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Integrating Digital Englishpreneurship into Teacher Training for Elementary Education

Tri Kristianti[1], Ayu Agus Tya Ningsih[2], Arif Budijanto[3]

Faculty of Engineering, Universitas Wisnuwardhana Malang, Malang, Indonesia

Email: trikristianti@wisnuwardhana.ac.id[1], ayuagus@gmail.com[2], arif.budijanto040274@gmail.com[3]

Orcid: https://orcid.org/0000-0001-9041-6242[1]

Abstract. Continuous and impactful learning is essential for achieving Indonesia's Golden Generation 2045, in which improving the quality of education serves as a major pillar of national development. Educators with strong integrity and adequate professional competence play a crucial role in shaping future generations; however, the mismatch between teachers' competencies and current educational demands may affect the quality of instruction. This community service program was designed to enhance teachers' competencies in supporting students' learning achievements aligned with the Independent Curriculum, particularly in English and entrepreneurship. The program also incorporated software applications into Englishpreneurship-based instruction to foster more engaging, innovative, and meaningful learning experiences in elementary classrooms. The population of this program consisted of elementary school teachers at a selected partner school, while the sample included the teachers who participated in the training. A qualitative descriptive method was employed, with data collected through interviews, classroom observations, and documentation. The findings indicate that the program successfully improved teachers' pedagogical competencies, increased their confidence in teaching outside their core areas of expertise, and enhanced their readiness to integrate digital tools into Englishpreneurship-based learning activities.

Keywords: Digital Englishpreneurship, English for young learners (EYL), Integrative Teaching, Software Application, Teacher Training

1 Introduction

As part of the national development roadmap toward Indonesia's Golden Generation 2045, systematic preparation is required to develop outstanding human resources capable of shaping a brighter future. One essential aspect that demands serious attention is the strategy for improving the quality of education, which serves as a key pillar in ensuring the equitable development of intelligent and competent generations in the current era. In this context, the concept of an intelligent generation emphasizes the development of children's cognitive and creative abilities from an early age, fostering innovative, critical, and analytical thinking through educational approaches that are oriented toward life skills (*Pendidikan Berbasis Kecakapan Hidup/PBKH*), as introduced by the Department of National Education in 2002.

By applying this concept, young learners are expected to acquire essential life skills that prepare them to face future challenges, including managing life pressures and solving real-world problems. Therefore, learning approaches that enable teachers to synergize various subjects into meaningful life skills are crucial to supporting learners' competencies as they grow and adapt, regardless of their future professions. Recent studies emphasize that life skills education should be intentionally structured to guide teachers in delivering both knowledge and practical competencies systematically, ensuring that students develop essential life skills through explicit instruction, modeling, and meaningful classroom activities rather than leaving such skills to chance [1]–[3]. Life skills programs are closely related to all experiences in the school environment, as school subjects are designed not only to develop students' academic abilities but also to prepare them for their future roles in society. Learning is an educational process that aims to develop students' potential optimally in terms of attitude, knowledge, and skills.

The development of students' potential through life skills education is essential to help them live independently, contribute to society, and participate in nation-building, as life skills foster personal, social, and vocational competencies that support students in facing real-world challenges [4]. Life skills encompass essential abilities such as creativity, leadership, responsibility, and teamwork, which can be cultivated through education that integrates entrepreneurial values [5]. One subject that supports students' ability to hone these life skills is entrepreneurship; early entrepreneurship education has been shown to foster entrepreneurial values and interest among primary school students [6]. Furthermore, entrepreneurship learning models in elementary schools can promote independence, initiative, and creative thinking, preparing students for their future societal and economic roles [7].

To support this alignment, creative project activities are considered an appropriate strategy for introducing the concept of entrepreneurship to elementary school students. Creative project is one of the subjects introduced

in the Independent Curriculum at the elementary school level. In its implementation, teachers are given the flexibility to create learning conditions that are integrated with other subjects, thus creating interesting and conducive learning, such as the integrative learning of entrepreneurship, creative projects, and English in one teaching session [8]–[10].

