



## THE RELATIONSHIP OF STUDY MOTIVATION AND PARENTAL SUPPORT WITH STUDENT CREATIVITY IN THE ERA OF INDUSTRIAL REVOLUTION 4.0

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### ABSTRACT

In the era of industrial revolution 4.0, which is characterized by technological changes and demands for rapid change, education faces big challenges in developing student creativity. Learning motivation and parental support play a very important role in stimulating student creativity in this era. This research aims to describe learning motivation, parental support and its relationship with student creativity in the era of the industrial revolution 4.0. This research is quantitative research with a correlational descriptive method. The population of this study was 477 students in class XI and XII of SMKN 3 Padang, and the sample was 234 students selected using *proportional stratified random sampling techniques*. The instrument of this research is a *Likert* model scale which has been tested for validity (weighed by an expert or judge and item-total analysis) and reliability tested. Data were analyzed using simple regression and multiple regression using SPSS version 26.00. The research results show that: (1) on average the picture of learning motivation is in the high category, (2) the picture of parental support is in the high category, (3) the picture of student creativity in the industrial revolution 4.0 era is in the high category, (4) there is a significant relationship between learning motivation and student creativity with  $r$  0.582 and a significance of 0.000 (5) there is a significant relationship between parental support and student creativity with  $r$  0.613 and a significance of 0.000 (6) there is a significant relationship between learning motivation and parental support and creativity students in the industrial revolution 4.0 era with  $r$  0.638 and significance 0.000. This research can be used as a *needs assessment* to create a guidance and counseling service program at SMKN 3 Padang.

**Keywords:** *Learning Motivation, Parental Support, Student Creativity*

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### INTRODUCTION

The world is now entering the era of industrial revolution 4.0 or the fourth world industrial revolution where technology has become the basis of human life who are competing to develop capabilities (Herli, Kusen & Eka, 2020). Raksanakorn, Khumsamart & Ratthanarin (2022) stated that several countries have made 4.0 a government policy vision so that it will become one of the leading ones in the world in the next 14 years. This statement is also in line with how the industrial revolution 4.0 demands many changes in various aspects of life in the fields of economics, politics, culture, arts and even the world of education (Daharnis, Zadrian, Verlanda & Ifdil, 2019). Oliveira & Souza (2022) stated that education 4.0 aims to equip students with cognitive, social, interpersonal and technical skills, among others, in facing the needs of the fourth industrial revolution and global challenges. Daharnis (2021) stated that in order to navigate this era, students in schools are required to have a variety of soft skill and hard skill competencies which are visible in high level thinking intelligence (HOTS).

Ghufron & Risnawati (2016) explain that creativity is a special achievement in creating something new based on pre-existing materials and information into meaningful and useful things, and suggesting ways of solving problems that most other people cannot find, because there is support and motivation from various parties, including Munandar (2009) from parents, teachers, peers, and the environment. Munandar (2009) explains that creativity is the tendency to actualize oneself, realize potential, the urge to develop into maturity and be able to activate all abilities because there is encouragement from outside.

In the learning process at school, students are required to be creative, because high student creativity can encourage students to learn and create more so that one day they can create new things (Zaenuddin, 2017). The ability to think creatively is one of the cognitive components of students that supports success, so it needs to be developed (Hasanah, Ilyas & Afdal, 2018). The results of research conducted by Teguh & Hendry (2020) showed that out of 104 students, there were 58 students, 65.12% of whom had very low creativity. Furthermore, research by Didi & Rahmiati (2020) from 18 samples in classes with moderate creativity was 2 students (11.1%), low creativity was 7 students (38.9%) and very low creativity was 9 students (50.0).

Based on the results of observations during the implementation of guidance and counseling (PLBK) field practice at SMKN 3 Padang, it shows that there are still many students who lack great curiosity, lack self-confidence and independence and lack high perseverance. This is evidenced by the students' indifferent attitude towards events around them, they do not like asking questions during discussions. This shows that the level of student creativity is not good.

One thing that can influence student creativity is learning motivation. Ormrod (2008) explains that motivation is something that energizes, directs and maintains behavior so that it makes students move, places students in a certain direction and keeps students moving. Findings from several studies show that student learning motivation is in the medium or even low category.

