

# THE DEVELOPMENT MODEL OF SCHOOL WELL-BEING IN SHAPING STUDENT CREATIVITY AT SDS IT ZAHRA ASY SYIFA

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**Abstract.** Every child has creative talents. Islam views creativity as a gift from Allah SWT given to every human being. Through education as an important foundation for individual development, educational institutions in Indonesia are encouraged to formulate curricula and learning methods where all students have the opportunity to acquire knowledge and skills, shape attitudes, personalities, and critical thinking skills. In realizing the potential of children or students to be creative, there are several factors that influence creativity, including stimulation, environment, life experiences, and personality. Two of these three factors are part of School Well-Being. The purpose of this study is to examine the aspects of Having, Loving, Health, and Being that are most dominant in school well-being and capable of shaping student creativity. The study was conducted on 221 students, who filled out a school well-being scale and took a figural creativity test. The data was processed using the Smart-PLS SEM program. The results of the study show that: (1) There is a significant effect of Having on creativity. (2) There is an effect of Loving on student creativity, but the effect is not significant. (3) There is an effect of Health on student creativity, and the effect is significant. (4) There is an effect of Being on the creativity of students at SDS IT Zahra Asy Syifa, and the effect is significant. The magnitude of the influence of having on creativity is 28%, the influence of loving on creativity is 9.3%, the influence of health on creativity is 13.1%, and the influence of being on creativity is 28%. The novelty of this study lies in the low level of loving at SDS IT Zahra Asy Syifa. Students feel that teachers and students, as well as students themselves, still do not pay attention to each other.

**Keywords:** Figural Creativity, School Well-Being, Sdit

## I. INTRODUCTION

Creativity is one of the key 21st-century competencies that elementary school students must possess, particularly in navigating technological developments and the demand for innovative thinking in the future. However, various studies indicate that elementary students' creative thinking abilities in Indonesia remain relatively low, as reflected in the lack of originality of ideas, cognitive flexibility, and limited capacity for innovative problem-solving [1], [2], [3]. This condition is further exacerbated by instructional practices that are still oriented toward cognitive outcomes alone rather than the development of affective and social potentials that support student creativity [4], [5]. Such low levels of creativity signal that psychological well-being at school, or school well-being, has not been optimally achieved, particularly in the dimensions of positive social relationships and strong emotional support [6], [7]. This reality calls for schools to develop learning models that not only focus on academic achievement but also foster emotional well-being and a positive learning environment for students.

Theoretically, the concept of school well-being encompasses four important dimensions having (physical conditions and school facilities), loving (social relationships),

being (self-fulfillment), and health (physical and mental health) all of which contribute to the development of student creativity [8], [9]. Previous research shows that students' creativity develops optimally when the school environment supports positive social interactions, a sense of security, and opportunities for free expression [10], [11]. However, most studies have focused on instructional factors and teaching styles, while students' emotional well-being in the school environment has not been extensively examined as a primary determinant of creativity [12], [13]. This theoretical gap highlights the need for research that integrates school well-being dimensions with the comprehensive development of students' creativity.

This study aims to develop and analyze a school well-being model in shaping student creativity at SDS IT Zahra Asy Syifa by examining the effects of the having, loving, health, and being dimensions on students' levels of creativity. The main objective of this study is to identify the most influential dimensions in shaping creativity and to discover strategies for strengthening school well-being that can enhance elementary students' creative thinking abilities. Through this approach, the school is expected to implement learning policies that are not only oriented toward academic achievement but also prioritize students' psychological and social well-being. Thus,

this study is expected to make empirical and practical contributions to the development of holistic education, in line with the national education vision that emphasizes the importance of balancing cognitive, affective, and psychomotor aspects.

The urgency of this study lies in the need to establish an educational paradigm that positions student well-being as a key prerequisite for creativity development. Various studies show that when students feel happy, accepted, and valued at school, they are more likely to express new ideas and take risks in creative thinking [14], [15]. Therefore, building school well-being that encompasses a balance between social, emotional, and learning environment aspects becomes crucial for fostering sustainable student creativity [16], [17]. By grounding this research in the dimensions of school well-being, the author seeks to affirm the importance of school well-being as a conceptual model that can serve as the foundation for nurturing a generation that is creative, adaptive, and highly inventive at the elementary education level.

## II. RESEARCH METHODS

The object of this study is the phenomenon of the relationship between the dimensions of school well-being having, loving, health, and being and the level of student creativity at SDS IT Zahra Asy Syifa, Medan. This phenomenon stems from empirical evidence indicating that although students demonstrate fairly high creative potential, not all aspects of school well-being have been optimally achieved. Based on preliminary observations, disparities were found in the loving dimension, particularly regarding social relationships among students and between students and teachers, which remain relatively low. This condition results in some students lacking comfort and emotional attachment to the school. Such circumstances have implications for the learning process, wherein low emotional well-being may reduce motivation and hinder the emergence of creative ideas during learning activities. Therefore, this study focuses on identifying the extent to which these four dimensions of school well-being influence student creativity, as well as determining the most dominant dimension in shaping creative thinking among integrated Islamic elementary school students in an urban educational context.

