

Strengthening Simple Entrepreneurship Culture for Low-Grade Students

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Abstract: This study examines the strengthening of simple entrepreneurial culture among lower-grade students at SD IT Al Amin Tarai Bangun as an early effort to develop independence, communication skills, and responsibility. The research focuses on how experiential-based entrepreneurial activities such as mini-selling, simple market day events, handicraft production, and caring for a mini garden are implemented within daily classroom routines. The study aims to describe the forms of activities conducted, analyze how teachers manage and facilitate these practices, and identify the initial impact on students' character development. A descriptive qualitative method was employed, involving classroom observations, in-depth interviews with the principal and grade 1-2 teachers, and documentation. The findings indicate that entrepreneurial activities have been naturally integrated into classroom practices and positively influence students' confidence and independence, although the program has not yet been supported by a structured curriculum or formal guidelines. This research contributes to the field of primary education management by demonstrating that simple and developmentally appropriate activities can effectively initiate entrepreneurial habituation when carried out consistently and supported by school management. These results are significant as they offer a practical foundation for developing sustainable models of simple entrepreneurship programs in elementary schools.

Keyword: Simple Entrepreneurship; Lower-Grade Students; Habituation; Experiential Learning; Character Building.

Abstrak: Penelitian ini membahas penguatan budaya kewirausahaan sederhana pada siswa kelas rendah di SD IT Al Amin Tarai Bangun sebagai bagian dari pengembangan karakter mandiri, komunikatif, dan bertanggung jawab sejak dini. Fokus kajian diarahkan pada implementasi kegiatan kewirausahaan berbasis pengalaman langsung, seperti jualan mini, market day sederhana, pembuatan prakarya, dan perawatan mini garden. Penelitian ini bertujuan mendeskripsikan bentuk kegiatan yang diterapkan, menganalisis manajemen pelaksanaan program, serta mengidentifikasi dampaknya terhadap perkembangan karakter siswa. Metode penelitian menggunakan pendekatan kualitatif deskriptif melalui observasi, wawancara mendalam, dan dokumentasi, dengan subjek kepala sekolah, guru kelas 1-2, serta beberapa siswa. Temuan menunjukkan bahwa kegiatan kewirausahaan telah berjalan secara natural dan memberikan pengaruh positif terhadap keberanian dan kemandirian siswa, meskipun belum memiliki struktur kurikulum yang baku. Penelitian ini berkontribusi pada kajian manajemen pendidikan dasar dengan menegaskan bahwa kegiatan sederhana dapat menjadi fondasi efektif bagi pembiasaan kewirausahaan jika dilakukan konsisten dan didukung manajemen sekolah.

Hasil ini penting sebagai dasar pengembangan model kewirausahaan sederhana yang berkelanjutan pada jenjang sekolah dasar.

Kata kunci : Kewirausahaan Sederhana; Siswa Kelas Rendah; Pembiasaan; Experiential Learning; Karakter Mandiri.

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Introduction

21st century education demands that the education system not only produce students who excel academically, but also have an adaptive, creative character, and be able to deal with global socioeconomic uncertainties (Umam & Hasan, 2025). In this context, entrepreneurship education is seen as one of the strategic approaches to form an independent, innovative, and problem-solving mindset from an early age (Azizah et al., 2024). The integration of entrepreneurial values in primary education is believed to be able to foster the courage to take initiative and decision-making skills that are relevant to students' real lives. Therefore, entrepreneurship in basic education is no longer interpreted narrowly as an economic activity, but as a process of forming a productive learning character and culture.

Within the framework of national education policy, character strengthening is the main agenda that is integrated in various subjects and school activities (Sumarni et al., 2024). Entrepreneurship education is part of these efforts because it contains the values of independence, responsibility, cooperation, and integrity (Riyadi et al., 2024). Research has shown that authentic experiential learning such as buying and selling simulations, simple production projects, and problem-based activities can improve elementary school students' motivation and social skills. However, the implementation of these programs is often designed in general without taking into account differences in the level of development between grade levels (Adistiani et al., 2023)

Most of the literature on entrepreneurship education in primary schools still focuses on evaluating the impact of programs on character formation or skill development, which tends to place entrepreneurship as *an outcome-oriented variable*, rather than as a cultural process that is built gradually through everyday pedagogical practices (Annisa et al., 2023). In fact, the formation of a school culture requires a process of habituation, consistency of management, and integration of values in routine activities in the classroom. The lack of attention to this dimension of the process means that the understanding of how entrepreneurial values are internalized in the context of the lower class is still very limited (Andriadi & Idrus, 2024)

This condition becomes increasingly complex in 1st and 2nd graders who are in the concrete operational stage, where they need hands-on experiential learning that matches their cognitive readiness. On the other hand, empirical studies that specifically examine the application of entrepreneurial culture in low-grade students are still relatively limited because previous research was mostly conducted on high-grade students. In addition,

managerial aspects such as activity planning, guidance strategies, and internal evaluation mechanisms of programs at the low-level micro level have not been analyzed in depth (Rahma et al., 2026)

