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Integration of Entrepreneurial Values into Economic Education Learning in Primary Schools

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Abstracts

Instilling entrepreneurial values from an early age is a strategic step in shaping students' character and life skills. Economic education at the elementary school level holds great potential as a platform to integrate these values into the learning process. This study aims to examine the effect of integrating entrepreneurial values into teaching on students' learning outcomes. The research employed a quantitative method with a quasi-experimental design using a pretest-posttest control group model. The subjects consisted of two groups: an experimental class that received instruction integrated with entrepreneurial values, and a control class that received conventional teaching. Data were collected through learning outcome tests administered before and after the intervention. The analysis results showed a significant difference in student learning outcomes between the two groups. The experimental group demonstrated greater improvement in learning outcomes compared to the control group. A t-test revealed a statistically significant difference, and the effect size calculated using Cohen's d indicated a strong impact of the treatment. In conclusion, the integration of entrepreneurial values into the learning process proved to be effective in enhancing students' academic performance and contributed to the development of entrepreneurial character. This approach may serve as an innovative alternative in elementary education curriculum development.

Keywords: Entrepreneurial Values; Learning Outcomes; Economic Education

1. Introduction

The integration of entrepreneurial values into Economic Education at the elementary school level is a crucial strategy for instilling entrepreneurial attitudes, skills, and mindsets from an early age (Mispandi & Fahrurrozi, 2023). At this stage, children are in a highly receptive phase of cognitive and affective development, making entrepreneurship-oriented learning effective in shaping independent, creative, and risk-taking character traits (Kelman, 2020b) (Ambedale et al., 2023). The introduction of entrepreneurial concepts does not necessarily require complex theoretical approaches; instead, it can be implemented through simple activities such as buying and selling simulations, the introduction of local products, or crafting handmade items.

Learning that integrates entrepreneurial values also encourages students to be active and think critically in addressing everyday economic problems. Values such as hard work, responsibility, innovation, and cooperation are instilled through contextual learning approaches that are closely related to their daily lives (Baehaqi et al., 2024). For example, teachers can connect lessons about needs and wants with activities like making a simple shopping list or conducting small business simulations (Pambudi et al.,

2020). Through this approach, students not only gain a cognitive understanding of economic concepts but also develop an awareness of the importance of planning and resource management. Furthermore, the integration of entrepreneurial values into the learning process aligns with the goals of character education, which is a national priority (Nurasiah et al., 2022). Entrepreneurship is not merely about generating profit but also about fostering ethical values, perseverance, and social awareness. Students are encouraged not only to pursue outcomes but also to value honest and fair processes (Maisaroh, 2022). Therefore, economic education at the elementary level has the potential to become a medium for shaping a young generation that is not only intellectually capable but also competitive and ethically grounded (Zainuddin, 2020). For the integration of entrepreneurial values to run optimally, the active role of teachers is essential in designing creative and relevant learning experiences (Kelman, 2020a). Teachers must be able to select appropriate methods, media, and assessments that support the development of entrepreneurial attitudes, such as mini business projects, simple case studies, or business idea presentations. In addition, support from the school environment and parents is crucial to reinforce students' learning experiences beyond the classroom (Difani, 2024). Through a well-integrated approach, Economic Education at the elementary school level can serve as a solid foundation for fostering entrepreneurial spirit from an early age (Siyono et al., 2022).

Previous studies have shown that the integration of entrepreneurial values into economic education at the elementary school level can have a positive impact on character development and the enhancement of students' life skills. According to (Alghasab et al., 2020), early entrepreneurship education is essential for fostering creative, innovative, and independent mindsets in children. This is supported by the findings of (Chigama & Goronga, 2022), who stated that project-based entrepreneurship learning activities increase students' sense of responsibility and self-confidence. Furthermore, research by (Maupa & Goronga, 2024) indicated that the development of economics material based on entrepreneurial values can enhance students' learning interest and provide a more contextual understanding of economic concepts. In addition, (Williams, 2020) revealed that involving students in simple entrepreneurial practices, such as buying and selling simulations, can cultivate economic awareness and logical thinking skills.

