
THE CONTRIBUTION OF SELF-CONCEPT, INDEPENDENCE, AND CREATIVITY TO THE LITERACY COMPETENCY OF THE FOURTH-GRADE ELEMENTARY SCHOOL STUDENTS

I GUSTI AYU WIRA PUSPITA DEWI

Universitas Terbuka, Indonesia

Corresponding author: wirapuspita28@gmail.com

I GEDE ASTAWAN

Universitas Pendidikan Ganesha, Indonesia

SITI JULAEHA

Universitas Terbuka, Indonesia

Abstract

This research is quantitative with an ex-post-facto design. It aims to determine the contribution of self-concept, independence, and creativity to the literacy competence of fourth-grade elementary school students in Gugus IV, Abiansemal District. The population of this study was 131 students, while the sample was 97 students, and was determined by using the Proportional Stratified Random Sampling Technique. Data were collected by using a questionnaire and a test. All in all, the results showed: 1) there was a significant contribution of self-concept to students' literacy competence with a contribution of 51.9% and an effective contribution of 25.38%, 2) there was a significant contribution of independence to competence student literacy with a contribution of 43.5% and contribution of 23.51%, 3) there was a significant contribution of creativity to students' literacy competence with a contribution of 41.5% and contribution of 20%. 4) Simultaneously, there was a significant contribution of self-concept, independence, and creativity to students' literacy competence with a contribution of 68.9%.

Keywords: creativity, independence, literacy competence, self-concept

Introduction

In the 21st century, education and life skills are paramount for human life. Education must be able to develop the potential/competence of students so that students can face and solve life problems that they will later face (Mukminin et al., 2019; Mukminin et al., 2017; Prasojo et al., 2018; Silvera, 2013). Education is a process to influence students so that they can adapt as well as possible to their environment. It is expected to cause changes in themselves and enable them to function well in community life (Muazza, Mukminin, & Habibi, 2023; Rakimahwati et al., 2022; Hamalik, 2013). Therefore, education will be able to support development in the future, where when people have a

strong concept of education, they will be ready to enter life and the world of work, where those concerned must be able to apply what is learned at school to deal with problems faced in today's daily life as well as which will come.

To increase his potential, one of the competencies that must be possessed by students in the world of education is literacy competence. Literacy competence is a person's ability to process and understand information when carrying out the process of reading and writing (Sb, 2018). Based on research data on literacy ranking through the National Literacy Index by the Ministry of Education and Culture, 99.76% of Indonesia's population aged 15-24 years is literate, but 71% were in the low literacy activity category. These data show Indonesian students can read but are still experiencing functional illiteracy; they can read but cannot catch the message of what they have read, and they still have difficulty understanding the context of the discourse correctly in the text they are reading and still have difficulty answering questions based on information in the text. The results of the research above conclude that students' literacy competence, especially reading literacy competence, is still relatively low.

To overcome this problem, various efforts have been made by the government, like promoting the literacy movement from the basic education level. With literacy, students are directed not only to understand but also to be able to apply their understanding in everyday life. Therefore, literacy needs to be integrated into the learning process (Nahdi & Yunitasari, 2019; Wahyuni et al., 2017). According to Saddhono and Slamet (2014), reading is a process that is carried out and used by readers to get messages the writer wants to convey through words/written language. Reading is not just voicing written symbols without questioning whether the series of memorized words or sentences are understood or not, but more than that, such activities can indeed be called reading. Reading like that is classified as a beginning reading type by elementary school students in the early grades.

