

Application of Innovative Learning Models to Foster Entrepreneurial Mindset of Elementary School Students

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Abstract: The entrepreneurial mindset of elementary school students can be grown with an integrated process, one of which is through an innovative learning model that can trigger and optimize students' entrepreneurial mindset. This paper discusses how innovative learning models can be used to foster the entrepreneurial mindset of elementary school students. This learning model involves a process that not only focuses on theory but also practice and hands-on experience that can improve students' entrepreneurial skills and mentality. The learning models discussed in this article are problem-based learning, project-based learning and experiential learning. The learning models applied in entrepreneurship education should be able to accommodate the development of soft skills in shaping the entrepreneurial spirit, such as leadership skills, communication skills, creativity, and management skills through supportive learning approaches such as deep learning and STEAM. The article also identifies some issues faced in the implementation of the learning model, such as the lack of adequate infrastructure support, fewer resources, and appropriate learning approaches, as well as support from various stakeholders, such as local government and different schools. In conclusion, the implementation of innovative learning models with the right approach is able to support student learning in developing entrepreneurial mindset capabilities. Thus, the use of structured innovative learning models can influence the entrepreneurial mindset of primary school students.

Keywords: Entrepreneurial Mindset, Innovative Learning Models, Student's.

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A. INTRODUCTION

The development of globalization has an impact on various changes in order in various fields such as education, economy and social. This has become one of the major challenges faced by various countries to prepare a competitive and innovative young generation. In Indonesia, the government has planned to prepare the younger generation through the Long-Term Development Plan (RPJPN) 2025-2045 towards the golden Indonesia 2045, one of the visions in the plan is quality and equitable education. Although current education has undergone many improvements, it still tends to focus on academic achievement and still pays less attention to the development of more practical life skills such as creative thinking skills, managing time, taking initiative and the ability to adapt quickly to change. . In fact, formal education, especially at the elementary school level, is still lacking in providing the development of an entrepreneurial mindset that can prepare students to face global challenges (Lutfi et al., 2023). Whereas by equipping students with an entrepreneurial

mindset, the paradigm of the younger generation to look for work can change to become job creators.

Education in elementary schools should not only focus on knowledge transfer but also on building students' character and skills. One of the skills that has not been fully considered is forming entrepreneurial skills which are actually very important to foster creative, proactive attitudes and the ability to solve problems independently. Although often associated with the business world and adults, entrepreneurial skills at the primary school level are not only teaching students to become entrepreneurs but it is important to develop an entrepreneurial mindset since primary school age (Gunawan et al., 2023; Sun et al., 2017). This aims to foster a sense of responsibility, creativity and self-confidence in students from an early age. Students who are trained with an entrepreneurial mindset will be familiar with new ideas, dare to take initiatives and not be afraid to fail. They will also learn how to manage time and resources effectively, as well as how to work in teams to achieve common goals. Thus, an entrepreneurial mindset is not only useful for producing future entrepreneurs, but also for forming individuals who are able to face life's challenges with a positive and productive attitude (Resnawati et al., 2022). Therefore, the role of educators must change the mindset from being a worker to an entrepreneurial mindset. Thus, after finishing school, the younger generation has the courage and confidence to open a business.

The importance of implementing an entrepreneurial mindset in elementary school children is to foster a young generation that is open-minded and able to adapt to rapid change. Addressing this issue, it is important to foster an entrepreneurial mindset through the integration of innovative learning models in the learning process (Kurnia et al., 2025). By combining learning with collaborative approaches such as experiential learning, it is expected that students can learn from hands-on practice, discuss in groups, and collaborate to create innovative solutions (Black & Mischel, 2023).

The implementation of innovative learning models in elementary schools still has many challenges because not all learning models are really suitable to answer the needs of students, therefore it is important to find learning models and approaches that suit the character and needs of students. This research tries to explore practical ways of integrating various learning models to foster an entrepreneurial mindset in primary school students, which is the core of entrepreneurship education development. By trying various methods, this research intends to identify and analyze the most relevant innovative learning models in the context of primary education, as well as see how they affect students' entrepreneurial mindset.

B. METHOD

This research is a qualitative study using a systematic review method based on various article references and online scientific publications. Systematic review is a research method used to identify, evaluate and interpret research results that are relevant to the problem under study (Siswanto, 2010). The purpose of this research is to identify innovative learning models that are relevant to fostering students' entrepreneurial mindset. The steps taken are to describe important issues relevant to the main topic. The systematic review method

includes synthesis, which is summarizing various kinds of writings through articles and scientific publications with meta-synthesis techniques and data integration to obtain new theories and concepts or a deeper and more comprehensive level of understanding (Perry & Hammond, 2002) The literature search process is carried out systematically through various relevant sources, including retrieving information from Google Scholar, Garuda, Scopus, proceedings and other related publications.

