



Little Merchants, Big Questions: Narrative Accounts of Early Childhood Scientific Attitudes in a Traditional “Market Day” Activity

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ABSTRACT

Background. Developing scientific attitudes in early childhood is important for fostering curiosity, critical thinking, problem-solving, and exploratory learning. However, learning practices in many early childhood education settings still tend to be teacher-centered, limiting children’s opportunities to engage in meaningful experiential learning. Previous studies have discussed scientific learning through experiments and play-based activities, yet research on the use of “Market Day” activities to develop scientific attitudes remains limited. Therefore, further research is needed to explore how Market Day activities can support scientific attitude development in early childhood education.

Purpose. This study aims to examine how traditional market-themed “Market Day” activities facilitate the development of scientific attitudes among early childhood students, particularly through children’s participation in contextual learning processes.

Method. This study employed a qualitative approach using a descriptive case study method. Participants were selected purposively and consisted of children in Groups A and B aged 5–6 years, classroom teachers, and the principal at Istiqomah Loning Petarukan Pemalang Kindergarten. Data were collected through observations, interviews, and documentation. Data validity was ensured through source and technique triangulation, while data analysis used the interactive model of Miles, Huberman, and Saldana.

Results. The findings revealed that Market Day activities implemented through a Project-Based Learning (PjBL) approach and role-playing methods supported the development of children’s scientific attitudes. Children demonstrated curiosity, observation, questioning behavior, simple logical thinking, and communication skills through activities such as exploring goods, identifying prices, negotiating, counting money, and solving problems during transactions. The activity also promoted honesty, responsibility, numeracy skills, and early financial literacy.

Conclusion. This study contributes theoretically by showing that Market Day activities can support the development of scientific attitudes through contextual and experiential learning. Practically, the findings suggest that traditional market-themed Market Day activities can be used by teachers as an effective strategy for fostering scientific attitudes and social skills in young children.

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INTRODUCTION

Early Childhood are individuals who exhibit unique developmental characteristics that vary at each stage of their development (Asmawati et al., 2021). Early childhood is regarded as a critical “golden age” for a child's cognitive, social, and emotional development, characterized by a strong curiosity about the surrounding environment (Fadillah & Yusuf, 2022). At this stage, children need systematic guidance to help them understand various natural and social phenomena and develop the basic skills necessary for life in society (Cahyani & Pamungkas, 2024). Therefore, learning based on direct and meaningful experiences through play-based activities is a relevant approach for optimally facilitating children's learning process (Sarah et al., 2024).

Early childhood education should focus on providing real-world experiences that stimulate children's active engagement in the learning process (Conlon & Barnyak, 2025). Research shows that teacher-centered instruction limits children's opportunities to explore, observe, ask questions, experiment, and communicate their findings—all of which are essential components of a scientific attitude. (Sarah et al., 2024). A scientific attitude in young children encompasses the basic skills and traits involved in the scientific thinking process, such as curiosity, observation, asking questions, attempting simple analysis, logical thinking, and the ability to communicate their findings (Sumardi et al., 2024). This attitude is very important because it serves as the foundation for the development of more complex cognitive and critical thinking skills (Prachagool, 2021). Learning programs designed to engage children in simple exploration, experiments, and hands-on observation can foster a scientific mindset in young children (Olua, 2022). A scientific attitude in young children is reflected in the development of curiosity, critical thinking skills, creativity, and social skills during the learning process (Chrysti et al., 2022). Project-based learning (PBL) is an effective teaching model for fostering such attitudes, as it emphasizes students' active engagement in completing meaningful projects (Aumann et al., 2024). The study by Sakila, dkk (2023) and by Major & Levin (2026) indicates that the implementation of Project-Based Learning (PBL) in the Merdeka curriculum contributes to the character development of young children, particularly in terms of creativity, social skills, and critical thinking abilities, which align with the core characteristics of a scientific attitude.

A strong sense of curiosity in early childhood is the foundation for the development of scientific attitudes and scientific thinking in learning (Sum et al., 2024). Scientific attitudes include curiosity, observation, questioning, logical thinking, and openness to new experiences, which encourage children to actively construct understanding through direct interaction with their environment (Fatonah et al., 2023). Previous studies have emphasized that developing scientific attitudes from an early age is important for supporting children's critical and analytical thinking skills as well as their ability to explore and solve problems in everyday life Handayani & Srinahyanti (2018) and (Ayu & Rohaeti, 2025). Although various learning approaches, such as exploration-based and play-based learning, have been shown to support the development of scientific attitudes Nu'man et al., (2023) and (Sumardi et al., 2024), learning practices in many early childhood settings still tend to be teacher-centered and less connected to children's real-life experiences (Mulyeni et al., 2025). As a result, children often have limited opportunities to practice scientific attitudes through meaningful social interactions and contextual activities. In addition, research specifically examining the use of traditional market-themed “Market Day” activities as a contextual learning approach for fostering scientific attitudes remains limited. Therefore, this study explores the implementation of Market Day activities to support the development of scientific attitudes in early childhood learning.

