Development of Creativity Skill in Critical Reading with Humanistic Literacy Approach

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Abstract. The creativity skill is a significant aspect in developing critical reading skills for students in the global communication era today. This study aims to develop creativity skills in critical reading through humanistic literacy learning. This research design employed research and development (R&D) with 8 stages of Borg WR's development model. The eight R&D steps are preliminary research or needs analysis, planning, development of preliminary form of product, preliminary field testing, revision, main field testing, operational field testing/feasibility testing, and final product revision. The data collection technique was conducted through observation, questionnaires, interviews, and test techniques. The data analysis technique used the R&D model of Brog WR which was enforced by the R&D model of Yoshihara and illustrated by the IBM SPSS Statistic 16.0. The results of this research indicate that (1) the results of the research testing and texts development showed an increase in students' creativity skill in critical reading, critical thinking skills, and motivation; (2) humanistic literacy learning was appropriate to be used to foster and develop creativity skill in critical reading; (3) the humanistic literacy approach in critical reading was able to foster skills, problem-solving ability, and students' intrinsic motivation; and (4) creativity skill in critical reading with humanistic literacy approach could foster creativity in cognition, science, image, visual, aural, experience, and solidarity.

Keywords: creativity skill · critical reading skill · critical thinking skill · cognitive creativity · humanistic literacy · visual-aural creativity

1 Introduction

The creativity skill is a pivotal aspect in the education and learning process in this global communication and computing era [1]. Empowering children's creativity is obtained and influenced by education aspects, be it formal, informal or non-formal education. Education aims to create a human who is loyal and devoted to his God, knowledgeable, noble, healthy, skillful, creative, independent, democratic, and responsible as part of

society [2]. Empowering children's creativity in non-formal education can be carried out by participating in training institutions, course institutions, or study groups. Empowering and developing children's creativity can be trained through the formal education process using classroom learning and other development programs, including school literacy programs and movements [3, 4]. Humanistic literacy is one of the most essential literacy programs since its output is related to life skills, existence, livelihood, and community life skills.

Children's reading ability is the main modal to expand education. One of the most important reading skills in the educational process amid the global communication and computing era is critical reading. An effort to improve the reading skills of Indonesian students is that the government has designed a school literacy movement program to improve literacy culture from an early age through reading habit in schools [5–7].

In this global communication and computing era, reading skill is essential in the learning process. The learning process as a whole relies on reading skills [8]. Skills to understand and use reading materials are part of literacy [9]. Students are demanded to possess the skill to read, in other words, the ability to understand text in a reflective, analytical, and critical way in the current information technology era [10]. States that reading activities are used in every aspect of life. In the context of the global computing era, the internet and technology advancement create boundless communication, which may lead to new problems [11]. This problem can give implications for the acceleration of educational processes and outcomes that still uphold human values as the ultimate goal of long-term education [12, 13].

The development of children's creativity skills needs to be performed comprehensively since the critical reading skill of children at the primary level are still poor. The reasons behind students' poor critical reading skill, among others, are due to (1) the lack of supporting media, (2) the lack of teacher creativity in stimulating children's creativity development, (3) the lack of integration of humanistic principles as students' needs in critical reading. Therefore, it is mandatory to develop creativity in critical reading by utilizing humanistic literacy, thus, the holistic educational goals for life, existence, livelihood, and livelihood skills can be achieved.

Reading is a sophisticated activity in nature, which includes psychological, linguistic, and sociological aspects [14]. In the reading process, students must be able to analyze the truth of the information in the reading text [15]. Critical reading requires active involvement in reading texts in a profound and more complex scheme than mechanical and superficial schemes [16]. Critical reading is an activity to criticize the reading and express an opinion regarding the reading, whether the information contained is considered true or according to the issue circulating so that the readers do not merely understand the content of the reading [17]. Critical reading is essential in successful learning.