### A. Type and Approach of Research

This study employs a descriptive verificative quantitative research design with an explanatory approach [18]. This approach was selected because the research aims to explain causal relationships between the independent variables (having, loving, health, and being) and the dependent variable (student creativity). The study utilizes both primary and secondary data. Primary data were obtained through the administration of school well-being scale questionnaires and figural creativity tests completed by 221 students at SDS IT Zahra Asy Syifa. Secondary data were gathered from literature reviews, school documents, and previous studies relevant to school well-being and the development of creativity in children. A quantitative approach was selected because it enables the researcher to objectively measure

relationships between variables through inferential statistical analysis, supported by a Structural Equation Modeling (SEM) framework using SmartPLS version 3.0.

### B. Sources of Data and Information

The data sources for this study consist of the population of 221 students enrolled at SDS IT Zahra Asy Syifa, representing different grade levels. Data were collected directly from respondents using two main instruments: the School Well-Being Scale, developed based on Konu and Rimpelä's (2002) model, and a Figural Creativity Test used to assess four aspects of creativity, namely fluency, flexibility, originality, and elaboration. Each instrument was presented in a closed-ended questionnaire format with a five-point Likert scale to facilitate respondents' evaluation of the statements provided. Additionally, supporting data were collected from school documents such as institutional profiles, academic reports, and extracurricular activity records related to creativity development. SDS IT Zahra Asy Syifa was selected as the research site based on the consideration that the school applies an integrated Islamic education model with programs emphasizing character and creativity development, yet displays a gap between emotional well-being and creative achievement, particularly within the loving dimension, which remains relatively weak.

### C. Research Stages and Data Collection Techniques

The research process was conducted in four main stages: (1) Research preparation, including instrument development, expert validation, and pilot testing of the school well-being scale and figural creativity test; (2) Data collection, conducted by distributing questionnaires directly to students in grades IV–VI with classroom teacher assistance to ensure effective completion; (3) Instrument testing, including validity and reliability assessments using SPSS 22.0. Validity criteria were based on comparisons of calculated *r*-values with *r*-table values at a 0.05 significance level, while reliability was established when Cronbach's Alpha > 0.6; and (4) Data processing, conducted using Partial Least Squares-based Structural Equation Modeling (PLS-SEM) to examine both direct and indirect relationships among variables. All procedures were carried out systematically, with consideration of external validity and ethical protocols related to research involving elementary school-aged children.

### D. Data Analysis Techniques

Data analysis was conducted using the Structural Equation Modeling (SEM) approach with the aid of SmartPLS version 3.0, which allows simultaneous testing of relationships among latent constructs. This model was chosen because it can accommodate non-normal data distribution and medium-sized samples such as in this study ( $n = 221$ ). The analytical stages consisted of: (1) Outer Model analysis to examine convergent validity, discriminant validity, and indicator reliability; (2) Inner Model analysis to test relationships among latent variables; and (3) Bootstrapping to assess the significance of effects among constructs using *t*-statistics and *p*-values. The results of the analysis indicate that the having, health, and being dimensions have significant effects on student creativity, while the loving dimension shows a

positive but non-significant effect. The analysis was carried out using descriptive quantitative and inferential procedures at a 5% significance level to test the research hypotheses and draw comprehensive conclusions regarding the role of school well-being in enhancing student creativity.

### III. RESULTS AND DISCUSSION

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#### A. Analysis of Respondent Characteristics

##### 1) Gender

The results of the analysis of respondent characteristics based on gender are presented in Figure 4.2.

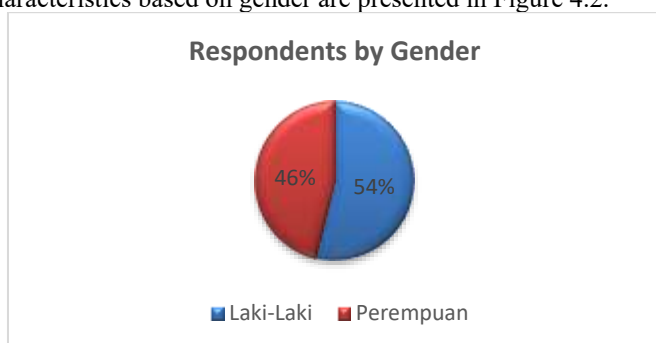


Fig. 1 Respondent Diagram by Gender

Based on Figure 1, it can be seen that the respondents were categorized by gender into male and female. From the total of 221 respondents (students of SDS IT Zahra Asy Syifa), the composition of respondents by gender shows that 54% or 119 students were male, while 102 students or 46% were female. The results presented in Figure 4.1, "Respondent Diagram by Gender," indicate that the majority of respondents were male, accounting for 54% of the total respondents.