Apart from motivation, parental support also influences student creativity. This is due to the lack of parental attention to their children and the parents' economic conditions which do not support them in providing all the students' needs. According to Munandar (2009), parental support greatly influences student creativity because creativity is the result of interactions between individuals and their environment, one of which is parents because a person influences and is influenced by the environment in which he is, thus both changes in the individual and in the environment can support or be able to hinder creative efforts. This is in line with the opinion of Sarafino & Smith (2011) that parental support is a pleasure, attention or help that students receive from individuals in their group (family).

Based on the phenomena found, further research is needed, such as the role of guidance and counseling teachers/counselors which is very necessary in encouraging student motivation and parental support so as to encourage student creativity in the era of the industrial revolution 4.0. This problem became the rationale for conducting research "The Relationship between Learning Motivation and Parental Support and Student Creativity in the Era of the Industrial Revolution 4.0".



## METHOD

This research uses a quantitative approach with a correlational descriptive method. The research population was students of class XI and *\_ stratified random sampling* . The instrument used is a *Likert model scale* which has been tested for validity (weighed by an expert or judge and item-total analysis) and tested for reliability . Data were analyzed using multiple regression descriptive statistics with data grouped using percentages of ideal/maximum scores (Ardi, Daharnis, Yuca & Ifdil, 2021). The data analysis technique uses SPSS version 26.00.

## RESEARCH RESULT

### Data Description

learning motivation variables ( $X_1$ ), parental support ( $X_2$ ), and student creativity (Y). Below is a description of the research data.

#### 1. Learning Motivation ( $X_1$ )

Description of Learning Motivation data totaling 234 respondents can be seen in Table 1.

**Table 1. Description of Average Learning Motivation**

No	SCORE	Indicator (Number of Items)	Ideal	Max	Min	$\Sigma$	Mean	eleme ntary schoo l	%	Note
1	Existence of Desire and Desire to Succeed (7)	35	35	12	5970	25.51	5.08	72.89	Q	
2	Existence of Encouragement and Needs in Learning (8)	40	39	10	6261	26.76	5.35	66.89	S	
3	Having Hope and Aspirations (11)	55	52	24	9113	38.94	5.62	70.81	Q	
4	There are interesting activities in learning (7)	35	35	12	5745	24.55	4.86	70.15	Q	
All over			165	146	73	27089	115.76	14.36	70.16	Q

Based on Table 1, it can be seen that the overall percentage of learning motivation is in the high category, namely an average of 115.76 with a percentage of 70.16% of the ideal score. In detail (1) the aspect of desire and desire to succeed is in the high category (T) with a percentage of 72.89 % of the ideal score. Furthermore, the indicator of encouragement and need for learning is in the medium category (S) with a percentage of 66.89 % of the ideal score. The aspect of hopes and aspirations is in the high category (T) with a percentage of 70.81 % of the ideal score. The aspect of having interesting activities in learning is in the high category (T) with a percentage of 70.15 % of the ideal score.

#### 2. Student Perceptions of Parental Support ( $X_2$ )

A description of student perception data regarding Parental Support, totaling 234 respondents, can be seen in Table 2

**Table 2. Description of Average Parental Support**

No	SCORE								
	Indicator (Number of Items)	Ideal	Max	Min	$\Sigma$	Mean	elementary school	%	Note
1	Emotional Support (11)	55	53	18	9262	39.58	6.58	71.97	Q
2	Award Support (7)	35	34	11	5763	24.63	4.61	70.37	Q
3	Instrumental Support (7)	35	34	11	6143	26.25	4.56	75.01	Q
4	Information Support (8)	40	36	14	6106	26.09	4.68	65.24	S
Whole		165	148	73	27274	116.56	14.47	70.64	Q

Based on Table 2, it can be seen that the overall percentage of parental support is in the high category, namely an average of 116.56 with a percentage of 70.64% of the ideal score. In detail (1) the emotional support aspect is in the high category (T) with a percentage of 71.97 % of the ideal score. Furthermore, the award support is in the medium category (T) with a percentage of 70.37 % of the ideal score. Instrumental support is in the high category (T) with a percentage of 75.01 % of the ideal score. Information support is in the medium category (S) with a percentage of 65.24 % of the ideal score.