Critical reading skills can be used as material to describe students' critical thinking skills [18]. Curiosity is an internal prerequisite that must be fulfilled in critical reading [19]. Critical thinking skill is a curious way of thinking about information to achieve a deeper experience [20]. It is in line with the nature of teaching higher-order cognitive abilities or critical thinking skills as the ultimate goal of education [21].

Critical reading skills can facilitate students to understand information, resulting in good citizens. Human knowledge and the development of students' critical thinking skills

can be obtained through critical reading activities [22]. Critical reading and information literacy can fortify readers from the deception of invalid text content [23]. Determining students' critical reading skills can be done by giving reading text to students attached with several questions that lead students to critical thinking activities, for instance, correlating those questions to the main idea of the text, the author's intention, and the conclusions [24]. The call for critical reading skills has not been connected to humanistic literacy which relies on cultured and well-behaved children.

Literacy is the ability to read and understand texts, tables, charts, and graphics in various contexts [25]. In general, reading and writing skills are closely related to the literacy process [26]. Literacy in a broad sense includes a learning continuum that allows an individual to develop knowledge and potential, fully participate in social life, and achieve life goals [27]. Good literacy will be able to hone creative, innovative, as well as critical thinking skills and foster student's character [28]. In the Industry 4.0 era, the application of old literacies (reading, writing, arithmetic) has become insufficient for current basic education institutions but new literacies (technology literacy, data literacy, a humanism that humanizes humans as cultured beings). Therefore, teachers must develop children's literacy as a whole, both old literacies (reading, writing, and arithmetic) and new literacies such as technology literacy, data literacy, and humanistic literacy [29, 30].

Humanistic literacy perceives that an ability bestowed upon a child is solely from the fact that he is a human being. In the context of the science of child development, humanism is understood as an individual's potential or strength to solve social problems and to achieve the realm of God (transcendence) [31]. In the context of life philosophy, humanism is a philosophy stream that considers a rational individual as the highest value and the ultimate source of value to improve human creativity or moral skill based on rational without referring to supernatural concepts [32].

In relation to the ethics of humanism in a literature work, it can be interconnected to prophetic literature theory [33, 34]. Prophetic literature educates prophetic ethics to human beings (readers) through literature works. Prophetic ethics are ethics or prophetic attitudes based on the holy books. Prophetic literature contains three prophetic ethics, comprising humanism (commanding to ma'ruf, kindness, humanizing human beings), liberalism (nahi munkar, forbidding the evil, freeing human beings from oppression), and transcendence (faith in God) [35]. The humanist religious learning process is indispensable for students in elementary schools because the teaching and learning process of humanist religion is able to shape human beings who uphold human values.

Humanistic education is a mandatory approach to students. The approaches used in humanistic learning should be dialogical, reflective, and expressive. The dialogical approach is commanding students to think creatively and critically [36]. Creative and critical abilities must exist and appear within students' persona [37]. Basically, the essence of education is a process of humanizing humans (humanization). It often cannot be materialized for it is trapped in the dehumanizing of human values (dehumanization). Humanistic education seeks to develop the individual through real learning [38]. Education of humanizing humans in the current global communication era is an evident obstacle in the implementation of education.

The problem is that the humanistic literacy approach is currently not used and integrated into the learning process through the characteristics of the respective subject, especially at the elementary school level. Critical reading learning emphasizing the ability of creativity is still administered in general and has not been developed using a humanistic literacy approach. Therefore, a study to develop the creativity skill of elementary school students in critical reading skills based on humanistic literacy is suggested.

2   Method

The research method used in this research is Research and Development (R&D) procedure. Research and development of humanistic literacy texts to improve creativity in critical reading refer to the 8 stages of the development model [39], which is enforced by Yoshihara's R&D model with the following steps; preliminary research or needs analysis, planning, developing preliminary form of product, preliminary field testing, revision, main field testing, operational field testing/feasibility testing, and final product revision.