The reality of learning in the fourth-grade elementary school in Gugus IV, Abiansemal District, Badung Regency, shows that literacy competencies, especially reading literacy competencies, have not been maximized. In the learning process, it is hard to instill a reading culture in students. When students are in reading lessons, students look less enthusiastic and quickly feel bored in learning activities. It is because, in the learning process during the Covid-19 pandemic, students are used to looking for answers to their assignments using gadgets, so students become lazy to read to find answers in their textbooks. The learning reality above is also supported by the Education Report Card report of students in one of the elementary schools in Gugus IV, Abiansemal District, Badung Regency states that most of the students have reached the minimum competency limit for reading literacy, but efforts need to be made to encourage more many students to become proficient. It indicates that the students in elementary school Gugus IV, Abiansemal District need to improve their reading literacy more so students can become skillful in reading literacy. Based on the explanation above, there is a gap between the government's expectations and the actual conditions in the field. To overcome the problems above, it is necessary to find out what factors make a positive contribution to students' reading literacy competence. Some factors predicted to influence students' reading literacy competence are self-concept, independent learning, and creativity.

Self-concept can influence an individual's perception of the surrounding environment and behavior. Students who in themselves have a positive self-concept, and are not anxious in dealing with new situations, can adapt well, cooperatively, and normative (Juliana & Erdiansyah, 2020). Students who have a positive self-concept can overcome problems and are independent, reliable, confident, and free from negative characteristics such as anxiety, restlessness, excessive fear, and

feelings of loneliness. Students' self-concept greatly influences students' abilities at school (Mahuda et al., 2021). In his research, self-concept and mathematical anxiety contributed significantly to the ability of mathematical literacy by 70.3%. Furthermore, Nimas and Indrawati (2016) stated that self-concept made an effective contribution to students' interpersonal competence by 26.4%. The two results of this study indicate that self-concept is paramount to have because it contributes to literacy skills and can solve problems, reliable and confident so that it is free from negative characters, and describes self-knowledge that includes physical self-concept, social self, and spiritual self, but there is no assessment of the contribution of self-concept to literacy competence in standard education.

The next factor predicting students' reading literacy competence is learning independence. In the learning process in the era of the Covid 19 pandemic, student learning independence is essential. Students are expected to be able to learn and master concepts by digging and searching for information around them. According to Brookfield (1986), independent learning is self-awareness, self-driven, and the ability to learn to achieve its goals. This opinion is in line with Elaine (2007), that argued that independent learning gives freedom to students to find academic life in their daily lives. According to Ningsih and Nurrahmah (2016), there was a significant positive effect of learning independence on mathematics learning achievement and a contribution of 45.3%. Furthermore, Julaecha and Baist (2019) stated that there was a significantly positive relationship between learning independence and learning outcomes of 0.400. It indicates that student learning independence is paramount in supporting the learning process. From the research above, independence contributes to the student learning process. However, so far, there has been no study of how much it contributes to literacy competence.

The next factor predicting students' reading literacy competence is creativity. Creativity is the ability to be creative by creating or combining something old into something new. The implementation of one's creativity is not the same. It depends on the extent to which the person is willing and able to manifest his creativity into creation or work (Winarso, 2019). Kriyantono (2020) stated that creativity is a person's ability to generate new ideas. What is meant by new can be in a new form or different from what existed before. The prediction of student creativity affecting students' literacy competence is strengthened by previous research conducted by Widodo (2021). It showed the contribution of learning creativity to reading ability was 59.5%. Furthermore, Manharifal and Slamet (2021) stated that learning creativity contributed 18.31% to student learning outcomes.

Based on the explanation above, self-concept, learning independence, and creativity are predicted to contribute to literacy competence, especially in students' reading. It also applies to grade IV elementary school students in Gugus IV, Abiansema District, Badung Regency. However, how much self-concept, independent learning, and creativity contribute to the literacy competence of fourth-grade elementary school students in Gugus IV, Abiansema District, Badung Regency, is not known with certainty. Therefore, this research will take the title of the Contribution of Self-Concept, Learning Independence, and Creativity to the Literacy Competence of Grade IV Elementary School Students in Gugus IV, Abiansema District, Badung Regency.