The next step is to conduct an analysis of the research data collected from respondents through the distributed questionnaires. Data analysis in this study was conducted using computer software with the Structural Equation Modeling (SEM) method supported by Smart-PLS (SEM-PLS) version 3.0

#### B. Data Analysis (Research Instruments)

##### 1) Instrument Validity Test

According to Emerson [19], validity refers to the degree of accuracy between the actual data occurring in the object and the data collected by the researcher. This validity test is conducted to measure whether the data obtained after the research is valid or not, based on the measurement instrument used (questionnaire). The validity test in this study was carried out on 221 respondents, consisting of students of SDS IT Zahra Asy Syifa.

The validity testing was carried out using SPSS 22.0 for Windows, with the following criteria:

TABLE I. RESULTS OF THE CREATIVITY VARIABLE INSTRUMENT VALIDITY TEST

	Correlations		Total Score
Fluency	Pearson Correlation	.826**	
	Sig. (2-tailed)	.000	
	N	221	
Flexibility	Pearson Correlation	.741**	
	Sig. (2-tailed)	.000	
	N	221	
Originality	Pearson Correlation	.461**	
	Sig. (2-tailed)	.000	
	N	221	
Elaboration	Pearson Correlation	.738**	
	Sig. (2-tailed)	.000	
	N	221	

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

TABLE II. RESULTS OF THE VALIDITY TEST OF THE HAVING VARIABLE INSTRUMENT

	Correlations		Total Score
HVG1	Pearson Correlation	.469**	
	Sig. (2-tailed)	.000	
	N	221	
HVG2	Pearson Correlation	.639**	
	Sig. (2-tailed)	.000	
	N	221	
HVG3	Pearson Correlation	.409**	
	Sig. (2-tailed)	.000	
	N	221	
HVG4	Pearson Correlation	.518**	
	Sig. (2-tailed)	.000	
	N	221	
HVG5	Pearson Correlation	.611**	
	Sig. (2-tailed)	.000	
	N	221	
HVG6	Pearson Correlation	.633**	
	Sig. (2-tailed)	.000	
	N	221	
HVG7	Pearson Correlation	.675**	
	Sig. (2-tailed)	.000	
	N	221	
HVG8	Pearson Correlation	.706**	
	Sig. (2-tailed)	.000	
	N	221	
HVG9	Pearson Correlation	.673**	
	Sig. (2-tailed)	.000	
	N	221	
HVG10	Pearson Correlation	.720**	
	Sig. (2-tailed)	.000	
	N	221	
HVG11	Pearson Correlation	.557**	
	Sig. (2-tailed)	.000	
	N	221	
HVG12	Pearson Correlation	.574**	
	Sig. (2-tailed)	.000	
	N	221	
HVG13	Pearson Correlation	.617**	
	Sig. (2-tailed)	.000	
	N	221	
HVG14	Pearson Correlation	.658**	
	Sig. (2-tailed)	.000	
	N	221	
HVG15	Pearson Correlation	.676**	
	Sig. (2-tailed)	.000	
	N	221	

HVG16	Pearson Correlation	.625**
	Sig. (2-tailed)	.000
	N	221
HVG17	Pearson Correlation	.655**
	Sig. (2-tailed)	.000
	N	221
HVG18	Pearson Correlation	.649**
	Sig. (2-tailed)	.000
	N	221

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

TABLE III. RESULTS OF THE VALIDITY TEST OF THE LOVING VARIABLE INSTRUMENT

	Correlations	Total Score
LVG1	Pearson Correlation	.381**
	Sig. (2-tailed)	.000
	N	221
LVG2	Pearson Correlation	.308**
	Sig. (2-tailed)	.000
	N	221
LVG3	Pearson Correlation	.706**
	Sig. (2-tailed)	.000
	N	221
LVG4	Pearson Correlation	.738**
	Sig. (2-tailed)	.000
	N	221
LVG5	Pearson Correlation	.699**
	Sig. (2-tailed)	.000
	N	221
LVG6	Pearson Correlation	.641**
	Sig. (2-tailed)	.000
	N	221
LVG7	Pearson Correlation	.748**
	Sig. (2-tailed)	.000
	N	221
LVG8	Pearson Correlation	.738**
	Sig. (2-tailed)	.000
	N	221
LVG9	Pearson Correlation	.716**
	Sig. (2-tailed)	.000
	N	221
LVG10	Pearson Correlation	.723**
	Sig. (2-tailed)	.000
	N	221
LVG11	Pearson Correlation	.556**
	Sig. (2-tailed)	.000
	N	221

\* . Correlation is significant at the 0.05 level (2-tailed).