Another study conducted by (Vallefuoco et al., 2023) showed that an integrated thematic approach incorporating entrepreneurial elements can promote the development of a strong work ethic and perseverance among elementary school students. (Smythe, 2024) emphasized that economics instruction integrated with entrepreneurial values significantly improves students' basic economic literacy. Findings from (Deb & Bhatt, 2020) also indicated that entrepreneurship-based learning practices help foster caring and collaborative attitudes among students. In research by (Brahmia, 2023), it was explained that using active learning methods enables the effective cultivation of entrepreneurial values such as responsibility, creativity, and risk-taking in the context of primary education. These findings reinforce the argument that entrepreneurship-based economic education plays a vital role in character education and in strengthening essential life skills relevant to real-world contexts.

The integration of entrepreneurial values into Economic Education at the elementary level still faces several conceptual and practical gaps Integration of ESD in French primary schools: for what purpose, with what form of integration and with what

content (Charif, 2024). Many curricula do not explicitly include entrepreneurial elements within economics content at the primary level, making it difficult for teachers to connect economic theory with the cultivation of entrepreneurial attitudes (Wood, 2022). Most instructional approaches remain focused on mastering basic concepts without providing exploratory opportunities for students to develop creativity, initiative, and decision-making skills traits that are essential to the entrepreneurial spirit (Parmini et al., 2024).

Another major issue lies in the limited readiness of educators to implement entrepreneurship-oriented economic education. Many teachers have not received adequate training to design project-based learning activities or entrepreneurship simulations appropriate for elementary school students. The lack of learning resources, insufficient support from the school environment, and minimal collaboration with the business sector also hinder the effective implementation of entrepreneurial values in the classroom. As a result, students often acquire only theoretical understanding without experiencing the entrepreneurial process in a contextual manner. Another significant challenge is the need to create an educational ecosystem that encourages students to think independently, act responsibly, and develop problem-solving skills from an early age. The education system still requires greater synergy between curriculum design, teacher training, and support from the community and parents in order to foster entrepreneurial character. Moreover, learning activities that are overly focused on academic outcomes become an obstacle, as they reduce opportunities for students to learn through experience, mistakes, and the creative process, which are core aspects of entrepreneurship. A more flexible, innovative, and collaborative pedagogical approach is needed to ensure that entrepreneurial values are genuinely internalized by students.

The integration of entrepreneurial values into Economic Education at the elementary level is a compelling topic, as it directly contributes to the development of independent, creative, and responsible character traits from an early age. This study aims to explore effective teaching strategies for instilling entrepreneurial values through contextual and experience-based approaches. The proposed solutions include the development of active and collaborative learning models, teacher training in designing entrepreneurship-based activities, and school community involvement to create a supportive learning environment. By focusing on relevant life skills, this topic is not only aligned with contemporary needs but also reinforces character education through practical and meaningful economic learning.

2. Research Methods

This section explains how the research was conducted. The main materials of this section are: (1) research design; (2) population and sample; (3) data collection techniques and instrument development; (4) as well as data analysis techniques. For research that uses tools and materials, it is necessary to write down specifically the tools and materials. Tool specifications describe the sophistication of the tools used, while material specifications describe the types of materials used. For types of qualitative research such as classroom action research, case studies, ethnography, etc., the presence of the researcher, as well as informants who help and how to dig up the research data, as well as the location and duration of the research are added. avoid organizing writing into “sub-headings” in this section [Cambria 12 pt].

This study employed a quantitative approach with a quasi-experimental research design. This design was chosen to objectively examine the effect of integrating entrepreneurial values into Economic Education on students' learning outcomes (Asmawi et al., 2024). The quantitative approach enables statistical analysis of numerical data obtained from learning outcome tests, allowing the results to be generalized within the context of primary education. The research design employed was a pretest-posttest control group design, in which students were randomly assigned into two groups: an experimental group and a control group. The experimental group received Economic Education instruction integrated with entrepreneurial values, while the control group received conventional instruction. Both groups were given a pretest and a posttest to measure changes in learning outcomes (Charif, 2024). The difference between the pretest and posttest scores was analyzed using statistical tests to determine the significance of the treatment's effect.

The study was conducted at SD Negeri 2 Nganganaumala with a total of 21 students. All students were included as research subjects and were evenly divided into two groups. Primary data were obtained through a learning outcome test instrument developed based on the learning indicators of elementary-level Economic Education. The independent variable in this study was the use of entrepreneurship-based economic instruction, while the dependent variable was students' learning outcomes. This research is expected to provide empirical insights into the effectiveness of integrating entrepreneurial values into the learning process from an early age.