The operationalization of R&D research refers to the process and steps to develop a new product in the form of developing creativity in critical reading through humanistic literacy. This research procedure uses a model to develop new products or improve existing and accountable products [40]. Data generated from the needs analysis testing are quantitative data obtained from questionnaires, which are in the form of numbers or qualitative data that are transformed into numbers or scores [41]. It needs analysis questionnaires were administered to the teachers.

Data Collection

Product testing was tested on students and product validation was submitted to the validator team who are experts in the language. The data collection technique in the needs analysis stage used a closed-ended questionnaire. A closed-ended questionnaire is an instrument in which respondents choose answers available according to the respondent's assessment [42]. The product consisted of linguistic aspects with a total of 14 items in the questionnaire or needs questionnaire. The experimental design included Pre-Test Post-Test Control Group Design. Quantitative data were obtained through pre-test and post-test questions after teaching and learning activities, during critical reading activities.

Data Analysis

Data analysis techniques in this study utilized results from pretest and posttest control class and experimental class, in which the hypothesis is tested using paired sample T-test. The results of the analysis test were illustrated with IBM SPSS Statistic 16.0 and enforced by a holistic mixing method [43–45].

3   Result and Discussion

The product characteristics developed in this research are included in teaching materials in the form of reading text with a humanistic literacy approach that aims to develop students' creativity in critical reading. The title of the reading text developed is "Sumber Air Bersih" (The Source of Clean Water). This reading text contains a hyperlink function
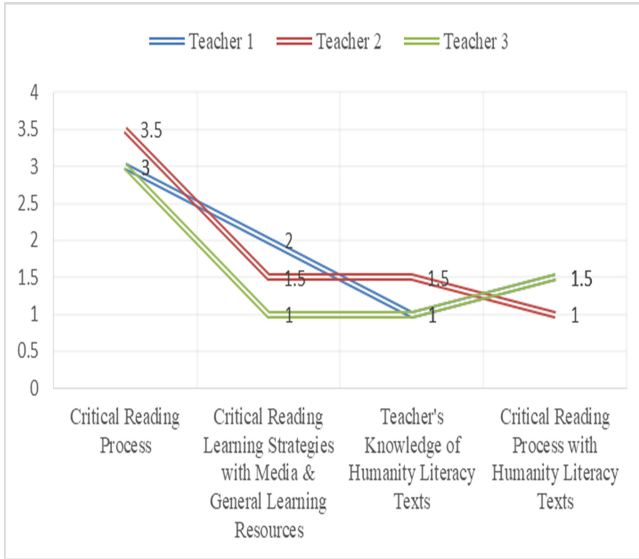
Fig. 1. Results of Needs Analysis

for words that have a deeper meaning. The hyperlink function is used to test students' critical reading skills. The hyperlink function consists of the meaning of words, explanations, sample images, or answers to questions. This hyperlink is designed for students with critical abilities towards the meaning of words in the reading can find answers to developing their creativity.

Products developed based on the criteria for teaching materials have passed the needs analysis stage of the teacher. The development of humanistic literacy-based reading text was initially begun with research and data collection as well as a needs analysis regarding problems that may occur during critical reading learning activities. The results of the needs analysis are illustrated in Fig. 1.

The result of the teacher needs analysis imply that needs analysis 1 (critical reading process) had been carried out and showed good criteria. The results of needs analysis 2 (critical reading learning strategies with media and general learning resources) only used available media such as student textbooks, class reading corners, and available library and the results showed enough criteria. The results of the needs analysis 3 concerning teacher's knowledge of humanistic literacy-based text showed that the criteria were categorized as enough. The results of needs analysis 4, which is the process of critical reading activities by applying humanistic principles showed that there was no particular media for critical reading based on humanistic literacy, thus showing poor criteria. These descriptions imply that the results of the teacher's needs analysis for humanistic literacy still require encouragement and development in the critical reading process. Learning is not only done in class but can also be done anytime and anywhere [46]. Factors that come from the teacher are the strategies or learning methods used and the readiness of the teacher to master the learning material [47]. The teacher solely used available media such as student textbooks, class reading corners, and the library. The teacher did not prepare a