\*\* . Correlation is significant at the 0.01 level (2-tailed).

TABLE IV. RESULTS OF THE VALIDITY TEST OF THE BEING VARIABLE INSTRUMENT

	Correlations	Total Score
BIG1	Pearson Correlation	.453**
	Sig. (2-tailed)	.000
	N	221
BIG2	Pearson Correlation	.473**
	Sig. (2-tailed)	.000
	N	221
BIG3	Pearson Correlation	.469**
	Sig. (2-tailed)	.000
	N	221
BIG4	Pearson Correlation	.537**

BIG5	Sig. (2-tailed)	.000
	N	221
	Pearson Correlation	.447**
BIG6	Sig. (2-tailed)	.000
	N	221
	Pearson Correlation	.406**
BIG7	Sig. (2-tailed)	.000
	N	221
	Pearson Correlation	.445**
BIG8	Sig. (2-tailed)	.000
	N	221
	Pearson Correlation	.524**
BIG9	Sig. (2-tailed)	.000
	N	221
	Pearson Correlation	.505**
BIG10	Sig. (2-tailed)	.000
	N	221
	Pearson Correlation	.434**
BIG11	Sig. (2-tailed)	.000
	N	221
	Pearson Correlation	.503**
BIG12	Sig. (2-tailed)	.000
	N	221
	Pearson Correlation	.269**
BIG13	Sig. (2-tailed)	.000
	N	221
	Pearson Correlation	.319**

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

TABLE V. RESULTS OF THE VALIDITY TEST OF THE HEALTH VARIABLE INSTRUMENT

	Correlations	Total Score
HLT1	Pearson Correlation	.775**
	Sig. (2-tailed)	.000
	N	221
HLT2	Pearson Correlation	.550**
	Sig. (2-tailed)	.000
	N	221
HLT3	Pearson Correlation	.754**
	Sig. (2-tailed)	.000
	N	221
HLT4	Pearson Correlation	.789**
	Sig. (2-tailed)	.000
	N	221
HLT5	Pearson Correlation	.666**
	Sig. (2-tailed)	.000
	N	221

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Based on Tables 4.3 through 4.7 above, the results of the validity test for all research variables show that the calculated r-values (Pearson Correlation values for each indicator with the Total\_Score) of each research variable are greater than the r-table value. The r-table value for N = 221 is 0.138 (based on the correlation table, provided in the appendix). Therefore, it can be concluded that the instruments or data used for data analysis in this study demonstrate good validity and can be used for subsequent analyses.

## 2) Uji Reliabilitas

According to Ahmed & Ishtiaq, a reliability test measures the extent to which repeated measurements using the same instrument will produce consistent data [20]. The

reliability test in this study was conducted on 221 respondents (students of SDS IT Zahra Asy Syifa), using the items that had been declared valid in the validity test, and their reliability was subsequently assessed.

Using SPSS 22.0 for Windows, a variable is considered reliable based on the following criteria:

- a) If the r-alpha value is positive and greater than the r-table value, the item is considered reliable.
- b) If the r-alpha value is negative and smaller than the r-table value, the item is considered not reliable.
- c) If the Cronbach's Alpha value  $> 0.6$ , the item is reliable.
- d) If the Cronbach's Alpha value  $< 0.6$ , the item is not reliable.

A variable is considered good if it has a Cronbach's Alpha value greater than 0.6 [21].

Based on the results of the analysis presented in Tables V through 4.12, the output of the Reliability Statistics for all research variables shows that the Cronbach's Alpha values are greater than 0.6 [22], [23]. Therefore, it can be stated that all research instruments demonstrate good or reliable levels of reliability, and can be trusted as effective tools for data collection in this study.

### C. Testing the Outer Model (Measurement Model)

This research model was analyzed using the Partial Least Squares (PLS) method with the support of SmartPLS 3.0 software. PLS is an alternative method within Structural Equation Modeling (SEM) that can be applied to address issues in highly complex relationships among variables, particularly when the sample size is small (30–100 samples) and when non-parametric assumptions are applied, meaning that the data are not required to follow a specific distribution. The following are the stages of analysis conducted.

#### 1) Instrument Validity Test

##### a. Convergent Validity

Convergent validity is assessed by examining item reliability (indicator validity), which is indicated by the loading factor value. The loading factor represents the correlation between the score of an item and the score of the construct indicator measuring that construct.