This academic gap is important to examine because the success of entrepreneurship programs at an early age is highly dependent on the suitability of approaches to students' developmental stages and the consistency of learning management in the classroom (Nugraha et al., 2022) Therefore, this study aims to describe and analyze a model of strengthening a simple entrepreneurial culture in low-grade students, including the managerial function of teachers in designing, managing, and internalizing entrepreneurial values through contextual activities. Theoretically, this study expands the discourse on character-based basic education management, while empirically providing a practical reference for the development of adaptive and continuous learning models in elementary schools.

Research Methods

This study uses a descriptive qualitative approach to explore phenomena contextually and naturalistically in the school environment (M.Si et al., 2020) The focus of the research is on the application of practice in grades 1 and 2 as the main unit of analysis. The research subjects consisted of 1 principal, 2 classroom teachers, and 8 students who *were deliberately selected*. Student selection criteria include activeness in activities, variations in participation characteristics, and parental permission.

Data is collected through three techniques:

1. Participatory Observation: Conducted for 6 weeks to observe the form of the activity, teacher strategy, interaction, and student response.
2. Semi-Structured Interviews: Conducted with principals and teachers (45-60 minutes) and brief interviews with students (15-20 minutes) to explore the themes of program goals, strategies, and impacts.
3. Documentation Study: Includes analysis of activity plans, program schedules, reflection notes, and photos of activities.

Data analysis was carried out using thematic analysis techniques (Braun & Clarke, 2023) which included data recognition, initial coding, grouping of code into themes, theme review, and final interpretation retrieval. This process is carried out simultaneously using the principle of constant comparative to ensure the consistency of the findings. The credibility of the research is guaranteed through triangulation of sources and techniques, as well as *checking members*. This study also applies *trust criteria* which include *credibility, transferability, dependability, and confirmation* (Enworo, 2023) The entire process is documented in field records to ensure *a clear trail audit*.

Results And Discussion

Results

Based on thematic analysis of observation, interview, and documentation data conducted during the three months of research, four main themes were found that described the implementation and strengthening of a simple entrepreneurial culture in low-grade students at SD IT Al Amin Tarai Bangun. The four themes include: (1) the integration of

entrepreneurial activities in learning, (2) the internalization of entrepreneurial values through habituation, (3) the dynamics of student response and development, and (4) supporting and inhibiting factors for program implementation. These themes are obtained through the process of open coding, categorization, and the pulling of repetitive patterns of meaning from various data sources.

Integration of Entrepreneurial Activities in Learning

The integration of entrepreneurial activities is carried out systematically in the learning process through direct practice that is in accordance with the stages of cognitive and social development of low-grade students. This activity does not stand alone as an additional program, but is inherent in classroom learning activities.

The observation results show that mini market classes are held on a scheduled basis every two weeks. In this activity, students bring simple products from home or group work to sell to classmates. The teacher regulates the flow of activities starting from table preparation, arrangement of goods, transaction process, to simple evaluation after the activity is completed. Students learn to mention prices, exchange money, and record the number of items sold with the teacher's guidance.

In addition to buying and selling activities, students are also involved in simple productions such as making handicrafts or snacks in small groups. This process involves stages of planning, division of tasks, implementation, and reflection together. One of the teachers said:

"We get kids used to not only selling, but also making their own stuff so they know the process and learn to be responsible."

These findings suggest that entrepreneurial integration is not only outcome-oriented (sales), but also on the production process and the accompanying learning experience. Thus, entrepreneurial activities become part of contextual learning that connects knowledge with real practice.

Internalizing Entrepreneurial Values through Habituation

The entrepreneurial culture in this school is built through the internalization of values that are carried out consistently and repeatedly in daily activities. The main values instilled include responsibility, honesty, independence, and discipline.

Based on the observation results, the teacher actively reminded the students to return the change according to the nominal and complete the task without relying on friends. In addition, after the buying and selling activities are completed, students are required to tidy up merchandise and clean the classroom area. This habit is repeated so that it becomes part of the class routine.

The principal explained:

"The entrepreneurial culture here starts with small things, such as getting children used to completing their own tasks and being responsible for the goods they bring."

The statement shows that value instilling is not done through lectures alone, but through consistent concrete practices. Internalization of grades takes place through examples given by teachers, positive reinforcement, and simple evaluations after activities.

In this way, entrepreneurship is understood as character building, not just an economic activity.

Dynamics of Student Response and Development

Students' responses to entrepreneurial activities show gradual development. In the early stages, some students look hesitant and lack confidence when offering things or talking in front of friends. However, after several implementations, there has been an increase in participation and courage.

