

Digital Literacy and Communication in History Learning: Integrating Entrepreneurial Values to Develop Students Creativity and Critical Thinking

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Abstract:

The study in this article is directed to examine how the integration of entrepreneurial values in history learning contributes to the development of students' creativity and historical thinking skills. This study uses a qualitative approach with a literature study method (library research). Data sources come from journal articles, reference books, and various scientific publications relevant to history learning, creativity, historical thinking skills, and entrepreneurship education. Data collection is carried out through documentation studies, while data analysis uses content analysis techniques through the stages of data reduction, categorization, interpretation, and synthesis of findings. The results of the study show that entrepreneurial values, such as creativity, innovation, independence, problem-solving skills, courage in making decisions, and adaptive mindset, can be integrated into history learning through contextual, participatory, and student-centered activities. This integration can be realized through project-based learning approaches, digital storytelling, the use of digital media, analysis of historical sources, and the development of history-based creative products. These learning activities contribute to increasing students' creativity, critical thinking, communication, and collaboration, while strengthening the skills of analysis, interpretation, evaluation of evidence, and historical reflection. This study shows the conceptual relationship between entrepreneurial values, creativity, and historical thinking skills that have tended to be discussed separately. The findings of the study confirm that history learning has the potential as a pedagogical space that is not only oriented towards the mastery of historical knowledge, but also on the development of 21st century competencies through the integration of entrepreneurial values and strengthening historical thinking skills. Thus, the integration of entrepreneurial values can be a relevant pedagogical strategy to develop students' creativity, high-level thinking skills, and adaptive character in facing the challenges of 21st century life.

Keywords: History Learning, Entrepreneurial Values, Creativity, Historical Thinking Skills, Entrepreneurship Education

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Introduction

The paradigm shift in 21st century education is driving a transformation of the learning process that focuses not only on the mastery of knowledge, but also on the development of higher-level thinking skills, including creativity. Creativity is one of the essential competencies because it plays a role in encouraging innovation, problem solving, and the ability to adapt to social changes and rapid technological developments. In the perspective of modern education, creativity is understood not only as the ability to produce something new, but also as the ability to develop ideas that are relevant and valuable in real life. According to Mark A. Runco, creativity can develop optimally through a learning environment that provides space for autonomy, exploration, experimentation, and strengthening students' problem-solving and metacognitive abilities. In addition to being influenced by cognitive factors, creativity is also related to intrinsic motivation, attitudes, and learning atmospheres that provide space for students to develop ideas freely and innovatively (Runco, 2007). In line with this view, the Organisation for Economic Cooperation and Development explains that a learning environment that provides opportunities for students to generate original ideas, convey ideas, and be actively involved in problem solving contributes positively to the development of creative thinking skills (OECD, 2024). The findings indicate that learning that provides space for exploration, innovation, and creativity, including through the integration of entrepreneurial values, can support the development of students' creative thinking skills. In today's educational reality, students are not only able to master theory, but are also required to be able to think adaptively, innovatively, and productively in facing the challenges of 21st century life. Therefore, the learning process in schools needs to be directed at developing creativity through a more contextual, innovative, and student-centered approach.

However, history learning in Indonesia still faces various problems that cause students' creativity to not develop optimally. History learning is still often dominated by activities remembering facts, characters, and the sequence of historical events, so that students tend to play the role of recipients of information rather than actively involved in the learning process. This condition causes history learning to often be considered boring and less related to the needs of students in the current digital era. S. Hamid Hasan stated that history learning in Indonesia still tends to focus on low-level cognitive aspects and memorization, so that it has not been fully able to develop students' critical and creative thinking skills (Hasan, 2016, in Zulkarnain, 2017, p. 139). This view is strengthened by the research of Tafonao et al. which shows that the dominance of the use of lecture methods in

history learning makes students tend to be passive and less likely to have the opportunity to develop critical thinking and express ideas independently (Tafonao et al., 2025). This condition shows that there is a discrepancy between the demands of 21st century education and the practice of learning history that is still applied in various schools. In addition, the Programme for International Student Assessment (PISA) report published by the Organisation for Economic Cooperation and Development (OECD) shows that the literacy ability of Indonesian students is still below the average of OECD member countries, which reflects the low level of thinking skills of students (OECD, 2019). This indicates that the development of creative and analytical thinking skills in learning is still a serious challenge in the Indonesian education system.

