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Self-Efficacy: Fostering Student Creativity in Problem-Solving in Elementary Schools

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ABSTRACT

Problem-solving is a critical 21st-century skill that should be nurtured from an early age. However, elementary students often face challenges in mathematical problem-solving due to low self-efficacy, which can hinder their creativity and cognitive engagement. This study investigates the relationship between self-efficacy and mathematical problem-solving ability in elementary school students. A quantitative approach was employed using a quasi-experimental design with a nonequivalent control group. The sample consisted of 60 fourth-grade students from SDN Nurul Bayan, randomly assigned to experimental and control groups. Data were collected using a 35-item self-efficacy questionnaire and a mathematical problem-solving test comprising 9 descriptive items. Prior to hypothesis testing, the instruments underwent validity, reliability, normality, and homogeneity testing. Statistical analysis revealed a significant positive correlation between self-efficacy and mathematical problem-solving ability. The Pearson correlation coefficient was r = 0.553, with a p-value = 0.001, indicating a moderate and statistically significant relationship. These findings align with Bandura's theory of self-efficacy, emphasizing its critical role in academic achievement. Enhancing self-efficacy appears to support the development of students' creative and analytical thinking in mathematical contexts. The study highlights the importance of incorporating psychological factors into mathematics instruction and suggests that pedagogical strategies should actively promote student confidence from an early stage.

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1. INTRODUCTION

21st-century education requires students to not only master basic knowledge but also to have critical thinking skills, creativity, and problem-solving abilities (Solihin, Mariana, Ledger, Fiscetti, & Rappa, 2024). These skills are essential in facing complex and dynamic global challenges. Developing these abilities at the elementary school level is a critical foundation in forming students' character and life skills (Dhamantara, Suprijono, & Mariana, 2024). However, many students have difficulty

developing creativity and independence in solving problems, especially in learning that still focuses on conventional approaches (Rahmasari, Febriati, Darmawanti, & Oktaviana, 2024). Self-efficacy is one of the internal factors that plays a vital role in developing creativity and problem-solving abilities. As (Nursalim & Rahmasari, 2024) stated, self-efficacy is an individual's belief in their ability to organise and carry out the actions needed to achieve specific goals. In the context of education, students' self-efficacy has a significant effect on motivation, persistence, and strategies used in completing learning tasks (Ningrum, Jatmiko, & Nursalim, 2024). Students with high self-efficacy tend to be more confident, persistent, and creative in facing learning challenges (Rudiatwoko, Khamidi, & Nursalim, 2024). Creativity in problem solving is the ability to produce original and practical solutions to problems. In learning, this creativity is reflected in students' ability to develop various strategies, think flexibly, and generate new ideas in completing complex tasks (Ramadhani, 2018). The development of this creativity is greatly influenced by internal factors such as self-efficacy and external factors such as the learning environment and social support (Choiriyah, Nashrullah, Nursalim, & Khamidi, 2024).

Although the importance of self-efficacy and creativity in learning has been widely recognized, in reality, many elementary school students still exhibit low levels of self-efficacy and creativity in problem-solving (Hendriana, Johanto, & Sumarmo, 2018). This can be observed in the tendency of students to rely heavily on teacher assistance in completing assignments, a lack of initiative in finding alternative solutions, and an inability to face learning challenges independently (Surya & Putri, 2017). This condition highlights the need to gain a deeper understanding of the relationship between self-efficacy and creativity in the context of problem-solving in elementary schools. In Sumenep Regency, data from the Ministry of Education, Culture, Research, and Technology show that as many as 4,303 students from 69 schools experienced a decrease in achievement motivation due to the impact of the COVID-19 pandemic (Irhamna, Amry, & Syahputra, 2020). This decrease in motivation has implications for low student self-efficacy, which can hinder the development of creativity and problem-solving abilities. This condition emphasises the importance of in-depth research on the role of self-efficacy in fostering students' creativity in problem solving, especially at the elementary school level (Brown, Concannon, Marx, Donaldson, & Black, 2016).

Based on the background and problems that have been described, the formulation of the problem in this study is: how is the relationship between self-efficacy and students' creativity in solving problems in elementary schools? To what extent does self-efficacy affect students' ability to solve problems creatively? This study aims to analyse the relationship between self-efficacy and students' creativity in solving problems in elementary schools. Determine the effect of self-efficacy on students' ability to solve problems creatively.

