. To support the above conditions, then it must be inspiring learning place. It should be planned those support elements of the *learning environment*, such as internal place, furniture, technology, canteen, lighting, storage systems, communications, and others. The learning environment has a major role in improving students' thinking skills.

Students' skill to organize themselves well (self-regulation) is an important key to develop critical and creative thinking skill. By the self-regulation, students will understand what they want to accomplish in learning. Students have a conscious effort to focus on the attention and the ability to complete the learning task. In order to accomplish it, we need the guidance of a teacher in the perspective of Vygotsky which is known as *scaffolding*, the variety of ways that can be implemented to guide students acquire metacognitive control maximally (Joyce et al, 2011).

To realize the critical and creative thinking students, the teacher has a role as a motivator. The role attached to the teacher competency that consists of pedagogical, professional competence, personal competence and social competence. But in this case, social competence, theoretically, does not affect the critical and creative thinking students.

South Tangerang is one of the cities in Banten province, Indonesia. The city is very strategic and very complete facilities. Quite a lot of students in South Tangerang won the international Olympiad. Therefore, the study is aimed to determine the factors that affect the critical and creative thinking students at the State Junior High School of South Tangerang, Indonesia.

METHOD

The study applies quantitative methods. The quantitative study is also known as positivism study that is free from values, prejudices, and subjectivity. The approach applied in the study is the *survey design*, the sample was 401 students drawn through proportional random sampling technique with the formulation of Isaac and Michael. In the study applies analysis of Structural Equation Models (SEM) and the results of the measurement model in the study as follows:

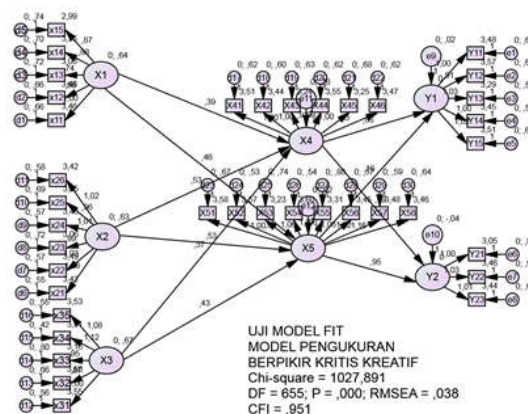


Figure 1 Measurement Model

X1 is a Competence Pedagogical variable as measured by indicators of Teaching models, curriculum, and school textbooks, Understanding learners, Pedagogical content knowledge, Teaching procedures. X2 is a professional competence variable as measured by indicators of content knowledge, instructional delivery, personal and professional conduct, individual learning and development, assessment, monitoring, effective feedback, Collaborative relationship. X3 is a variable that is measured by the personal competence trust and piety, steady, mature, authoritative and is an example. X4 is a classroom condition variables as measured by indicators of goal-oriented atmosphere, a sense of community, physical environment, positive communication, warmth, and fun activities. X5 is the self-regulation variable as measured by indicators of goal setting, planning, self-motivation, attention control, learning strategies, self-monitoring, a proper guide, and self-evaluation. While Y1 is critical thinking variable that is measured by indicators of *interpretation, analysis, evaluation, explanation, and inference*. And the last is Y2, it is creative thinking variable as measured by indicators of fluency, flexibility, and originality of thought.

RESULTS AND DISCUSSION

There is a positive effect of pedagogical, professional and personal competence to the classroom atmosphere. The effect of each variable is shown in the table below:

Table 1 Effect of X1, X2, X3 to X4

Path	Standardized	Influence (%)
Pedagogical Competence → Classroom Atmosphere	0387	14.98
Professional Competence → Classroom Atmosphere	0524	27.46
Personality Competence → Classroom Atmosphere	0378	14.29

The results of the study indicate that the classroom atmosphere is positively influenced by pedagogical, professional and personal competence variables. It means that the most positive perceptions of students regarding pedagogical, professional and personal competence of teachers, the conducive classroom atmosphere will be more positive or will get better.