In the Independent Curriculum, English is a mandatory elective subject recommended to be taught from the beginning of primary school. English has become part of the benchmark for students' capabilities because it is an international language that students need to continue their education to higher levels and to engage in broader global communication. However, in the Primary School Teacher Education (PGSD) program, prospective teachers have not received optimal English instruction; this condition makes PGSD graduates feel less confident in teaching English at the primary school level. To address this issue, integrative learning is considered highly appropriate [11]. The development of students' potential through life skills education is essential to help them live independently, contribute to society, and build the nation, as life skills support the personal, social, and vocational competencies necessary for navigating real-world challenges [4], [12]. Life skills education also significantly contributes to fostering entrepreneurial values and interest among primary school students, including creativity, responsibility, and teamwork [6]. Moreover, structured entrepreneurship modules in elementary schools help shape enterprising character and strengthen students' life competencies [13].

Integrative teaching requires the ability to select materials from several interrelated subjects [14]. Thus, the chosen materials can be used with meaningful themes. The selected learning materials must be integrated into a theme and must consider learners' characteristics, such as interests, abilities, needs, and prior knowledge. Integrated teaching subjects should not be forced; learning materials that cannot be integrated should not be combined, yet integrative learning should align with the goals of the current curriculum. Integrative thematic learning is an important approach that supports the achievement of curriculum goals by connecting multiple subjects through meaningful themes and enhancing students' competencies [15], [16]. Recent studies suggest that the principles of integrative learning include thematic exploration, holistic processing, contextual relevance, and authentic evaluation, which together create meaningful and active learning experiences [17]. Furthermore, thematic-integrative models have been shown to promote 21st-century skills such as creativity, critical thinking, and communication, aligning well with contemporary curriculum objectives [18].

Instructional media play a vital role in conveying information to students effectively and efficiently. The selected media should align with the learning system and facilitate learning by increasing student attention, interest, and motivation. To implement an integrative learning environment, it is crucial to select an appropriate learning theme and teaching media to support teaching and learning. According to Sari et al. [19], instructional media are used to facilitate students' understanding of learning materials. Instructional media can stimulate students' minds, feelings, attention, and interests, thus facilitating effective and efficient learning. Recent research confirms that instructional media play a crucial role in facilitating the teaching and learning process, improving student engagement, and enhancing learning outcomes. Digital and technology-based media make learning more interactive and practical, which increases student interest and motivation [20]. Furthermore, interactive media significantly improve students' understanding and achievement [21]. A systematic review also shows that selecting instructional media tailored to students' needs strengthens specific skills, such as listening comprehension [22].

In line with the current educational transformation, digital literacy and the integration of software applications have become increasingly important in elementary education. Teachers are expected not only to deliver content but also to utilize digital tools that make learning more contextual, engaging, and relevant to students' daily lives. In English language teaching, digital applications such as presentation software, flashcard platforms, simple educational games, digital worksheets, and interactive quizzes can facilitate vocabulary building, speaking practice, and classroom participation. Similarly, in entrepreneurship learning, software applications can simulate buying and selling activities, product promotion, price calculations, and basic financial literacy in concrete, accessible ways for young learners. Therefore, integrating digital Englishpreneurship into elementary education offers a promising pedagogical approach that combines English, entrepreneurship, life skills, and digital competence into a meaningful learning experience.

This community service aims to propose an integrative teaching strategy, Digital Englishpreneurship, across two subjects (English and entrepreneurship), specifically designed to support teachers in implementing English instruction for fifth-grade students. The strategy combines thematic teaching, contextual entrepreneurial simulation, and the use of digital applications or software-assisted media to strengthen students' communicative competence and practical life skills. This initiative was also conducted in response to the recent educational policy change in Indonesia, in which the Ministry of Primary and Secondary Education has mandated that English become a compulsory subject for elementary school students starting in the 2027/2028 academic year, particularly in grades 3 to 6, as stipulated in *Peraturan Menteri Pendidikan Dasar dan Menengah Nomor 13 Tahun 2025*. To ensure readiness for this significant curricular change, teachers, especially those without a

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formal English education background, need effective pedagogical approaches such as Digital Englishpreneurship to meet the demands of the new curriculum.

