

ABSTRACT

This study was conducted to identify the factors that influence the critical literacy of pre-service teachers in the disciplinary literacy of Early Childhood Education (ECE). This research used structural equation modelling – partial least square (SEM-PLS) analysis. The purposive random sampling technique was chosen to determine the sample of respondents from the first year to the third year of ECE from one of the public universities in Gorontalo Province, Indonesia. The total population was 556 pre-service teachers, and 247 people were the samples who filled out 37 items of the questionnaire. Based on the analysis of the results, it was found that creative thinking and the ability to detect sources and bias significantly influence critical literacy. This research has implications for developing literacy practices that combine both variables for optimising critical literacy in the content area of Early Childhood Education, such as integrating these variables into the assignment tasks and daily discussions in the classroom.

Keywords: critical literacy; disciplinary literacy; creative thinking; early childhood education