Professional competence has a greater effect or dominant in comparison to other competencies which amounted to 27.46%. It means that the professional competence of the teacher can manage classroom atmosphere well as the professional competence plays a role as a professional organization (Richey, 1979) that is the competence to guide the learners, students.

Through this professional competence, the teacher will be easy to transfer knowledge to the intelligence of the students so that they will master the material. The mastery of science by teachers is very important that the learning objectives achieved. EENET Asia Newsletters provide a definition of professional competence encompasses the teacher's skill to appreciate the diversity in the classroom as well as understand learning system and development of students (Supardan, 2015). The existence of the teacher is important in the learning process, either directly or indirectly. When they get the high scores, teacher praise (Sagala, 2009). But when they receive the low scores, then the mistake is poured to the teacher. So,

teachers should be able to improve their competence so that students can master the science is delivered. Related to professional competence, professional standards of teachers in Indonesia has minimal criteria undergraduate or diploma and is equipped with professional certification. Teacher certification is a testimony of the importance of the teacher's professionalism demands.

In addition to professional competence influence classroom atmosphere, other competence that affects the classroom atmosphere is pedagogical competence. It has a positive effect on classroom atmosphere that is 14.98%. Pedagogy is educational activities as practical activities. Pedagogical competence is the ability to manage learners. Management of such learners include understanding the insights of teacher about the foundation and philosophy of education, teachers understand the system and diversity of learners, so that it can be designed as service strategy of learning, the teacher is able to develop the curriculum, to manage the planning and learning strategies based on competency standards, to implement the learning that educates with the dialogical atmosphere and interactive, and to carry out the evaluation of learning outcomes, and to develop their talents and interests of students. Pedagogical competence of the teacher will help students to master the ideas. Arends (2008) identifies the planning of the teacher including choosing the approach, developing materials, providing an orientation of the different tasks and roles to students, planning for the providence of time and place, as well as conduct an assessment and evaluation.

In the management process, the teacher will organize learning that educates as well as make efforts to improve the quality of learning. In the pedagogical competence, the teacher has some skills, one of which is "the context where the pedagogical and teaching procedures take place" (Liakopoulou, 2011) that is a teacher should ensure that classroom atmosphere is happy so that supports the learning process.

These demands require teacher to constantly learn and to be responsive to changes and as expressly stated in *the Global Agenda for Students: Learning for the 21st century* that in order to face the 21st century, teacher must learn to approach and diverse system, because the life of the 21st century is very different (Supardan, 2015). The teacher prepares the learning system corresponding to the times that will be faced by students as an educational product.

The teacher must understand the hope to achieve and how to achieve it as he/she enters the classroom. Therefore, the teacher must be able to plan teaching programs. Planning is made by teachers will affect students learning the system. Only the pedagogical competence teacher is able to manage to learn. By this pedagogical competence, the teacher has a strategy in the start of learning for students generally tends to remember the first and last time of teacher gave lessons (Partin, 2012).

To present the lesson, the teacher must have a strategy of teaching. Teaching strategy is an educational method to create students learning, where the concept of learning is defined as a change of behavior that includes cognitive, affective, and psychomotor. Therefore, to make students want to learn, the teacher should be able to create a conducive classroom atmosphere to their pedagogical abilities.

The teacher is not a learning resource anymore that is in charge of conveying information, but he/she must act as the manager of learning resources for the benefit of the students themselves. Learning is not just memorizing, but it is how to use information and knowledge to hone the thinking. Students are no longer regarded as objects, but as a subject of learning should look for and construct science. Thus, students have the opportunity to control the activity of the class (Ormrod, 2008). Perception of students on the competence of the teacher's personality also influences the classroom atmosphere. The great of personal competence influence to the classroom atmosphere is 14.29%. It is in accordance with the theory presented by Beyer that by personal competence, the teacher becomes agents of moral and values (Marsh, 2008). In the role, it is expected that teacher can be an example for their students. Through a good example, it is expected to manage students behavior in the classroom in order to create a favorable atmosphere for learning activities.