Observations show that students who were previously passive began to dare to greet friends and mention the price of the product clearly. They also look more independent in managing merchandise without always having to be directed by teachers. In addition, students showed enthusiasm when they found out the schedule of mini market class activities.

One of the students stated:

"I love selling because I can learn to count money and talk to friends."

This statement indicates that entrepreneurial activities not only improve simple numeracy skills, but also communication skills and social interaction. This change in behavior shows a transformative learning process, although it is still in the basic stage according to the age of the students.

Supporting and Inhibiting Implementation Factors

The implementation of a simple entrepreneurial culture is supported by institutional commitment and adequate resource support. The entrepreneurship program is listed in the school activity plan and has the approval of the principal and parents of students. Parental support can be seen from the willingness to help children prepare simple products from home.

In addition to supporting factors, there are also obstacles that affect the implementation of activities. The limited learning time is a challenge because entrepreneurial activities must be adjusted to the schedules of other subjects. In addition, the variety of students' character leads to differences in the level of courage and participation.

The teacher said that some students need more intensive assistance in order to be actively involved. However, these obstacles do not stop the program, but rather become evaluation material for further implementation improvements. The results of the thematic analysis are briefly presented in Table 1 below.

Table 1. Results of Thematic Analysis of Simple Entrepreneurial Culture

Number	Theme Focus	Subtheme	Data Source	Indicator Empiris
1	Integration of entrepreneurial activities	Mini market class	Observations, interviews	Students make simple buying and selling transactions
		Simple production	Observation, documentation	Students create and sell works
2	Internalization of entrepreneurial values	Transaction honesty	Observations	Students refund the nominal amount
		Responsibility and discipline	Observations	Students tidy up items and complete assignments
3	Student response and development	Increased confidence	Observations, interviews	Students dare to offer items
		Enthusiasm and independence	Observations	Students are active and independent in activities
4	Supporting and inhibiting factors	School and parent support	Interviews, documentation	Programs are listed in the school's agenda
		Time constraints and character variety	Interview	Not all students are immediately confident

The table shows that each key theme is formed from the consistency of findings across multiple data sources. The integration of activities can be seen from structured routine practices, the internalization of values is seen in repetitive habituation, student responses are reflected in observed behavioral changes, and contextual factors affect the sustainability of the program. The presentation of this table clarifies the relationship between empirical data and the thematic constructs generated through the analysis process.

Discussion

This discussion aims to interpret the findings of research on strengthening a simple entrepreneurial culture in low-grade students at SD IT Al Amin Tarai Bangun analytically and proportionally. The focus of the discussion not only affirmed the suitability of the findings with previous theories and research, but also evaluated the empirical limitations of the research, potential implementation weaknesses, and the implications of the program's sustainability in the context of basic education. Thus, this discussion is placed as a scientific reflection on the data obtained, not as a normative justification for school practice.

Simple Entrepreneurship in the Context of Concrete Operational Development

The findings of the study show that simple entrepreneurial activities in low-grade students are carried out through concrete experiences such as mini market classes and work production. Theoretically, this approach is consistent with the concrete operational stage (Piaget, 1972), where children aged 6–7 years are more effective at learning through direct manipulation than conceptual abstraction. However, the researcher emphasizes that the suitability of this development does not automatically indicate the effectiveness of competency formation; He only ensures that the activity is within the limits of the child's cognitive ability.

Through the experiential learning framework (Kolb, 1984), buying and selling activities provide real experiences, but observational data show that the post-activity reflection process still needs to be strengthened. The relationship between practice and the formation of meaning is still inferential, not systematically measurable. Without the reinforcement of deep pedagogical reflection, activities have the potential to stop at the level of "pleasant experience" without producing a stable transformation of competencies (Rahma et al., 2026).

Indications of Non-Cognitive Skills and Risk of the Novelty Effect

The increase in student courage and independence is interpreted as an early indication of the strengthening of non-cognitive skills. The literature emphasizes that confidence and responsibility develop through consistent experiences from an early age (Heckman & Kautz, 2012). However, in this study, behavioral changes were observed over a limited time span without longitudinal measurements. Therefore, these findings are more appropriately understood as situational responses than permanent evidence of competence.

It is important to consider the phenomenon of the novelty effect, where new methods often generate initial enthusiasm that can decline if not systematically integrated (Usman et al., 2025). Without a variety of pedagogical strategies and continuous reinforcement, the positive impact observed has the potential to be temporary. This study positions these activities as a potential space for character habituation, not as an intervention that definitively shapes a long-term entrepreneurial mentality.

Managerial Dimensions: Institutionalization Challenges and Regulatory Structures

From a managerial perspective, the sustainability of the program is greatly influenced by the commitment of the principal and the creativity of teachers. However, the absence of modules, SOPs, or structured achievement indicators shows that the program is still at the stage of praxis based on individual initiative, not yet fully institutionalized as an organizational policy. In the perspective of education management, the sustainability of innovation depends on its ability to be institutionalized in the school system (Hallinger & Heck, 2010).