2 Method

The method used in this community service was qualitative descriptive, which is appropriate for presenting the conditions, implementation process, and outcomes of the activity. This community service program aimed to assist teachers who are not English education graduates by providing English teaching methodology for fifth-grade students through an integrative approach that combines English, entrepreneurship, and digital instructional support. It was intended to build teachers' confidence whenever they are required to teach subjects beyond their academic specialization. This community service was conducted at SD Negeri Srigading 1, Lawang. The data collection techniques included interviews, classroom observations, and documentation. Interviews were conducted with four teachers to obtain accurate data on classroom conditions, students' characteristics, and teachers' instructional needs. Classroom observation was considered necessary to analyze students' characteristics and identify teachers' difficulties in teaching English due to their limited competence. Documentation techniques were used to map the school and classroom conditions, including the availability of teaching aids and digital learning facilities.

Data collection was carried out through the following activities.

2.1 Interview

Interviews were conducted with four participants: the English teacher, the entrepreneurship teacher, the creative project teacher, and the fifth-grade class teacher. These participants were selected to obtain accurate data from multiple classroom perspectives. The interviews were conducted at the beginning and end of the program to measure teachers' readiness and evaluate the impact of the Digital Englishpreneurship strategy. The questions were formulated in open-ended and yes/no formats regarding teaching experience, English instruction, integrative teaching, and readiness to use digital media or software applications in classroom learning.

2.2 Classroom Observation

Classroom observation was used to analyze students' learning characteristics and teachers' instructional obstacles, particularly in relation to English teaching. This technique was considered essential because it helped the community service practitioners draw initial conclusions and evaluate the appropriateness of the teaching materials, instructional strategies, and digital media used during the implementation. The classroom atmosphere, students' engagement, and responses to both physical and software-assisted learning media were observed as primary data to measure students' readiness before and after the implementation of the Digital Englishpreneurship strategy.

2.3 Documentation

Documentation was used to observe the school and classroom conditions comprehensively. Through this technique, the community service practitioners analyzed teachers' needs for integrated learning that aligned with the expected Learning Outcomes (*Capaian Pembelajaran*) in the Independent Curriculum. Documentation was captured in photographs and videos using a Samsung Galaxy S23 as the main device. In addition, digital teaching materials such as slides, visual learning prompts, printable worksheets, and simple software-based classroom tasks were also documented as part of the implementation evidence.

2.4 Teachers' Training in the Digital Englishpreneurship Program

The final stage of the program was the teachers' training session on the Digital Englishpreneurship strategy. The participants were limited to the English teacher, the entrepreneurship teacher, the mathematics teacher, and the fifth-grade class teacher. Fifth-grade students were selected as the target learners because they were considered cognitively and socially ready to participate in integrative learning involving English, entrepreneurship, and digital support.

During the training, teachers were introduced not only to integrative lesson planning but also to the use of simple software applications and digital instructional media, such as presentation tools, visual slides, digital flashcards, and interactive classroom tasks, to support Englishpreneurship-based teaching. By applying these techniques, the community service program was expected to support the development of the partner school by improving the competence of teachers who are not English education graduates, increasing their confidence in teaching English integratively, and strengthening their ability to use digital tools in classroom learning.

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3 Results and Discussion

3.1 Results

Based on the interviews between the community service practitioners and the English teacher, it can be summarized that the teachers had never received formal English teaching training; thus, the program met their expectations of integrated English teaching. In addition, the findings revealed that the teachers had rarely used digital media or software applications in English-related instruction, indicating the need for practical digital pedagogical support. All of the teachers' responses are presented in Table 1.

Table 1. Interview form.