special media that would facilitate the learning of critical reading by applying humanistic principles. The results of the needs analysis require reading media development steps in the form of critical reading texts based on humanistic literacy. Critical reading skills require creativity [6, 48, 49]. Creativity skills are strongly influenced by literacy skills [6, 30, 50]The critical reading skill with humanistic literacy in the global education era is vital because it is projected to increase students' creativity in critical reading and its application after reading by cultivating humanistic literacy. A holistic humanistic literacy that fosters human beings, humanity, and humanizing human beings.

The next stage is the planning stage and preliminary product development, namely determining the plans for arranging product of humanistic literacy-based learning text by conducting field studies and reviewing Competency Standard (SK) and Basic Competencies (KD) in order to obtain one critical reading material. In nature, reading aims to develop students' skills and knowledge [51]. Therefore, if humanistic literacy text is used as the basis for the development in this study, it is expected that it can improve students' ability in critical reading. Creativity, literacy, and social solidarity are important skills in learning critical reading [52–54]. The humanistic literacy approach as the basis for developing critical reading requires the ability to think, write, and the supplementary activities, such as discussion, problem-solving, development of tolerance, empathy, sympathy, and cultivation of student's sense of humanity.

After planning and developing the preliminary product, research on the development of creativity in critical reading skills through humanistic literacy learning is proceeded into the testing phase, including (1) preliminary field testing, (2) main product revision, (3) main field testing in the form of quantitative, and (4) operational field testing of expert validation.

Preliminary field testing is administered by testing on a limited scale. The preliminary field testing focuses on improving the preliminary product in product development. This test was carried out based on the analysis of the reading skill of grade 5 students in reading within a limited scale class. The theory of critical literacy believes that "there is a certain interest beyond the text". Objectives and development are these interests and can only be expressed and identified through a critical reading approach [55, 56].

Critical reading involves several levels of understanding simultaneously. Critical reading is at the highest level in understanding a text comprehensively. Readers do not only read in order to understand the information within the text but must be able to conclude and assess the reading message as a unit. Critical reading requires students to determine the paragraphs of a text, meaning that students must be able to determine the main idea so that they understand the content of the text [57–59]. Thus, critical reading skills can be used as material to describe students' critical thinking skills. A high critical reading skill will instill high-order critical thinking skills. Critical reading activities naturally stimulate critical thinking skills according to the text.

The next stage is that students' critical reading skills through humanistic literacy tests were tested on students in class 5A and 5B on a limited scale. This stage was developed by administering questions according to the reading text given to 6 students in each class. The results of the preliminary field testing are presented in Fig. 2.

The results illustrated in Fig. 2 shows that 6 students in different classes had different critical reading skills. The ability of student 1 in class V-A and class V-B showed the
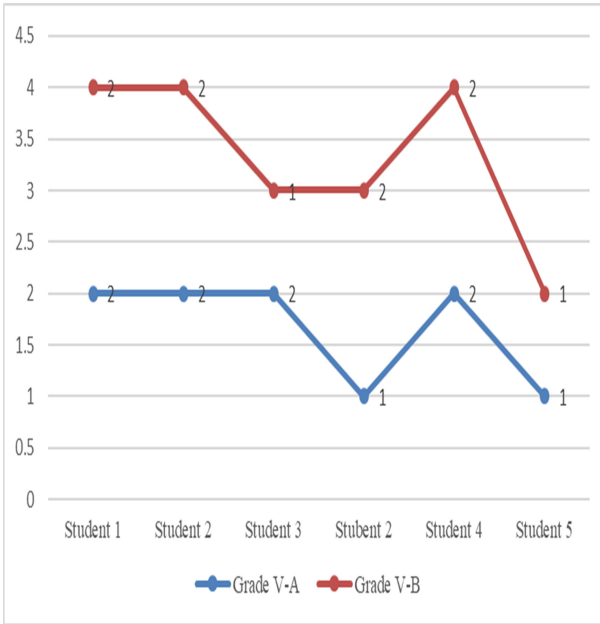
Fig. 2. Results of Preliminary Field Testing