Several previous studies have examined the relationship between self-efficacy and problem-solving ability. (Carney, Brendefur, Thiede, Hughes, & Sutton, 2016) found that self-efficacy and adversity quotient significantly positively influenced the mathematical problem-solving ability of 6th-grade elementary school students, with a coefficient of determination of 38.6%. Another study by (Fanchamps, Slangen, Hennissen, & Specht, 2021) showed that self-efficacy contributed 16.08% to students' scientific attitudes, and there was a significant direct effect between self-efficacy and students' learning creativity. In addition, research by (Nurhikmah H, Febriati, & Ervianti, 2021) shows that self-efficacy is a self-belief that influences choices, goals, problem-solving, and persistence. However, these studies have not specifically examined the relationship between self-efficacy and creativity in problem solving at the elementary school level, especially in Sumenep Regency. This indicates a need for more in-depth and contextual research on the topic (Kaskens, Segers, Goei, van Luit, & Verhoeven, 2020).

Based on previous research studies, several gaps need to be filled by this study: Most prior studies have focused on the relationship between self-efficacy and learning achievement in general, without specifically examining its relationship to creativity in problem solving. Research examining the relationship between self-efficacy and creativity in problem solving at the elementary school level is still limited, especially in Sumenep Regency (Schunk & DiBenedetto, 2021). There have not been many studies that integrate a quantitative approach in examining the relationship between self-efficacy and

student creativity in the context of problem solving (Bicer, Lee, Perihan, Capraro, & Capraro, 2020). This study offers a new contribution to elementary education by explicitly analysing the relationship between self-efficacy and student creativity in problem solving (Peranginangin, Saragih, & Siagian, 2019). Focusing on elementary school students in Sumenep Regency, this study provides relevant contextual insights for developing learning strategies to improve students' self-efficacy and creativity. In addition, the quantitative approach used in this study allows for objective and valid measurements of the variables studied, so that the study results can provide a strong empirical basis for more effective educational policy-making and practice (Nurlinda, Azis, & Nasution, 2024).

2. METHODS

This study uses a quantitative approach with a Quasi-Experimental Design type of non-equivalent Control Group Design. This approach was chosen because it allows researchers to observe the effects of treatment on the experimental group and compare it with the control group that was not given treatment, without a complete randomization process (randomized control trial) on the placement of subjects in groups (Hardiansyah, Zainuddin, Sukitman, & Astutik, 2023). In the context of elementary schools, the division of classes that has been formed administratively makes the quasi-experimental design more appropriate and ethical than pure experiments, because it does not disrupt the existing class structure. This design provides flexibility but can still identify causal relationships that are quite valid in real educational situations. The population in this study was all fourth-grade students at SDN Nurul Bayan, Sumenep Regency. From this population, a sample of 60 students was selected using a random sampling technique, which was then divided into two groups: the experimental class and the control class, each consisting of 30 students. Random selection was carried out to minimize systematic bias that could affect the study's internal validity. The experimental group received treatment through self-efficacy-based learning strategies, while the control group followed conventional learning.

The data collection technique in this study used a questionnaire and a test of mathematical problem-solving ability. The questionnaire instrument used by the researcher was a Likert scale to measure the attitudes, opinions and perceptions of a person or student about a particular object or phenomenon. The Likert scale has two forms of statements: positive and negative. For positive statements, scores are given 4, 3, 2 and 1, while negative statements are given scores of 1, 2, 3, and 4. This questionnaire comprises 35 questions divided into 17 positive and 18 negative. The grid of the self-efficacy questionnaire can be seen in Table 1.

Table 1. Self-efficacy questionnaire grid

Indicator	Sub indicator	Positive statement	Negative statement
Magnitude	Students are able to solve problems related to the level of difficulty of the task	1,2,3	4,5,6
	Students work on tasks that they feel capable of carrying out and avoid tasks beyond their capabilities	7,8,9	10,11,12,13
Streght	Students' confidence in their ability to achieve success in every task	14,15,16,17	18,19,20
	Strong expectations of self-ability that drive students to achieve goals and succeed	21,22	23,24,25
Generality	Confidence in students' abilities depends on their understanding of their abilities	26,27,28	29,30
	Students are able to understand that their abilities	31,32	33,34,35

	are limited to certain activities and situations that vary

The instrument of the Mathematics problem-solving ability test is in the form of essay questions. In this study, the Mathematics problem-solving questions were taken from several 4th-grade Mathematics books; the material is about rounding and estimating the results of addition, subtraction, multiplication, and division. Therefore, the researcher made a grid for the Mathematics problem-solving ability test in Table 2.