Student literacy competence is a new thing to be observed in the education world. Based on previous research studies, it is not common for researchers to examine the literacy competencies of elementary school students now, although they must be nurtured from an early age. It is because elementary school students are the initial foundation in the world of education, so this research is paramount to do. By conducting this research, teachers will be able to predict the factors that contribute to students' literacy competence so that later the factors will be given more attention in learning activities at school. In addition, because the literacy competencies of elementary school

students have rarely been studied in previous studies, especially in ex-post-facto research, the literacy competencies of elementary school students are the latest in this research.

Review of Related Literature

Reading is a process to get the message you want to convey. Reading must understand the contents of the reading itself so that the meaning of the reading does not come out of the meaning you want to find (Soma et al., 2015). Reading activities also require a calm and quiet atmosphere so you can more quickly understand what you are reading (Anggraini et al., 2022; Erlina et al., 2022; Hidayat et al., 2022; Oktovia et al., 2022). Indicators of reading skills are 1) finding main ideas, 2) finding information in reading, 3) determining facts and opinions, and 4) concluding reading (Thahar, 2014). These four indicators will be assessed to get a score of students' reading literacy skills. Santrock (2002) suggested that self-concept refers to positive and negative feelings where these feelings show themselves. Self-concept is known as self-image, self-awareness, self-esteem, and self-identity. Students who have a good self-concept in the learning process will have high self-confidence in the learning process. It sure will make students' enthusiasm for learning high, and students will not be ashamed to express problems or answers to the material they are studying. Students' self-concepts should be nurtured from an early age so that later they have a strong character in the learning process and objectives that can be achieved properly. Based on the discussion above, self-concept is a concept by an individual about himself and a guide for someone to act. According to Brookfield (1986), independent learning is self-awareness, driven by oneself, and the ability to learn to achieve goals. This understanding is like Elaine (2007) that independent learning gives students the freedom to find academic life in their daily lives. Students can make their own decisions and accept responsibility for all their decisions. Students can also organize and adjust their actions to achieve the desired goals.

Nurhayati (2018) emphasized that independent learning is the ability to learn based on a sense of responsibility, confidence, initiative, and self-motivation, with or without the help of others. Learning independence aims to master definite competencies in knowledge, skills, and attitudes to solve learning problems. Elaine (2007) also argued that independent learning provides students with an extraordinary opportunity to sharpen their attention and awareness of their surroundings. Independent learning allows students to make positive choices about how they will deal with anxiety and chaos in everyday life. This pattern allows students to act on their own initiative to shape the environment.

Creativity is basically the ability to be creative by creating or combining something old into something new (Munandar, 2016). The implementation of one's creativity is not the same. It depends on the extent to which the person is willing and can manifest his creativity in creation or work. In this case, an educator must be able to optimize his creativity, especially in an innovative form of learning. It means besides being an educator, an educator must also be a creator.

According to Nglimun and Ariani (2013), creativity is the process of understanding the gaps or obstacles in life, formulating new hypotheses, communicating the results, and modifying and testing the hypotheses that have been formulated as much as possible. To be able to do all that, it is necessary to have encouragement from the environment which is based on the existence of creative potential from within. Thus, environmental factors and internal potential factors support each other so that creativity can develop in a person. Therefore, creativity is not merely a creative talent or

creative ability that is innate but is the result of an interactive relationship between creative potential and experience from the environment.

Methodology

This research was quantitative with an ex-post facto design. The results of this research described and analyzed the contributions between self-concept, independence, and creativity to literacy competence. The data analysis produced the truth of whether the variables of self-concept, independence, and creativity make a significant contribution to students' literacy competence.

The population of this research was all fourth-grade elementary school students in Gugus IV, Abianseml District, Badung Regency, in the academic year 2022/2023, which consisted of 6 classes from 6 schools. The number of students was 131 people. Due to the large population size, the sample size was determined using the Morgan table. Based on the Morgan table, if the population is 131 students, the minimum sample to conduct the research is 97 students. Therefore, this study used 97 students as the research sample. In collecting the data, this research used a questionnaire and a test. The instruments used in this research were self-concept questionnaires, independence questionnaires, creativity tests, and student literacy competency tests. After the data was collected, the data analysis stage of the research results was carried out. In conducting data analysis for this research, three stages were passed, such as the data description stage, analysis requirements testing stage, and hypothesis testing stage. Data analysis in this research used computer assistance through the IBM SPSS Statistics 25 program.

