

THE COLLABORATION OF INTERCULTURAL EDUPRENEURS' PROJECT-BASED LEARNING OF TEACHING ENGLISH FOR YOUNG LEARNERS IN BENGKULU PROVINCE

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ABSTRACT

The integration of entrepreneurship in education has given rise to the concept of edupreneurship, which emphasizes innovative teaching and learning strategies. In the context of English for young learners, intercultural collaboration among edupreneurs offers a unique platform for project-based educational development. This study aimed to describe the collaboration of intercultural edupreneurs' project-based learning (PjBL) of English for young learners in Bengkulu province. This descriptive qualitative study used observation, interview, and documentation to collect the primary data. The research samples involved five private English courses for young learners as a collaboration of intercultural edupreneurs' project-based learning (PjBL) that was created by students of the student exchange (PMM) program and English students of Universitas Muhammadiyah Bengkulu. They were B 3nglish, Artery_ECourse, BVJE_Course, OBFiG's_E Course, and BC.Equal Courses. The research results revealed that the collaboration of intercultural edupreneurs' project-based learning (PjBL) of English for young learners in Bengkulu province was realized in four dimensions: planning and group decision-making; communicating about thinking; contributing resources, ideas, and efforts; and monitoring processes. In concluding the research, the collaboration of intercultural edupreneurs' project-based learning (PjBL) of English for young learners is highly facilitated through the project-based learning method, making it an effective approach.

Keywords: *Collaboration, Intercultural Edupreneurs, Project-Based Learning (PjBL), English for Young Learners.*

INTRODUCTION

Teaching English for Young Learners (TEYL) has become a rapidly growing trend globally, particularly in the context of globalization. English language education for children is crucial as it supports effective communication, cognitive, social, and academic development while also providing access to broader cultural and global perspectives in an increasingly globalized world. (Puskás, 2017; Kurniadi & Cahyaningrum, 2023; Qizi, 2024). The growing focus on teaching English for children makes the concept of edupreneurship an innovative approach that blends elements of entrepreneurship.

Edupreneurship is a blend of the terms "education" and "entrepreneurship," and it signifies an entrepreneurial approach to education. Literally, it can be understood as entrepreneurship, while etymologically, edupreneurship refers to

entrepreneurial education, which emphasizes a learning process centered on entrepreneurial activities in both theoretical and practical contexts (Astuti & Ismail, 2021). This educational concept integrates entrepreneurial principles to cultivate innovative attitudes and creative thinking within the educational landscape (Arifin & Herlambang, 2023; Shagirbasha, 2024). Building on this, the term intercultural edupreneur extends the concept to include cultural exchange and adaptation, emphasizing the importance of intercultural understanding and collaboration. To effectively collaborate among the intercultural edupreneurs, implementing innovative teaching strategies such as project-based learning (PjBL) can significantly enhance their learning experiences.

Project-Based Learning (PjBL) is an educational approach that promotes independent and collaborative learning among students through projects that are relevant to real-life contexts (Hamidah et al., 2020; Dewi & Arifin, 2024; Pan et al., 2020; Sulong et al., 2023; Chen & Yang, 2019; Kurniadi & Cahyaningrum, 2023). This approach not only improves academic skills but also critical thinking, problem solving, and communication skills. In essence, PjBL equips cross-cultural edupreneurs to face real-world challenges, making them more prepared and competent.

Teaching English to young learners requires different pedagogical strategies compared to teaching at higher education levels. In the context of this study, intercultural edupreneurs—comprising exchange students and local pre-service English teachers—faced the challenge of designing engaging and age-appropriate learning experiences for elementary school children. Many of them lacked formal teaching experience and initially relied on teacher-centered methods that limited student creativity and interaction. To address this, Project-Based Learning (PjBL) was implemented as a collaborative framework to empower the edupreneurs to design child-friendly, interactive, and culturally responsive lessons. Through PjBL, these intercultural teams were encouraged to explore innovative teaching strategies, promote active participation, and create a learning environment that supports creativity, critical thinking, and meaningful engagement among young learners.

In Project-based Learning (PjBL), experts like (Stix & Hrbek, 2006), (Stoller, 2006), and (Patton, 2012) outline key steps in the process. In general, the process of project-based learning involves clear steps: the teacher introduces the

project, students design and prepare their work, they study, create, and present their projects, and finally, reflect on their learning. Implementing project-based learning (PjBL) in intercultural edupreneurs' collaboration can make their work effectively in a project because PjBL encourages active student participations including exploration, planning, creation, and evaluation, as described by Wanglang & Chatwattana (2023).

Collaboration involves individuals working together to achieve shared goals and can enhance learning outcomes, particularly in language education, by fostering interaction and developing various skills. Working together with researchers and policymakers is also needed to share successful practices, improve assessment methods, and design a curriculum that supports collaborative learning (Taxirovna, 2024). Martinez-Moyano (2006) early conceptualization of collaboration emphasized the importance of effective participation, combining engagement and effort within collaborative processes. Barfield (2016) further elucidates collaboration as a process of jointly determining goals, sharing responsibilities, and leveraging collective efforts to achieve outcomes beyond individual capacities.

