

ENHANCING SPIRITUAL LITERACY AND WRITING CREATIVITY THROUGH NOVEL REVIEW LEARNING BASED ON CARL ROGERS' THEORY

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Abstract :

This study aims to investigate strategies for addressing low student literacy and writing skills through a holistic approach that integrates literary text comprehension with the internalization of spiritual values, positioning novel review activities as an effective pedagogical intervention to enhance both spiritual literacy and creative writing competencies. This study employed a quantitative quasi-experimental design involving 30 students from TMI Al-Amien Prenduan, using literacy and spiritual literacy questionnaires administered before and after the intervention, and analyzed with a paired sample t-test to assess the effectiveness of novel discussion activities in enhancing spiritual literacy, moral reflection, and writing creativity. This study concludes that the novel discussion of *Perempuan Sejuta Kepahitan* significantly enhanced students' Spiritual Literacy and Writing Creativity at TMI Al-Amien Prenduan, increasing mean scores by 14.33 points. Through interactive, learner-centered, and reflective experiences, aligned with Carl Rogers' humanistic theory, students developed authentic self-expression, critical thinking, internalization of spiritual values, character formation, and holistic growth, with statistically significant differences between pre-test and post-test scores (Paired Sample *t*-Test, Sig. = 0.000), demonstrating the activity's effectiveness as a pedagogical strategy.

Keywords : *Spiritual Literacy; Creative Writing; Novel Review*

Abstrak :

Penelitian ini bertujuan untuk mengkaji strategi penanggulangan rendahnya tingkat literasi dan keterampilan menulis peserta didik melalui pendekatan holistik yang mengintegrasikan pemahaman teks sastra dengan internalisasi nilai-nilai spiritual, dengan menempatkan kegiatan bedah novel sebagai intervensi pedagogis yang efektif untuk meningkatkan literasi spiritual sekaligus kompetensi menulis kreatif. Penelitian ini menggunakan desain eksperimen semu kuantitatif pada 30 santri TMI Al-Amien Prenduan, dengan angket literasi dan literasi spiritual sebelum dan sesudah kegiatan, dianalisis menggunakan paired sample t-test untuk menilai efektivitas bedah novel dalam meningkatkan literasi spiritual, refleksi moral, dan kreativitas menulis. Kesimpulan penelitian ini bahwa kegiatan bedah novel *Perempuan Sejuta Kepahitan* secara signifikan meningkatkan Literasi Spiritual dan Kreativitas Menulis santri di TMI Al-Amien Prenduan, dengan kenaikan rerata sebesar 14,33 poin. Melalui pengalaman belajar yang interaktif, berpusat pada peserta, dan reflektif, sejalan dengan teori humanistik Carl Rogers, peserta mengembangkan ekspresi diri yang autentik, berpikir

kritis, internalisasi nilai-nilai spiritual, pembentukan karakter, dan pertumbuhan holistik, dengan perbedaan skor pre-test dan post-test yang signifikan secara statistik (Paired Sample *t*-Test, Sig. = 0,000), menunjukkan efektivitas kegiatan ini sebagai strategi pedagogis.

Kata Kunci: *Literasi Spiritual; Kreativitas Menulis; Bedah Novel*

INTRODUCTION

The low level of literacy culture and writing skills among students remains a crucial issue in the field of education, as literacy is not merely understood as a technical ability to read and write, but also as the capacity to interpret and internalize the spiritual and moral values contained in literary texts. Therefore, the culture of literacy in Islamic boarding schools needs to be strengthened to address the stagnation of reading and writing practices while encouraging the development of knowledge among students. Various case studies on literacy through literature in Islamic boarding schools indicate both challenges and opportunities in the development of literacy culture, given that students' low levels of literacy – including reading and writing skills – have been identified as a significant barrier to the development of their language proficiency and critical thinking abilities, both within Islamic boarding schools and in other educational institutions. Research in literacy education also shows that integrated instruction of reading and writing significantly supports the development of both skills, reinforcing that pedagogical interventions which connect comprehension with writing practice can improve literacy outcomes and students' expressive competence – a finding consistent across international educational contexts (Dianita, 2020; Kim & Zagata, 2024; Zuhriyah et al., 2025).