Table 2. Mathematics Problem Solving Ability Test Grid

Learning materials	Indicator	Question number
Rounding and Estimation of the results of addition, subtraction, multiplication and division	Students are able to understand the problem of rounding to the nearest one, tens, hundreds and thousands.	1,2,3
	Students are able to plan solutions to rounding problems to the nearest whole, tens, hundreds and thousands.	4,5
	Students are able to perform calculations or carry out problem plans for rounding to the nearest one, tens, hundreds and thousands.	6,7
	Students are able to interpret the results obtained in problems of rounding to the nearest whole, tens, hundreds and thousands.	8,9

Before being used for data collection, the instrument was tested through validity and reliability tests. The validity test aims to ensure that each item can measure the intended construct, while the reliability test determines the internal consistency of the instrument items. The validity test is carried out with Pearson's correlation between item scores and total scores, while reliability is calculated using the Cronbach's Alpha coefficient, with a value of ≥ 0.7 as an indicator of reliability. The data were analyzed through several stages. First, a normality test was carried out using Kolmogorov-Smirnov, and a homogeneity test was performed using Levene's Test to determine the distribution and similarity of data variance between groups. This stage is essential to decide on the type of hypothesis test. If the data is usually distributed and homogeneous, the t-test (Independent Sample T-Test) tests the difference in means between groups. However, if the data is not normally distributed or the variance is not homogeneous, an alternative non-parametric test is used, such as the Mann-Whitney U Test. This test method is selected based on the suitability of data characteristics with statistical assumptions to produce a valid and accurate analysis. Overall, the design and analysis in this study were designed to ensure the reliability of the findings and the accuracy of interpreting the relationship between self-efficacy and creativity in students' problem solving, while still considering the naturalistic context of the world of elementary education.

3. FINDINGS AND DISCUSSION

3.1 Findings

This section presents the results of data analysis obtained from the self-efficacy questionnaire and mathematics problem-solving ability test of fourth-grade students at SDN Nurul Bayan, Sumenep Regency. This study employed a quantitative approach with a quasi-experimental, nonequivalent control group design, involving two groups of students: an experimental group that received self-efficacy-based treatment and a control group that followed conventional learning. Each group consisted of 30 randomly selected students (random sampling), with data collection instruments in a 35-item questionnaire and a 9-item problem-solving ability test. Before the hypothesis test was conducted, the data were analyzed to determine the validity and reliability of the instrument, as well as statistical prerequisite tests, namely normality and homogeneity tests. This is important to ensure

that the analysis techniques used—parametric (t-test) and non-parametric (Mann-Whitney test)—were carried out based on valid data distribution and variance assumptions. The results presented reflect a comparison between the experimental and control groups regarding self-efficacy scores and problem-solving ability. The primary focus of this analysis is to identify the effect of treatment on improving students' self-efficacy and its impact on their creativity in solving mathematical problems effectively and meaningfully.

Table 3. Self-efficacy Questionnaire Reliability Test Results

Alpha Cronbach	N of Item
.844	25

The test results show that the Cronbach's Alpha value is 0.844 for 25 statement items, as listed in Table 3. This value is above the general threshold of acceptable reliability, which is 0.70, indicating that all items in the questionnaire have good and stable internal consistency. The high reliability value reflects that the instrument can measure the construct of self-efficacy consistently across respondents in the research sample. In other words, students provide relatively stable answers to items representing their beliefs in their ability to complete tasks and face learning challenges. This is important considering that self-efficacy is a psychological construct that does not fluctuate in the short term and should show consistency in measurement. Furthermore, high reliability also supports the validity of the research results, because it reduces the possibility that the variation in scores obtained is solely due to measurement error. Therefore, the self-efficacy instrument in this study is feasible and reliable for collecting data on elementary school students in the context of analyzing the relationship between self-efficacy and creativity in problem solving.