Results and Discussions

The contribution of self-concept to the reading literacy of the fourth grade elementary school students

Based on the first hypothesis testing, there is a significant contribution of self-concept to the literacy competence of fourth-grade elementary school students in Gugus IV, Abianseml District, Badung Regency. The findings in this research are strengthened by the results of [Juniarti et al. \(2020\)](#), that found there is a positive and significant relationship between self-concept and the competence of mathematical knowledge of fifth-grade elementary school students in Gugus I Baturiti District for the 2018/2019 academic year with a correlation coefficient of 0.502 and a coefficient of determination of 25.2%. The effective contribution of the self-concept variable to the competence of students' mathematical knowledge is 23.8%. Furthermore, [Agustini \(2020\)](#) showed that self-concept has a significant influence on mathematical knowledge competence with a contribution of 58.40%. [Fatimah \(2012\)](#) added that self-concept is a person's belief, judgment, or view of himself. The assessment can be seen from both physical and psychological aspects. This opinion is also supported by [Papalia \(2007\)](#) that argued the self-concept is the whole image of us. Self-concept is what is believed about us or what is said to be a picture of abilities and traits. Self-concept is also a cognitive construction or a system of descriptive and evaluative representations about oneself. Therefore, self-concept is a sense of self that is a descriptive and mental evaluative picture of one's abilities and traits.

Students who have a good self-concept in the learning process will have high self-confidence in the learning process. It surely will make students enthusiastic about learning high, and

students will not be ashamed to express problems or answers to the material they are studying. Students' self-concepts should be nurtured from an early age so that students will have a strong character in the learning process. Strong character in this learning process will certainly make students explore information from various sources, such as reading sources. It will have a positive impact on the literacy competencies possessed by students. Based on the explanation above, self-concept makes a significant contribution to the literacy competence of fourth-grade elementary school students in Gugus IV, Abiansemal District, Badung Regency.

The contribution of independence to the literacy competence of the fourth grade elementary school students

Based on the second hypothesis testing, there is a significant contribution of independence to the literacy competence of fourth-grade elementary school students in Gugus IV, Abiansemal District, Badung Regency. The findings in this research are supported by [Sari and Maksun \(2021\)](#), that showed a significant effect of learning independence (X_1) on learning achievement (Y) in mathematics of class VII students of SMP Muhammadiyah Pekajangan with the regression equation is $y=33.487+0.715x$ while the coefficient of determination is $R_{12} = 0,333$. It shows that the learning independence variable has a contribution to learning achievement of 33.3%.

Furthermore, [Julaccha and Baist \(2019\)](#) showed a significantly positive relationship between independent learning and learning outcomes of 0.400. In addition, the results of research by [Setyowati \(2020\)](#) found out whether learning independence could optimize learning achievement in terms of student learning outcomes and concluded that optimizing learning outcomes could be done by increasing student learning independence, especially in multimedia majors. It indicates that increasing student learning independence can improve student learning outcomes.

According to [Brookfield \(1986\)](#), independent learning is self-awareness, self-driven, and the ability to learn to achieve its goals. It is in line with the understanding by [Elaine \(2007\)](#), who argued independent learning gives freedom to students to find academic life in their daily lives. Students can make their own decisions and accept responsibility for all their decisions. Students can also organize and adjust their actions to achieve the desired goals.

Learning independence is one of the competencies that students must have, especially in the current pandemic era. Students with high learning independence, of course, will have the initiative to learn even without instructions from either the teacher or other people. In addition, students will believe and have confidence in their abilities, so students will try to master the learning concepts to the fullest.