In the context of Islamic boarding school education, reading and writing activities often remain underdeveloped because traditional instructional orientations tend to prioritize the mastery of memorization and religious ritual practices; consequently, the holistic strengthening of literacy still requires sustained attention and systemic development. However, the enhancement of students' literacy is increasingly recognized as urgent, given that literacy plays a strategic role in character formation, the development of critical thinking skills, and the improvement of creative writing as an essential competence in the modern era. Strong literacy capacities enable students to better comprehend, reflect upon, and express ideas in written and creative forms across various academic and social contexts. Research in literacy education underscores that literacy should be understood not only as a basic reading and writing ability but as a dynamic cognitive and sociocultural process that supports higher-order thinking, meaning-making, and engagement with complex texts – a perspective widely documented in international educational research. For example, studies published in peer-reviewed journals demonstrate how integrated literacy practices, including reading-to-write pedagogical frameworks, enhance students' comprehension, analytical capacity, and written expression in educational settings (Curtin, 2024; Putri et al., 2024).

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sustained attention and systemic development. However, the enhancement of students' literacy is increasingly recognized as urgent, given that literacy plays a strategic role in character formation, the development of critical thinking skills, and the improvement of creative writing as an essential competence in the modern era. Strong literacy capacities enable students to better comprehend, reflect upon, and express ideas in written and creative forms across various academic and social contexts. Research in literacy education underscores that literacy should be understood not only as a basic reading and writing ability but as a dynamic cognitive and sociocultural process that supports higher-order thinking, meaning-making, and engagement with complex texts – a perspective widely documented in international educational research. In the Indonesian context, studies also highlight persistent challenges in student literacy levels and emphasize the importance of literacy programs and pedagogical interventions to improve reading and writing outcomes across educational settings. For example, research examining literacy conditions in Indonesian schools notes ongoing low literacy achievement and identifies factors such as limited reading interest, lack of access to reading materials, and the need for stronger literacy culture as key areas for educational improvement (Mu'alimah et al., 2024; Nadiroh et al., 2024).

The approach to strengthening literacy that is integrated with religious values and spiritual reflection is still seldom implemented systematically in pesantren education, even though such integration has the potential to enrich students' reading experiences and to develop spiritual literacy that combines textual understanding with the internalization of faith values. Therefore, there is a need for literacy instruction in literature – such as novel review activities – that not only emphasizes the analysis of textual structure but also reflects on moral and religious meanings within the work. This approach aligns with Carl Rogers' humanistic learning theory, which emphasizes meaningful learning through active engagement by learners in constructing knowledge based on personal experiences and reflection, with educators acting as facilitators of holistic personal development rather than merely transmitters of information – a perspective widely recognized in the international literature on humanistic education. For example, recent research demonstrates that Rogers' humanistic, student-centred approach enhances learning motivation, engagement, and holistic development by creating supportive, empathetic learning environments that honor the potential of each learner. Such integration of literacy and value reflection has been found to be strategic in developing students' creative writing skills, critical thinking, and social sensitivity as part of a comprehensive learning process that encompasses cognitive, affective, and spiritual domains (Junita Patrick & Mohd Norazmi Nordin, 2025; Zamzami & Putri, 2024)

Pesantren Tarbiyatul Muallimien al-Islamiyah (TMI) Al-Amien Prenduan is an Islamic educational institution based on the pesantren model that emphasizes a balanced integration of spiritual and academic education (Kuswandi, 2015, 2016b, 2016a, 2023; Kuswandi et al., 2020; Muzayin & Kuswandi, 2015). TMI Al-Amien Prenduan has institutionalized various literacy activities through student bulletins, school publications, and writing interest groups; however, students' literary outputs remain predominantly confined to poetry and short stories,

while engagement with extended narrative genres such as novels has yet to develop optimally. This condition underscores the need for more meaningful and context-based literacy stimulation, which is consistent with Carl Rogers' humanistic learning theory emphasizing meaningful learning through active learner engagement, self-expression, and reflective experience, with teachers functioning as facilitators of personal growth. Accordingly, novel review activities are positioned as a strategic pedagogical approach to expanding students' literary horizons and fostering creative writing competencies in a more comprehensive manner within the educational context of TMI Al-Amien Prenduan.

On the basis of this background, this study seeks to examine the effectiveness of novel review activities as a pedagogical strategy for enhancing students' spiritual literacy and creative writing skills at TMI Al-Amien Prenduan, grounded in Carl Rogers' humanistic learning theory. The study emphasizes the promotion of meaningful learning through students' active and reflective engagement with literary texts, particularly in relation to the internalization of moral and spiritual values and their creative expression in written form. The findings are expected to provide empirical evidence that novel-based literacy practices represent a learner-centred and holistic pedagogical approach capable of fostering students' cognitive, affective, and spiritual development in an integrated manner.