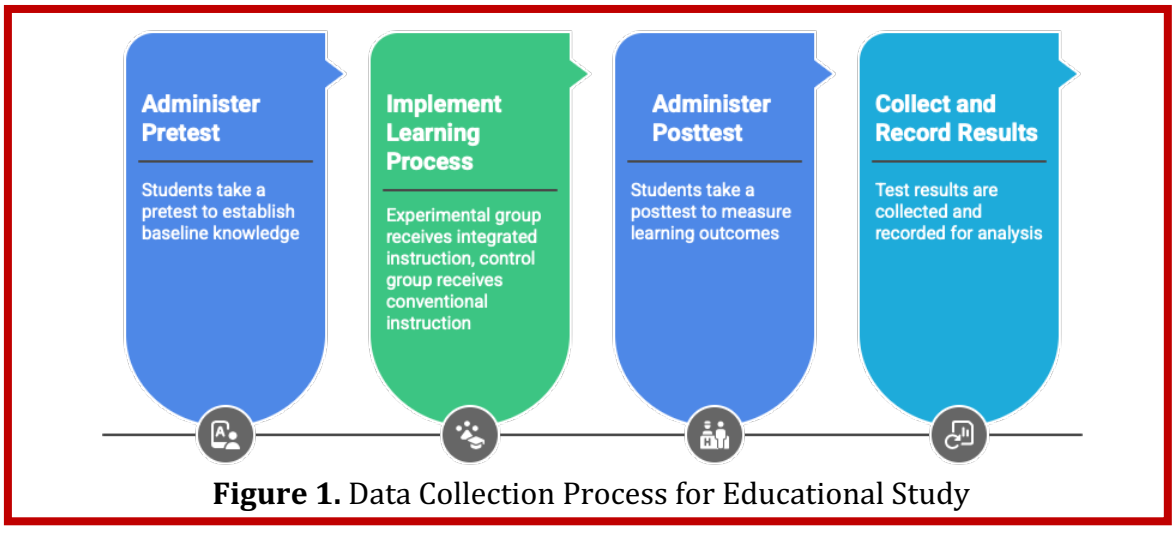

Figure 1. Data Collection Process for Educational Study

The image illustrates the Data Collection Process for an Educational Study in four sequential stages. First, a pretest is administered to all students to establish baseline knowledge before any instructional intervention. Second, during the learning process, the experimental group receives instruction integrated with specific elements (such as entrepreneurial values), while the control group is taught using conventional methods. Third, a posttest is given to assess students' learning outcomes after the instruction has been completed. Finally, all test results are collected and recordedsystematically for further analysis and comparison, enabling researchers to evaluate the effectiveness of the instructional approach.

The data analysis techniques in this study involved both descriptive and inferential statistics. The pretest and posttest results were analyzed descriptively to determine the mean scores, standard deviations, and score distributions for each group.

To examine differences in learning outcomes between the experimental and control groups, an Independent Samples t-Test was conducted using statistical software. This test aimed to determine whether there was a statistically significant difference between the two groups receiving different treatments. In addition, to measure the magnitude of the treatment's effect on learning outcomes, the effect size was calculated using Cohen's d formula. This allowed for an assessment of how strongly the integration of entrepreneurial values in Economic Education influenced students' learning improvement.

3. Results and Discussion

3.1 Results

The research findings indicate that the integration of entrepreneurial values into the learning process has a significant impact on improving students' learning outcomes. Students in the experimental group, who received instruction infused with entrepreneurial values such as independence, creativity, responsibility, and collaboration, showed greater improvement in their academic performance compared to those in the control group who received conventional instruction. Statistical analysis using a t-test revealed a statistically significant difference in the post-test scores between the two groups. The effect size calculated using Cohen's d indicated a strong influence of the treatment. These results suggest that a learning approach that integrates entrepreneurial values not only enhances students' academic achievement but also contributes to the development of entrepreneurial character essential for real-life challenges.

Pretest Mean Results

The distribution of students' pretest mean scores in both the experimental and control groups was categorized into three levels of ability: high, medium, and low. The majority of students in both groups fell into the medium category, with a total of 13 out of 21 students, indicating that most participants possessed a moderate level of prior knowledge before the instructional treatment was applied. The experimental class showed a relatively balanced distribution compared to the control class, although there were slight differences in the number of students within the high and low categories. Overall, these data suggest that both groups had comparable levels of learning readiness, making them suitable for further comparison in analyzing the effectiveness of the instructional intervention.