Independent learning can help students develop cognitive abilities. It is because students are used to facing assignments and finding their solutions by digging into various existing learning resources and holding discussions with peers when experiencing difficulties. Students who can explore knowledge from various learning sources will have good literacy competence. Therefore, independent learning makes a significant contribution to students' literacy competence.

The contribution of creativity to the literacy competence of the fourth grade elementary school students

Based on the third hypothesis testing, there is a significant contribution of creativity to the literacy competence of fourth-grade elementary school students in Gugus IV, Abiansemal District, Badung Regency. The findings in this research are supported by Sari and Maksun (2021), that showed a positive and significant relationship between creativity and IPL learning outcomes for class XI students of the Electrical Installation Engineering Skills Competency at SMKN 1 Tilatang Kamang. It means that the higher the creativity, the higher the IPL learning outcomes of students. Furthermore, Iqbal et al. (2021) showed a significant relationship between creativity in online learning and grades of class X students' ability to draw mechanics of SMK Negeri 5 Padang. Munandar (2016) stated that creativity is the result of interaction between individuals and their environment. A person influences and influenced by the environment in which he stays. Thus, both changes within the individual and the environment can support or inhibit creative power. The implication is that creative abilities can be enhanced through education.

The success of a learning process is influenced by student creativity. Creativity is the ability to be creative by creating or combining something old with something new (Munandar, 2016). The implementation of student creativity is not the same. It depends on the extent to which the student is willing and can turn his creativity into creation or work. In this case, an educator must be able to optimize his creativity, especially in an innovative form of learning. It means that besides being an educator, a teacher must also be a creator.

Students who are creative in the learning process, of course, will be able to solve and find solutions to problems given by the teacher from various points of view. In addition, students will try to find beneficial information to support their learning process. Searching for this information will be able to hone students' literacy competencies. Therefore, there is a significant contribution of students' creativity to students' literacy competence.

Contribution of self-concept, learning independence, and creativity simultaneously to the literacy competence of the fourth grade elementary school students

Based on the fourth hypothesis testing, there is a significant contribution of self-concept, learning independence, and creativity simultaneously to the literacy competence of fourth-grade elementary school students in Gugus IV Abiansemal District, Badung Regency. The results of this research are supported by Mahuda et al. (2021), where the contribution of self-concept and mathematical anxiety in influencing students' mathematical literacy skills is 70.3%, and the remaining 29.7% is influenced by other variables not included in this research.

Furthermore, Setyowati (2020) showed that optimizing learning outcomes can be done by increasing student learning independence, especially in multimedia majors. It indicates that increasing student learning independence can improve student learning outcomes. Likewise, Widodo (2021) showed that there is a significant influence between learning creativity on the ability to read the English biography of Gautama Buddha. The contribution of learning creativity to reading ability is 59.5%.

One of the competencies that must be possessed by students in the world of education is reading literacy competence. Reading literacy competence is a person's ability to process and

understand information when carrying out the reading process. Reading activities should be instilled in students from an early age so that students' reading culture can be honed properly so that they will be able to develop critical thinking skills and strengthen students' personalities.

The school literacy movement is an effort to create literate learning organizations and foster character for school members through various activities, including reading non-learning books for 15 minutes (Ekowati et al., 2019; Suswandari, 2018). Reading is not just voicing written symbols without questioning whether the memorized words or sentences are understood or not, but more than that. This activity can indeed be called reading, but it is still classified as a beginning reading type by elementary school students in the beginning class.

Efforts to develop students' literacy competencies, especially in reading activities, are surely influenced by various factors. The factors studied in this research that contributed significantly to reading literacy competence were students' self-concept, independence, and creativity. It indicates that the better the student's self-concept, independence, and creativity, the better their reading literacy competence will be. Therefore, in developing students' literacy competence, teachers should be concerned about these three factors in the learning process.