Teachers as role models of their students should have the intact attitude and personality that can be applied as an idol in his whole life. The teacher's personality will affect the classroom atmosphere because the teacher's personality can be observed and studied. Students will observe and study about the attitude of the teacher in the classroom, for instance, the teacher has a personal of faith and piety, he will start learning to pray first. Pray is done by all students in the class, will create quiet and comfortable classroom atmosphere so that all students can be ready for learning. In contrast to classroom atmosphere that do not be started with a pray, it is noisy classroom atmosphere, even some of the students do not know when the teacher is already in the classroom, the atmosphere will not support to the learning process.

There is a positive effect of pedagogical, professional and personal competence to self-regulation. The effect of each variable is shown in the table below:

Table 2 Effect of X1, X2, X3 to X5

Path	Standardized	Effect (%)
Pedagogical Competence → Self Regulation	0549	30.14
Professional Competence → Self Regulation	0619	38.32
Personal competence → Self Regulation	0520	27.04

The results of the study indicate that self-regulation is positively affected by pedagogical, professional and personal competence variables. It means that the more positive pedagogical, professional and personal competence, the self-regulation of students will be in positive or higher level.

Of these exogenous variables, the biggest effect on the *self-regulation* of students at State Junior High School of South Tangerang is a professional competence which is equal to 0.619 or 38.32%. Mastery of the science possessed by the teacher then he/she will be easy to deliver students to achieve the learning objectives (Goodson et al, 2003). The professional teacher has a good commitment (Liakopoulou, 2011). With the commitment, he/she will assist students to achieve the self-regulation.

Another exogenous variable that affects self-regulation is the pedagogic competence which is equal to 30.14%. Pedagogy is considered an art to creating the ethical human beings. Students

are able to set themselves/have a high self-regulation, he/she will be able to refrain from reprehensible deeds, he/she can distinguish between right and wrong. The ability to manage themselves is possessed by these students is the result of pedagogic competence of teacher role.

Pedagogy is the science which deals with education. Pedagogic explains about the student's education, or students education theory. Educating is the effort of growth, human development goals involving experience. Pedagogical competence needs to be owned by all the teachers because they will be deal with minors. The maturity is characterized by a sense of responsibility. So, with pedagogical competence, teacher delivers the students toward their maturity; shows a set of responsibilities that will be assumed by students in the future. Through skills curriculum and school textbooks (Liakopoulou, 2011), the teacher will motivate students to improve their knowledge so that students will organize themselves for the purpose of learning can be achieved. Teachers will manage to learn tailored to the character. Thus, the students who feel valued and enhance students themselves through self-regulation is good, that is by Koehn (2000) termed as *scientia*, the passion or perfection resulting from the union of something intelligible and intellectual strength.

In pedagogical competence, teachers are required to be able to develop the syllabus and lesson plan implementation plan. Therefore, teachers should consider seriously the kinds of plans that can lead students. The steps in teaching are: (1) the development of content, (2) discussion, (3) the repetition or reinforcement, and (4) feedback (Evertson and Emmer, 2011). Of stages that are planned, teachers can use a variety of learning form that can help students to manage their learning mastery.

Learning format created by the teachers can also refer to the skills, interests and characteristics of students. The adjustment is based on each developing students in a different way, in their own way. Some students development are fast and some are slow. Each student is endowed with a wide range of possibilities to evolve and it is a different way for every student to develop. To shift the possibility, it becomes a difficult thing. Then it is the duty of teachers to guide them to develop themselves through a good self-regulation.

Personal competence also affects *self-regulation* which is equal to 27.04%. It proves the theory advanced by Ewen (2003) that a person's personality can be observed, studied for their relatively stable attitude. Some theorists personality argued that the personality can be learned just by observing the external side, social behavior. Teachers present themselves as a person who is steady, stable emotion, mature, wise and dignified will be an example for the students. Especially for teachers who become an idol, students will make them as an example. Students will learn to be a person as they saw in the teacher personality. Thus, indirectly, students learn to build self-regulation of them.