The development of a scientific attitude in Early Childhood is influenced by stimulation and the learning environment, so it must be adapted to learning approaches that emphasize direct, contextual, and meaningful experiences (Cahyani & Khunaifi, 2024). A scientific attitude is developed through practice and children's active engagement in exploration and problem-solving activities, rather than through lecture-based or symbolic learning (Nuraeni et al., 2017). However, learning in early childhood education still tends to be oriented toward a traditional approach and the use of worksheets, thereby limiting children's opportunities to observe, explore, and optimally develop their thinking processes and scientific attitudes (Seenuan et al., 2025). This situation underscores the importance of a learning model that integrates play, exploration, and social interaction in a contextual manner to more effectively support the development of scientific attitudes in early childhood. (Sum et al., 2024).

An alternative to contextual learning that can be used to foster a scientific attitude in young children is the Market Day activity. This activity is a form of real-life simulation-based learning that allows children to engage directly in activities closely related to their daily experiences, such as observing different types of goods, asking questions, interacting, comparing, and making simple decisions (Triana et al., 2024). The learning experience through Market Day gives children the opportunity to observe, experiment, and draw simple conclusions based on real-world experiences, allowing a scientific mindset to develop naturally and sustainably (Syah et al., 2023). Children's active participation in these activities also helps develop their critical and analytical thinking skills, which will serve as a foundation for understanding information and solving problems in the future (Wildan et al., 2019). Children's active participation in these activities also helps develop their critical and analytical thinking skills, which will serve as a foundation for understanding information and solving problems in the future (Komalasari et al., 2025). Market Day activities help develop entrepreneurial skills while fostering character, creativity, innovation, and independence in children. These activities encourage children to feel more confident in conducting buying and selling transactions on their own (Ocak et al., 2021). The instructional model is carefully designed to create a learning environment that is conducive, enjoyable, and tailored to the needs of the students (Heni Listiana et al., 2024). Although research on Market Day in early childhood education has so far focused primarily on entrepreneurial and social-emotional aspects, studies specifically examining its role in fostering a scientific attitude in early childhood particularly in the context of traditional markets remain limited in kindergartens. Furthermore, research examining the implementation of Market Day within the context of traditional markets as a setting for contextual learning has not yet been extensively explored, particularly studies that focus on the learning process, the forms of children's active engagement, and the role of teachers in facilitating the emergence of indicators of scientific attitude. The limitations of this study highlight the need for more in-depth research to understand how real-life experience-based social simulation activities can contribute to the development of scientific attitudes in early childhood. The research focuses on the implementation process of the activities, the forms of children's active engagement, and the learning dynamics that support the emergence of indicators of scientific attitude, such as curiosity, the ability to observe, ask questions, experiment, engage in simple logical thinking, and communicate contextual learning experiences.

The choice of the traditional market as the theme for the Market Day event is particularly relevant given that Istiqomah Loning Kindergarten is located near the village market. As an integral part of the community's social environment, the traditional market offers significant educational potential and can serve as a contextual learning resource for early childhood students. Learning that

utilizes the real-world environment enables children to gain meaningful hands-on experiences (Rukmana et al., 2023). Market exploration activities provide children with the opportunity to observe various types of merchandise, understand simple transaction processes, and interact with their peers. This process stimulates children's cognitive, language, and social-emotional development in an integrated manner through real-world learning experiences (Diastutik et al., 2025) ; (Louis et al., 2024). A scientific mindset in young children can be fostered through learning experiences that allow them to observe, ask questions, experiment, and draw simple conclusions. Traditional markets, with their abundance of real objects and events, support the development of practical thinking skills, communication, and simple decision-making in a real-world social context (Rahayu & Munadi, 2025). Exposure to traditional markets rooted in local culture provides children with the opportunity to understand the concept of buying and selling, the value of money, and social interaction through direct participation in market activities. The market environment, rich in objects and activities, provides children with integrated cognitive, language, and social-emotional stimulation, making traditional markets an effective learning resource that supports meaningful learning (Sulistyaningsih, 2023) ; (Richel, 2025). This supports contextual learning and hands-on experiences, which form the foundation for the development of a scientific attitude in young children. Here, children learn to sell various vegetables, fruits, and spices at Istiqomah Loning Kindergarten's market day. Therefore, the traditional market-themed market day activity not only supports meaningful learning but also serves as an effective strategy for fostering a scientific attitude in young children through contextual and authentic learning experiences.

