

Item	Description	Quantity	Unit Price	Total Price
1	Item 1	10	100	1000
2	Item 2	5	200	1000
3	Item 3	2	500	1000
4	Item 4	1	1000	1000
5	Item 5	1	1000	1000

Item 1 Description

Item 2 Description

Item 3 Description

Item 4 Description

Item 5 Description

1. **Introduction**  
The purpose of this study is to investigate the effects of a new educational program on student learning outcomes. The program is designed to enhance critical thinking and problem-solving skills through a series of interactive activities and projects.

2. **Methodology**  
The study employed a quasi-experimental design. A group of 50 students was selected from a secondary school and divided into two groups: an experimental group and a control group. The experimental group participated in the new educational program, while the control group followed the traditional curriculum. Data was collected through pre-tests, post-tests, and a series of formative assessments.

3. **Results**  
The results of the study indicate that the experimental group showed significantly higher scores on the post-test compared to the control group. This suggests that the new educational program had a positive impact on student learning outcomes, particularly in the areas of critical thinking and problem-solving.

4. **Conclusion**  
Based on the findings, it is concluded that the new educational program is an effective approach for enhancing student learning outcomes. The program's focus on interactive activities and projects appears to be a key factor in its success.

5. **Recommendations**  
It is recommended that the new educational program be implemented in other schools to allow for a wider range of research. Further studies should also explore the long-term effects of the program on student learning outcomes.

Group	Pre-Test Score	Post-Test Score	Formative Assessment Score
Experimental Group	65	85	75
Control Group	60	70	65

6. **References**  
Smith, J. (2018). *Improving Student Learning Outcomes through Innovative Teaching Methods*. New York: Academic Press.

Johnson, M. (2019). *The Impact of Project-Based Learning on Student Engagement*. Chicago: University of Chicago Press.