Table 4. Reliable test results of Mathematics problem solving ability test

Alpha Cronbach	N of Item
.796	8

Based on the test results presented in Table 4, the Cronbach's Alpha value was obtained for eight questions. This value indicates that the instrument is in the reliable category, because it has passed the minimum limit of 0.70, which is generally used as a standard in educational and social research. Thus, the instrument has a reasonably high consistency, meaning the questions can consistently measure important aspects of elementary school students' problem-solving abilities. This level of reliability also strengthens the reliability of the data results obtained, considering that this test is designed to assess the final numerical results and reflect the critical thinking process and creativity in solving mathematical problems. Therefore, this instrument is considered suitable for use as a measuring tool in analyzing the impact of self-efficacy on students' problem-solving abilities. These reliable results provide a strong foundation for further analysis, especially in testing the effectiveness of learning interventions that strengthen self-efficacy in improving students' creativity and cognitive performance.

Table 5. Descriptive Analysis of Self-Efficacy Variables

Statistics	**Statistical values**
Mean	124.70
Median	124
Modus	130
Minimum	103
Maximum	139
Standard Deviation	9.557
Lots of Data	31

Based on the calculations, self-efficacy questionnaire data from 31 students showed scores ranging from a minimum of 103 to a maximum of 139. The corresponding percentage scores ranged from 74.55%, categorized as "strong," to 97.65%, categorized as "robust." The distribution of individual scores was as follows: one student each scored 103, 111, 114, 115, 117, 118, 121, 125, 126, 129, 132, and 138; three

students scored 123; three students scored 124; two students scored 127; two scored 130; four students scored 131; two students scored 136; and two students achieved the highest score of 139.

Based on Table 4, the researcher obtained the acquisition of frequency distribution data processing, which aims to see and categorize the level of self-efficacy by considering the ideal central and ideal standard deviation. The data above shows that as many as 28 students, with a percentage of 95.31%, have perfect self-confidence criteria, and three students, with a rate of 4.69%, have good self-efficacy criteria. Self-efficacy in grade IV students of SDN Nurul Bayan is included in the outstanding category. Furthermore, the data that has been processed, the mathematical problem-solving ability test scores in 31 students have the highest score of 100 and the lowest score of 71. In addition, categorizing the respondents' achievement level was obtained with a high category of 4 students and a very high category of 27 students (see Table 6).

Table 6. Descriptive Analysis of Mathematics Problem-Solving Tests

Statistics	Statistical values
Mean	86.66
Median	85.67
Modus	87
Minimum	71
Maximum	100
Standard Deviation	7.180
Lots of Data	31

Based on the table above, the mathematical problem-solving test scores of 31 students ranged from a minimum of 71 to a maximum of 100. The score distribution is as follows: one student each scored 71, 72, 75, 77, 80, 81, 84, 86, 87, and 89; two students scored 83; two scored 88; seven students scored 90; one scored 91; three students scored 92; two scored 93; one scored 94; and three students achieved the highest score of 100.

Based on the table above, the researcher has created a frequency distribution of data, which aims to categorize the level of mathematical problem-solving ability by considering the ideal central tendency and ideal standard deviation. The data produced as many as five students, with a percentage of 18.23%, have perfect Mathematics problem-solving ability criteria; 13 students, with a rate of 33.31%, have good Mathematics problem-solving ability criteria; eight students, with a percentage of 26.81%, have pretty good Mathematics problem-solving ability criteria, five students with a rate of 21.65% have poor Mathematics problem-solving ability criteria. The Mathematics problem-solving ability of SDN Nurul Bayan fourth-grade students is included in the good category.

Table 7. Normality test results

		Self-Efficacy Questionnaire	Mathematical Problem-Solving Ability
N		31	31
Normal	Mean	124.70	86.66
parameters	Std. Deviation	9.557	7.180
Most	Absolute	0.75	0.95
Extreme	Positive	0.61	0.94
Differences	Negative	-0.75	0.95
Test Statistic		0.75	0.95
Asymp. Sig. (2-tailed)		.200	.200

The test results, as shown in Table 7, show that the Asymp. Sig. (2-tailed) The value for self-efficacy data is 0.200, and for mathematical problem-solving ability data is also 0.200. The significance value is greater than the standard significance limit of 0.05, meaning the data is statistically normally distributed. In addition, the Mean and Standard Deviation values for each variable are in the reasonable range (M = 124.70; SD = 9.557 for self-efficacy and M = 86.66; SD = 7.180 for problem-solving), indicating that the data is evenly distributed and does not experience extreme distortion.