There is a positive effect of classroom atmosphere critical and creative thinking. Great influence classroom atmosphere is presented in the table below:

Table 3 Effect of the Y1 and Y2 X4

Path	Standardized	Effect (%)
Critical Thinking → Classroom Atmosphere	0.875	76.56
Creative Thinking → Classroom Atmosphere	0.206	4.24

These results indicate that critical and creative thinking are positively influenced by a classroom atmosphere variable. It means that the more positive the classroom atmosphere, the higher the critical and creative thinking.

The total effect of classroom atmosphere to critical and creative thinking is 80.8%. The effect of classroom atmosphere is larger in critical thinking than the effect of classroom atmosphere in creative thinking which amounted to 0.875 or 76.56%. The results of the study indicate that classroom atmosphere that is built in such a way to make students comfortable so that students can easily think because tranquility is created in the class, Anderson and West called it relaxing and joyful atmosphere (Chang *et al.*, 2011). The classroom atmosphere can be a stimulus for students to think that is the intellectual atmosphere (Beetlestone, 2012). Teachers through classroom atmosphere, provide a challenge for students to stimulate their abilities.

A classroom setting takes a very important thing and does not have a simple solution (Supandan, 2015). Therefore, teachers should plan a classroom setting that can affect students in the classroom to interact with each other. The classroom can also strengthen the relationship between teachers and students and between students and students. In the classroom, teachers can drill students' skills of thinking by assessing colleagues, namely the mutual assessment among students, for instance regarding behavior. By the assessment, students are able to evaluate and analyze that are part of the critical thinking skills.

In the critical thinking, reasoning activity is a process of drawing conclusions. Element of reasoning consists of: objectives of thoughts or questions, information and / or facts about the questions, assumptions are made of the question, interpretation of facts and data collected, theories and concepts related to the question, the viewpoint of thinkers, and finally an assessment of the conclusions drawn by an emphasis on the implications and consequences of decisions (Baker & Rudd, 2001).

For instance, when the teacher asks the students to discuss the topic of location advantage of transportation, they must evaluate the city freight transport. In the evaluation activity, students make decisions based on the criteria and standards. By critical thinking skills, students are able to apply reasoning, what the benefits and advantages of city transport than other land transport are. In addition, they also must think about the risks that can happen to someone while using this transport. However, students are also able to address these risks.

Classroom atmosphere also has a positive effect on creative thinking, though it is not great but it gives a meaning that amounted to 4.24%. Creativity can be associated to all the activities in the classroom at any time (Munandar, 2012). It may also mean that class actions have a contribution to the formation of students creativity. The effect of classroom atmosphere of creative thinking is not high, it means that there are other factors that affect creative thinking.

Classroom atmosphere that is created in such a way can be a challenge for students to stimulate their skills. Creative thinking by Guilford and William, are intrinsically divergent thinking than convergent, has a high sensitivity to the problem, associative and elaborative thinking, in turn, can improve the skill of teachers to create new combinations, which is useful, flexible, based on the data, information or elements of information (Supardan, 2015).

Teachers need to realize that every student are born to be creative, they have the discovery of different thought. Thus, creative thinking skills must be delivered to them, in order to guide them to thrive in a world of constantly accelerating changes in the environment. Moreover, it becomes sensitivity for learners to understand the perspective of the social problems that occur in the environment.

There is a positive effect on the self-regulation of critical and creative thinking. The effects of self-regulation are presented in the table below:

Table 4 Effect of X5 to Y1 and Y2

Path	Standardized	Effects (%)
Self Regulation → Critical Thinking	0.137	1.88
Self Regulation → Creative Thinking	0.872	76.04

These results indicate that critical and creative thinking are positively affected by the self-regulation variable. It means that the more positive self-regulation, the higher critical and creative thinking higher will be.

Effect of self-regulation towards creative thinking is dominant, amounting to 76.04%. Students who have the skill to regulate themselves will try to focus their attention on the lessons so that he can generate the creative ideas and will use many strategies to reach the targets. The skill of creative thinking is important to be developed to learning because it is very useful for students. They will be easier to express opinions and have many solutions in resolving the problems in their life.

