 Action Research Prospectus

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**Evaluation of Results**

1. **Assessment of Effectiveness based on criteria**

In this impactful curriculum intervention, all five students underwent initial and final assessments, showcasing remarkable growth ranging from 30% to 60% in multiple categories, such as: game performance, self-awareness, learning from mistakes, strategic thinking, and work habits over the ten-week period. Tailored lessons addressing their specific strengths and weaknesses were meticulously crafted, complemented by engaging activities, games, and reflective exercises centered around their vision boards. These activities not only fortified their executive function skills but also ensured sustained focus on their personal goals throughout the program. The executive function skills that this curriculum intervention focused on were: organization and planning, focus, working memory, problem solving, prospective memory, mental flexibility, and self-awareness. As a result, each student not only surpassed initial expectations but also demonstrated a tangible commitment to their individual development, marking a significant stride towards their academic and personal achievements.

The executive function skills curriculum effectively supported work habit trends and facilitated significant achievement of goals among all five students by integrating targeted strategies that enhanced organization, time management, and goal-setting abilities. Through structured modules focusing on prioritization techniques, task breakdown, and effective planning, each student developed a personalized toolkit to manage workload efficiently. Regular goal-setting sessions encouraged students to articulate clear objectives and track their progress, fostering accountability and motivation.

Moreover, the curriculum emphasized self-monitoring and reflection, empowering students to identify strengths and areas for improvement in their work habits. By cultivating these executive function skills, students gained confidence in their ability to meet goals, maintain focus amidst distractions, and adapt strategies to overcome challenges. As a result, all five students demonstrated noticeable improvements in productivity, task completion rates, and overall work habits, equipping them with essential skills for academic success and future endeavors.

1. **Sociological and Faith-Based Perspectives Reflection of Research Process**

The sociological research conducted in this intervention of an executive function skills curriculum is profoundly influenced by Paulo Freire's critical pedagogy. Freire emphasized a collaborative approach to education that empowers learners to critically analyze their social context and take proactive steps toward change (Taufiqurrohman et al., 2024). Similarly, this research applies Freirean principles by engaging participants in a learning process where their strengths and weaknesses shape the curriculum. This approach fosters a deeper understanding of how societal structures influence executive function skills development, encouraging participants to not only improve cognitive abilities, but also challenge systemic barriers that may hinder their growth. By integrating Freire's emphasis on praxis—action informed by reflection—into the research methodology, the utilization of this Executive Function Skills Curriculum intervention not only enhanced executive function skills but also promoted social consciousness and collective empowerment among the participants.

Building on the foundational insights drawn from Paulo Freire's critical pedagogy, which emphasizes collaborative learning and societal analysis, this research has illuminated a transformative approach to enhancing executive function skills. By integrating Freirean principles into the curriculum, participants not only developed cognitive abilities but also engaged in critical reflection and action against systemic barriers. This intervention underscores the potential of educational initiatives not only to improve individual capabilities but also to foster social awareness and collective empowerment.

First Corinthians 4:9-13 and Philippians 4:10-13 can explain the need to enhance executive function skills such as flexibility, endurance, and self-awareness by offering profound insights into resilience and adaptability. In 1 Corinthians 4:9-13, Paul describes the hardships he endured as an apostle, highlighting his ability to remain steadfast and adaptable despite challenges. This passage encourages individuals to develop flexibility in their approach to difficulties, fostering resilience and the capacity to navigate adversity effectively. Similarly, Philippians 4:10-13 reflects Paul's contentment and inner strength regardless of his circumstances, showcasing endurance and maturity in maintaining a positive outlook amidst both abundance and scarcity. These teachings promote emotional regulation, adaptive thinking, and the ability to maintain focus and determination in the face of challenges, thereby enhancing overall executive function skills essential for personal and professional growth. Incorporating the teachings from First Corinthians 4:9-13 and Philippians 4:10-13 further enriches our understanding of executive function skills as essential components of resilience, adaptability, and emotional regulation. These biblical passages highlight the enduring importance of flexibility, endurance, and self-awareness in navigating life's challenges. By embracing these principles, individuals can cultivate a robust framework for personal and professional growth, equipped to thrive amidst adversity. The intertwining of Freirean pedagogy and biblical teachings on resilience and adaptability are mirrored in this research which highlights the holistic approach needed to develop executive function skills effectively. It not only enhances cognitive capacities, but also empowers individuals to navigate societal complexities with a sense of purpose and resilience. This integrated approach holds promise for shaping future interventions that prioritize both individual development and collective empowerment in education and beyond.

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