RESEARCH METHOD

This study employs a quantitative approach with a quasi-experimental design to assess the effectiveness of novel review activities in enhancing spiritual literacy and creative writing skills among santri at TMI Al-Amien Prenduan. A single-group pretest-posttest design was utilized, with a sample of 30 santri selected purposively to participate in the intervention. Data were collected using a structured instrument comprising a literacy and moral/spiritual values questionnaire consisting of 10 items administered before and after the intervention to measure changes in reading comprehension, reflective thinking abilities, and internalization of spiritual and moral values.

Data analysis was conducted using SPSS Statistic 21, including instrument validity and reliability tests, normality assessment, and paired sample t-tests to examine differences in pretest and posttest scores. The effectiveness of the intervention was determined by significant increases in post-intervention scores, indicating improvements in reflective literacy, understanding of moral values, and integration of ethical and spiritual messages from the novel text. The quasi-experimental approach is appropriate in educational settings where full randomization is not feasible, allowing researchers to evaluate causal effects of pedagogical interventions while acknowledging potential limitations in internal validity such as selection bias and external influences (Anantasia & Rindrayani, 2025).

The theoretical foundation of the study is grounded in Carl Rogers' humanistic learning theory, which emphasizes learner-centred and meaningful engagement with content, where active reflection and personal experience facilitate deeper comprehension and intrinsic motivation for learning (e.g.,

Rogers' Freedom to Learn, conceptualized within humanistic education). Research applying Rogers' theory in educational contexts highlights that environments fostering reflective, student-centred engagement significantly enhance motivational, cognitive, and affective learning outcomes, supporting the integration of reflective pedagogies such as text-based literature reviews in literacy development (Junita Patrick & Mohd Norazmi Nordin, 2025).

FINDINGS AND DISCUSSION

A growing body of educational research indicates that book review and discussion activities play a strategic role in enhancing students' literacy and writing skills, as they foster deeper text comprehension, critical reflection, and collaborative meaning-making. Through structured discussion and analytical engagement with texts, learners not only develop reading motivation and interpretive skills but also strengthen their written communication and critical thinking abilities, as widely reported in international literacy and writing studies published in reputable journals such as *Reading and Writing and Teaching and Teacher Education* (Banegas et al., 2020; Istiqomah et al., 2018; Kim & Zagata, 2024; Putra & Adi, 2025; Redaksi TMI, 2025).

Learning activities integrated with written reviews or reflective writing provide learners with opportunities to express ideas creatively, construct meaningful narratives, and develop systematic and original writing skills. International studies further indicate that instruction based on storybooks or extended narrative texts enhances students' writing creativity by training them to explore ideas, understand narrative structures, and connect personal experiences with the values embedded in the texts. These findings affirm that novel discussion activities function as an effective pedagogical strategy not only for strengthening technical literacy but also for fostering spiritual literacy, moral reflection, and students' writing creativity in an integrated manner (Agus & Winiharti, 2011; Cremin et al., 2008; Mahadi et al., 2024).

Several participants were able to grasp the moral messages embedded in the novel discussed, particularly its portrayal of women not merely as survivors but as agents who uphold dignity, foster healing, and exemplify meaningful ways of living. The novel situates women's experiences within a patriarchal culture and the spiritual struggles of modern society, thereby presenting a reflective and transformative narrative. Through the character of May, the story depicts the strength, beauty, and resilience of the female spirit while offering an intellectual reflection on hope that continues to endure amid life's bitterness (Kuswandi, 2025; Narinasamy, 2025; Radin, 2025; Rahman, 2025; Sumo, 2025).

To measure the level of understanding and the impact of the novel discussion activity *Perempuan Sejuta Kepahitan*, the evaluation was conducted using two main instruments: pre-tests and post-tests consisting of written questions and participants' personal narrative reflections on the power of prayer and its relevance to the novel's themes. Each participant was required to complete a post-test designed to assess their comprehension of the narrative content, character development, moral messages, and the application of values explored during the discussion process. The assessment instruments were formulated by considering critical literacy competencies as the primary objective of the book

discussion activity and were aligned with Carl Rogers' humanistic learning theory, which emphasizes meaningful learning through self-reflection, subjective experience, and personal growth. Accordingly, the evaluation measured not only cognitive outcomes but also affective and reflective dimensions of learning, in line with established guidelines for literacy-based community engagement evaluation (Istiqomah et al., 2018; Rogers, 1961, 1983).