No	Question	Response
1	Do all the English teachers at SD Negeri Srigading 1 Lawang graduate from PGSD?	Yes, they do.
2	How is the English teaching strategy related to the students' speaking improvement?	We use *Lembar Kerja Siswa* (LKS) and never use English during the teaching-learning process.
3	Has entrepreneurship been taught to the fifth graders? How did it progress?	We have never taught it.
4	Have you taught English integratively with other subjects, such as mathematics, creative project, entrepreneurship, or others?	We have never taught English integratively because we lack confidence due to our limited competence.
5	Has this program (Englishpreneurship) met the standard of Learning Achievement (*Capaian Pembelajaran*) as stated in the Independent Curriculum?	Yes, the learning materials, themes, and teaching strategies were suitable.
6	Based on the teacher's perspective: a. Did you find any difficulties while applying this program? b. Is there any significant result from using this method? c. Any constructive suggestions?	a. No, because the lesson plan is provided. b. Yes, the students seemed enthusiastic and enjoyed the learning session. c. This strategy might be applicable to other subjects.
7	Based on the students' perspective: a. Did the students seem enthusiastic during the teaching-learning process? b. Did the students understand the teacher's instructions, even though they were given in English? c. Did the students find any difficulties in understanding the learning materials? d. Is there any significant result in the students' achievement before and after applying this teaching strategy?	a. Yes, they did. They loved the snacks. b. Yes, they did, although they responded in Bahasa Indonesia. c. They found it challenging, but they kept their confidence in answering the teacher's questions. d. Both the teachers and students seemed confident in using English, and they found that learning English became much easier.
8	Is this strategy applicable to teaching the students of SD Negeri Srigading 1?	Yes, it is applicable to the fourth, fifth, and sixth graders since only those levels have implemented the Independent Curriculum.
9	Have you ever used digital media or software applications in teaching English or entrepreneurship?	No, we rarely use digital applications in classroom learning.
10	Did the digital media used in this program help you teach more confidently?	Yes, the digital materials made the lesson easier to deliver and understand.

The classroom observations indicated that before the intervention, students tended to be passive and less confident in responding to English instructions, which caused the teacher to hesitate to use English during the teaching-learning process. The observations also confirmed that English instruction was mainly conducted through worksheets (*Lembar Kerja Siswa/LKS*) and lacked interactive or contextual media. After the implementation of the Digital Englishpreneurship strategy, both teacher and student participation improved noticeably. Teachers demonstrated greater confidence in delivering instructions, and students showed higher enthusiasm and participation during the lesson. The practitioners used the observation form presented in Table 2 to evaluate the program.

Table 2. Observation form.

Session	No	Components	Checklist

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			Yes	No
First observation (pre-treatment)	**Student Management**			
	1	Do the students know when to be quiet and listen to the teacher?		
	2	Does the teacher ensure the students' safety by providing clear instructions, suitable activities, and thoughtful boundaries?		
	3	Does the teacher frequently check on the students' understanding during the lesson or after giving the instruction?		
	Teaching Strategies			
	1	Does the teacher use English as the language of classroom instruction (opening, while teaching, closing)?		
	2	Does the teacher use the English textbook based on the curriculum?		
	3	Do the teacher's performance, gestures, and verbal or non-verbal communication attract the students' interest?		
	4	Does the teacher give positive feedback on the students' actions?		
	5	Does the teacher use visual aids to focus the students' attention (whiteboard, LCD, surroundings, etc.)?		
	6	Do the students seem enthusiastic and happy, and do they enjoy the learning?		
	7	Does the teacher use digital or software-assisted instructional media effectively during the lesson?		
Second observation (post-treatment)	**Student Management**			
	1	Do the students look interested in joining the class?		
	2	Do the students seem familiar with the learning materials?		
	3	Does the teacher frequently check on the students' understanding during the lesson or after giving the instruction?		
	Teaching Strategies			
	1	Is the teacher able to use English and Bahasa Indonesia equally?		
	2	Does the teacher have difficulties in using the series of teaching sets (lesson plan and teaching aids)?		
	3	Is the teacher able to engage the students' attention in the learning materials?		
	4	Does the teacher praise the students for every completed task as positive feedback?		
	5	Does the teacher use visual aids to focus the students' attention (whiteboard, LCD, surroundings, etc.)?		
	6	Do the students seem enthusiastic and happy, and do they enjoy the learning?		

The next data-gathering technique was documentation during the program implementation, which further strengthened these findings. The documentation was obtained to compare students' enthusiasm before and after the program was applied. Since the English teacher stated that English had never been integrated into another subject, the students tended to be passive and were found to be less confident when using English in the classroom, as was their English teacher, who lacked competence. To bridge this condition, the community service practitioners provided a one-hour integrated teaching session to build confidence for both students and teachers. Here, the practitioners used certain teaching media, such as snacks, toy money, and flashcards. These teaching media were used as realia in role-play sessions, an approach known as bringing real life into the classroom. The teacher also had an opportunity to practice the method with the same students. These media were used to support role-play sessions and contextual simulations of buying and selling activities, which brought real-life situations into the classroom. The combination of realia and software-based media helped students connect English expressions with authentic entrepreneurial practices. The implementation also showed that digital support played an important role in facilitating teachers' understanding of lesson flow and classroom delivery. The involvement of simple software applications made it easier for teachers to organize vocabulary presentation, transactional expressions, and visual classroom instructions. As a result, the teachers became more confident in delivering the material, and the students appeared more engaged in following the lesson. The activity documentation is displayed in Figures 1–7.