Reliance on teacher creativity presents a risk of program personalization. Innovation that relies too much on individuals tends to be unstable when there is personnel turnover or workload changes (Harris et al., 2025) (Ayumi & Nasution, 2025; Caniago et al., 2025). The absence of operational standards and evaluation instruments limits the ability of

schools to assess effectiveness objectively (OECD, 2016). Long-term sustainability requires institutionalization through internal regulations and evaluation systems that allow for accountability across time.

Contribution to the Low Class and Eco-Practice Dimension

This research makes a unique contribution by highlighting the early stages of entrepreneurship in the lower classes through a minimalist approach that is in accordance with the orientation of attitude formation and disposition (Lackéus, 2020). In contrast to the more complex upper class, the focus here is on habituation. In addition, mini garden activities present an ecopedagogy dimension that builds environmental responsibility (Susandi et al., 2022).

However, mini garden activities have not fully linked the production process to economic literacy, such as the calculation of added value or the estimated selling price. Without explicit integration of economic literacy, environmental activities tend to stop at habitual public attitudes. Nonetheless, these findings expand the discourse of basic education management by providing empirical data on how productive value is introduced early on through contextual practice.

Research Limitations and Future Implications

This research has several limitations that need to be explicitly acknowledged. First, the data used is descriptive and not accompanied by standardized entrepreneurial competency measurement instruments. Second, the study did not use a longitudinal design so it could not assess the long-term impact of activities on student development. Third, there is no comparison group that allows comparative analysis.

These limitations limit the generalization of findings and demand caution in drawing conclusions. Therefore, further research is recommended using mixed methods with longitudinal measurements to assess the development of non-cognitive skills more systematically.

Overall, the simple entrepreneurial practice at SD IT Al Amin shows potential as a medium for habituating character and introducing economic literacy to low-grade students. Compatibility with the child's developmental stage is the main strength of this approach. However, its long-term effectiveness is highly dependent on consistency of implementation, program documentation, and institutionalization in the school's management structure.

This study does not conclude that simple activities automatically form mature entrepreneurial competencies. On the contrary, the findings suggest that these activities are promising early stages but still require strengthening of pedagogical design and systematic evaluation. With a more structured and continuous evaluation-based approach, simple entrepreneurial practices have the potential to be the foundation for the formation of productive character from an early age.

Conclusion

This study aims to analyze the strengthening of a simple entrepreneurial culture in low-grade students at SD IT Al Amin Tarai Bangun through contextual habituation practices and according to the stage of child development. Based on the results of the research, entrepreneurial activities are carried out in the form of concrete activities such as mini

market classes, production of simple works, habituation of responsibilities in class assignments, and management of activities based on direct practice. This approach is relevant to the characteristics of the cognitive development of early elementary school students who are more effective at learning through direct experience than through abstract concepts.

The findings show that simple entrepreneurial practices have the potential to foster early indicators of entrepreneurial character, such as courage to communicate, sense of responsibility, independence, and initiative. However, this study does not find definitive causal evidence regarding the formation of entrepreneurial competence in a comprehensive sense, but rather on the strengthening of basic attitudes and habits that support the development of these characters. Thus, the results of this study need to be understood as an empirical description of the habituation process, not as proof of the effectiveness of the program in the long term. Managerially, the sustainability of activities is highly dependent on the commitment of teachers and the support of the principal. Dependence on individual creativity is both a strength and a weakness. On the one hand, flexibility allows for contextual learning innovation; On the other hand, the absence of systematically documented operational standards has the potential to hinder the consistency and sustainability of the program. This shows that strengthening entrepreneurial culture is not enough only through classroom practice, but requires institutionalization in the form of planning, documentation, and periodic evaluation.

This study has limitations in a descriptive approach and does not use longitudinal or comparative designs. Therefore, the observed changes in student behavior cannot be ascertained as a long-term impact. In addition, the study has not quantitatively measured the development of entrepreneurial character, so the findings are more interpretive based on observations and interviews. Nevertheless, the contribution of this research lies in presenting an empirical picture of the implementation of entrepreneurship in the lower classes with a simple and realistic approach. This research enriches the discourse on entrepreneurship education in elementary school by emphasizing the importance of the early stages of habituation before entering into more complex entrepreneurial learning in the higher grades. In the future, further research with a more comprehensive design is needed, such as longitudinal studies or the use of standardized entrepreneurial character measurement instruments. In addition, schools can develop annual activity modules and simple documentation systems to strengthen implementation consistency. With this strengthening, simple entrepreneurial practices in the lower grades have the potential to develop into a more systematic and sustainable school culture.

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