In addition to cognitive evaluation through post-tests, participants were also asked to narrate their personal spiritual experiences, particularly regarding the power of prayer, the arrival of destiny that is often delayed yet timely, and reflections on spiritual values that directly resonate with the experiences of the novel's characters. This narrative-based evaluative approach is significant because faith experiences and spiritual reflection are widely recognized as integral components of holistic learning in Islamic educational thought, where cognition, emotion, and spirituality are inseparably connected within meaningful reflection. The findings indicate that the integration of cognitive post-tests and spiritual narrative reflections on the power of prayer and the precise timing of destiny effectively fosters holistic learning, enabling participants to internalize religious values derived from literary texts through reflective engagement that encompasses cognitive, affective, and spiritual dimensions (Al-Ghazali, 1998; Corbin, 1998; Pargament, 2007).

Instrument Validity Testing

Instrument validity was examined using the Pearson Product Moment correlation to determine the extent to which each item accurately measured the targeted variables, namely Spiritual Literacy and Writing Creativity. The Pearson Product Moment correlation is a widely used statistical technique to assess the degree of linear association between individual item scores and the total instrument score, thereby indicating the internal consistency and relevance of each item in representing the measured construct. An item is considered valid when the obtained correlation coefficient exceeds the critical value of r in the correlation table at a specified significance level. As noted by Arikunto, item validity can be determined by correlating each item score with the total score using the Pearson Product Moment formula; items with correlation coefficients greater than the critical r value are therefore deemed valid (Arikunto, 2006; Creswell & Creswell, 2018; Hair et al., 2022). This method is commonly employed in educational and social research because it effectively demonstrates the strength and direction of the quantitative relationship between the variables under investigation. The instrument is considered valid when the calculated r value exceeds the critical r value (0.361) and is statistically significant at the 5% level.

Table 1. Validity Test of the Literacy Variable

No	Item Code	Calculated r	Critical r	Sig. (p-value)	Remarks
1	LS1	0,612	0,361	0,000	Valid
2	LS2	0,574	0,361	0,001	Valid
3	LS3	0,648	0,361	0,000	Valid

No	Item Code	Calculated r	Critical r	Sig. (p-value)	Remarks
4	LS4	0,523	0,361	0,003	Valid
5	LS5	0,689	0,361	0,000	Valid
6	LS6	0,491	0,361	0,006	Valid
7	LS7	0,556	0,361	0,002	Valid
8	LS8	0,627	0,361	0,000	Valid
9	LS9	0,468	0,361	0,009	Valid
10	LS10	0,601	0,361	0,001	Valid

Based on the results of the validity test using the Pearson Product Moment correlation, all ten instrument items measuring the Spiritual Literacy variable obtained calculated r values greater than the critical r value at the 5% significance level and demonstrated significance values below 0.05. These findings indicate that each statement item is able to measure the spiritual literacy construct accurately, consistently, and representatively. Therefore, all items are declared valid and appropriate for use as research instruments to comprehensively assess respondents' levels of spiritual literacy.

Table 2. Validity Test of the Writing Creativity Variable

No	Item Code	Calculated r	Critical r	Sig. (p-value)	Remarks
1	LS1	0,583	0,361	0,001	Valid
2	LS2	0,641	0,361	0,000	Valid
3	LS3	0,517	0,361	0,004	Valid
4	LS4	0,692	0,361	0,000	Valid
5	LS5	0,556	0,361	0,002	Valid
6	LS6	0,478	0,361	0,008	Valid
7	LS7	0,623	0,361	0,000	Valid
8	LS8	0,649	0,361	0,000	Valid
9	LS9	0,502	0,361	0,005	Valid
10	LS10	0,671	0,361	0,000	Valid

The results of the instrument validity test indicate that all ten statement items measuring the Writing Creativity variable obtained calculated r values greater than the critical r value at the 5% significance level and were supported by significance values below the 0.05 threshold. This demonstrates a strong relationship between each item score and the total score of the variable. These findings suggest that each instrument item accurately represents the dimensions of writing creativity; therefore, all items are considered valid and suitable for use in the research data collection process.