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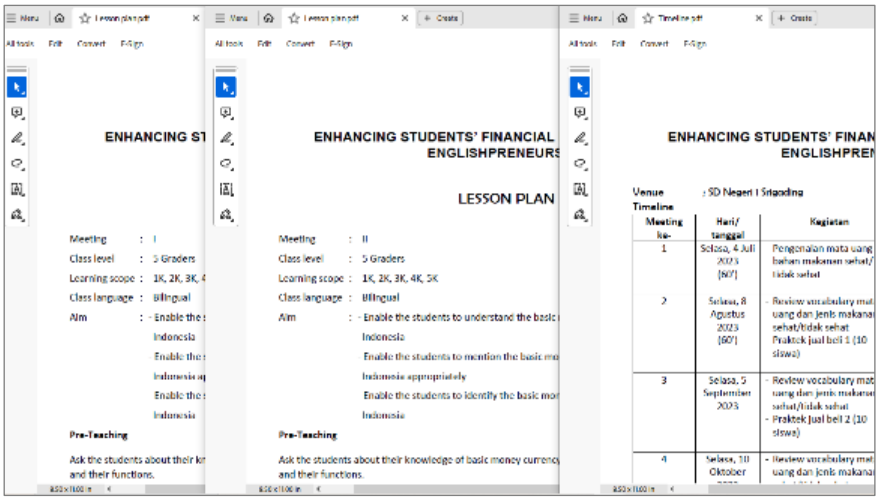


Figure 1. Digital lesson plan.

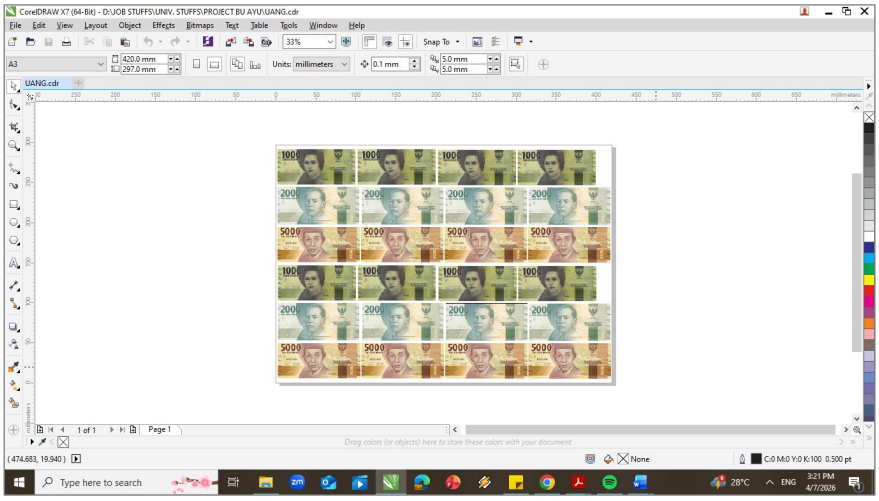


Figure 2. Creating e-money.