Based on the previous discussion, this study aims to examine the implementation of scientific attitude learning through traditional market-themed Market Day activities among early childhood students. The study focuses on how children develop scientific attitudes through active participation in contextual learning activities, such as observing, communicating, negotiating, and solving simple problems during buying and selling interactions. This study addresses the limited research on the use of Market Day activities as a contextual learning approach for fostering scientific attitudes in early childhood education. In addition, the study provides empirical insight into the use of social simulation activities to support meaningful and developmentally appropriate learning experiences for young children.

RESEARCH METHODOLOGY

This study employed a qualitative approach with a descriptive qualitative method to examine the implementation of scientific attitude learning through traditional market-themed Market Day activities among early childhood students (Sukmadinata, 2016). The study was conducted during the second semester of the 2024–2025 academic year at Istiqomah Loning Petarukan Kindergarten. Participants consisted of 40 children aged 5–6 years from Groups A and B, one classroom teacher, and one principal who were selected purposively based on their direct involvement and active participation in the implementation of the Market Day activities. Data were collected through observations, interviews, and documentation to obtain an in-depth understanding of children's learning experiences, interactions, and the teacher's role in facilitating contextual learning (Lina et al., 2025). Data validity was ensured through source and technique triangulation, while data analysis used the interactive model of Miles, Huberman, and Saldana, including data condensation, data display, and conclusion drawing. In addition, ethical considerations were applied by obtaining permission from the school and ensuring participants' confidentiality throughout the research process.

Data collection in this study was conducted through observations, interviews, and documentation. Observation was the primary method used to identify the development of children's scientific attitudes during traditional market-themed Market Day activities. The observations focused on behaviors reflecting scientific attitudes, such as curiosity, observing objects, asking questions, communicating ideas, solving simple problems, and drawing simple conclusions during buying and selling interactions. Researchers also observed teacher–student interactions and how teachers facilitated children's exploration and participation in the learning process. Interviews were conducted with classroom teachers and the principal to obtain deeper information regarding the planning and implementation of Market Day activities, as well as their understanding of scientific attitudes in early childhood learning. Documentation, including lesson plans, children's developmental records, and activity photographs, was used to support the observational findings (Creswell, 2013). Documentation, including lesson plans, children's developmental records, and activity photographs, was used to support and strengthen the observational findings (Sugiyono, 2012). To ensure data validity, the study applied source and technique triangulation by comparing data obtained from observations, interviews, and documentation, as well as information from teachers and the principal. Data analysis employed the interactive model of Miles, Huberman, and Saldana, including data condensation, data display, and conclusion drawing and verification (Miles et al., 2014).

RESULT AND DISCUSSION

This study examined the implementation of scientific attitude development through traditional market-themed Market Day activities using a descriptive qualitative approach. The findings indicate that children's direct participation in Market Day activities contributed to the emergence of key scientific attitudes, particularly curiosity, observation, communication, and simple problem-solving skills. Observation data showed that children actively engaged in exploring goods, asking questions about prices and products, negotiating during transactions, and interacting with peers and teachers. These behaviors suggest that learning becomes more meaningful when children are placed in contextual and socially interactive environments that allow them to construct understanding through direct experience. From a constructivist perspective, this learning process reflects how children build knowledge through active engagement with their environment rather than passive reception of information (Piaget, 1970). In addition, the findings are consistent with experiential learning theory, which emphasizes that concrete experience and active participation enhance learning outcomes in early childhood settings. Interview and documentation data further confirmed that the teacher's role as a facilitator was essential in guiding children's participation, encouraging inquiry, and supporting reflection during Market Day activities. This scaffolding process helped create a learning environment that stimulated exploration and supported the development of scientific attitudes in young children.