The search and selection of articles used keywords appropriate to the topic by determining exclusion and inclusion criteria. Inclusion criteria were applied including innovative learning models and entrepreneurial mindset. Conversely, exclusion criteria were used to exclude literature that did not meet these conditions or was not relevant to the context of the topic. The literature selection process was thorough, starting with title and abstract screening to identify literature that fit the inclusion criteria. Next, articles that passed this initial stage were further investigated through full-text reading to assess their relevance in greater depth. Data extracted from the selected literature included information on research methods and key findings. This process was geared towards ensuring that the articles provided an accurate and comprehensive overview of the existing literature, laying a solid foundation for the analysis and synthesis of key findings (Hayati, 2022; Suparyanto and Rosad, 2020)

C. RESULTS AND DISCUSSION

1. Entrepreneurial Mindset

An entrepreneurial mindset is an attitude and approach that encourages individuals to take risks, innovate and face challenges creatively. The results show that entrepreneurial skills can be nurtured so having an entrepreneurial mindset is a step towards preparing young people for success. In the context of education, the importance of an entrepreneurial mindset cannot be ignored especially in a technology and science-focused environment. Therefore, entrepreneurship education plays an important role in the commercialization process, where scientific knowledge needs to be balanced with entrepreneurial skills (Fisher et al., 2024). In addition, the right curriculum design can build an entrepreneurial mindset so that students are not only proficient in academic knowledge, but also have the ability to innovate and create jobs. Thus, the application of innovative learning models is essential in shaping an entrepreneurial mindset among elementary school students (Adewumi & Cele, 2023).

An entrepreneurial mindset supported by the ability to think critically and creatively is able to solve various problems, innovate and look for opportunities. In addition, an entrepreneurial mindset can predict success or failure in entrepreneurship. Furthermore, some studies show that having an entrepreneurial mindset can help students be ready to face challenges and participate in driving national economic growth (Aithal & Aithal, 2023; Alloui & Mourdi, 2023). Thus, the importance of an entrepreneurial mindset can be developed through valuable new ideas to encourage entrepreneurial activities and create jobs. Developing an entrepreneurial mindset in students starts with providing a basic understanding of entrepreneurship, integrating challenging practical experiences, and

encouraging creativity and innovation. Engaging students in a process that allows them to manage risk, learn from failure, and build self-confidence can foster an entrepreneurial mindset. There are eight indices of entrepreneurial mindset development which can be seen in figure 1 below.

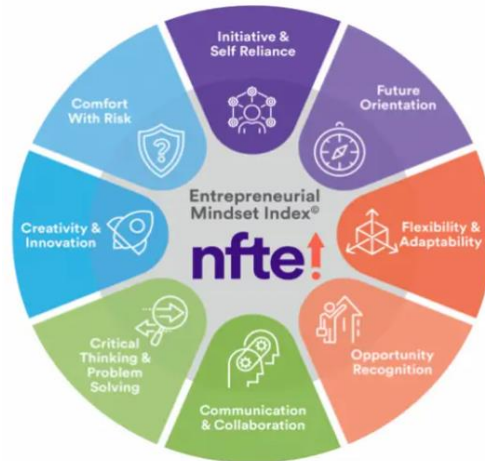


Figure 1: Entrepreneurial Mindset Index

Source: <https://nfte.com/entrepreneurial-mindset/>

Based on this figure, there are at least four main components of the entrepreneurial mindset, namely: (1) cognitive intuitive style, which is the tendency to take a broad perspective on problems and draw conclusions and actions quickly with little information. (2) entrepreneurial alertness, which is the ability to seek and identify new information, the ability to connect with previous information, and the ability to evaluate whether information represents an opportunity. (3) entrepreneurial metacognition, namely the ability to see things from various perspectives and holistically, goal-oriented, metacognitive knowledge, metacognitive experience, metacognitive choice, self-monitoring. (4) resources, namely resource acquisition, resource maintenance, resource development (Pei et al., 2020). Therefore, an entrepreneurial mindset is not just a way of thinking about starting and running a business, but also includes various components that shape a person's attitude, behavior, and approach to challenges and opportunities (Lutfi et al., 2024) By having an entrepreneurial mindset, students can more easily adapt to change, innovate in dealing with problems, and make smart and measured decisions to create change.

2. Innovative Learning Models Relevant to Entrepreneurial Mindset Building

Innovative learning models have the potential to shape an entrepreneurial mindset among primary school students. Project-based learning and design thinking, which are elements of innovative teaching methods have proven to be effective in encouraging students to develop skills such as taking initiative and creative thinking. Studies show that the application of these methods in the classroom not only increases student engagement, but also equips them with the ability to recognize opportunities in real contexts Lutz, 2024). Moreover, the collaborative aspect integrated in this learning model creates a supportive

environment, strengthening students' social networks, which is important in the entrepreneurial process (Feng & Chen, 2020; Pei et al., 2020). By exploring the potential of innovative learning models, basic education can provide a strong foundation for young people to compete in an economy that is increasingly driven by innovation and entrepreneurship, thus preparing them for the challenges ahead (Lewenussa & Suaidy, 2019). The application of innovative learning models has a significant impact on the development of entrepreneurial spirit. This model can create an interactive learning environment, research results show that integrating entrepreneurship education in the curriculum is able to improve the quality of graduates by facilitating a combination of knowledge and practical skills (Marliyah, 2024).