These problems indicate a reduction in the meaning of historical learning which should not be limited to the transfer of knowledge about past facts, but also plays a role in developing students' historical thinking skills and critical reflection. From the perspective of history education, history learning is ideally directed at the development of historical thinking skills, namely the ability of students to analyze, interpret, understand cause-and-effect relationships, and see an event based on a certain context of space and time (Miskawi et al., 2025). This ability includes not only understanding the facts and chronology of events, but also the ability to analyze historical sources, evaluate evidence, understand change and sustainability, and interpret various perspectives in a historical event. These skills are important to develop because they can help students build a critical, reflective, and evidence-based way of thinking in understanding various social problems that develop in society. History learning also needs to place students as active subjects in the learning process through interpretation activities, exploration of ideas, and the study of various historical sources so that learning is not only oriented to information memorization activities (Haris & Bahri, 2025). In this context, creativity is closely related to students' ability to construct meaning, develop new interpretations, and connect historical events with current life. Creativity and historical thinking skills are inherently interrelated because they demand the ability of learners to interpret information, generate new perspectives, and construct meaningful understandings of an event. Therefore, history learning should be a space that encourages students to think creatively, actively, and productively through in-depth analysis, discussion, and exploration of historical sources.

One of the approaches that is considered relevant to answer this problem is the integration of entrepreneurial values in history learning. In the context of

education, entrepreneurship is not only interpreted as an economic or business activity, but also as a set of values that include creativity, innovation, courage to take risks, independence, and the ability to solve problems. Entrepreneurship education is basically directed to form students who are able to think creatively, innovatively, and adaptively in facing various life challenges (Fitriani et al., 2026). In addition, entrepreneurial values are also related to the formation of students' character, especially in fostering an independent, confident, productive, and solution-oriented attitude through the learning process (Nugraha et al., 2022). These values have relevance to history learning because history not only contains past events, but also contains experiences regarding struggles, social innovations, leadership, and the ability of historical figures to face the changing times. History learning has the potential to become a pedagogical arena in internalizing the value of creativity, independence, and problem-solving capacity through critical analysis of various historical dynamics. In addition to contributing to the development of creativity, entrepreneurial values also have the potential to support the strengthening of historical thinking skills because they encourage students to analyze problems, evaluate alternative solutions, and interpret past experiences in a reflective and contextual manner. International research shows that entrepreneurship education has a positive relationship with the development of creativity, innovation, and problem-solving skills of students (Lackéus, 2020; Nabi et al., 2019). Thus, the integration of entrepreneurial values in history learning has strong relevance to develop students' creativity as well as historical thinking skills through more contextual, reflective, and innovative learning activities.

In practice, the integration of entrepreneurial values in history learning can be done through various approaches that encourage active involvement of students. Approaches such as Project-based learning, digital Storytelling, the development of history-based creative products, as well as the use of digital media allow students not only to understand historical material, but also to process it into valuable ideas and works. For example, students can create local history documentaries, design digital content about historical figures, or develop creative products based on regional cultural heritage. These activities not only improve historical understanding, but also train creativity, collaboration skills, problem-solving skills, and the ability to analyze and interpret various historical sources. Through the process of searching for information, selecting sources, compiling narratives, and presenting works, students are encouraged to think historically by understanding the context, cause-and-effect relationships, and various

perspectives contained in a historical event. Research in *Factum: a journal of history and historical education* shows that the implementation of Project-based learning through the creation of digital videos is able to increase students' creativity in learning history (Jasmine & Supriatna, 2022). In addition, the digital approach Storytelling project-based is also considered effective in increasing students' creativity through exploration and production of digital history content (Pirmansyah & Kurniawati, 2025). The findings show that history learning has great potential to be developed to be more relevant, creative, and in accordance with the needs of students in the digital era, while supporting the development of historical thinking skills through the analysis, interpretation, and reconstruction of historical events.