Previous studies by Andriyani & Anam, (2022); Sirait & Amnie, (2023); Darmuki et al., (2023); Sagala et al., (2020) mainly examine student collaborations in implementing Project-Based Learning (PjBL), focusing on classroom settings and learner-centered outcomes. However, these studies tend to overlook the collaborative dynamics among educators themselves—particularly those involved in intercultural and entrepreneurial teaching contexts. This present study addresses that gap by adopting a broader perspective, investigating how intercultural edupreneurs—comprising exchange students and local pre-service teachers—collaborate to design and deliver English courses for young learners using the PjBL model. The novelty of this research lies in its integration of three key educational elements: intercultural collaboration, entrepreneurial practice, and project-based pedagogy. This study is significant because it provides a new lens on how novice educators from diverse cultural backgrounds can engage in meaningful, practice-based teaching innovations that reflect both pedagogical creativity and intercultural competence. For that reason, the researcher is interested in conducting the study entitled *The Collaboration of Intercultural Edupreneurs' Project-Based Learning of English for Young Learners in Bengkulu Province*.

MATERIALS AND METHOD

This study employs the descriptive qualitative method to explore the collaboration of intercultural edupreneurs' project-based learning of English for young learners in Bengkulu Province. According to Fitria (2024), descriptive qualitative research aims to understand phenomena or events from an in-depth and comprehensive point of view, without relying on statistical measurements or numbers. This method often uses techniques such as interviews, observations, and document analysis to collect rich data about individuals' or groups' experiences, perceptions, and interpretations of the phenomenon under study. Therefore, this method is appropriate to capture the detailed collaboration process and skills involved in the intercultural edupreneurs' projects.

The study utilized observation, interviews, and documentation to investigate the collaboration within five private English courses developed through cooperation between students of the student exchange program (PMM) and English students of Universitas Muhammadiyah Bengkulu. These methods enabled researchers to gain insights into the planning, management, course creation, and impact on young learners' English education.

The researchers observed the collaboration skills of intercultural edupreneurs when implementing the PjBL model. The PjBL syntax used by researchers is based on (The George Lucas Educational Foundation, 2005), namely:

- 1) Defining the fundamental question,
- 2) Planning a design project,
- 3) Draw up a project creation schedule,
- 4) Monitor project progress,
- 5) Test results,
- 6) Evaluate experience.

The observations, interviews, and documentation were done for three months, from the formatting courses until finishing each course's portfolio. Research data in the form of observations, interviews, and documentations of students' collaboration skills were analyzed based on collaboration rubric. The collaboration rubric consists of 4 indicators. The indicator of collaboration rubric are presented in table 1.

RESULTS

In this part of the research article, the researchers present the results of the collaborations that have been found. It starts by presenting the results from the rubric as shown below. The below data, using collaboration rubric, collected from five course teams—B 3nglish, Artery_ECourse, BVJE_Course, OBFiG's_E Course, and BC.Equal Courses—illustrate collaborative engagement in groups.

Table 1. Collaboration rubric

Dimension	Beginning	Emerging	Developing	Demonstrating
Planning and Group Decision-Making	They identify a way to complete their assigned task together while following the group's plan.	They recap ways the group discussed for managing the work and offer a way they can contribute.	They add ideas for managing the work, suggest fair roles for the group, and highlight any major disagreements to focus the discussion.	They propose ways to manage work, consider balance, assign roles based on members' abilities, and suggest methods for decision-making in the event of disputes.
Communicating About Thinking	They restate the thinking of others.	They ask the group questions to gain a clearer understanding of their ideas.	They point out when the group's ideas are unclear or incomplete.	They rephrase group ideas, link concepts to drive progress, and invite input from others.
Contributing Resources, Ideas, and Efforts	They stay focused on the assigned task, complete the part on time, and manage the group's needs together.	They identify the resources needed to complete the task, ask the group for help or available resources, and share their work while reviewing others' work at the end of the project.	They brainstormed ideas with the group, found resources for others, encouraged the group to improve the project's quality, and offered input or feedback when needed.	They contribute key ideas that advance the group, provide helpful resources, suggest improvements for the project's quality, and offer support and feedback throughout.
Monitoring Processes	They concentrate on completing their part of the group project.	They recognize how their work demonstrates quality.	They track the quality and progress of the group's project throughout.	They proposes adjustments to the group's process to improve project quality and adapts their efforts to support the group

The data presented above suggests that intercultural edupreneurs engage in close collaboration during the planning and group decision-making phases, viewing this approach as crucial for initiating the project. They consider it foundational for designing course components that reflect their identities, incorporating all intercultural aspects, such as course titles and logos. Additionally, they structure the course frameworks. This stage involves defining the fundamental question and planning a design project within the project-based learning (PjBL) model.