Conclusions

The conclusions of the research are: 1) there is a significant contribution of self-concept to the literacy competence of fourth-grade elementary school students in Gugus IV, Abiansemal District, Badung Regency, 2) there is a significant contribution of independence to the literacy competence of fourth-grade elementary school students, 3) there is a significant contribution of creativity to the literacy competence of fourth-grade elementary school students, 4) there is a significant contribution of self-concept, independence, and creativity simultaneously to the literacy competence of fourth-grade elementary school students.

Based on the research that has been done, several suggestions are: 1) teachers are suggested to improve students' self-concept, independence, and learning creativity so students' reading literacy competencies can be optimized, 2) Schools are suggested to provide facilities and infrastructure that can support the improvement of students' reading literacy, 3) Other researchers are suggested to develop this research, so the problems that occur in increasing students' reading literacy can be minimized.

References

- Anggraini, R., Mukminin, A., Haryanto, E., Hidayat, M., Sulistiyo, U., & Habibi, A. (2021). Teaching english as a foreign language in pesantren-islamic boarding school and voices from non-english teachers. *Islamic Quarterly*, 65(1), 33-72.
- Brookfield, S. (1986). *Understanding and facilitating adult learning: A comprehensive analysis of principles and effective practices*. McGraw-Hill Education (UK).
- Ekowati, D. W., Astuti, Y. P., Utami, I. W. P., Mukhlishina, I., & Suwandayani, B. I. (2018). Literasi numerasi di SD Muhammadiyah (Numerical literacy in SD Muhammadiyah). *Literasi Numerasi*, 3(1), 93-103.

- Elaine, B. J. (2007). *Contextual teaching & learning menjadikan kegiatan belajar mengajar mengasyikkan dan bermakna (Contextual teaching & learning makes teaching and learning activities fun and meaningful)*. Bandung: MLC.
- Erlina, D., Marzulina, L., Harto, K., Holandyah, M., Wulandari, B. A., Fauzan, M., . . . Mukminin, A. (2022). English education and large classes: Unpacking the challenges and coping strategies. *Theory and Practice in Language Studies*, 12(3), 489-497.
- Fatimah, S. N. (2012). Dinamika konsep diri pada orang dewasa korban child abused (The dynamics of self-concept in adult victims of child abuse). *Jurnal Emphaty*, 1(1), 132-143.
- Hamalik, O. (2013). *Proses belajar mengajar (Teaching and learning process)*. Bumi Akasa.
- Hidayat, M., Putri, D. M., Fortunasari, F., Fridiyanto, F., Habibi, A., & Mukminin, A. (2021). Preparing future human resources in language learning: Efl student teachers' voices' academic stressors. *Theory and Practice in Language Studies*, 11(12), 1655-1661. doi:10.17507/tpls.1112.18
- Iqbal, M., Syahri, B., Refdinal, R., & Abadi, Z. (2021). Kontribusi kreativitas dalam pembelajaran daring terhadap hasil belajar siswa mata pelajaran gambar teknik mesin di kelas X SMK Negeri 5 Padang (The contribution of creativity in online learning to student learning outcomes in mechanical engineering drawing in class X SMK Negeri 5 Padang). *Jurnal Vokasi Mekanika*, 3(4), 68-74.
- Julaecha, S., & Baist, A. (2019). Hubungan kemandirian belajar dengan hasil belajar siswa SMK kelas XII pada pelajaran Matematika (The relationship between learning independence and learning outcomes of class XII SMK students in Mathematics). *Jurnal Analisa*, 5(2), 103-108.
- Juliana, K., & Erdiansyah, R. (2020). Pengaruh konsep diri dan self disclosure terhadap kemampuan komunikasi interpersonal mahasiswa (The influence of self-concept and self-disclosure on students' interpersonal communication skills). *Koneksi*, 4(1), 29-35.
- Juniarti, N. K. R., Margunayasa, I. G., & Kusmariyatni, N. (2020). Hubungan antara pola asuh orang tua dan konsep diri dengan kompetensi pengetahuan Matematika siswa (The relationship between parenting style and self-concept with the competence of students' knowledge of Mathematics). *Jurnal Ilmiah Sekolah Dasar*, 4(1), 17-25.
- Kriyantono, R. (2020). *Teknik praktis riset komunikasi kuantitatif dan kualitatif (Practical techniques of quantitative and qualitative communication research)*. Jakarta: Prenadamedia Group.
- Mahuda, I., Nasrullah, A., & Marlina, M. (2021). Kontribusi *self-concept* matematis dan kecemasan matematika terhadap kemampuan literasi matematika mahasiswa (The contribution of mathematical self-concept and math anxiety to students' mathematical literacy skills). *Wacana Akademika: Majalah Ilmiah Kependidikan*, 5(1), 51-61.
- Manharifal, M., & Slamet, L. (2021). Kontribusi kreativitas dan kebiasaan belajar terhadap hasil belajar siswa kelas x (The contribution of creativity and study habits to the learning outcomes of class x students). *Voteteknika (Vocational Teknik Elektronika dan Informatika)*, 9(2), 21-27.
- Muazza, M., Habibi, A., & Mukminin, A. (2023). The socially responsible human resources management and its impacts on the organizational legitimacy: The case of Indonesian employees. *Ikonicheski Izsledvania*, 32(3), 162-177.
- Mukminin, A., & Habibi, A. (2019). Promoting Access and Success for Disadvantaged Students in Indonesian Basic Education: Social Justice in Education. *Handbook of Research on Social Inequality and Education*. 403-413.