same achievement, which was enough. Student 2 showed enough achievement. Student 3 in class V-A showed enough achievement, while the student in class V-B showed poor achievement. Student 4 in class V-A showed poor achievement, whereas the student in class V-B showed enough achievement. Student 5 in both classes showed the same achievement, which was enough. Students 6 in both classes also showed similar achievement, which was poor. In general, the overall achievement results of students in both classes are enough.

The product revision stage was completed after limited-scale testing. Preliminary field testing showed that critical reading skills through humanistic literacy learning were still poor, thus a revision of the main product is necessary. Product revision was done by appending a hyperlink function to the developed text. The hyperlink serves to encourage students to understand the meaning of the text in the developed one more easily. Each reading text contains messages which are explicit and implicit and require critical and creativity skills [53, 60, 61].

The main field testing phase is the main testing involving a wider audience. The data are collected quantitatively through FGD. This stage is carried out on the performance before and after the implementation of the testing. The results obtained from this trial are the evaluation of the achievement of testing results compared to the control group. This step is done using an experimental research design. Researchers tested the instrument requirements before conducting operational field testing. The instrument is evaluation questions from humanistic texts. It was conducted to test the creativity in critical reading which was tested before learning and after learning. Creating instruments is based on

learning products consisting of 17 items. The instrument was used to test the level of students' understanding of the developed humanistic literacy approach.

The instrument was previously tested for its minimum feasibility through validity and reliability tests. Instrument validation was implemented on 30 students in grade 5 Madrasah Ibtidaiyah Negeri (MIN) 3 Tanon Sragen. The validation test criteria used a confidence value in the r-table, which is 5% with a sample size (n) of 30 with an r-table value of 0.361. Item with an r-count greater than r-table > 0.361 is declared valid and feasible for use.

The calculation of the research instrument validation used the IBM SPSS Statistic 16.0 software. Of the 17 items, 10 items were valid with the highest value of r-count was 0.675. After analyzing the validity processed through the IBM SPSS Statistics 16.0 software, 10 valid questions were obtained. Further, the instrument reliability test was conducted on 10 valid questions. A reliability test is used to determine the consistency and stability of the data, to ensure the reliability of the data remaining consistent if the measurement is repeated. Reliability test using IBM SPSS Statistic 16.0 software obtained that a significant r-table value of 0.05 with 10 valid questions (n) was 0.632. The reliability results of this instrument indicate that Cronbach's Alpha is 0.685. When compared to the applied Cronbach's Alpha value, it has exceeded 0.632, meaning that the item is declared reliable so it is suitable for use.

Next is field product testing, namely, the product is used in the learning process in the experimental class. Quantitative data collection is conducted by reviewing the performance results before and after the implementation of the testings. The results obtained from the testing are an evaluation of the achievement of testing results compared to the control group. The level of students' understanding in the control class and the experimental class was viewed from the learning outcome data after the treatment using humanistic literacy texts and without humanistic literacy texts.

The calculation results were obtained from the learning outcomes of the pretest and posttest students in the control class and the experimental class. The mean scores of learning outcomes in the control class were 54.44 for the pretest and 75 for the posttest. Meanwhile, learning outcomes in the experimental class were 56.11 for the pretest and 83.33 for the posttest. The experimental class or treatment class indicated better post-test results than the control class or non-treatment class. Based on calculations results, it can be determined that the teaching materials developed by the researchers are effective and can improve students' learning creativity skills.