Table 1. Categories of Pretest Mean Scores

Group	Category	Score Range	Number of Students
Experimental Class	High	≥ 75	2
	Medium	60–74	7
	Low	< 60	2
Control Class	High	≥ 75	1
	Medium	60–74	6
	Low	< 60	3
Total (All Students)	–	–	21

This table presents the distribution of pretest mean score categories between two groups: the experimental class and the control class. The score categories are divided into three levels: high (≥75), medium (60–74), and low (<60). The data aim to identify

the students' initial condition or baseline abilities before the instructional intervention was applied. With a total of 21 students, the table provides an overview of students' understanding of the material prior to the commencement of the learning process. In the experimental class, the majority of students 7 in total fell into the medium category. Meanwhile, 2 students were in the high category and another 2 in the low category. This distribution indicates that most students in the experimental class had an adequate level of prior understanding, although some showed either high or low learning readiness. The presence of students in the high category suggests strong initial academic potential, while those in the low category may require more attention during the learning process. In the control class, a similar distribution pattern was observed, with most students (6) in the medium category. However, only 1 student fell into the high category, and 3 were in the low category. This indicates that the control group had a slightly higher number of students with lower initial ability compared to the experimental group. This difference is important to consider, as it may influence the analysis of the treatment's effectiveness, although overall, the category distribution between the two classes is relatively balanced.

Before the learning intervention was conducted, the majority of students were categorized at the medium level (13 out of 21 students). This indicates that, in general, students' initial abilities were at a moderate level, without a strong dominance in either the high or low categories. This finding supports the assumption that both groups had relatively equivalent baseline abilities, which is an important foundation for ensuring the validity of comparisons in learning outcomes after the treatment is applied.

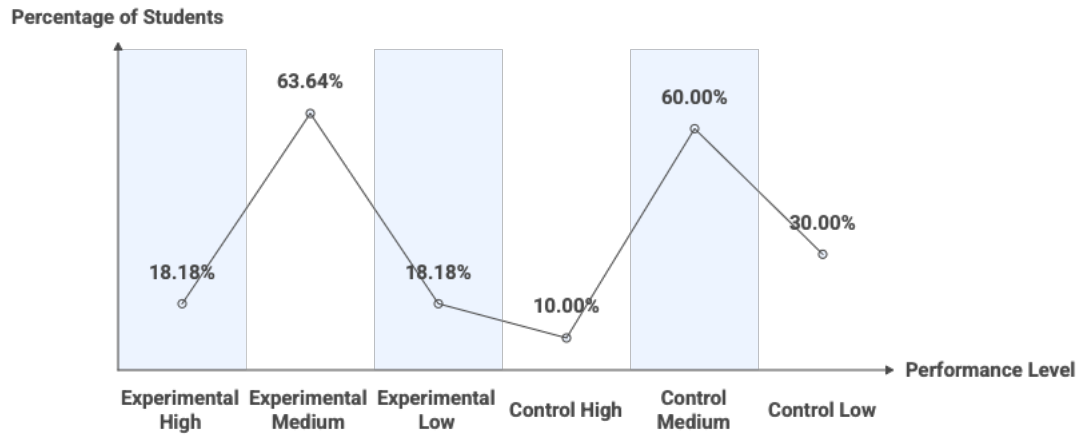

Figure 2. Pretest Distribution in Experimental and Control Classes

The figure illustrates the distribution of student performance in the experimental and control classes based on achievement level categories: high, medium, and low. In the experimental class, the majority of students fell into the medium category (63.64%), while the high and low categories each accounted for 18.18% of the total students. This pattern indicates that most students possessed a moderate level of initial understanding, with a relatively balanced distribution between high- and low-performing students. This distribution suggests that the experimental class had a stable foundation prior to the implementation of the instructional treatment. On the other hand, the control class exhibited a slightly different distribution, with the highest percentage also in the medium category (60.00%). However, the proportion of students in the low category (30.00%) was higher than in the experimental class, and only

10.00% were in the high category. This indicates that the control group had more students with lower initial ability, which could affect the effectiveness of instruction without specific interventions. This visualization strengthens the understanding that although both groups were predominantly classified in the medium category, the experimental class demonstrated a more even distribution, providing a stronger foundation for the subsequent learning intervention.