A loading factor greater than 0.7 is considered valid. However, according to Hair et al. (1998), for an initial examination of the loading factor matrix, a value of approximately 0.3 can be considered to meet the minimal threshold, a value of approximately 0.4 is regarded as better, and a loading factor greater than 0.5 is generally considered significant. In this study, the loading factor threshold used is 0.5. In this research, two stages (iterations) were conducted to obtain an optimal (fit) measurement model. Below, the first iteration and the second (final fit) iteration results are presented. Figure 2 displays the initial SEM model diagram before running the data, as follows:

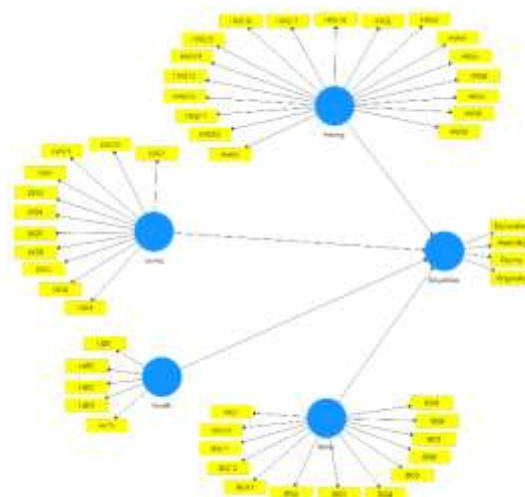


Fig.2 Initial Model Research Diagram

Based on Figure 2 above, it can be seen that the Creativity variable is measured using four indicators (elaboration, flexibility, fluency, and originality). The Having variable is measured using 18 indicators. The Loving variable is measured using 11 indicators. The Health variable is measured using five indicators, and the Being variable is measured using 13 indicators.

Furthermore, Figure 2 also shows that the dependent variable is Creativity, while the independent variables consist of Having, Loving, Health, and Being. The diagram clearly illustrates that the directional paths from all independent variables point toward the dependent variable.

After the diagram was constructed in accordance with the research concept or conceptual framework that had been planned within the SEM-PLS analytical tool, the research data were processed (running the SEM model), and the results are presented as follows:

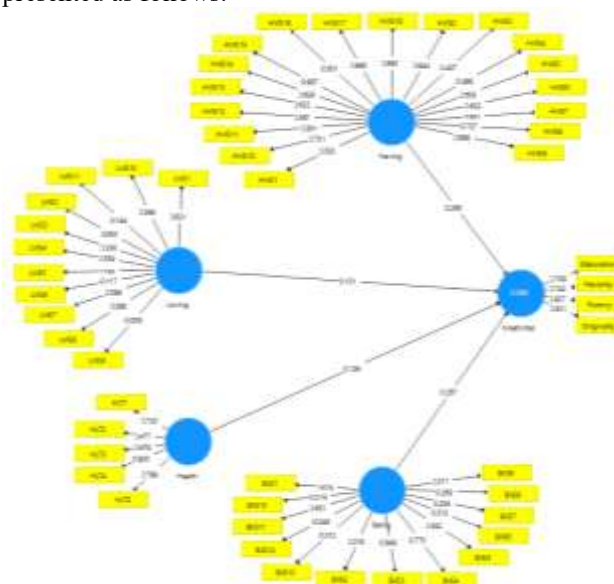


Fig 3. SEM-PLS Structural Model First and Second Stages (PLS Algorithm)

Based on Figure 3, the Structural SEM-PLS Model in the First Stage (Iteration), the outer loading values obtained from the first iteration serve as the basis for testing the validity of the research data (instruments).

Based on the data processing results using SmartPLS, there were still several indicators with loading factor values below  $< 0.50$ . These indicators included:

- a) For the Being variable: BIG2, BIG7, BIG9, BIG10, BIG12, BIG13;
- b) For the Health variable: HLT2;
- c) For the Having variable: HVG1, HVG3, HVG4;
- d) For the Loving variable: LVG3, LVG5, LVG6, LVG7, LVG8, LVG9, LVG10, LVG11.

All indicators with loading factor values below  $< 0.50$  were subsequently dropped (removed) and excluded from further analysis in the model. This indicates that indicators with loading factor values greater than 0.50 have a high level of validity and therefore meet convergent validity requirements. Conversely, indicators with loading factor values below 0.50 have a low level of validity and thus need to be eliminated from the model.

The loading factor values after removing the indicators with values below  $< 0.50$ , and after re-running the SEM-PLS model, are presented in Figure 4.