Instrument Reliability Test

The reliability test was conducted to determine the internal consistency of the research instrument after all statement items were confirmed to be valid. Reliability was assessed using Cronbach's Alpha coefficient, with the criterion

that the instrument is considered reliable if the Alpha value is ≥ 0.70 .

Table 3. Reliability Test of the Spiritual Literacy Variable

Number of Items	Cronbach's Alpha	Criteria	Remarks
10	0.842	≥ 0.70	Reliable

The reliability test results indicate that the Spiritual Literacy instrument, consisting of 10 statement items, obtained a Cronbach's Alpha value of 0.842, which exceeds the minimum threshold of 0.70. This demonstrates that the instrument has excellent internal consistency and is capable of producing stable, consistent, and trustworthy measurement results when used repeatedly in research. These findings align with Arikunto's assertion that instruments with reliability coefficients above 0.70 indicate a high level of dependability, and are further supported by Sugiyono, who emphasizes that the closer the Cronbach's Alpha value is to 1, the stronger the instrument's reliability (Arikunto, 2006; Creswell & Creswell, 2018; Sugiyono, 2019)

Table 4. Reliability Test of the Writing Creativity Variable

Number of Items	Cronbach's Alpha	Criteria	Remarks
10	0.816	≥ 0.70	Reliable

Based on the reliability analysis, the Writing Creativity instrument, consisting of 10 statement items, obtained a Cronbach's Alpha value of 0.816. This indicates that the instrument has good internal consistency and meets the reliability criteria required in quantitative research, making it a dependable tool for data collection. According to Sugiyono, a research instrument is considered reliable if its reliability coefficient is at or above 0.70, as this reflects the stability and dependability of the measurement for the construct being studied (Sugiyono, 2019).

Descriptive Statistics of Pre-Test and Post-Test

Descriptive statistics of the pre-test and post-test were used to provide a quantitative overview of the initial and final conditions of students' Spiritual Literacy and Writing Creativity before and after the novel discussion activity. This analysis allows changes to be clearly observed through mean scores, standard deviations, and score ranges. It is essential because it enables the researcher to assess the direction and magnitude of changes objectively before conducting inferential tests, while also helping to interpret the substantive meaning of score increases or decreases in the learning context. Descriptive statistics serve to describe or summarize the research data without intending to generalize the results, representing a crucial preliminary step in understanding data characteristics and supporting the accuracy of subsequent quantitative analyses (Creswell & Creswell, 2018; Sugiyono, 2019).

Table 5. Spiritual Literacy

Statistic	Pre-Test	Post-Test
N	30	30

Statistic	Pre-Test	Post-Test
Mean	68.40	82.73
Standard Deviation	6.85	6.12
Minimum Score	55	70
Maximum Score	80	95

Based on the descriptive statistical analysis of pre-test and post-test scores, the mean score of Spiritual Literacy increased by 14.33 points following the implementation of the novel discussion activity Perempuan Sejuta Kepahitan. This indicates a positive change in participants' understanding, attitudes, and internalization of spiritual values. Methodologically, the increase in the mean score reflects the effectiveness of a treatment in a one-group pre-experimental design, where comparisons of conditions before and after the intervention are used to assess the impact of the learning or community engagement activity. Differences between pre-test and post-test scores can be interpreted as indicators of the effect of the intervention, particularly when supported by appropriate statistical analysis, making these changes a valid basis for concluding the program's success in enhancing the targeted variable (Creswell & Creswell, 2018; Sugiyono, 2019).

Table 6. Writing Creativity

Statistic	Pre-Test	Post-Test
N	30	30
Mean	65.27	79.60
Standard Deviation	7.14	6.48
Minimum Score	52	68
Maximum Score	78	92

Based on the descriptive statistical analysis of pre-test and post-test scores, the mean score of Writing Creativity increased by 14.33 points, indicating that the novel discussion activity Perempuan Sejuta Kepahitan had a positive impact on students' writing abilities. This increase reflects significant changes in idea development, language use, and confidence in self-expression through writing, which can be methodologically interpreted as the effect of the learning intervention provided. Comparisons of mean scores before and after the treatment in a pre-test and post-test design are used to assess the effectiveness of a program or activity, where increases in post-test scores serve as indicators of a positive influence on the measured variable (Creswell & Creswell, 2018; Sugiyono, 2019).