- Mukminin, A., Habibi, A., Prasajo, L. D., Idi, A., & Hamidah, A. (2019). Curriculum reform in indonesia: Moving from an exclusive to inclusive curriculum. [Kurikularna prenova v Indoneziji: Prehod od izključujočega k vključujočemu kurikulum] *Center for Educational Policy Studies Journal*, 9(2), 53-72. doi:10.26529/cepsj.543
- Mukminin, A., Rohayati, T., Putra, H. A., Habibi, A., & Aina, M. (2017). The long walk to quality teacher education in indonesia: EFL student teachers' motives to become a teacher and policy implications. *Elementary Education Online*, 16(1), 35-59. doi:10.17051/ieo.2017.16366
- Munandar, U. (2016). *Pengembangan kreativitas anak berbakat (Development of creativity of gifted children)*. Rineka cipta.
- Nahdi, K., & Yunitasari, D. (2019). Literasi berbahasa Indonesia usia prasekolah ancangan metode dia tampak dalam membaca permulaan (Literacy in Indonesian at preschool age is a good way to start reading). *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 4(1), 446-453.
- Ngalimun, F. H., & Ariani, A. (2013). *Perkembangan dan pengembangan kreativitas (Growth and development of creativity)*. Yogyakarta: Aswaja Pressido.
- Nimas, C., & Indrawati, E. S. (2016). Hubungan antara konsep diri dengan kompetensi interpersonal pada siswa kelas X SMA Islam Sultan Agung I Semarang (The relationship between self-concept and interpersonal competence in class X students at Islamic Senior High School Sultan Agung I Semarang). *Jurnal Empati*, 5(3), 435-438.
- Ningsih, R., & Nurrahmah, A. (2016). Pengaruh kemandirian belajar dan perhatian orang tua terhadap prestasi belajar matematika (The effect of independent learning and parental attention on mathematics learning achievement). *Formatif: Jurnal Ilmiah Pendidikan MIPA*, 6(1), 73-84.
- Nurhayati, E. (2018). *Psikologi pendidikan inovatif (Innovative educational psychology)*. Pustaka Pelajar.
- Oktavia, D., Mukminin, A., Fridiyanto, Hadiyanto, Marzulina, L., Harto, K., . . . Holandyah, M. (2022). Challenges and strategies used by english teachers in teaching english language skills to young learners. *Theory and Practice in Language Studies*, 12(2), 382-387.
- Prasajo, L. D., Kande, F.A., & Mukminin, A. (2018). Evaluasi Pelaksanaan Standar Proses Pendidikan Pada SMP Negeri di Kabupaten Sleman. *Jurnal Penelitian dan Evaluasi Pendidikan*, 22 (1), 61-69.
- Rakimahwati, Ismet, S., Zainul, R., Roza, D., & Mukminin, A. (2022). The development of the educational game to improve logical/ mathematical intelligence. *Journal of Higher Education Theory and Practice*, 22(7), 11-19. doi:10.33423/jhetp.v22i7.5266
- Saddhono, K., & Slamet, Y. (2014). *Pembelajaran keterampilan berbahasa Indonesia: Teori dan aplikasi (Learning Indonesian language skills: Theory and application)*. Graha Ilmu.
- Santrock, J. W. (2002). *Life-span development*. McGraw-Hill.
- Sari, E. R., & Maksum, H. (2021). Kontribusi kreativitas dan kebiasaan belajar terhadap hasil belajar instalasi penerangan listrik siswa kelas XI (The contribution of creativity and study habits to the learning outcomes of electric lighting installations for class XI students). *Jurnal Ilmiah Pendidikan dan Pembelajaran*, 5(1), 65-75.
- Sb, N. S. (2018). Peningkatan kemampuan membaca dan menulis permulaan menggunakan strategi bengkel literasi pada siswa SD (Improving reading and writing skills beginning using the literacy workshop strategy for elementary school students). *Primary: Jurnal Pendidikan Guru Sekolah Dasar*, 7(1), 68-74.
- Setyowati, W. W. (2020). Optimalisasi prestasi belajar melalui sikap kemandirian belajar siswa SMK jurusan multimedia (Optimizing learning achievement through the attitude of self-reliant