Although the academic literature has extensively examined creativity, entrepreneurial education, and learning innovation, the discourse on the integration of entrepreneurial values into historical learning still shows significant limitations. Existing studies tend to place entrepreneurship in the domain of economics and business education, so that its correlation with the development of students' creativity and historical thinking competencies has not been comprehensively studied. This epistemological gap becomes the foundation of novelty (novelty) article, which aims to analyze the integration of entrepreneurial values in historical learning and its contribution to the two competencies. In this perspective, history learning does not solely function as an instrument of reflection on past events, but also as a strategic vehicle for the development of creativity, problem-solving capacity, and historical thinking skills through innovative, contextual, and historical learning designs. student-centered. This study is projected to make a conceptual contribution in expanding the understanding of the relevance of integrating entrepreneurial values in contemporary history education.

Method

This study uses the literature study method (Library Research) with a qualitative approach to analyze the integration of entrepreneurial values in history learning and its contribution to the development of students' creativity and historical thinking skills. Literature study is a method that is carried out through the collection, study, and analysis of various literature sources that are relevant to the focus of the study (Zed, 2014). Through this approach, a comprehensive understanding of concepts, findings, and ideas related to history learning, creativity, historical thinking skills, and entrepreneurship education is obtained. The literature study approach was chosen because it allows researchers to identify

various theoretical perspectives and empirical findings that have developed, so as to provide a deeper understanding of the integration of entrepreneurial values in history learning. The data source is in the form of secondary data from national and international journal articles, reference books, proceedings, and various other scientific publications relevant to the study theme. The literature used is positioned as a unit of analysis. Data search was carried out through various academic databases, such as Google Scholar, Garuda, and other indexed journal portals using the keywords "historical learning", "creativity", "historical thinking skills", "historical thinking skills", "entrepreneurship", "entrepreneurial values", and "history education". Inclusion criteria include: (1) articles or literature that discuss historical learning, creativity, historical thinking skills, or entrepreneurship education; (2) using qualitative, conceptual, and literature study approaches; (3) issued in the range of 2019–2025; (4) have direct relevance to the topic of integrating entrepreneurial values in history learning; and (5) available in full-text form (*Full text*). Literature that does not meet these criteria is not included in the analysis process.

Data collection was carried out through documentation studies by identifying, selecting, and collecting various literature that corresponded to the focus of the study. The selection process is carried out by examining the title, abstract, and content of the article to ensure its suitability with the purpose of the study. The data that has been collected is then analyzed using the content analysis technique (*Content Analysis*). The analysis is carried out through several stages, namely data reduction, category grouping, data interpretation, and synthesis of findings. At this stage, the identification of the main themes, the grouping of relevant concepts, and the interpretation of the relationship between the integration of entrepreneurial values in history learning with the development of students' creativity and historical thinking skills were carried out. Content analysis techniques are used to uncover patterns, tendencies, and relationships between concepts that appear in various literature sources so that a more systematic understanding of the focus of the study is obtained. To improve the validity of the data, cross-check techniques and comparisons between various relevant literature sources are used. This step was taken to obtain conceptual consistency, strengthen data interpretation, and increase the credibility of the findings. Thus, the results of the analysis obtained are expected to be able to provide a comprehensive and scientifically accountable picture of the integration of entrepreneurial values in history learning as a strategy for developing students' creativity and historical thinking skills.

Results and Discussion

Integration of Entrepreneurial Values in History Learning

Based on the study of various literature, the integration of entrepreneurial values in history learning is closely related to the development of students' creativity. The dominant entrepreneurial values include creativity, innovation, independence, problem-solving skills, the courage to make decisions, and the ability to adapt to social change and technological developments. These values are not taught as separate material, but are integrated through various learning activities that encourage active student engagement. This integration allows history learning to be more relevant to the needs of learners in facing the challenges of the 21st century. In this perspective, the learning of history is not only oriented towards mastering the facts of the past, but also on the development of thinking skills and character building. Therefore, students are not only directed to understand chronology and historical figures, but also trained to think creatively, reflectively, and productively through contextual and participatory learning activities. This condition shows that history learning can be a pedagogical space that supports the development of 21st century skills through an active and student-centered learning process.