Market Day activities, as a contextual and play-based learning strategy, provide hands-on and interactive experiences that allow children to engage in simple buying and selling simulations within a traditional market setting. This learning approach supports the development of scientific attitudes in early childhood by creating opportunities for children to observe, ask questions, and make simple decisions based on real-life situations. Interview data from educators indicate that Market Day is designed as a thematic learning activity that uses real objects and meaningful contexts to support children's developmental characteristics. Informant D explained that the activity helps children understand learning materials more easily through direct experience, while Informant

C emphasized that children actively participate as buyers and sellers, allowing them to experience authentic social and transactional interactions.

The findings from observations show that children actively engaged in questioning, comparing goods, and making simple choices during transactions. These behaviors reflect key indicators of scientific attitude in early childhood, particularly curiosity, observation skills, and simple problem-solving abilities. The documentation of these activities is presented in Figure 1.



Figure 1. Documentation of Market Day Activities During the Transaction Process

The findings of this study indicate that Market Day activities provide meaningful learning experiences that support the development of communication skills, self-confidence, and social skills among children in Groups A and B at Istiqomah Loning Petarukan Kindergarten. Through authentic interactions such as bargaining, negotiation, and communication, children actively engage in social exchanges while practicing verbal expression and interpersonal skills. In addition, the activities encourage children to observe the goods being sold, perform role-playing as buyers and sellers, and apply simple reasoning when making purchasing decisions. These experiences demonstrate that Market Day activities not only function as enjoyable play-based learning experiences but also contribute to the development of early scientific attitudes, including curiosity, observation, problem-solving, and decision-making abilities. Therefore, Market Day can be considered an effective learning activity for stimulating both social development and early scientific thinking in early childhood education.

The implementation of Market Day-based instruction on scientific attitudes, with a focus on traditional markets, demonstrates that learning activities designed around real-world experiences can create a meaningful learning process for early childhood students (Eğmir & Ocak, 2020). In the context of 21st-century learning, this process is relevant to the need for educational assessment that focuses not only on final outcomes but also on the development of children's higher-order thinking skills and scientific attitudes (Ayu & Rohaeti, 2025). Through simple buying and selling activities, managing merchandise, and social interactions with peers, learning takes place in a concrete and contextual manner. This active engagement encourages children to observe their surroundings, ask questions, try out different roles, and communicate the learning experiences they gain during the activities. This process aligns with the concept of scientific attitudes and behaviors, which are understood as patterns of thinking and acting grounded in curiosity and problem-solving skills (SAKIN, 2020).

In addition, Market Day was implemented as a group-based and participatory learning activity in which children were involved in planning, executing, and reflecting on a traditional market simulation. Interview data from CS indicated that children, together with teachers and parents, actively participated in designing the activity, selecting goods, and organizing roles, enabling them to learn through direct experience rather than passive instruction. Similarly, D explained that children were engaged from the early stages of the project, including discussions about market concepts and preparation of goods, and were assigned roles as buyers and sellers to ensure active

participation throughout the learning process. The integration of Market Day within a Project-Based Learning (PjBL) framework created structured opportunities for children to engage in inquiry-based behaviors. Observation and interview data showed that children were involved in observing situations, asking questions, negotiating, and making simple decisions during transactions. These activities reflect core indicators of early scientific attitudes, particularly curiosity, exploration, logical thinking, and communication skills, which emerged naturally through social interaction in a real-life simulation context.

Based on the results of observations and interviews, the implementation of Project-Based Learning through Market Day activities effectively fosters scientific attitudes in young children at Istiqomah Loning Kindergarten. Children's active involvement in planning, implementing, and reflecting on activities encourages observation, questioning, experimentation, and communication, which are essential indicators of early scientific thinking. These findings suggest that scientific attitudes do not develop as isolated cognitive skills but emerge through sustained engagement in meaningful, collaborative activities. Compared to previous studies by Syarifuddin, dkk (2025) ; Sarah et.al (2024), which emphasize the effectiveness of PjBL in fostering scientific attitudes, this study extends the discussion by showing that embedding PjBL within culturally familiar simulations such as traditional markets enhances the authenticity of children's learning experiences and strengthens their active inquiry in everyday contexts.

In addition to supporting scientific thinking, the implementation of Market Day combined with role-playing also provides opportunities for children to develop basic numeracy skills through meaningful and contextual learning experiences. During buying and selling activities, children are exposed to simple mathematical concepts such as recognizing numbers, counting money, and making decisions based on quantity and value comparisons. These experiences allow children to connect abstract numerical concepts with real-life situations in a concrete and engaging way. Interview data from Informant D revealed that children actively demonstrated curiosity by asking about product names and prices and attempting to calculate the total amount of money needed during transactions. Similarly, the school principal (CS) emphasized that children were able to assess whether they had sufficient money and make simple decisions such as purchasing or exchanging items of similar value. These behaviors indicate that children are not only engaging in transactional play but also applying early forms of logical reasoning within social interaction. From a scientific attitude perspective, these activities particularly stimulate curiosity, observation, decision-making, and communication skills. Children's questions about prices, transactions, and product selection reflect active inquiry behavior that emerges naturally during the learning process. The ability to observe, compare, and respond within real-life situations further supports the development of early scientific thinking.

