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Integrating Local Wisdom and Creative Economy through an Online Collaborative Curriculum in Rural English Education

Ranta Butarbutar [1*] **, *Angla Florensi Sauhenda*** [2] **, *Novi Indriyani*** [1] **, *Dian Agustina Wakerkwa*** [1]

[1] *Department of English Language Education, University of Musamus Merauke, Merauke 99611, Indonesia*
[2] *Department of Indonesian Language and Literature, University of Musamus Merauke, Merauke 99611, Indonesia*

ABSTRACT

Online Collaborative Curriculum (OCC) is an innovative pedagogical model that integrates local wisdom and the creative economy into English language education in rural areas. This study explored teachers' perceptions and the impact of OCC in business and economics courses. Data were collected through interviews, observations, focus group discussions, and document analysis. Results indicated that teachers had positive perceptions of OCC. The learning scheme utilized Zoom for online presentations, WhatsApp Groups for written discussions, recorded videos on YouTube, Facebook, and TikTok for assignment submission, and Google Docs and email as collaborative evaluation tools. OCC was proven to improve students' language skills while providing economic, social, and cultural insights. The researchers concluded that integrating local wisdom and the creative economy in OCC is an innovative approach to ESP teaching for BEC courses. This curriculum allows teachers to connect local potential with international business competencies. The flexibility and cost-efficiency of OCC positively impacted language acquisition, economic knowledge, cultural preservation, and social interaction. However, the involvement of only one ESP teacher is a limitation of this study. Further research involving more ESP teachers and cross-regional case studies is recommended to broaden generalizability. Comparative studies and quantitative validation are also recommended to strengthen the methodology and impact of OCC going forward.

Keywords: Creative Economy; Facebook; Local Wisdom; Pangkur Sagu; Tiktok

*CORRESPONDING AUTHOR:
Ranta Butarbutar, Department of English Language Education, University of Musamus Merauke, Merauke 99611, Indonesia;
Email: rantabutarbutar@gmail.com

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1. Introduction

Online Collaborative Curriculum (OCC) represents an innovative educational curriculum that utilizes digital technology to enhance collaboration between students and educators in both synchronous and asynchronous online settings [1]. OCC encompasses four essential components: learning objectives, instructional materials, media and techniques, and evaluation methods, all of which contribute to structured and engaging educational experiences.

It is grounded in constructivist learning theory, which emphasizes peer interaction, co-construction of knowledge, and experiential learning [1, 2]. Furthermore, its development is informed by connectivism, a learning theory introduced by Siemens [3] that addresses the evolving nature of learning in the digital era, characterized by the widespread dissemination of information and ubiquitous access to it. Consequently, learners can participate in collaborative learning experiences on a global scale, unimpeded by geographical boundaries [4–6]. Extensive scholarly investigations have been conducted on online collaborative learning (OCL) models, concepts, strategies, techniques, and approaches, particularly within IB and education domains. Gracia et al. & Gil [7, 8] examine international visits as a mechanism for cultivating a global mindset in the development of accounting and finance. The implementation of OCL in business education has also been scrutinized through experimental field studies [9, 10]. Inada [11] posits that co-creation between two countries can be enhanced through OCL. Lu et al. [12] contended that frequent collaborative online courses are pivotal for online education. Kardes [13] underscored the potential of digital technology to enhance engagement in international business (IB) classrooms. Hernandez-Pozas et al. [14] elucidate how collaborative learning in the teaching of global business can be facilitated through virtual reality.

Although online collaborative learning has been extensively explored, there has been no investigation into the integration of local wisdom and creative economy within OCC. This curriculum is essential for rural education [15] as it equips students to face global challenges. In addition to its pedagogical significance, this study underscores the unique social, economic, and cultural factors that differentiate it from previous theoretical and practical studies.

Practically, OCC can be implemented using various digital tools to enhance collaborative learning. Platforms such as Zoom and WhatsApp facilitate real-time discussions, while recorded video submissions on YouTube, Facebook, and TikTok offer dynamic engagement opportunities. Furthermore, Google Docs and Email serve as effective tools for collaborative evaluations, fostering interactive feedback and assessment. Beyond its functional application in education, OCC also serves as a cultural inheritance tool, reinforcing a sense of belonging to local economies and traditions while simultaneously serving as a globalized local economy tool that bridges local wisdom with international educational frameworks.