The results of the study also show that the integration of entrepreneurial values in history learning is generally applied through the Project-based learning, digital storytelling, the use of digital media, and the development of historical creative products. Through this approach, students not only understand historical material as a collection of past information, but also process historical information into works that are more contextual, innovative, and relevant to today's life. In practice, students are directed to make local history documentaries, digital history posters, historical interpretation videos, historical podcasts, and social media-based educational content related to learning materials. These various activities provide space for students to develop ideas independently, explore historical sources, and integrate creative thinking skills with historical understanding. In addition, the process of planning, implementing, and presenting project results encourages students to develop communication, collaboration, and decision-making skills. Thus, the integration of entrepreneurial values not only enriches history learning strategies, but also helps students build innovative and productive attitudes in the face of various learning challenges.

These various learning activities show that history learning has the potential to be developed to be more relevant to the needs of the 21st century. In the process, students not only play the role of recipients of information, but also

as processors of historical information and producers of history-based creative works. This change in orientation encourages the realization of more student-centered learning through exploration, interpretation, discussion, and work production activities. In addition, the use of digital media expands access to various historical sources so that the learning process is no longer completely dependent on teachers' explanations in class. Active involvement in these activities contributes to the development of critical thinking skills, creativity, and problem-solving. Through authentic and contextual learning experiences, learners not only gain a deeper understanding of historical material, but also develop relevant skills to apply in everyday life and the wider social environment.

Integration of Entrepreneurial Values and Students' Creativity

In addition to increasing student involvement in the learning process, the integration of entrepreneurial values also contributes to the development of 21st-century skills, such as creativity, critical thinking, communication, collaboration, and problem-solving skills. The implementation of project-based learning provides a wider opportunity for students to develop ideas, work together in groups, and present the results of historical interpretation in a creative and communicative manner. Through these activities, students are encouraged to explore various information, organize ideas, and produce works related to historical materials so that the learning process becomes more participatory and oriented towards higher-level thinking skills. Involvement in various history-based creative activities also contributes to the growth of confidence, independence, responsibility, and the ability to take initiative in completing learning tasks. These competencies are an important part of entrepreneurial values that support students' readiness to face various social challenges and the development of the times. Based on the synthesis of the analyzed literature, the relationship between learning approaches, learning activities, entrepreneurial values, and the development of students' creativity is presented in Table 1.

Table 1. Model of Integration of Entrepreneurial Values in History Learning

Learning Approach	Learning Activities	Entrepreneurial Values	Creativity Indicator
Project-based learning	Making a local history documentary	Creativity and innovation	Ability to produce creative works
Digital Storytelling	Digital history content	Independence and problem-solving	Creative and interpretive

	development	skills	thinking skills
Project-based learning	Creation of posters and historical media	Initiatives and responsibilities	Active participation and exploration of ideas

Based on Table 1, the integration of entrepreneurial values shows a relationship between creative learning activities and the development of thinking skills in history learning. Creativity develops through activities that provide space for students to explore, interpret, collaborate, and produce new ideas and works based on history. In this context, learners not only play the role of recipients of information, but also as active subjects involved in the construction of knowledge through meaningful learning experiences. This process allows them to identify problems, analyze various sources of information, and come up with relevant solutions or ideas based on their historical understanding. In addition, involvement in various history-based creative activities also encourages the development of initiative, independence, and decision-making skills which are part of entrepreneurial values. Through this learning experience, students not only understand historical events more deeply, but are also able to relate them to various problems faced in today's life. Thus, history learning not only serves as a means of knowledge transfer, but also as a medium to develop creativity, high-level thinking skills, and adaptive abilities needed in facing the dynamics of 21st century life.

The results of the study show that the use of digital media and project-based learning has great potential in increasing students' creativity. Fitriani et al. (2026) found that project-based learning is effective in developing creative thinking skills through exploration activities and work production. Meanwhile, Jasmine and Supriatna (2022) in *FACTUM: Journal of History and History Education* revealed that the use of digital video in history learning is able to increase creativity as well as active involvement of students. The findings indicate that the use of digital media and project-based learning can create a learning environment that supports the development of creativity in history learning. In addition, digital technology provides wider access to various historical sources so that students can obtain information from various perspectives. The availability of these diverse resources encourages a more independent, interactive, and collaborative learning process and strengthens students' ability to process

historical information into creative and meaningful learning products.