These findings align with Afrianti (2023), who highlights that contextual learning supports the development of early literacy and numeracy skills. However, this study extends the discussion by emphasizing that such cognitive development emerges alongside scientific attitude formation, rather than as a separate outcome. Thus, Market Day functions not only as a numeracy-supporting activity but also as a contextual learning environment that integrates inquiry, decision-making, and social interaction in early childhood education. Market Day activities and pretend play are effective in enhancing young children's understanding of money concepts and fostering a sense of responsibility (Fiyaa dkk (2025); Sri Idamulyani et al., (2024) ; (Thetsane et al., 2025). Based on these findings, it is evident that children with well-developed scientific attitudes are better able to tackle and solve a wider range of learning problems than children with poorly developed scientific

attitudes, including in understanding numeracy concepts and making simple decisions in real-life situations (Genç & Acar, 2021) ; (Carlson & Eadens, 2023).

This study indicates that the implementation of a Market Day-based role-playing activity with a traditional market theme provides a contextual learning environment that supports the development of scientific attitudes in early childhood. Through active participation in simulated buying and selling activities, children engage in meaningful learning experiences that also contribute to basic literacy and numeracy development in real-life contexts. Market Day is designed as an experiential learning activity that integrates principles of Project-Based Learning (PBL), allowing children to be involved in the learning process from preparation to reflection. In this activity, role-playing as buyers and sellers enables children to experience social interactions in a structured but flexible environment that reflects everyday economic activities.

The use of real money and uniform pricing (Rp 2,000 per item) supports children's understanding of basic economic concepts while maintaining simplicity in transactions. The selected products, including vegetables, fruits, and kitchen spices commonly found in traditional markets, further connect learning activities to children's daily experiences and social environment. As stated by Informant D, the use of real money and simplified pricing helps children better understand the concept of exchange and basic counting in authentic situations. Observation data show that children were actively engaged in exploring goods, asking questions about prices, and attempting simple transactions using their own reasoning. These behaviors reflect emerging indicators of scientific attitude, particularly curiosity, observation, experimentation, and communication skills. Rather than passively receiving information, children constructed understanding through direct interaction with objects, peers, and teachers.

Overall, the findings demonstrate that Market Day activities create opportunities for children to develop scientific attitudes naturally through social and contextual learning experiences. This aligns with previous research by (Yildirim & DOĞRU, 2023). as well as Ulkhatiata dkk (2025).), which highlight the effectiveness of experiential and play-based learning in fostering children's curiosity, cooperation, and early inquiry skills. In addition, Lembayun, dkk (2025) emphasize that Market Day activities also strengthen children's social development through collaborative interaction.

The findings indicate that Market Day activities provide meaningful opportunities for children to develop early scientific attitudes through active engagement in real-life simulated transactions. While the activity also supports basic numeracy development, the primary emphasis of the learning process is on the emergence of scientific behaviors such as curiosity, observation, communication, and simple reasoning during buying and selling interactions.

Interview data from CS and D show that children were involved in role-playing activities where they acted as buyers and sellers, enabling them to engage in decision-making processes such as selecting items, asking questions, and determining appropriate amounts of money for transactions. These interactions encourage children to apply simple logical reasoning in authentic contexts while communicating their ideas with peers. As illustrated in Figure 2, such activities provide structured opportunities for children to engage in meaningful, hands-on learning experiences.



Figure 2. Documentation of Market Day Activities on Financial Literacy Skills

Observation data further confirm that children actively demonstrated curiosity by asking about prices and product types, engaging in exploration of available goods, and attempting simple transactions independently. These behaviors reflect core indicators of early scientific attitude, particularly curiosity, observation, and exploratory thinking, which emerge naturally in contextual learning environments.

The use of uniform pricing (Rp 2,000 per item) was found to support smoother interaction during activities and reduce cognitive load in transaction processes, allowing children to focus more on exploration and communication. This structure also encouraged children to participate more confidently in social exchanges. As noted by Informant D, this approach helped children understand exchange processes in a simplified but meaningful way.