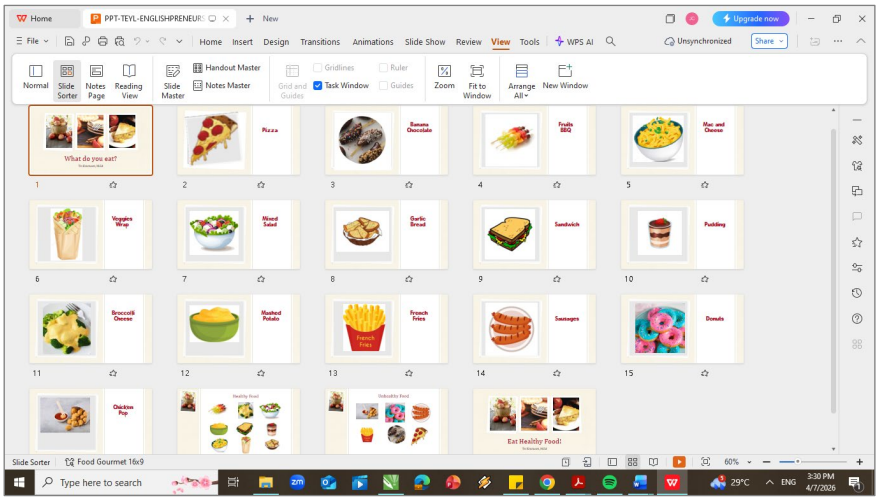


Figure 3. Introduction to presentation (PPT) software.

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Figure 4. Teaching practice (by the teacher).



Figure 5. Teaching practice (by the practitioner).



Figure 6. The teacher training program.



Figure 7. The community service practitioners.

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After the data were obtained and the teachers were ready to participate in the training, the practitioners scheduled the program timeline from June to October, including initial discussion, classroom observation, teacher training, teaching practice, and evaluation. The timeline is presented in Table 3.

Table 3. Teachers' training timeline.

Month	Activity	Participants
June	Class discussion about the existing teaching strategies/methods	English teacher Primary subject teachers All class teachers
July	Class observation	English teacher Entrepreneurship teacher The fifth graders
August	Englishpreneurship teacher training	English teacher Primary subject teachers All class teachers
September	Teaching practice using the Englishpreneurship method	English teacher Entrepreneurship teacher The fifth graders
October	Evaluation and conclusion	English teacher Primary subject teachers All class teachers

3.2 Discussion

The discussion of this community service program centers on addressing the main research problem: the lack of confidence and pedagogical competence among teachers who are not English education graduates in teaching English at the elementary level. Findings from interviews and classroom observations at SD Negeri Srigading 1 revealed that all English teachers graduated from PGSD and had never received formal English teaching training. English instruction relied primarily on LKS (student worksheets), and teachers rarely used spoken English during classroom interaction. Furthermore, English had never been integrated with other subjects, and teachers expressed low confidence due to their perceived lack of competence. These findings confirm that systematic pedagogical support is urgently needed, particularly in light of the national policy mandating English as a compulsory subject beginning in the 2027/2028 academic year under *Peraturan Menteri Pendidikan Dasar dan Menengah Nomor 13 Tahun 2025*.

After the implementation of the Englishpreneurship strategy, significant changes were observed. Post-observation data indicated increased teacher confidence in delivering English instruction, more balanced use of English and Bahasa Indonesia, and greater student enthusiasm and participation. Teachers reported that the availability of structured lesson plans reduced their anxiety and facilitated implementation. This suggests that the primary barrier was not teachers' inability but rather methodological uncertainty and a lack of guidance. When integrative thematic materials were carefully designed and aligned with curriculum standards, teachers were able to implement the approach effectively.

From the students' perspective, the program fostered active engagement and confidence. Through contextual role-play activities using real objects such as snacks, toy money, and flashcards, students participated enthusiastically and responded to instructions even when they were delivered in English. Although many students initially replied in Bahasa Indonesia, they gradually demonstrated greater willingness to communicate. The use of realia made abstract language concepts more concrete and meaningful, supporting the principle that instructional media enhance motivation, comprehension, and retention. The integration of entrepreneurship elements also promoted responsibility, teamwork, initiative, and basic financial literacy, reflecting the objectives of life skills education.

An important contribution of this program lies in the integration of digital pedagogy into Englishpreneurship-based instruction. The findings indicate that software-assisted instructional media did not replace direct teacher-student interaction but rather strengthened the pedagogical process by providing clearer visual scaffolding, more structured delivery, and more engaging classroom presentation. For teachers with limited English teaching backgrounds, digital applications functioned as pedagogical aids that reduced instructional anxiety and increased teaching confidence. This is particularly relevant in elementary classrooms, where visual, interactive, and multimodal learning environments play an important role in sustaining students' attention and comprehension. From a theoretical perspective, the integration of software applications into Englishpreneurship extends the concept of integrative thematic learning into the domain of digital integrative

pedagogy. It demonstrates that integrative learning is not merely about combining content across subjects but also about selecting appropriate media that mediate students' understanding and participation. In this program, digital applications served as a bridge between English instruction, entrepreneurial simulation, and classroom interaction. Thus, the Digital Englishpreneurship model contributes not only to curriculum integration but also to teacher empowerment and digital pedagogical readiness.