Students can make arrangements on themselves by making a plan for the first time. They plan to share learning tasks that must be completed so that they can take advantage of the time as good as possible. While in class, those who have a high *self-regulation* will focus on the subject conveyed by the teacher. From the attitude of this focus, they know about the difficult and easy subject. Thus, they can ask the teacher to explain directly.

Understanding that student gain through the good setting itself will help students in creative thinking as a *regulator* (Facione in Sdough, 2013) it means that those who have high regulation, will make them easy to express the ideas. Those who think creatively are demonstrated by a couple of characteristics, namely the fluency of thought, flexibility of thought and originality of thought. The fluency of thought includes the ability to realize the ideas freely, either individually or in groups. While, the student's flexibility of thought, will generate the diverse ideas, it is not rigid, it is not restricted by a particular situation. The last characteristic of creative thinking is originality of thought that the ideas generated is an original idea.

To measure the fluency of thought, students are asked to give in ways that can be used to deliver the cake to the consumer

business. In ways that can be used as the intermediary, which is working with distributors in several shopping centers cakes, pastry shops, in collaboration with several catering. When it is without intermediaries, they can open their own pastry shop and buy the shop or rent it to be a place of selling cakes, as well as collaborating with some companies/offices as a provider of snack.

The student's Flexibility of thought in the study consists of two questions. First matter, the flexibility of thought is known from the students skill to provide effective communication option to purchase a product that is in far away. There are two types of communication that are the direct communication and the internet communication. The effective communication to purchase shoes outside the city is the internet, because the purchaser does not have to come directly to the seller. By opening the internet, the different types of shoes available, we can choose the model, color, size, and so forth by ordering it via the internet. For payment is through internet *banking*. When the transaction is done, in a few days, the shoes will be at the purchaser. Thus it would be more effective and efficient than coming to the seller.

The second matter to measure the flexibility of thought that students are asked to select the type of Transportations that can be recommended for a trip from Purwokerto to Kebumen with a relatively low cost. Through Reviews These questions, they are invited to think about the type of transportation used. However, their creativity is tested because it is not all types of transportation can be used, there are several criteria that must be considered as the relatively inexpensive cost of the trip and a relatively short time of the trip.

While originality of thought that is students are expected to spark the ideas in the new and original ways. To measure the originality, students are asked to put forward the efforts to develop the orchid Vanda Douglas at South Tangerang. The gardens of orchids in South Tangerang can be made into educational tours, such as a fruit garden in Mekar Sari. In the educational tour, tourists can learn to grow orchids, to know the types of orchids, how to cut orchids, its maintenance, and so on. In the educational tour, is also provided various playground. In the presence of this orchid garden tours, in addition to government Tangsel which will increase local income, local residents also can increase the economical activities, for example, local people run the restaurant, a tour guide, a provider of parking lots, and so on.

Self-regulation has effects on critical thinking which is equal to 1.88%. Those who have self-regulation will be able to monitor cognitive activity (Facione, 1990). In the cognitive activity includes asking, confirming, and correcting. These activities are in the formation of critical thinking.

Critical thinking skills of students is shown by the ability to: *interpretation, analysis, evaluation, explanation, and inference*. Interpretation is the ability to transform information from one form to another; to paraphrase; to describe; to translate; to clarify (Anderson; Krathwohl, 2010).

CONCLUSION

The teachers will build a classroom atmosphere of such through its set of competencies that students feel comfortable

learning in the classroom. The good teacher is the teacher who always make learning plan before they teach. With the planning made, teachers organize learning systematically. Within these plans, teachers formulate competencies that must be owned by the students. With these formulations, students are also encouraged to achieve the standards set so that the students make self-regulation, it is a manifestation of the increasing self regulation.

Critical thinking skill is measured by the ability of students in the interpretation, analyze, evaluation, explanation, and conclusion. While creative thinking skill is measured by the ability of the students, they are the fluency, flexibility and originality of thought. This skill does not only come from a motivation of the students themselves but it needs role of the teacher. It is evidenced by the results of studies showing that teacher competence indirectly affect the critical and creative thinking skill of students. Therefore, teachers need to provide stimuli of learning.

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