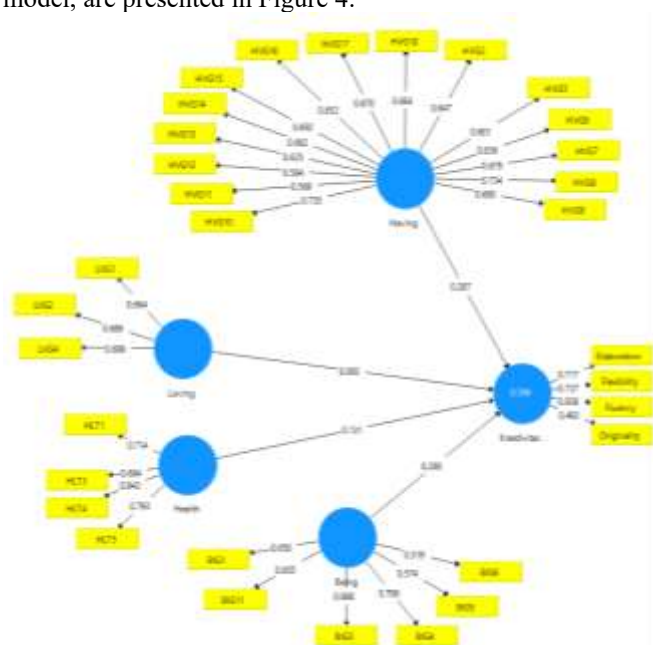


Fig.4 Second Stage SEM-PLS Structural Model (PLS\_Algorithm)

In Figure 4.5, the Second Iteration Outer Loading above, no indicators or instruments were found with values below  $< 0.5$ . All indicators or instruments had values  $> 0.5$ . Therefore, at this stage, the Structural Model of the Second Iteration Stage can be said to be a good/fit model. Therefore, it can be continued with the next analysis.

#### b. Discriminant Validity

Discriminant validity is measured by examining the cross-loading values of the construct measurements. The cross-loading value indicates the magnitude of the correlation between each construct and its indicators and the indicators of other block constructs. A measurement model has good discriminant validity if the correlation between the construct and its indicators is higher than the correlation with indicators from other block constructs. After data processing using SmartPLS 3.0, the cross-loading results are shown in Table V:

TABLE V. CROSS LOADING RESULTS

Indicator	Being	Health	Having	Kreativitas	Loving
BIG1	0.650	0.065	0.567	0.354	0.104
BIG11	0.655	0.092	0.558	0.298	0.024
BIG3	0.668	0.095	0.553	0.307	0.085
BIG4	0.799	0.084	0.687	0.449	0.093
BIG5	0.574	0.137	0.378	0.382	0.178
BIG6	0.519	0.076	0.463	0.304	-0.034
HLT1	0.013	0.714	-0.022	0.095	0.045
HLT3	0.067	0.694	0.074	0.148	0.092
HLT4	0.134	0.842	0.105	0.180	0.165
HLT5	0.161	0.793	0.157	0.210	0.122
HVG10	0.631	0.070	0.735	0.402	0.172
HVG11	0.638	0.126	0.569	0.311	0.015
HVG12	0.488	0.053	0.584	0.339	0.095
HVG13	0.469	0.058	0.625	0.327	-0.006
HVG14	0.507	0.019	0.662	0.320	0.024
HVG15	0.577	0.016	0.692	0.329	0.067
HVG16	0.625	0.015	0.652	0.359	0.008
HVG17	0.530	0.129	0.670	0.355	0.088
HVG18	0.577	0.173	0.664	0.447	0.133
HVG2	0.438	0.065	0.647	0.343	0.031
HVG5	0.522	0.088	0.601	0.266	0.128
HVG6	0.517	0.034	0.636	0.349	0.091
HVG7	0.554	0.124	0.679	0.366	0.076
HVG8	0.531	0.168	0.734	0.425	0.087
HVG9	0.561	0.049	0.690	0.381	0.055
LVG1	0.056	0.066	0.014	0.122	0.664
LVG2	0.107	0.150	0.100	0.128	0.686
LVG4	0.091	0.088	0.114	0.117	0.699
Originality	0.189	0.13	0.196	0.500	0.108
Elaboration	0.437	0.148	0.422	0.717	0.126
Flexibility	0.389	0.136	0.370	0.737	0.170
Fluency	0.467	0.204	0.487	0.838	0.112

The cross-loading results in Table V show that the correlation value of the construct with its indicators is greater than the correlation value with other constructs. Therefore, all constructs or latent variables have good discriminant validity, where the indicators in the construct's indicator block are better than the indicators in the other blocks. The next analysis is to examine the reliability value of the data (instrument).

## 2) Reliabilitas Test

### a. Evaluation of Average Variance Extracted (AVE) and Composite Reliability

In addition to assessing convergent validity and discriminant validity, the outer model can also be evaluated by examining the reliability of constructs or latent variables, which is measured using composite reliability values. A construct is considered reliable if the composite reliability

value is greater than 0.7 [24]. The SmartPLS output for composite reliability values is presented in Table VII below:

TABLE VII. COMPOSITE RELIABILITY VALUE

Variabel Penelitian	Composite Reliability
Being	0.812
Health	0.847
Having	0.919
Kreativitas	0.795
Loving	0.724

The Smart-PLS output in Table VII shows that the composite reliability values for all constructs are above 0.70. With these values, all constructs have good reliability, meeting the minimum required limit.