These findings are also reinforced by the 2018 Programme for International Student Assessment (PISA) report published by the Organisation for Economic Cooperation and Development. The report shows that the literacy skills of Indonesian students are still below the average of OECD member countries (OECD, 2019). This condition indicates that the ability to analyze, reason, and solve problems still needs to be improved. In learning history, this ability is an important aspect because it is related to the process of understanding, analyzing, and interpreting various historical sources critically. Good literacy skills also play a role in supporting students to build arguments, formulate interpretations, and develop creative ideas based on available historical evidence. Therefore, a more participatory and contextual approach to learning is needed to support the development of higher-level thinking skills. In this context, the integration of entrepreneurial values in learning history can be an alternative to developing creativity, decision-making skills, and innovative and adaptive thinking skills. Thus, the application of entrepreneurial values has a strong relevance to the needs of 21st century education that emphasizes the development of competencies, character, and high-level thinking skills.

Integration of Entrepreneurial Values and Historical Thinking Skills

In the perspective of historical education, the integration of entrepreneurial values has a close relationship with development historical thinking skills. These skills include the ability to think chronologically, analyze cause-and-effect relationships, interpret, and critically reflect on the meaning of historical events. Hastuti, Basri, and Zafri explained that historical thinking is an important approach in learning history because it helps students understand historical events more analytically and reflexively (Hastuti et al., 2021). Similar findings suggest that the development of historical thinking skills can improve students' analytical skills and active participation through more contextual and exploratory learning activities (Yuliatin et al., 2025). These skills are related to entrepreneurial values, especially in the aspects of problem solving, creative thinking, decision-making, and the ability to adapt to various situations. The ability to analyze evidence, evaluate various perspectives, and formulate historical interpretations is also in line with the character of entrepreneurship that demands rational and information-based decision-making. Through this process, students are trained to understand problems from various perspectives and formulate solutions based on available evidence. Thus, the development of historical thinking skills Not only does it strengthen historical understanding, but it also supports the formation of

critical, adaptive, and innovative thinking skills that are an important part of the entrepreneurial value of the 21st century.

The results of the literature analysis show that the integration of entrepreneurial values can be a relevant pedagogical approach to overcome the tendency of history learning that is still oriented towards memorizing facts and chronology of events. In practice, history learning in schools is still often understood as the process of conveying information about figures, years, and the sequence of events without providing adequate space for students to interpret and reflect critically. Hasan (2012) stated that history learning in Indonesia has not fully developed the ability to think critically and creatively because it still focuses on low-level cognitive aspects. This opinion is reinforced by the research of Tafonao et al. (2025) which shows that the use of lecture methods tends to make learners passive and less critically involved in the learning process. This condition shows that there is a gap between the goals of history learning that emphasize development historical thinking skills with learning practices that are still oriented towards memorization. The results of a synthesis of various literature show that project-based learning activities, reflective discussions, analysis of historical sources, and problem solving are able to reduce the dominance of rote learning. The activity encourages students to evaluate information, compare various perspectives, and develop interpretations based on historical evidence. Through this process, students get a wider opportunity to develop historical thinking skills while internalizing entrepreneurial values in history learning.

In the context of education, entrepreneurship is not only interpreted as an economic activity, but also as the ability to create something new and valuable through creative and innovative processes. Entrepreneurial values such as creativity, innovation, independence, courage to make decisions, and problem-solving skills are closely related to the development of students' thinking skills. This is in line with the opinion of Suryana (2014) who stated that entrepreneurship is related to the ability to produce innovation through creative processes, while Wibowo (2011) emphasized that entrepreneurship education aims to form creative, independent, and adaptive characters. In history learning, these values can be integrated through historical source analysis activities, evaluation of various perspectives, preparation of evidence-based interpretations, and development of history-based creative works. These activities not only support the development of creativity, but are also in line with the historical thinking skills which emphasizes the ability to analyze, interpret, evaluate, and critically reflect on past events. Problem-solving and decision-making skills, for example, develop

when learners assess the validity of sources and draw conclusions based on available historical evidence. Therefore, the integration of entrepreneurial values and historical thinking skills can take place simultaneously through active and student-centered history learning, so as to support the development of creativity and high-level thinking skills.