Beyond cognitive aspects, the findings also highlight that values such as honesty and responsibility emerge naturally through guided social interaction during Market Day. Teachers played a crucial role in reinforcing these values through modeling and continuous guidance, ensuring that children understood the importance of truthful and responsible behavior during transactions. As shown in Figure 3, these values were practiced directly in collaborative learning situations.



Figure 3. Documentation of Market Day Activities Transaction Process for Promoting Integrity

Overall, the findings suggest that Market Day functions as a contextual and experiential learning environment that integrates scientific attitude development with social interaction. These results are consistent with (Yildirim & DOĞRU, 2023), who emphasize that experiential learning supports children's inquiry behavior, as well as Ulkhatiata dkk (2025) who highlight the role of Market Day in fostering cooperation and responsibility. Similarly, Lembayun, dkk (2025) found that such activities enhance children's social development through collaborative engagement..

Market Day activities provide opportunities for children to engage in both scientific attitude development and character formation through real-life simulated transactions. Through buying and selling interactions, children are required to follow agreed rules, communicate prices, and carry out assigned roles as buyers and sellers, which creates authentic social learning situations. As shown in Figure 4, children participated in structured activities that included counting money, checking transactions, and organizing the results of their sales. These activities were guided by the teacher to ensure that children understood both the procedural and moral aspects of the learning process.



Figure 4. Documentation of Market Day Activities: Fostering the Value of Honesty

Interview data from D indicate that post-activity reflection, such as counting earnings together, helped children practice responsibility and accuracy in handling money. Similarly, CS explained that children began to show responsible behavior by reporting their money honestly and returning any excess change. These behaviors reflect the development of honesty as a practiced value rather than a theoretical concept. Beyond procedural learning, these interactions demonstrate that values such as honesty and responsibility emerge naturally through repeated participation in guided social experiences. Children learn to internalize these values through direct involvement in meaningful activities rather than through verbal instruction alone.

The findings suggest that Market Day functions not only as a transactional simulation but also as a contextual learning environment where scientific attitudes and character values develop simultaneously. This aligns with Rajendran and Anandarasu (2020), Nurjanah (2024) and Ajang Ramdani dan Alike Mutiara (2025), who emphasize that teacher mediation and reflective activities are essential in strengthening early childhood character development, particularly in fostering honesty and responsibility.

Based on the results of observations and interviews, it was found that teachers play a crucial role in fostering a sense of responsibility in young children during the “Market Day” activity themed around traditional markets at Istiqomah Loning Kindergarten. Teachers act as mentors who ensure that every child completes their assignments successfully. A scientific attitude was fostered during the “Traditional Market” themed Market Day activity at Istiqomah Loning Petarukan Kindergarten.

This means that the implementation of scientific attitude learning based on a “Market Day” activity with a traditional market theme serves not only as a thematic or entrepreneurship activity, but also as a contextual learning strategy that supports children’s holistic development. This activity integrates scientific attitudes, character, social skills, and literacy and numeracy skills into a single meaningful learning experience. These findings confirm that social simulation-based learning that is closely aligned with children’s culture and experiences holds great potential for optimization in early childhood education to foster a scientific attitude from an early age.

CONCLUSION

The implementation of scientific attitude learning through traditional market-themed Market Day activities showed positive contributions to the development of children's curiosity, observation, questioning behavior, communication skills, and simple problem-solving abilities. Children's direct involvement in buying and selling interactions encouraged them to actively explore, ask questions, and communicate their ideas within meaningful real-life situations. These findings indicate that contextual and experiential learning activities can effectively support the development of scientific attitudes in early childhood education. In this process, the teacher's role as a facilitator was important in creating learning experiences that encouraged children's active participation and exploration.

DECLARATION OF AI AND AI ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

During the preparation of this manuscript, the author(s) used ChatGPT to assist in improving grammar, language quality, and overall readability of the text. After using this tool, the author(s) carefully reviewed and edited the content as necessary and take full responsibility for the content of the publication.

AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Formal analysis; Methodology; Writing - original draft; Investigation

Author 2: Data curation; Methodology; Validation

Author 3: Data Analysis; Formal analysis; Visualization;

Author 4: Resources; Literature review; Writing - review & editing.

Author 5: Supervision; Validation; Project administration; Funding acquisition.

Author 6: Other contribution; Resources; Visualization; Writing - original draft.

DECLARATION OF COMPETING INTEREST

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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