**a. Variance Analysis (R<sup>2</sup>) or Determination Test**

Variance analysis (R<sup>2</sup>) or the determination test is used to determine the magnitude of the influence of the independent variables on the dependent variable. The value of the coefficient of determination is presented in Table VIII.

TABLE VIII. R-SQUARE VALUE

Variabel Dependent	R Square	R Square Adjusted
Kreativitas	0.356	0.344

Based on the r-square value in Table VIII, above, it shows that Creativity is able to explain the variability of Having, Loving, Health, and Being by 35.6%, while the remaining 64.4% can be explained by other constructs outside those examined in this study.

**b. Testing the Inner Model (Structural Model)**

After the outer model testing meets the required criteria and the analysis can proceed, the next step is testing the inner model (structural model). The inner model can be evaluated by examining the r-square (indicator reliability) of the dependent construct and the t-statistic values from the path coefficient testing. The higher the r-square value, the better the predictive ability of the proposed research model. Meanwhile, the path coefficient values indicate the level of significance in hypothesis testing.

**c. Hypothesis Testing**

Hypothesis testing was conducted based on the results of the Inner Model (structural model), which includes the r-square output, parameter coefficients, and t-statistics. To determine whether a hypothesis is accepted or rejected, several criteria are considered, including the significance values between constructs, t-statistics, and p-values.

The hypothesis testing in this study was carried out using the SmartPLS (Partial Least Squares) software version 3.0. These values can be observed from the bootstrapping results. The rule of thumb applied in this study is a t-statistic > 1.96, with a significance level of p-value 0.05 (5%), and a positive beta coefficient.

The results of the hypothesis testing are presented in Table 4.18, and the structural model of this study is illustrated in Figure 5 below:



Fig 5. Second Stage SEM-PLS Structural Model (PLS\_Bootstrapping)

Based on Figure 5 the Second Stage SEM-PLS Structural Model (PLS\_Bootstrapping) above, the output is a path coefficient table, which will be used as the basis for hypothesis testing in this study.

**D. Discussion and Discussion of Research Results**

The purpose of this study is to identify the most influential factor affecting the creativity of students at SDS IT Zahra Asy Syifa. The study examines the effects of the School Well-Being indicators Having, Loving, Health, and Being on student creativity, which consists of Fluency, Flexibility, Elaboration, and Originality. The indicators Having, Loving, Health, and Being function as independent variables, while Creativity serves as the dependent variable. Four hypotheses were developed and tested using Structural Equation Modeling (SEM) supported by SmartPLS 3.0 software.

Based on the descriptive results, the majority of respondents in this study were male students, totaling 119 students or 54%. Meanwhile, female respondents consisted of 102 students or 46% of the total sample.

Based on the research background, problem formulation, research objectives, and hypotheses, which were analyzed using SEM-PLS software, the results are as follows:

First, the findings demonstrate that Having has a significant effect on the creativity of students at SDS IT Zahra Asy Syifa. This result is supported by a t-statistic value of 2.852 > 1.96 and a p-value of 0.004 < 0.05, with an original sample (beta) value of 0.280 (28.0%). This means that Having influences student creativity by 28.0%. This finding aligns with Cindy et al., who state that a pleasant learning environment can be established through adequate facilities and infrastructure of high quality [25]. Schools that provide facilities such as sports fields, cafeterias, well-organized libraries, and clean toilets foster a sense of comfort that makes students feel at home. A pleasant environment for learning, playing, and resting promotes student comfort, which encourages motivation, participation, and positive behavior in school activities, ultimately fostering student creativity.

Chin et al., found that stimulating learning environments spark curiosity and foster flexibility and imagination; natural surroundings reduce mental fatigue, and

restorative attention benefits enhance the uniqueness and diversity of creative ideas [26]. Their study provides insights for environmental design that supports creativity and mental well-being.

Similarly, Wang et al., support this hypothesis by showing that pleasant environments influence creativity, attention orientation, brain network activation, and creative thinking [27].

In the context of School Well-Being, the Having dimension refers to school facilities and learning environments both inside and outside school that support student activities. These include classrooms, school rules, cafeterias, toilets, and fields, as well as furniture such as desks, chairs, boards, lighting, ventilation, and fans. These factors affect student comfort, and thus school facilities contribute to increased creativity [28].

Vella-Brodrick et al., further revealed that restorative environments promote creativity, as visual stimuli from indoor or outdoor settings can stimulate creativity regardless of whether a person is surrounded by nature or a crowded urban setting [29].

Second, the findings show that Loving has an influence on student creativity at SDS IT Zahra Asy Syifa, but the effect is not significant. This result is supported by a t-statistic value of  $1.804 < 1.96$  and a p-value of  $0.072 > 0.05$ , with an original sample (beta) value of 0.093 (9.3%). This means that Loving contributes only 9.3% to creativity.