Posttest Mean Results

Based on the data presented in Table 2, it is evident that the posttest results of students in the experimental class were generally higher than those in the control class. Most students in the experimental class fell into the high category (≥ 85), whereas only a small portion of students in the control class reached that level. The absence of students in the low category in the experimental class indicates the effectiveness of the instructional treatment provided. Meanwhile, the control class still had students categorized as low achievers, suggesting that the instructional approach used was less effective in improving students' learning outcomes. These findings reinforce the conclusion that the learning strategy implemented in the experimental class was more successful in promoting significant and evenly distributed academic achievement gains.

Table 2. Categories of Posttest Mean Scores

Group	Category	Score Range	Number of Students
Experimental Class	High	≥ 85	7
	Medium	70–84	4
	Low	< 70	0
Control Class	High	≥ 85	2
	Medium	70–84	6
	Low	< 70	2
Total (All Students)	–	–	21

Table 2 presents the categories of posttest mean scores for the two groups: the experimental class and the control class. In the experimental class, the majority of students seven in total achieved scores in the high category (≥ 85). Additionally, four students were in the medium category, with scores ranging from 70 to 84. No students scored below 70, indicating that all students in this group demonstrated satisfactory to excellent learning outcomes after the instructional treatment was implemented. In contrast, the posttest score distribution in the control class showed more variability. Only two students fell into the high category (≥ 85), while the majority six students were in the medium category (70–84). Notably, two students remained in the low category (below 70), indicating that some students in the control group had not yet achieved optimal learning outcomes. In comparison, the experimental class showed higher and more evenly distributed achievement. This is reflected in the absence of students in the low category and the dominance of students in the high category. Meanwhile, the control class exhibited a less ideal score distribution, with some students still performing at lower levels and fewer students achieving high scores. These findings suggest a clear difference in learning quality between the two groups. Overall, the data in this table reinforce the hypothesis that the instructional approach applied in the experimental class was more effective in enhancing students' academic achievement. The differences in score category distribution indicate that the

intervention was successful in significantly boosting academic performance, particularly in helping students consistently reach higher levels of achievement.

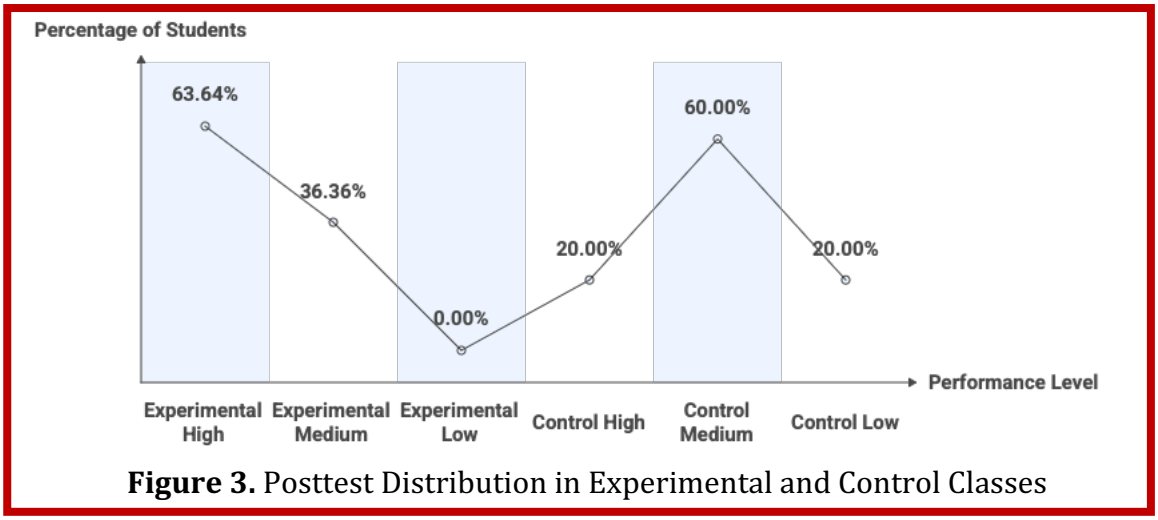

Figure 3. Posttest Distribution in Experimental and Control Classes

The figure above illustrates the comparison of student performance levels between the experimental and control classes based on posttest score categories: high, medium, and low. It is evident that the experimental class had the highest proportion of students in the "High" category, accounting for 63.64%, whereas the control class had only 20.00%. Additionally, no students from the experimental class fell into the "Low" category (0.00%), indicating that all students in this group achieved satisfactory outcomes following the instructional intervention. In contrast, 20.00% of students in the control class remained in the low category. The score distribution in the control class tended to be more dispersed, with 60.00% of students in the medium category, while the experimental class showed a distribution pattern more skewed toward the high category. This indicates that the instructional treatment provided to the experimental class was more effective in consistently pushing student achievement to higher levels. The graph reinforces the findings presented in the previous table and offers a clear visual representation of the differing effectiveness of the instructional approaches applied in the two classes.