During the communication and ideation phase, intercultural edupreneurs continue their close collaboration, engaging in discussions both inside and outside the classroom. This teamwork is particularly evident as they plan steps before and after the course implementation, including organizing the course launch and creating course banners. This phase aligns with planning a design project and drawing up a project creation schedule stages of the project-based learning (PjBL) model, offering a structured approach to effectively integrate intercultural elements into the curriculum.

The stage of contributing resources, ideas, and efforts promotes that intercultural edupreneurs work in close partnership. This phase is comprehensive, involving activities such as preparing teaching materials, securing sponsorships, acquiring partners, organizing the inauguration, facilitating the teaching-learning process, concluding the course, and creating portfolios. Several stages of the project-based learning (PjBL) model are employed here, including drawing up a project creation schedule, monitoring project progress, and test results.

In the final monitoring phase, which marks the conclusion of their activities, intercultural edupreneurs continue their close collaboration. After the course concludes, their focus shifts to reviewing the portfolios to evaluate the course quality and decide whether they would repeat the project. This stage also includes an outing in Kota Tua, where they organize an event to test their teamwork and subsequently conduct an evaluation. This phase corresponds to the final stage of the project-based learning (PjBL) model, which is the evaluation of the overall experience.

DISCUSSION

The study reveals that the collaboration of intercultural project-based learning (PjBL) edupreneurs in English courses for children in Bengkulu includes several important stages, starting from planning and establishing courses to implementing programs with partners. These findings show how intercultural edupreneur collaborate closely on all the stages in the collaboration rubric. There are 4 dimensions: planning and group decision-making; communicating about thinking; contributing resources, ideas, and efforts; and monitoring processes. Intercultural edupreneurs engage in close collaboration throughout the project stages. Initially, they prioritize joint planning and decision-making, considering this essential for shaping course elements that reflect their identities, including intercultural aspects such as course names and logos, and structuring the course framework. This phase aligns with defining core questions and structuring the project plan within the project-based learning (PjBL) model.

In subsequent stages, they work closely in the communication and planning phases, involving both classroom and external discussions to organize course events like inaugurations and banners, adhering to PjBL's structured planning and scheduling. Their teamwork extends to contributing resources, including teaching materials, sponsorship, partnerships, and organizing key events, which embodies various PjBL stages like scheduling, monitoring progress, and testing outcomes. Finally, during the monitoring stage, they review course portfolios to evaluate quality and decide on future project continuation, concluding with an outing to Kota Tua to test teamwork and conduct evaluations, reflecting the PjBL model's final evaluation phase.

The results indicate that the project-based learning method is highly effective for facilitating the collaboration process. This method not only aids students in acquiring academic knowledge but also fosters the development of essential practical skills such as critical thinking, collaboration, and communication (Hamidah et al., 2020; Wang et al., 2023; Cintang et al., 2018; Hawari & Noor, 2020; Hartono & Asiyah, 2018).

The findings align significantly with prior research, demonstrating a strong connection between project-based learning (PjBL) and learners' collaborative skills (Andriyani & Anam, 2022). The PjBL model enhances students' ability to

collaborate through its structured phases, particularly during the project planning stage. Here, students engage in discussions, resource collection, and goal-setting, which strengthens their teamwork (Sirait & Amnie, 2023). This model emphasizes a student-centered approach where the lecturer primarily motivates and facilitates the learning process, allowing students to independently explore and solve problems, making learning relevant to their personal experiences (Darmuki et al., 2023). Research further indicates that PjBL can moderately improve student collaboration and communication skills. These skills positively correlate, suggesting that as students develop collaboration abilities, their communication skills also improve (Sagala et al., 2020).

While previous studies primarily investigated student collaboration in PjBL, the current study adopts a broader perspective by incorporating intercultural edupreneurs' collaboration within PjBL. This approach sets it apart from earlier work and justifies the research focus on The Collaboration of Intercultural Edupreneurs' Project-Based Learning of English for Young Learners in Bengkulu Province.

CONCLUSION

This study discusses how intercultural edupreneurs collaborate and use project-based learning models. Based on the findings, this study concludes that intercultural project-based learning (PjBL) fosters effective collaboration among edupreneurs in English courses for children in Bengkulu. The collaboration involves structured stages, from joint planning and decision-making to resource contribution and ongoing monitoring. Intercultural edupreneurs engage in each phase to ensure the courses reflect their identities, enhancing both academic learning and essential skills like teamwork and communication. The PjBL model proves effective in organizing tasks, addressing challenges, and enhancing intercultural engagement, demonstrating its value in similar educational initiatives.

However, this study is limited by its focus on five intercultural edupreneur groups in Bengkulu, which may affect the generalizability of the study results to other contexts. In addition, the scope of this study is limited to one cycle of PjBL implementation; further research covering multiple cycles may provide a more

comprehensive understanding of the long-term impact of PjBL in intercultural educational settings.

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