Implementation Challenges

Although the integration of entrepreneurial values in history learning shows strong relevance to the development of students' creativity, its implementation still faces various challenges in learning practices in schools. The results of the literature review show that the most common obstacles found include teachers' readiness in designing innovative learning, limited learning facilities and media, and low utilization of digital technology. Some teachers still tend to use conventional approaches because they are considered more practical and in accordance with the demands of completing material that is quite dense. In history learning, this condition can be seen from the dominance of material delivery that focuses on the chronology of events, characters, and historical facts so that the space for students to explore, interpret, and develop creative ideas is limited. As a result, the learning process is still dominated by lecture and memorization activities that do not provide opportunities for students to develop creativity, critical thinking skills, problem-solving skills, and historical thinking skills optimally. This condition also has the potential to reduce the active involvement of students in the learning process because they play more roles as recipients of information than as individuals involved in the process of analysis, reflection, and knowledge construction independently.

In addition, the implementation of project-based learning in history learning also requires teachers' readiness to design learning activities that are contextual, collaborative, and problem-solving. In practice, not all teachers have adequate experience or ability to develop project-based learning or make optimal use of digital media. As a result, learning sometimes only focuses on completing tasks without providing a learning experience that truly encourages students' creativity and critical thinking skills. Hidayati (2021) stated that the success of creativity development is greatly influenced by learning design and teachers' ability to create an innovative and participatory learning environment. This condition shows that the role of teachers is not only as a material presenter, but also as a facilitator who is able to direct students to explore sources, develop ideas, and build understanding independently through various learning activities. The findings show that the success of integrating entrepreneurial values is not only

determined by the use of certain learning methods, but also by the ability of teachers to manage the learning process that provides space for students to experiment, collaborate, and generate new ideas. Thus, improving teachers' pedagogical competence is one of the important prerequisites in supporting the successful implementation of entrepreneurial values in history learning.

Another obstacle that is also often found is the limitation of learning support facilities, especially access to digital technology and adequate learning media. In some schools, the limitations of technological devices, internet access, and digital learning resources cause the implementation of creative learning based on digital media to not be carried out optimally. In fact, the use of digital media has an important role in supporting history learning activities that are more interactive, exploratory, and relevant to the characteristics of 21st century students. In addition to the facility factor, the low literacy culture and exploration of historical sources among students is also a challenge in developing creative and participatory history learning. This condition can limit students' ability to trace, compare, and evaluate various historical sources needed to build a deeper historical understanding. These limitations have the potential to hinder the use of digital archives, online historical sources, and interactive media that can enrich students' learning experiences. As a result, opportunities to integrate entrepreneurial values through innovative and creativity-based learning activities become more limited, while reducing students' opportunities to develop historical analysis, interpretation, and reflection skills optimally.

In addition to the teacher and facility factors, the learning culture that is still oriented towards achieving academic grades and completing curriculum targets is also a challenge in the implementation of entrepreneurial values. This condition often makes teachers more focused on delivering material than developing students' creativity and thinking skills. As a result, various learning activities that are exploratory, reflective, and innovative have not fully obtained adequate space in the history learning process. In fact, the development of creativity and entrepreneurial values requires a learning experience that gives students the opportunity to try, evaluate, and develop ideas independently. This condition shows that the implementation challenges are not only related to the technical aspects of learning, but also related to academic culture and educational orientation which still places mastery of the material as the main goal of learning. Thus, the integration of entrepreneurial values in history learning cannot be understood simply as an educational trend, but needs to be positioned as a pedagogical strategy that requires the support of learning planning, teacher

competence, educational facilities, and adequate use of technology. Therefore, efforts are needed to develop teacher competencies, learning design innovations, and support for educational institutions so that history learning can develop into a pedagogical space that is able to encourage creativity, critical thinking skills, communication, collaboration, problem-solving skills, and strengthening historical thinking skills students more optimally.

Latest Studies

This article shows the difference with a number of previous studies that are referenced in this study. Previous research has tended to discuss entrepreneurship education as a means of developing creativity, critical thinking skills, and 21st-century competencies (Fitriani et al., 2026), while other studies have focused on the use of learning models such as Project Based Learning and digital media to increase creativity in history learning (Jasmine & Supriatna, 2022). On the other hand, there is also research that puts historical thinking skills as the main goal of history learning (Miskawi et al., 2025). In contrast to this tendency, this article does not view entrepreneurship, creativity, and historical thinking skills as stand-alone aspects, but rather as interrelated components in the history learning process. The focus of the study is directed at the analysis of the integration of entrepreneurial values in history learning and its contribution to the development of creativity and historical thinking skills students. Thus, this article offers a more holistic perspective in understanding the role of history learning as a vehicle for 21st century competency development.