Project-based learning (PjBL) has an important role in developing entrepreneurial skills among students. Through this approach, students are conditioned to be actively involved in the learning process that requires them to collaborate, solve problems, and innovate. In PjBL, students will engage in projects or tasks that demand problem solving, collaboration, and application of knowledge in a real-world context (Lutfi et al., 2018; Setianingrum, 2022). This approach allows students to learn through hands-on experience and acquire more in-depth skills and knowledge. According to research, the PjBL model integrated with local wisdom or STEM shows excellent relevance in training students' entrepreneurial thinking (Lutfi et al., 2018; Rahman et al., 2024). Further research explains that the application of project-based learning models plays an important role in improving students' entrepreneurial mindset in honing the process of mastering knowledge and skills to think critically, creatively, and innovatively (Marliyah, 2024). Thus this model teaches important skills in entrepreneurship, such as resource management, planning, marketing, and evaluation. Students learn to identify problems, find solutions and collaborate to achieve a common goal. These skills are particularly relevant as entrepreneurship requires the ability to plan and execute business ideas effectively (Setianingrum, 2022).

Furthermore, the problem-based learning (PBM) model is a learning approach that uses constructivist principles to encourage the application of prior knowledge, collaborative learning, and active engagement (Haryati & Wangid, 2023; Yew & Goh, 2016). This model not only builds problem-solving skills, but also broadens students' horizons to various aspects of knowledge relevant to the problem at hand. This model has characteristics that include the use of unstructured real-world problems as a starting point for learning. Students are exposed to situations or problems that require the identification of learning needs from various disciplines, thus encouraging them to look at the problem from various points of view. This learning process involves an active approach where students proactively seek information, analyze data and develop solutions. In this model, students are given entrepreneurial problems that require them to design business solutions, such as creating new products or solving market challenges (Houghton, 2023; Ningsih et al., 2022). Thus, problem-based learning hones students' critical and analytical thinking skills in finding innovative and scalable solutions.

Another innovative learning model, experiential learning, is an approach that emphasizes the importance of direct experience in the learning process, allowing students to

be actively involved in activities that are relevant to the real world. This includes various forms of field learning, practical activities, internships or projects that encourage active participation from learners. This method is well suited to create students' interest in entrepreneurship, as through practical experience, they can understand theoretical concepts while developing the skills needed in business (Hossain et al., 2023). Therefore, this approach focuses on developing relevant and applicable skills in real life, so that learners can become more independent, creative, and productive individuals in contributing to society and the environment around them. It not only encourages students to learn from mistakes, but also enhances their entrepreneurial attitudes, as described in research showing a positive relationship between entrepreneurial attitudes and entrepreneurial intentions among university students. In addition, experiential learning encourages the development of complex thinking and collaborative skills, which are crucial in the modern business world (Patiño et al., 2023; Sidiq et al., 2023). Thus, this innovative learning model plays an important role in increasing students' interest in entrepreneurship and preparing them for future challenges. This process can inspire learners to be critical thinkers, innovative, and empathetic to the needs of others and encourage them to play a role in creating positive change (Suoth & Wuisang, 2024). Furthermore, experience is key to understanding the challenges and dynamics of running a business, so through this learning model students gain hands-on experience through their engagement in the environment. Through direct interaction with the environment, students are able to develop important entrepreneurial skills and build confidence and the ability to recognize opportunities (Lutz, 2024).

Technology-based learning is an approach that utilizes digital tools and technology to support teaching and learning. This model offers great potential to equip students with the necessary skills to run and manage businesses in an increasingly digitally connected world. For example, the use of app-based learning platforms can provide easy access for students to enhance their entrepreneurial skills (Divayana et al., 2021). By utilizing artificial intelligence, these apps offer interactive business simulations, providing practical experience through real situations that young entrepreneurs can face. Thus, integrating technology in learning, students can develop a more innovative, adaptive, and effective entrepreneurial mindset in facing the challenges that exist in today's business world (Ahmad et al., 2024). Furthermore, the use of technology in learning has been proven to have a positive impact on the development of an entrepreneurial mindset among students. Through learning models integrated with technology, students are able to build critical skills and creativity and problem solving (Kamalov et al., 2023).

D. CONCLUSIONS AND SUGGESTIONS

The application of innovative learning models in elementary schools is a step in the right direction, the potential for the application of these learning models is huge and is the key to increasing students' interest in entrepreneurship. Through methods such as project-based learning, problem-based learning, experiential learning and technology-based learning, teachers can encourage students to develop the skills needed today. The results show that various learning models can support the development of students' entrepreneurial mindset.

However, challenges such as material relevance, lack of collaboration and adequate resources remain a barrier to the wider implementation of these learning models. Therefore, it is important to continuously improve professional training for teachers and create an enabling environment. Thus, adopting and incorporating these approaches in the entrepreneurship education curriculum can support students to gain a deeper understanding and stronger ability to cultivate an entrepreneurial mindset.

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