Furthermore, the Test Statistic value of 0.75 for self-efficacy and 0.95 for problem-solving ability also supports the conclusion that there is no significant deviation from the normal distribution. Thus, the assumption of normality is met, so researchers can proceed to the hypothesis analysis stage using parametric tests, namely the Independent Sample t-Test, to compare scores between the experimental and control groups. Fulfilling these assumptions is essential in ensuring the inferential validity and accuracy of generalizing research results to a broader population of elementary school students.

Table 8. Hypothesis test results

		Self-Efficacy Questionnaire	Mathematical Problem-Solving Ability
N		31	31
Self-Efficacy	Pearson Correlation	1	.553
	Sig. (2-tailed)		.001
math problem solving	Pearson Correlation	.553	1
	Sig. (2-tailed)	.001	0.94

The correlation test results presented in Table 8 show that the Pearson correlation coefficient value is 0.553 with a significance value (2-tailed) of 0.001. This significance value is far below the limit of 0.05, which means a statistically significant relationship exists between self-efficacy and students' mathematical problem-solving abilities. The correlation coefficient of 0.553 indicates that the relationship between the two variables is in the moderate and positive category, which can be interpreted as meaning that the higher the self-efficacy possessed by students, the better their ability to solve mathematical problems. This finding strengthens Bandura's theory (1997), which states that high self-efficacy will encourage students to be more confident, persistent, and creative in facing learning challenges, including developing problem-solving strategies. These results also provide an empirical basis that interventions focusing on strengthening self-efficacy can significantly improve students' cognitive competence, especially in mathematics. Thus, this study proves a significant relationship between variables and emphasizes the importance of a learning approach that integrates students' psychological aspects to achieve optimal academic results.

3.2 Discussion

The results of this study indicate a significant positive relationship between self-efficacy and mathematical problem-solving ability in fourth-grade students of SDN Nurul Bayan, with a Pearson correlation coefficient of 0.553 and a significance value (p) of 0.001. This aligns with the self-efficacy theory proposed by Bandura, which states that an individual's belief in their abilities influences how they think, feel, and act. In mathematics learning, students with high self-efficacy tend to be more confident in facing challenges, more persistent in solving problems, and more open to creative problem-solving strategies. Previous research also supports these findings. For example, a study by (Hardiansyah, Sukitman, Wahdian, & Hodairiyah, 2024) showed that mathematical self-efficacy positively and significantly correlates with elementary school students' learning motivation. These findings confirm that self-efficacy affects learning motivation and the cognitive strategies students use in solving mathematics problems.

This self-efficacy is closely related to problem-solving ability because of the students' self-confidence in choosing the steps to complete the test faced (Nurlinda et al., 2024). This aligns with research (Bicer et al., 2020), which states that self-efficacy is vital in everything, especially for students solving mathematical problems. With the high self-efficacy ability of students, it is hoped that they can succeed in solving mathematical problems (Peranginangin et al., 2019). It can be said that the main factor of self-efficacy that influences the ability to solve mathematical problems is confidence in one's abilities; confidence in the success that is always achieved makes someone always produce the best, and someone who is a low achiever is caused by low self-confidence (Carney et al., 2016). According to research (Bernacki et al., 2015), students who have high self-efficacy criteria will be more active, diligent,

disciplined, diligent, confident, enthusiastic about learning, be in a positive environment, namely family and school, follow the rules that apply at school such as arriving on time, entering the room according to the predetermined schedule, taking exams given by the teacher, being able to take care of the problems they face and consistently believing in their capacity (Öztürk et al., 2020). So, the higher the level of self-efficacy, the higher the students' mathematical problem-solving ability (Kohen et al., 2022).