The data obtained were then processed through a normality test to determine whether the data in the research were normally distributed or not normally distributed. This step was implemented by measuring the level of students' understanding without treatment using a humanistic text product which aims to increase creativity in critical reading. This stage was carried out by testing the hypothesis using the Paired Sample T-test (T-test). The T-test determines the significant value of differences in the level of students' understanding before and after the product development is applied. The results of the normality test were used to determine whether data is normally distributed or not normally distributed. The method used in this test is the One-Sample Kolmogorov-Smirnov Test. The ground for decision making is if the significant value or probability > 0.05,

Fig. 3. Improvement of Critical Reading Skill

then the data is normally distributed. Conversely, if the significant value < 0.05, the data is not normally distributed.

Research data were further processed using IBM SPSS Statistic 16.0 software. The results of the pretest and posttest normality test for the control and experimental classes showed that the Asymp Sig. (2-tailed) value of the pretest in the control class was 0.544 and the posttest was 0.689. These results indicate that data were normally distributed and represented the population. The results of the normality test in the experimental class also showed that the data were normally distributed with the Asymp. Sig. (2-Tailed) pretest of 0.064 and posttest of 0.279. Asymp Value. Sig. (2-Tailed) in the control and experimental classes > 0.05. Based on the normality test in the control class and the experimental class, both classes were normally distributed, in other words, the pretest and posttest scores of the control class and the experimental class showed the Asymp. Sig. (2-tailed) value > 0.05.

The next step is hypothesis testing using the IBM SPSS Statistics 16.0 software. Hypothesis testing with paired sample T-test is to determine the difference between the results of the two samples; the pretest and posttest. Data testing is based on the testing criteria; H_1 is accepted if the significant value > 0.05 and H_o is rejected if the significant value < 0.05. The following are the results of hypothesis testing using the Paired Sample T-Test; H_o, the control class and the experimental class obtained a sig. Value (2-tailed) 0.000 H_o < 0.05, thus H_o is rejected and H_1 is accepted. All things considered, learning using texts developed by researchers was effective. The results of conventional learning and learning using text media developed with a humanistic literacy approach were compared to determine the effectiveness of conventional learning and learning using humanistic literacy teaching materials [62]. The comparison of the improvement in critical reading skills with the humanistic literacy approach is presented in Fig. 3.
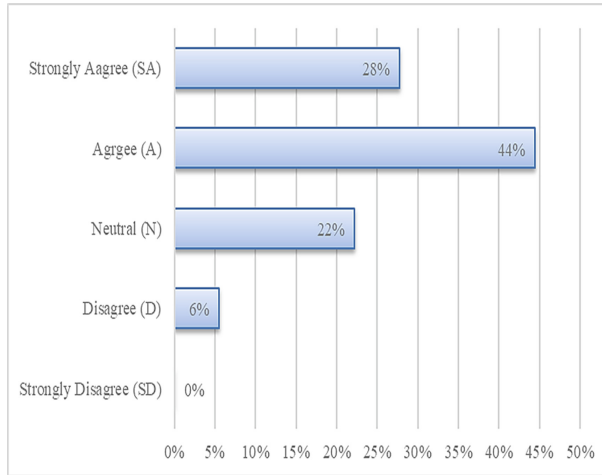
Fig. 4. Level of Student Appreciation towards the Application of Humanistic Literacy

The humanistic literacy approach was able to improve the critical reading skills of elementary students very significantly. The improvement departs from the fact that humanistic literacy is closely related to the background of students' life experiences. The student's life background can cultivate creativity connection during critical reading.

The results of field testing through questionnaires administered to 18 students concluded that the average students' understanding of critical reading through humanistic literacy texts was categorized as very good. The complete results are illustrated in Fig. 4. The level of student appreciation for the humanistic literacy approach to cultivate creativity in critical reading showed 73% of them agree and strongly agree. The high appreciation was found because the humanistic literacy approach can inductively relate to the experience of students' life as human beings.