On the other hand, this article has similarities with research conducted by Fitriani et al. (2026), Pirmansyah and Kurniawati (2025), and Yuliatin et al. (2025). The three studies both emphasize the importance of learning that is able to develop students' competencies more comprehensively, not only in the aspect of knowledge, but also in thinking skills and the ability to adapt to the demands of the 21st century. Fitriani et al. (2026) show that entrepreneurship education plays a role in developing students' creativity and critical thinking skills. Pirmansyah and Kurniawati (2025) found that the application of digital Storytelling In learning history, it can increase students' creativity through active involvement in the learning process. Meanwhile, Yuliatin et al. (2025) emphasized that the historical thinking skills able to improve students' analytical and reasoning skills towards historical events. The findings suggest that activity-oriented learning of learners has a significant contribution to the development of higher-level thinking skills and creativity. In line with these findings, this article also views that history learning needs to be directed at the development of creativity, critical thinking

skills, analytical skills, and entrepreneurial attitudes through an innovative, contextual, and student-centered learning process. Thus, this article reinforces the view that history learning has a strategic role in supporting the development of 21st century competencies.

The novelty of this article lies in efforts to build a conceptual relationship between entrepreneurial values, student creativity, and historical thinking skills in the learning of history. In contrast to previous research that generally discussed these three aspects separately, this article shows that entrepreneurial values can be integrated into history learning to support the development of creativity while strengthening students' historical thinking skills. Based on the results of the literature review, history learning has great potential to become a means of developing competencies in the 21st century through the cultivation of entrepreneurial values such as creativity, innovation, independence, the ability to see opportunities, the courage to make decisions, and the ability to solve problems. In addition, this article confirms that historical thinking skills Not only does it serve to improve the ability to understand, interpret, and analyze historical events, but it can also be a foundation for students to develop creative, reflective, and adaptive ways of thinking. The integration of these two aspects shows that history learning can function not only as a means of understanding the past, but also as a vehicle for developing skills and character that are relevant to the needs of today. Therefore, this article offers a new perspective that history learning can act as a pedagogical space that integrates the mastery of historical knowledge, the development of creativity, high-level thinking skills, and the formation of entrepreneurial character in a single learning process.

Conclusion

Based on the results of the literature review, the integration of entrepreneurial values in history learning has strong relevance in supporting the development of students' creativity and historical thinking skills. Entrepreneurial values such as creativity, innovation, independence, problem-solving skills, decision-making courage, and adaptability can be internalized through various contextual, participatory, and student-centered learning activities. Implementation of approaches such as Project-based learning, digital Storytelling, the use of digital media, and the development of history-based creative products provide opportunities for students to explore, interpret, and construct historical understanding in a more active and meaningful way. Thus, history learning not only serves as a means of understanding past events, but also as a pedagogical space that supports the development of creativity, critical thinking skills,

communication, collaboration, and problem-solving skills needed in the 21st century. The study also shows that the integration of entrepreneurial values and historical thinking skills It can be understood as a unit that supports each other in forming creative, reflective, and adaptive students. These findings also show that history learning has great potential to contribute to the development of competencies that are not only academic, but also relevant to the needs of social life and the world of work in the future.

However, the implementation of the integration of entrepreneurial values in history learning still faces various challenges, such as teacher readiness, limited learning facilities, learning culture oriented towards material completion, and the lack of optimal use of digital technology. These conditions show that the success of implementation is not only determined by the use of innovative learning methods, but also requires the support of a conducive learning environment and the readiness of educational resources. Therefore, continuous efforts are needed through improving teacher competence, strengthening the use of digital technology, and developing learning designs that are able to encourage active student involvement. In addition, support from educational institutions and policy makers is also needed to create a learning ecosystem that supports innovation and creativity. With this support, history learning is expected to contribute not only to the improvement of historical understanding, but also to the development of creativity, entrepreneurial character, and competence in the 21st century more optimally.

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