**3. Student creativity (Y)**

Description of student creativity data, totaling 234 respondents, can be seen in Table 3.

**Table 3. Description of Average Student Creativity**

No	SCORE								
	Indicator (Number of Items)	Ideal	Max	Min	$\Sigma$	Mean	elementary school	%	Note
1	Thinking Fluency (7)	35	33	14	6255	26.73	3.99	76.37	Q
2	Flexibility of Thinking (8)	40	40	11	5260	22.48	6.40	56.20	S
3	Authenticity (8)	40	38	12	4858	20.76	5.36	51.90	R
4	Detailability (15)	75	65	23	9310	39.79	8.24	53.05	R
Whole		190	178	94	32823	140.27	19.05	73.83	Q

Based on Table 3, it can be seen that the overall percentage of student creativity is in the high category, namely an average of 140.27 with a percentage of 73.83% of the ideal score. In detail (1) the fluency of thinking aspect is in the high category (T) with a percentage of 76.37 % of the ideal score. Flexibility of thinking is in the medium category (T) with a percentage of 56.20% of the ideal score, authenticity is in the low category (R) with a percentage of 51.90% of the ideal score, detailedness is in the low category (R) with a percentage of 53 , 05% of ideal score.

**Data Analysis Requirements Testing**

The analytical requirements tested in this research are the normality test, linearity test, and multicollinearity test. The three tests have met the specified requirements.

**The Relationship between Learning Motivation and Student Creativity**



The results of the analysis of the contribution of Learning Motivation to student Creativity can be seen in Table 4.

**Table 4. Results of Simple Correlation Analysis and Significance Test of  $X_1$  with Y**

Variable	R	Sig. (2-tailed)
$X_1 - Y$	0.582	0,000

Based on Table 4, it can be seen that the *Pearson Correlation value* ( $r_{\text{calculated}}$ ) is 0.582 with a significance of 0.000. This means that learning motivation has a significant and positive relationship with student creativity.

### The Relationship between Parental Support and Student Creativity

The results of the analysis of parental support and student creativity can be seen in Table 5.

**Table 5. Results of Simple Correlation Analysis and Significance Test of  $X_2$  with Y**

Variable	R	Sig. (2-tailed)
$X_2 - Y$	0.613	0,000

Based on Table 5, it shows that the correlation value ( $r_{\text{calculated}}$ ) is parental support with student creativity is 0.613 with a significance of 0.000. This means that there is a significant and positive relationship between parental support with student creativity.

### The Relationship between Learning Motivation and Parental Support with Student Creativity

Based on the results of the analysis of the contribution of learning motivation and parental support to student creativity, it can be seen in Table 6.

**Table 6. Results of Multiple Regression Analysis and Significance Test of  $X_1$  and  $X_2$  with Y**

Variable	$r_{\text{count}}$	$r_{\text{square}}$	Sig. (2-tailed)
$X_1, X_2 - Y$	0.638	0.407	0,000

Based on Table 6, it was found that the multiple correlation coefficient between learning motivation and parental support and student creativity was 0.638 with a significance of 0.000. This means that there is a significant relationship between learning motivation and parental support and student creativity. The contribution value of learning motivation and parental support to student creativity is 63.8 % .

## DISCUSSION

### 1. Motivation to learn

The results of analysis of learning motivation research data revealed that the learning motivation of students at SMKN 3 Padang totaling 234 students was in the high category.

From the results of the overall analysis and indicators, it was concluded that the learning motivation indicators were in the high category. This means that students who already have high learning motivation need to be maintained and improved so that they continue to have high creativity. According to Musbikin (2012) motivation is the basic driving force that drives learning activities. Students carry out learning activities because someone encourages them. Motivation is a driving force that encourages students to learn. If students are motivated to learn, then students will carry out learning activities within a certain time period. Ormrod (2008) states that motivation is an internal state that animates, energizes, directs and maintains behavior. Motivation gets students moving, puts them in a certain direction and keeps them moving. According to Uno (2013) learning motivation is internal and external encouragement for students who are studying to make changes in behavior, generally with several indicators or supporting elements. The low motivation of students is more dominantly caused by the students themselves, their lack of desire to learn.