This supports Ahmad et al., who found that scientific attitudes, attention, and affection are significantly correlated with creativity. Scientific attitudes have the strongest influence, while affection acts as a co-factor that enhances creativity when combined with scientific attitudes [30]. That is, if teachers develop strategies to increase students' attention in science classes, both their scientific attitudes and attention improve, increasing opportunities for creativity.

Students' need for peer relationships also plays an important role. Forming friendships enhances happiness and enjoyment in learning [31]. Having many friends and mutual affection is a driver of creativity [32]. Frequent peer interaction strengthens attachment and collective trust, which fosters creative collaboration [33].

Argue that creativity can be nurtured and enhanced in schools through creative school climates, which influence teacher motivation, attitudes, and behaviors. An emotionally close school climate promotes student creativity.

However, the insignificant influence in this study aligns, who recommends considering sociocultural factors in creativity development. This is relevant to SDS IT Zahra Asy Syifa's socially and ethnically diverse environment.

Third, the findings show that Health has a significant effect on student creativity at SDS IT Zahra Asy Syifa. The result is supported by a t-statistic value of  $2.298 > 1.96$  and a p-value of  $0.022 < 0.05$ , with an original sample (beta) value of 0.131 (13.1%). This means that Health contributes 13.1% to creativity.

This finding is consistent who argue that promoting positive health and preventing long-term risks contributes to creativity and artistic expression.

Schools must create challenging and supportive climates for teachers and students. School programs should

emphasize healthy environments that promote creativity. Classroom conditions both physical and emotional affect student well-being. Cleanliness, organization, and aesthetics create enjoyment and drive students to be more creative.

Fourth, the findings show that Being has a significant effect on student creativity at SDS IT Zahra Asy Syifa. The result is supported by a t-statistic value of  $3.055 > 1.96$  and a p-value of  $0.002 < 0.05$ , with an original sample (beta) value of 0.280 (28.0%). This means that Being contributes 28.0% to creativity.

This aligns with the mandate of the Indonesian National Education Law (Law No. 20 of 2003), which states that national education aims to develop students' potential so they become knowledgeable, competent, creative, independent, and responsible citizens. Creativity is therefore a key educational outcome, supporting self-actualization as a higher human need.

Opportunities for recognition at school can provide positive experiences [34]. Harmonizing academic and non-academic activities creates positive feelings, enabling students to pursue interests creatively [35].

States that teacher appreciation for positive student behavior is a strategy to enhance school well-being, which in turn fosters creativity. Students feel personally valued, increasing motivation.

Achievement and recognition also increase student satisfaction with their school experience. Pervin (in Bornstein, 2003) adds that optimistic individuals adapt better to new situations, stimulating creative ability.

#### IV. CONCLUSIONS

The most surprising finding of this study is that the Being dimension—associated with self-recognition, potential actualization, and students' sense of meaningfulness at school—emerged as the most dominant factor in fostering student creativity, even surpassing the Having dimension, which is related to physical facilities, and the Loving dimension, which represents social relationships. This finding underscores that children's creativity does not merely develop from a comfortable environment but from emotional experiences in which they feel acknowledged, trusted, and given space to express themselves. Even more interesting, although positive social relationships (Loving) contribute to creating an enjoyable learning atmosphere, their influence on creativity is not significant if not accompanied by strengthened identity and self-meaning. This finding challenges conventional paradigms that position social relationships as the core of creativity development in schools, by demonstrating that individual psychological well-being is, in fact, the primary key in stimulating creative thinking processes among young learners. Theoretically, this study makes a significant contribution by expanding the school well-being model, which previously emphasized a balance among physical, social, and emotional dimensions, into a model that also places self-actualization (Being) as a central component driving creativity. This result reinforces the conception of school well-being as a holistic system that integrates individual well-being with the learning

environment simultaneously. Practically, this study offers a well-being-based educational development model that can be implemented in integrated Islamic elementary schools as well as mainstream schools, particularly in designing learning policies that emphasize student agency, appreciation of diverse ideas, and project-based creative learning. Thus, this research not only enriches the theory of positive education but also provides an applicable framework for schools in building a learning ecosystem oriented toward well-being and innovation.

This research has several limitations that, in fact, open opportunities for further investigation. The scope of the study, which is confined to a single integrated Islamic elementary school, means that the findings cannot yet be generalized to all educational contexts. Furthermore, the quantitative method using Structural Equation Modeling focuses on relationships among variables, thereby not capturing deeper psychosocial dynamics underlying the interaction between well-being and student creativity. Therefore, future studies should integrate a mixed-method approach with richer qualitative observations to understand students' subjective well-being experiences holistically. Additionally, cross-cultural and cross-grade-level explorations would expand understanding of how school well-being functions adaptively in fostering creativity across different social, religious, and cultural contexts.

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