The results of the creativity skill in critical reading with the humanitarian literacy approach showed: (1) skill aspect to interpret a text, some students agreed that they were able to interpret a text; (2) skill aspect to apply concepts to text by following reading instructions and determining main ideas, however, some students did not agree that they were able to follow directions and determine the main idea of a text; (3) skill aspect to analyze a text, students were able to investigate the reasoning of a text, determine the facts and opinions of a text, investigate messages from a text, and understand the core of a text; (4) skill aspect to conclude, students agreed that they were able to make conclusions; (5) skill aspect to assess a text and find other references to seek the truth within a text. Thus, critical reading skill is strongly influenced by children's creative skills [30, 48, 63].

Based on these findings, it can be determined that students learning critical reading skills combined with the humanistic literacy approach could increase creativity. Teaching materials with humanistic literacy text developed by researchers can effectively increase students' creativity in critical reading skills of the global communication and education era [64–66].
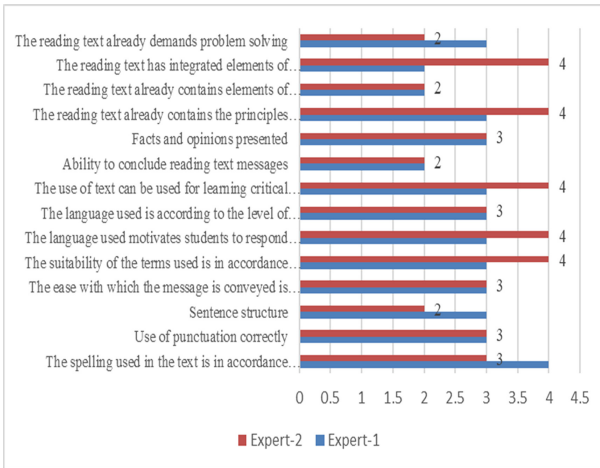
Fig. 5. Expert Validation Results in Humanity Creativity & Literacy Components

The results of the expert validation stage or expert review were administered using a 4 scale assessment to measure the feasibility of the reading text. There were 14 item questions with expert respondents conducted in in-depth interviews and FGDs. The results of expert validation are presented in Fig. 5.

The illustration of the expert validation in reading skill regarding humanity creativity & literacy components showed that out of 14 components, the spelling components used in the text were following PUEBI (General Guidelines for Indonesian Spelling) obtained a mean score of 3.5 which denotes 'very good'. The punctuation correctness attained a mean score of 3 which means 'good'. The sentence structure earned a mean score of 2.5, which implies 'good'. The ease of the messages conveyed by students had a mean score of 3 which means 'good'. The use of the term according to the Great Dictionary of the Indonesian Language got a mean score of 3.5, which is 'very good'. The language used motivates students to respond to messages received a mean score of 3.5, which categorizes as 'very good'. The suitability of the terms used with the thinking development level of grade V SD students obtained a mean score of 3 which means 'good'. The use of text for learning critical reading acquired a mean score of 3.5, which is 'very good'. The ability to conclude the text got a mean score of 2, which is 'poor'. Facts and opinions presented got a mean score of 3 or 'good'. The reading text contains the principle of humanistic for children with a mean score of 3.5, which is 'very good'. The reading text contains elements of divine value with a mean score of 2 which means 'poor'. The reading text contains elements of human values with a mean score of 3, which is 'good'. Reading text demands problem-solving skills with a mean score of 2.5 which means 'good'. Overall, these results illustrate the reading text is suitable to foster creativity in critical reading.

Final product revision was done after being tested by linguists to determine the feasibility of the product developed. An improvement was proceeded in product revision to the text according to input and advice from experts. The revisions are improving punctuation and sentences, the conclusion (the last paragraph) should contain hopes for

the future, it is necessary to add divine values in the text. After a product revision and final improvement, the product is suitable for use.