A real indication of student learning motivation takes the form of action, because learning motivation contains an accumulation of personality which is a combination of thoughts and feelings, aspirations and hopes, fantasies, worries, and students' views on what has happened (Goel & Aggarwal, 2012) . Medium achievement in indicators of encouragement and need for learning, no facilities to support success. This can be seen in the learning motivation instrument items Numbers 2, 12, and 13 with low and medium achievements respectively.



The learning motivation that exists in students does not suddenly appear in students, but requires a process that starts from personality to the experiences that students have undergone (Hakim, 2004). Students who have good motivation to learn can influence student creativity well, especially in the era of the industrial revolution 4.0. Here it is necessary for the role of guidance and counseling teachers to collaborate with subject teachers, with students' parents, so that students who have low motivation can increase their motivation to a higher level, because learning motivation can influence student creativity, especially in the era of industrial revolution 4.0. One of the services that can be provided by guidance and counseling teachers or counselors to increase student learning motivation is group guidance services (Sutisna, 2010; Suhardita, 2011).

## 2. Students' Perceptions of Parental Support

The results of research data on parental support revealed that there were 234 students at SMKN 3 Padang whose parental support was in the high category.

From the results of the overall analysis and indicators, it was concluded that the indicators of parental support were in the high category. This means that students who already have parental support are maintained and improved so that they continue to have high creativity. The results of the regression analysis also prove that parental support is proven to contribute significantly to student creativity, so it can be understood that to increase student creativity requires high levels of support from parents. With high parental support, students will gain high levels of student creativity which can be beneficial for their education and future. In simple terms, it can be concluded that, if parental support is increased, student creativity will increase. On the other hand, if support from parents is low, student creativity will decrease.

The research results are supported by research by Saragi, Iswari, & Mudjiran (2016) that parental support has a 31.1% influence on students' creativity, the remaining 68.9% is determined by other factors. Furthermore, the results of this research are strengthened by the results of Simarmata's (2016) research that parents have an important part in helping individuals achieve better success by providing love and education through life values. Parental support provides a place for each individual to appreciate the changes that occur due to the development of maturity and teaches the ability to interact with both religious values and social cultural values, which is very meaningful social support for individuals. Because parental support is an interaction developed by parents which is characterized by care, warmth, approval and various positive feelings of parents towards children. The family, in this case the parents, are the main supporters in the entire child's education process (Sarafino & Smith, 2011; Dianto, 2017).

In accordance with the results of the analysis that have been described, it appears that parental support for students still needs to be improved and maintained, including emotional, respectful and instrumental support. Apart from that, the indicator of parental support which is in the medium category really needs to be improved, namely regarding information support. The support that parents can provide includes emotional support, which includes empathy, concern and trust given by parents to their children (Fawzyah, Yulhendri, & Sofya, 2019). This means that parental support plays an important role in students' lives because their behavior really depends on how they view the support given to them (Rokhimah, 2014). Parental support given to children is one aspect that has an important role in efforts to achieve children's success in their education (Purnamasasri & Adicondro, 2011; Putri, 2016)

One quite effective effort to increase support is through information services (Khadijah, 2016; Saragi, 2016). Information services can be provided during school meetings with parents, where guidance counselors/counselors and also school principals can provide information and understanding to parents that parental support is very important to increase to increase student creativity. Consultation services can be used as a process of assistance by counselors/ counseling teachers to clients where the counselor is the consultant and the client is the consultee, discussing the problems of third parties, namely people who feel responsible for the consultancy, for example children, students or their parents. The assistance provided is usually related to the process of establishing an independent consultancy so that it is able to deal with the third party in question.



### 3. Student Creativity

The results of research data analysis on student creativity revealed that there were 234 students at SMKN 3 Padang whose creativity was in the high category.

The results of this analysis show that creativity at SMKN 3 Padang must be maintained and improved. According to Hurlock (2013) creativity is a process that produces something new, an idea or an object in a new form or arrangement. Ghufon & Risnawati (2016) stated that creativity is a special achievement in creating something new based on materials and information that already exist before becoming meaningful and useful things, and suggesting ways of solving problems that most other people cannot find. because of external encouragement to form new relationships with their environment. Munandar (2009) stated that creativity is an ability that reflects fluency, flexibility, originality, judgment and detail in thinking as well as the ability to elaborate an idea in terms of personality, drive/motivation, process and product.