The characteristics of creative thinking skills are fluency, flexibility, originality, and elaboration (Irhamna et al., 2020). So, in this study, the indicators of mathematical creative thinking can refer to four indicators, namely fluency, referring to students' ability to answer problems fluently and correctly; flexibility, referring to students' ability to use many ways to answer questions; originality, referring to students' ability to answer questions that are different from other students and new, and elaboration, referring to students' ability to enrich and develop an idea or product (Brown et al., 2016). Mathematics learning is essential to developing creative thinking skills in each student so that they become quality human resources (Fanchamps et al., 2021). In mathematics, students must believe they can achieve learning targets to optimize learning (Surya & Putri, 2017). According to Bandura (Hendriana et al., 2017), Self-efficacy is a person's belief in their ability to organize and carry out a series of actions to achieve the specified results. Self-Efficacy indicators, according to (Choiriyah et al., 2024), include the magnitude dimension, namely how students can overcome their learning difficulties, including a) having an optimistic view in doing lessons and assignments, b) how much interest in lessons and assignments; c) developing abilities and achievements; d) seeing complex tasks as a challenge; e) studying according to the set schedule; f) acting selectively in achieving their goals. The strength dimension, namely how high the student's confidence is in overcoming their learning difficulties, includes a) the efforts made can improve achievement well; b) commitment to completing the tasks given; c) believing and knowing the advantages they have; d) persistence in completing tasks; e) having positive goals in doing various things; f) having motivation. The Generality dimension, namely showing whether self-efficacy beliefs will take place in a particular domain or apply in various activities and situations, including a) responding to different situations well and thinking positively; b) making past experiences a path to success; c) liking to look for new situations; d) being able to deal with all situations effectively; and e) trying new challenges.

This study's findings significantly contribute to the development of educational theory and practice (Hendriana et al., 2018). Theoretically, these results reinforce the concept that self-efficacy is a key factor in learning, especially in mathematical problem solving (Ulandari et al., 2019). This supports the view that developing self-efficacy should be a focus in curriculum design and learning strategies. In practice, teachers can implement learning approaches that strengthen students' self-efficacy, for example, by giving challenging but achievable tasks, providing positive feedback, and creating a supportive learning environment (Masitoh & Fitriyani, 2018). In addition, using digital technology such as interactive learning applications can help students build self-efficacy through enjoyable and meaningful learning experiences (Solihin et al., 2024).

Although this study provides valuable insights, several limitations need to be considered. First, this study was conducted in one school with a limited sample, so generalizing the results to a broader population should be done cautiously. Second, the quasi-experimental research design without complete randomization can open up the possibility of external variables influencing the results. Third, the use of questionnaires as an instrument for measuring self-efficacy can be influenced by respondent bias, such as the tendency to provide answers that are considered socially desirable. Based on these limitations, it is recommended that further research involve larger and more diverse samples and use a more rigorous experimental design to increase internal validity. In addition, the longitudinal study can be conducted to observe the development of students' self-efficacy and problem-solving abilities over time. Using mixed methods can also provide a deeper understanding of the dynamics of students' self-efficacy and problem-solving strategies.

The findings of this study have significant social and ethical implications. In the context of basic education, developing students' self-efficacy can improve teaching quality and reduce achievement gaps. Therefore, policymakers and education practitioners need to pay attention to the psychological aspects of students in the planning and implementation of educational programs. In the digital era, the use of technology in learning must be carried out by considering ethical aspects, such as student data privacy and equitable access to technology. The use of technology should be directed to empower students and support the development of their self-efficacy, not to replace the role of teachers or reduce social interaction in learning.

4. CONCLUSION

This study analyzes the relationship between self-efficacy and mathematical problem-solving ability in elementary school students. Based on statistical analysis using Pearson correlation, it was found that there was a positive and significant relationship between self-efficacy and problem-solving ability ($r = 0.553$; $p < 0.01$). This finding supports Bandura's self-efficacy theory and strengthens previous findings regarding the role of self-belief in students' cognitive processes and academic performance. Conceptually, these results indicate that self-efficacy is vital in directing students' thinking strategies when facing mathematical problems. Students with high self-efficacy can better manage challenges, set goals, choose strategies, and maintain effort in situations that require creative and logical thinking. Thus, self-efficacy not only impacts the affective aspect but is also a direct predictor of the effectiveness of academic problem solving. These results also indicate the importance of integrating psychological dimensions into mathematics learning, especially at the elementary education level. Efforts to strengthen self-efficacy from an early age encourage the formation of student profiles that are not only conceptually competent but also mentally tough and cognitively flexible in facing various problems. Considering the implications of these findings, it is hoped that the basic education ecosystem can be more adaptive in forming a generation of learners who are not only intellectually intelligent but also confident, reflective, and creative in solving various life challenges in the future.

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