Based on these findings, this study proposes a refined model called Digital Integrative Confidence-Based Pedagogy, which consists of four interconnected components:

(1) structured thematic design;
(2) contextual realia-based media;
(3) teacher empowerment through guided modeling and training; and
(4) digital instructional support through software applications.

Unlike traditional integrative approaches that focus primarily on curriculum alignment, this model positions teacher confidence and digital readiness as foundational prerequisites for successful classroom implementation. In the broader context of Indonesia's Golden Generation 2045, the Digital Englishpreneurship program offers strategic educational value by simultaneously supporting global communication readiness, entrepreneurial mindset development, life skills mastery, and teacher capacity building. Therefore, it can be considered not only a teaching strategy but also a scalable pedagogical framework for elementary education in the digital era.

4 Conclusion

This community service program was conducted to address the lack of confidence and pedagogical competence among teachers who are not English education graduates in teaching English at the elementary level, particularly in preparation for the implementation of compulsory English instruction under *Peraturan Menteri Pendidikan Dasar dan Menengah Nomor 13 Tahun 2025*. The findings from interviews, classroom observations, documentation, and teacher training at SD Negeri Srigading 1 indicate that before the intervention, teachers had limited experience in teaching English communicatively and had never implemented integrative learning across subjects. English instruction relied heavily on worksheets, and both teachers and students demonstrated low confidence in using English in the classroom. After the implementation of the Digital Englishpreneurship strategy, notable improvements were observed. Teachers showed increased confidence in delivering English instruction and were able to integrate English with entrepreneurship and creative project subjects using structured lesson plans, contextual teaching media, and software-assisted learning tools. Students became more enthusiastic, actively participated in role-play activities, and demonstrated greater willingness to respond to English instructions. The use of real-life teaching media, such as snacks, toy money, and flashcards, combined with digital learning support, effectively facilitated contextual and meaningful learning.

The results confirm that integrative thematic learning combined with life skills education and digital instructional support can enhance both teacher competence and student engagement. Digital Englishpreneurship successfully bridges language learning, entrepreneurial values, and technology integration, fostering communication skills, creativity, responsibility, teamwork, and early digital literacy among fifth-grade students. Furthermore, the program highlights the importance of teachers' psychological empowerment as a key factor in successful integrative instruction.

In conclusion, Digital Englishpreneurship proves to be an effective and applicable integrative teaching strategy that supports the objectives of the Independent Curriculum and contributes to readiness for the national English mandate. It offers a scalable pedagogical model that not only improves English instruction but also strengthens life skills development, digital literacy, and teacher capacity, aligning with the broader vision of preparing a competitive and intelligent generation toward Indonesia's Golden Generation 2045.

Disclosure Statements

Author Contributions

Conceptualization, T.K.; methodology, T.K. and A.A.T.N.; implementation, T.K., A.A.T.N., and A.B.; data collection, A.A.T.N. and A.B.; analysis and interpretation, T.K.; writing—original draft preparation, T.K.; writing—review and editing, A.A.T.N. and A.B.; supervision, T.K. All authors have read and approved the final version of the manuscript.

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Conflict of Interest
The authors declare no conflict of interest. The funders, if any, had no role in the design of the study; data collection, analysis, or interpretation; preparation of the manuscript; or the decision to submit the manuscript for publication.

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Use of Artificial Intelligence (AI) and AI-Assisted Technologies
The authors declare that no generative AI or AI-assisted technologies were used in the preparation of this manuscript beyond routine tools for spelling, grammar, language editing, or formatting.

Data Availability Statement
The data supporting the findings of this study are available from the corresponding author upon reasonable request.

Ethics Statement
Ethical review and approval were not required for this community service activity because it consisted of teacher training and classroom mentoring carried out with the permission of the partner school and did not involve the collection of sensitive personal data.

Informed Consent Statement
Informed consent was obtained from all participants involved in the activity, and permission for classroom activities and documentation was granted by the school principal.

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