Based on the results of research findings regarding student creativity being in the high category, efforts are made to maintain and increase student creativity. Therefore, guidance and counseling teachers/counselors can provide several services to improve and develop student creativity, including: content mastery services, information, orientation, placement and distribution as well as group guidance services (Afnibar: 2011; Alizamar: 2012).

### 4. The Relationship between Learning Motivation and Parental Support with Student Creativity

The research results show that learning motivation and parental support together are significantly related to student creativity. This finding was obtained based on data analysis that an  $r_{\text{square}}$  of 40.7 means 40.7%, variations in high and low creativity can be explained jointly by learning motivation and parental support, while the remaining 59.3 is explained by other variables.

Creativity is something that is very important because it provides benefits to human life. According to Zaenuddin (2017) in the world of education, creativity is a very important demand today. Ghufon & Risnawati (2016) stated that creativity is a special achievement in creating something new based on materials and information, which already exist before becoming meaningful and useful things, and suggesting ways of solving problems that most other people cannot find. , because of external encouragement to form new relationships with their environment.

Munandar (2009) stated that creativity is an ability that reflects fluency, flexibility, originality, judgment and detail in thinking as well as the ability to elaborate an idea from a personal perspective, drive/motivation, process and can be applied in problem solving. One thing that influences learning creativity is motivation in learning where learning motivation plays an important role in achieving good creativity in learning. High learning motivation will be seen from students' disciplined attitudes in the learning process, students' activeness in the classroom, persistence and good student attitudes. not giving up easily even in difficulties (Uno, 2013).

Motivation to learn is encouragement that comes from within and from outside the student. The higher the student's motivation in learning, the higher the learning creativity they will achieve. A student who has high intelligence will fail if he lacks motivation in the learning process. So that student motivation is high, it cannot be separated from parental support because parental support is an environment that can develop children's creativity.

Parental support can be in the form of material support or moral support. Moral support from parents for their children's education can take the form of attention to fulfilling psychological needs which include love, example, guidance and direction, encouragement, instilling a sense of self-confidence . With parental attention in the form of fulfilling psychological needs, it is hoped that it can give children enthusiasm for learning in order to achieve a goal or achievement (Hasbullah, 2001).

Based on the findings above, it can be seen that learning motivation and parental support are factors that influence student creativity. It can be concluded that the better the learning motivation and parental support, the better the student's creativity, and vice versa, if the learning motivation and parental support are not good, the student's creativity will decrease.

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## CONCLUSION

Based on the research results and hypotheses regarding the relationship between learning motivation and parental support and student creativity in the industrial revolution 4.0 era, the following conclusions are drawn: (1) the research results show that students' learning motivation is in the high category, (2) the research results show that parental support is high category, (3) research results show that student learning creativity is in the high category, (4) learning motivation and parental support together have a relationship with student creativity at SMKN 3 Padang. This means that the level of student creativity is not only influenced by one variable (learning motivation and parental support), but is influenced jointly by learning motivation and parental support. This means that the variables of learning motivation and parental support will be more effective if combined together as predictors for increasing student creativity than just one variable alone.

## SUGGESTION

Based on the results of the research, discussion and conclusions that have been stated previously, there are several suggestions that can be recommended as follows: (1) Guidance and Counseling Teachers or Counselors at schools are advised to continue to increase student creativity by providing counseling services. Some of the services that can be provided include: information services, orientation, placement and distribution, content mastery, and group guidance. (2) Subject teachers in schools are advised to continue to improve and pay special attention to student creativity by providing more *reinforcement* to students. Furthermore, subject teachers can use the learning model with the BMB-3 transformative strategy to increase student creativity. (3) School principals are advised to provide full support to the BK Teacher or Counselor, by facilitating as best as possible the implementation of 2 hours of class entry every week, as well as the implementation of BK outside of learning hours. Furthermore, school principals are expected to provide sufficient space for students to provide input, criticism and suggestions. This is in order to train and trigger motivation to learn, positively perceive parental support so that it has a direct impact on increasing student creativity.





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HUBUNGAN MOTIVASI BELAJAR DAN DUKUNGAN ORANGTUA DENGAN KREATIVITAS SISWA PADA ERA REVOLUSI INDUSTRI 4.0

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