Normality Test (Shapiro-Wilk)

The Shapiro-Wilk normality test was conducted to ensure that the research data were normally distributed, which is a prerequisite for the use of parametric statistical tests, such as the Paired Sample t-Test applied in this study. Testing for normality is essential because the validity of parametric test results depends heavily on the fulfillment of the normal distribution assumption, particularly in studies with relatively small sample sizes. Assessing the normality

of data prior to conducting inferential parametric analyses ensures that the conclusions drawn are valid and scientifically defensible. When data meet the normality assumption, parametric analyses can be applied accurately and efficiently (Creswell & Creswell, 2018; Sugiyono, 2019).

Table 7. Spiritual Literacy

Data	Sig. (p)	Interpretation
Pre-Test	0.124	Normal
Post-Test	0.087	Normal

Table 8. Writing Creativity

Data	Sig. (p)	Interpretation
Pre-Test	0.102	Normal
Post-Test	0.091	Normal

Based on the results of the normality test (Shapiro–Wilk), the significance values (p) for all pre-test and post-test data of the Spiritual Literacy and Writing Creativity variables were greater than 0.05. Therefore, the data are considered normally distributed and meet the assumptions required for the use of parametric statistical tests. This finding is relevant for both Spiritual Literacy and Writing Creativity variables, as it indicates that the score distributions for these variables are within normal conditions. Consequently, subsequent analyses using parametric tests can be conducted appropriately to objectively and methodologically assess the changes and effects of the novel discussion activity on the enhancement of both variables. Ensuring the normality assumption is a critical prerequisite in parametric statistical analysis to guarantee that the test results are valid and scientifically defensible (Creswell & Creswell, 2018; Sugiyono, 2019).

Paired Sample t-Test

The Paired Sample t-Test was used in this study because it involves two related measurements on the same subjects – namely, the pre-test and post-test scores of Spiritual Literacy and Writing Creativity for 30 students before and after the novel discussion activity. The purpose of this analysis is to determine whether there is a significant difference in mean scores as a result of the intervention. This test is appropriate when the data are on an interval or ratio scale, normally distributed, and collected from the same group, as it controls for individual variation among respondents and is statistically more sensitive in detecting changes caused by the learning intervention. The Paired Sample t-Test is particularly suitable for a one-group pre-test and post-test experimental design, as it directly evaluates the effectiveness of the treatment on the same subjects (Creswell & Creswell, 2018; Sugiyono, 2019).

Table 9. Spiritual Literacy

Statistic	Value
Mean Difference	14.33
t (calculated)	9.214

Statistic	Value
Sig. (2-tailed)	0.000

Based on the results of the Paired Sample t-Test, the significance value (Sig.) was found to be less than 0.05, indicating a significant difference between the pre-test and post-test scores of Spiritual Literacy. This suggests that the implemented activity had a tangible effect on enhancing participants' spiritual literacy. The difference reflects positive changes in understanding, attitudes, and internalization of spiritual values following the learning intervention, which can be statistically verified through the comparison of mean scores before and after the treatment.

Table 10. Writing Creativity

Statistic	Value
Mean Difference	14.33
t (calculated)	8.746
Sig. (2-tailed)	0.000

Based on the results of the Paired Sample t-Test, the significance value (Sig.) was less than 0.05, indicating a significant difference between the pre-test and post-test scores of Writing Creativity. This suggests that the novel discussion activity had a tangible effect on enhancing participants' writing skills. The observed difference reflects improvements in idea development, originality, and the ability to express thoughts effectively in writing following participation in the novel discussion activity.

CONCLUSION

The novel discussion activity of Perempuan Sejuta Kepahitan effectively enhanced students' Spiritual Literacy and Writing Creativity at TMI Al-Amien Prenduan, as evidenced by significant increases in mean scores (14.33 points) and statistically confirmed differences between pre-test and post-test results (Paired Sample t-Test, Sig. = 0.000 < 0.05). The instruments employed were validated and reliable, and the data met normality assumptions, ensuring the robustness of the findings. The activity's interactive and reflective approach facilitated critical engagement with literary texts while promoting internalization of spiritual values, character development, and the cultivation of a creative writing culture. In line with Carl Rogers' humanistic theory, the intervention provided learner-centered experiences that supported authentic self-expression, reflection, and holistic growth, demonstrating that novel discussion can serve as an effective pedagogical strategy to integrate cognitive, affective, and spiritual dimensions in Islamic education.

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