-
- learning of SMK students majoring in multimedia). *Jurnal Pendidikan Teknologi dan Kejuruan*, 17(1), 105-114.
- Silvera, N. D. (2013). *Penerapan model pembelajaran kooperatif tipe Think-Pair-Share (TPS) terhadap keterampilan proses siswa SD (The application of the Think-Pair-Share (TPS) cooperative learning model to the process skills of elementary students)*. [Doctoral dissertation, Universitas Pendidikan Indonesia].
- Soma, R., Mukminin, A., & Noprival. (2015). Toward a Better Preparation of Student Teachers' Reading Skill: the SQ3R Strategy with Authentic and Simplified Texts on Reading Literacy and Vocabulary Mastery. *Journal of Education and Learning (Edularn)*, 9 (2), 125-134.
- Suswandari, M. (2018). Membangun budaya literasi bagi suplemen pendidikan di Indonesia (Building a literacy culture for educational supplements in Indonesia). *Jurnal Dikdas Bantara*, 1(1), 20-32.
- Thahar, H. E. (2014). Peningkatan keterampilan membaca pemahaman melalui model pembelajaran kooperatif tipe CICR siswa kelas VIII 5 MTsN Kamang Kabupaten Agam (Improving reading comprehension skills through the CICR type cooperative learning model for class VIII 5 students of MTsN Kamang, Agam Regency). *Bahasa, Sastra, dan Pembelajaran*, 2(3), 109-120.
- Wahyuni, H. T., Setyosari, P., & Kuswandi, D. (2017). Implementasi pembelajaran tematik kelas 1 SD (Implementation of thematic learning class 1 of elementary school). *Edcomtech: Jurnal Kajian Teknologi Pendidikan*, 1(2), 129-136.
- Widodo, U. (2021). Uji signifikansi pengaruh kreativitas belajar pada keterampilan membaca siswa (Test the significance of the effect of learning creativity on students' reading skills). *Jurnal KIBASP (Kajian Bahasa, Sastra dan Pengajaran)*, 5(1), 95-106.
- Winarso, W. (2019). *Bisnis kreatif dan inovasi (Creative and innovative business)*. Yayasan Barcode.