Independent Samples t-Test Results

The statistical analysis using the Independent Samples t-Test revealed a significant difference between the learning outcomes of the experimental and control groups. The obtained significance value (Sig. 2-tailed) was 0.001, which is lower than the standard significance level of 0.05. This indicates that the difference in posttest scores between the two groups is statistically significant, meaning that the instructional approach integrating entrepreneurial values had a real impact on improving students' learning outcomes. The statistical test demonstrates that the increase in posttest scores is not only descriptively meaningful but also inferentially significant. Therefore, this data reinforces the finding that the learning approach applied in the experimental group effectively enhanced students' academic achievement in a substantial and measurable way.

Table 3. Levene's Test & t-test for Equality of Means

Variabel	Levene's Test for Equality of Variances		t-test for Equality of Means	
	F	Sig.	t	df
Pretest	0.092	0.764	0.113	19
Posttest	0.183	0.673	4.123	19

Table 3 presents the results of the Levene's Test and the Independent Samples t-Test, which were used to evaluate the differences in mean pretest and posttest scores between the experimental and control classes. Levene's Test aims to determine whether the variances of the two groups are homogeneous, a prerequisite for proceeding with the t-test analysis. The significance values (Sig.) for the pretest and posttest were 0.764 and 0.673, respectively both well above the 0.05 threshold. This indicates that the assumption of homogeneity of variances was met, allowing the use of the "equal variances assumed" approach in the t-test analysis. For the t-test on pretest scores, the obtained t-value was 0.113 with 19 degrees of freedom (df). This result indicates that there was no statistically significant difference in the mean pretest scores between the two groups. In other words, prior to the instructional treatment, the initial abilities of the experimental and control classes were relatively equivalent. This is a crucial finding, as it confirms that the improvement observed in posttest results can be attributed to the applied treatment rather than to any pre-existing differences between the groups.

The t-test result for the posttest scores indicates a significant difference between the two groups. The obtained t-value of 4.123 reflects a substantial difference, with the same degrees of freedom (df = 19). Since the assumption of homogeneity of variances has been met and the t-value is notably high, it can be concluded that the difference in mean posttest scores between the experimental and control classes did not occur by chance, but rather as a result of the effective instructional treatment applied to the experimental group.

Effect Size Calculation Results (Cohen's d)

The figure above illustrates a comparison of learning outcomes between the experimental and control groups, both before (pretest) and after (posttest) the treatment was administered. In the pretest phase, the average score of the experimental group was 62.14, while the control group had an average of 61.90. These closely aligned values indicate that both groups had relatively equal initial abilities prior to the treatment, thus ensuring that subsequent analyses of learning improvement can be considered valid and objective. Following the instructional treatment applied to the experimental group, a significant improvement in learning outcomes was observed. The average posttest score in the experimental group increased to 84.33, whereas the control group reached only 75.05. The greater improvement observed in the experimental group suggests that the intervention (in this context, a specific learning medium or instructional method) was more effective in enhancing student learning outcomes compared to the conventional instruction received by the control group.