The results of this research are projected as an effort to develop humanistic literacy in a broad curriculum. The findings of this research can develop national literacy through reading, writing, and critically thinking skills. The school literacy movement carried out to develop humanistic literacy, for instance, can be in the form of developing basic competence for attitudes, adjusting competencies, thinking learning process, developing literacy through basic competencies, developing reading literacy, humanistic literacy, religious literacy, and diversity literacy in the context of global education [14, 67]. The results of this research are in line with research on developing basic competencies for attitudes, adjusting competencies, thinking learning process, developing literacy through basic competencies, developing reading literacy [68].

Besides, the results of this research can foster creativity skills based on character values. Research conducted with the research and development model showed a mean score of 96%, individual testing with a score of 92%, and field testing of 89%. The results of other tests using one group pretest-posttest showed that the critical reading with direct character-based instruction was able to improve students' critical reading skills. The relationship between those previous studies and this research is that it improves students' critical reading skills. The difference is that the method used in the previous study is a direct character-based instruction model [69]. The results of this research, which focus on humanistic literacy text, can complement the diversity of learning methods for critical reading skills.

The results of this research also enrich the development of critical reading teaching materials based on responsive interventions. Research that develops products of critical reading activity programs based on responsive intervention with multimedia shows that the two products (critical reading program and responsive intervention program) were feasible in terms of multimedia and correct and precise in terms of content. The product of the development result had been tested out to determine the effectiveness of using critical reading teaching materials based on responsive intervention to increase students' critical reading skills. Reading using critical reading teaching materials based on responsive intervention with multimedia is proven to be effective in improving critical reading skills [70–72].

Based on the research results, findings, analysis, and discussion of the research, thus it can be determined that research and development of humanistic literacy reading texts can develop children's creativity in critical reading. It is shown by the results of expert validation, the increase in students' critical reading outcomes with a difference in the pretest or before treatment and posttest or after treatment using humanistic literacy texts developed. Also, the analysis results of understanding the creativity in critical reading skills showed that teaching materials with humanistic literacy texts developed by researchers was effective and increased students' creativity in critical reading skills. Literacy skill is an important aspect for cultivating children's creativity [70, 73, 74].

Creativity is an important component in children's educational development in the global communication and computing era. This era demands the ability to adapt to creativity [75, 76]. The creativity skills produced from the critical reading process with

a humanistic approach are knowledge and skills, problem-solving, images, and intrinsic motivation. Problem-solving, communication, motivation and imagination skills are important aspects of critical reading skills [11, 12, 77]. Intrinsic abilities obtained from critical reading through humanistic literacy are cognitive, scientific, holistic, visual, aural, inductive, and solidarity. The holistic creativity skill is essential in the process of character education for strong and intelligent children to become those with competence for life, existence, livelihood, and living in the global communication and computing era. Useful critical reading skills are holistic abilities that can encourage the growth of strong and intelligent humanistic literacy, creativity, moral education, and character education [29, 78–80].

4 Conclusion

This research concludes that the development of critical reading skills for children can be pursued by utilizing the humanistic literacy approach. Humanistic literacy places the human being as a fully cultured creature, those who always interact with the wider community in diversity. Principally, children are still in the process of growing up and always need new things and needs.

The results of the analysis of the creativity understanding in critical reading skills show that humanistic literacy text teaching materials developed in this research effectively improved children's creativity in critical reading skills. The humanistic literacy approach in critical reading was able to foster creative elements of problem-solving, illustrations, associations, opinions, correlations, and motivation in learning. The humanistic literacy approach in critical reading was able to encourage the three pillars of critical thinking, the ability to analyze, evaluate, and create. The combination of these three abilities is finally able to foster self-discipline, self-motivation, and self-development communication.

The humanistic literacy approach in critical reading can encourage creativity in procedural skills, problem-solving, independence of intrinsic motivation. The ability to solve problems in critical reading can develop cognitive, scientific, literacy, visual, aural, experiences, and social solidarity skills.

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