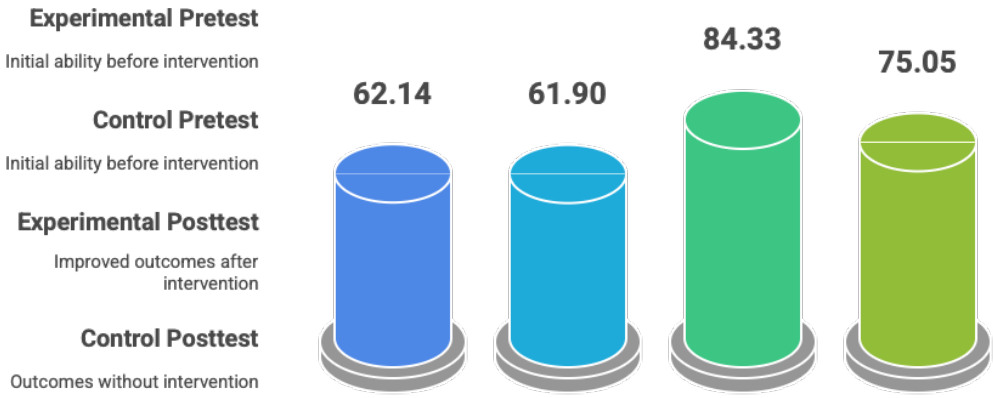

Figure 4. Comparison of Learning Outcomes Between Groups

This visualization reinforces the statistical findings from the t-test, which indicated a significant difference between the two groups following the treatment. The mean difference of 9.28 points in the posttest scores between the groups provides clear evidence that the instructional approach used in the experimental group had a substantial positive impact on students' academic performance. The graph illustrates that students who received the specific treatment were not only able to catch up but even outperformed those who did not receive the intervention. In this context, the calculation of effect size using Cohen's *d* offers a measure of how strongly the treatment influenced student learning outcomes. Based on the mean difference and the pooled standard deviation, Cohen's *d*quantifies the effect size, where a value above 0.8 is considered large. Given the significant score difference shown in the graph, it can be assumed that the effect size falls within the large category, indicating that the treatment made a meaningful and substantial contribution to improving learning outcomes.

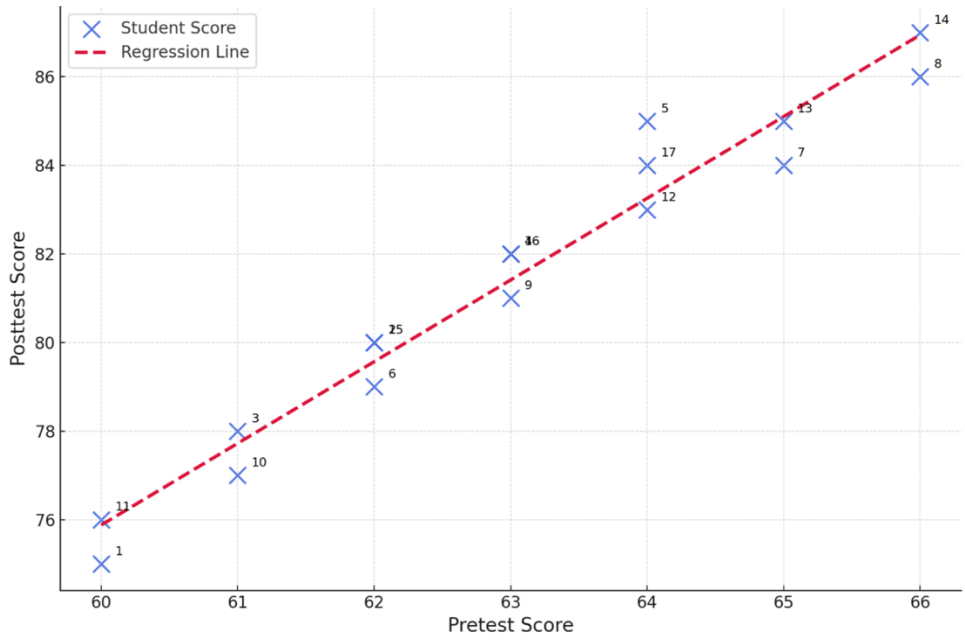

Figure 5. Scatter Plot: Pretest vs Posttest Scores

The scatter plot above illustrates the relationship between students' pretest and posttest scores, with each point representing an individual student's performance. The

blue X-shaped points display the distribution of student data, while the red dashed line represents the regression line, indicating the general trend between the two variables. It is evident that most data points align closely with the regression line, suggesting a positive relationship between pretest and posttest scores. In other words, students who scored higher on the pretest tended to also achieve higher posttest scores. The consistency of the data points along the regression line strengthens the assumption that the improvement in learning outcomes occurred evenly among students, and that the instructional treatment had a positive effect on their final performance. Additionally, the relatively tight clustering of the points around the line suggests that the data do not deviate significantly from the general trend, indicating the stability and effectiveness of the learning method used. This graph also indicates the absence of extreme outliers, suggesting that the results are fairly representative of the overall trend in student performance improvement.

3.2 Discussion

The research findings at the pretest stage indicate that the initial abilities of students in both the experimental and control classes were relatively balanced. The majority of students in both groups demonstrated a moderate level of prior understanding, as reflected by the dominance of the medium ability category. This suggests that both the experimental and control groups began the learning process from nearly the same starting point. Therefore, comparisons of learning outcomes between the two groups after the intervention are more valid, as they are not influenced by pre-existing disparities in subject mastery. These findings also reveal that, prior to the intervention, there was no evident advantage in either group. Neither group was dominated by students with exceptionally high or low abilities, indicating a homogeneous baseline condition that provides a solid foundation for evaluating the effectiveness of the instructional approach used (Montalbo, 2021). This initial equivalence in student ability is a critical prerequisite in educational experiments, as it allows the evaluation of learning outcomes to focus more accurately on the impact of the method or intervention itself, rather than on inherent differences between the groups (Mufanechiya et al., 2024).

The posttest findings reveal a clear distinction between the experimental and control groups following the instructional intervention. Students in the experimental class tended to demonstrate more consistent and significant improvements in learning outcomes compared to those in the control class. The majority of students in the experimental group reached higher levels of achievement, with none performing at a very low level. This reflects the success of the learning approach that integrated entrepreneurial values in enhancing students' understanding and mastery of the subject matter. In contrast, the control group displayed a more varied distribution of outcomes, with some students still performing at lower levels. Although several students in the control group also achieved satisfactory results, the overall distribution of achievement was not as strong or balanced as in the experimental group. These findings suggest that the conventional instructional method used in the control class was less effective in promoting maximum learning outcomes across the board. The differing outcome patterns between the two groups further support the notion that the contextual, entrepreneurship-based learning approach had a positive impact on improving students' academic performance (Thuon & Theang, 2024).

The results of the Independent Samples t-Test indicate a significant difference in learning outcomes between the experimental and control groups after the instructional treatment was applied. This difference suggests that the learning approach used in the experimental class had a tangible impact on improving student performance. In other words, the implementation of instruction integrating entrepreneurial values proved to be more effective than the conventional method used in the control class. The statistical significance of the difference between the two groups strengthens the validity of the research findings, particularly since students' initial abilities were previously shown to be relatively balanced. Therefore, the improvement in learning outcomes observed in the experimental group can be directly attributed to the intervention applied (Muhlis et al., 2023). This test provides statistical evidence that the innovative learning approach is not only theoretically relevant but also empirically measurable in the context of primary school education**.**

The effect size calculation using Cohen's d shows that the influence of the instructional treatment on students' learning outcomes is in the strong category. This indicates that the intervention, which involved the integration of entrepreneurial values into the learning process, resulted not only in statistically significant differences but also in a substantial practical impact on improving students' academic performance. This strengthens the argument that the teaching approach applied in the experimental class was truly effective in producing meaningful change in the learning process. These findings also serve as evidence that instruction connected to real-life contexts, such as entrepreneurial values, is more effective in developing students' understanding and skills in a comprehensive manner. The effectiveness of this approach is reflected not only in the improved final scores but also in the more balanced achievement distribution among students. Therefore, the high effect size value suggests that the learning strategy used should be considered a valuable and impactful alternative within the context of primary education (Matic & Errabo, 2022)**.**

4. Conclusion

Based on the research findings, it can be concluded that the integration of entrepreneurial values into Economic Education at the primary school level has a positive impact on improving students' learning outcomes. This is evident from the achievement of students in the experimental group, who showed greater improvement compared to the control group. The difference in learning outcomes between the two groups indicates that a contextual learning approach that incorporates entrepreneurial values can create a more effective and meaningful learning environment, encouraging active student engagement in understanding the subject matter. In addition to enhancing academic performance, entrepreneurship-integrated learning also plays an important role in strengthening students' character. Through activities that instill values such as responsibility, hard work, and creativity, students gain not only knowledge but also life skills that are relevant to future challenges. This demonstrates that Economic Education serves not only as a medium for knowledge transfer but also as a platform for shaping entrepreneurial attitudes and mindsets from an early age. Therefore, an entrepreneurship-based learning approach deserves to be considered a strategic alternative in the development of primary school curricula. These findings highlight the importance of innovation in the learning process, which should focus not only on academic achievement but also on character development and twenty-first century skills. It is hoped that the results of this study can serve as a reference for

educators and policymakers to adopt more contextual, active, and meaningful learning models that support the holistic development of students.

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