Theoretically, it has the potential to address current educational challenges, policy shifts, and technological advancements, rendering this research both timely and relevant. Policymakers can provide a robust foundation for revisiting and reconceptualizing existing policies and curricula, ensuring alignment with rapid technological progress. Meanwhile, for educators, curriculum designers, and material developers, this study offers valuable insights for redesigning English for business and economic learning materials, fostering a more integrated and globally responsive approach to education. This study sought to address the following research questions:

1. How does teacher perceive OCC implementation in rural English education?
2. How can OCC teaching scenario be applied to Rural English Education?
3. To what extent does OCC integration influence the learning outcomes of students?

Literature Review

The Online Collaborative Curriculum (OCC) represents an innovative approach to international business (IB) education, playing a crucial role in aiding educators in the planning, implementation, monitoring, and evaluation of online learning processes. Its adaptable design, which supports both synchronous and asynchronous learning modes, provides learners with essential tools for developing key IB competencies. These competencies encompass collaboration, problem-solving, intercultural and interpersonal communication, global networking, adaptive thinking, emotional intelligence, and resilience [16–19].

In tandem with the evolution of IB education, OCC

has progressed significantly, shaped by globalization, digital transformation, and pedagogical advancements. Mlodzianowska et al.[20] utilized collaborative online international learning and global virtual team pedagogy to bolster students' collaboration and communication skills. Similarly, Kjølseth & Siddiq[21] enhance student engagement and responsibility in online collaboration by applying exploratory talk ground rules, which lead to positive learning experiences and improved social interactions in group work. Zuo[22] explored the development of intercultural competence in higher education through online learning, highlighting its importance in fostering global perspectives and cross-cultural understanding[23].

OCC offers a range of effective strategies or techniques for delivering comprehensive educational experiences that seamlessly integrate practical applications within the IB context. These methodologies encompass market simulations[24], collaborative projects, industry-academic partnerships and trade negotiations[25, 26]. Furthermore, business simulation games have been shown to enhance decision-making skills[27], while game modeling in business education promotes the development of cognitive entrepreneurship[28]. Discussion-based approaches, such as forums and interactive group projects, further facilitate student engagement and collaboration. Additionally, Project-Based Learning (PBL) provides practical opportunities for students to tackle real-world IB challenges[29–31]. Emerging technologies such as virtual reality-based negotiation training have also been found to enhance student engagement and comprehension in IB education[17].

IB educators can utilize a range of digital platforms as collaborative learning tools to effectively implement OCC. For instance, Knight[32] suggests that Zoom enhances accessibility, while Gcabashe[33] highlights the integration of business studies to foster collaborative learning among teachers. Butarbutar et al. and Taggart & Wheeler[1, 2] identified WhatsApp Group (WAG) as a valuable tool for facilitating written online discussions. TikTok[27, 34] provides creative avenues for interaction and content sharing, and Google Docs were employed for trade simulations and business case studies[35, 36].

From an economic standpoint, OCC signifies a major shift in IB education, particularly through the integration of digital learning technologies that provide cost-effective and scalable access to IB education[37, 38]. Despite these advancements, IB education has largely focused on urban and mainstream institutions, thereby limiting access to global business-learning environments for students in rural areas. Cross-cultural immersion programs[39] have proven to be effective in enhancing international market awareness. However, these models pose logistical challenges and are financially prohibitive to many learners. This situation underscores the need for alternative strategies to make global business education more inclusive and adaptable, especially for students in remote areas who require a flexible yet IB-relevant curriculum.

To do so, this study integrates OCC into English instruction in business and economic (BEC) courses for a crucial reason. In this context, researchers apply the English for Specific Purposes (ESP) theory. This theory suggests that ESP is a language-teaching approach in which materials and methods are chosen based on a learners' specific learning goals. Consequently, English instruction should align with learners' motivations for studying international business, such as social networking and knowledge sharing; academic, language, and motivational achievement[40]; anticipating linguistic challenges when selecting academic disciplines and fostering intercultural competence among IB and management students[41].

Constructivist learning theory, particularly Vygotskys' approach, underscores knowledge construction through interaction. OCC (Online Collaborative Communication) leverages this principle to enhance language proficiency by crafting engaging and interactive learning experiences. It promotes student-centered education by integrating collaboration, experiential learning, and digital engagement within global professional contexts. Esteban et al.[42] emphasized the significance of technology and collaboration in teaching ESP, illustrating how digital tools can enhance communication-based learning.

Zhang[43] demonstrates that constructivism transforms business English education, enabling domestic talent to acquire global competencies. Tuzlukova & Heckadon[44] advocated blended learning as an effective foundation for ESP, integrating traditional teaching with real-world applications. In entrepreneurship education, Bell[45] applied constructivist principles to enhance students' problem-solving and innovation skills. Dziubaniuk & Nyholm and Dziubaniuk et

al.[46, 47] utilized this approach in business ethics, fostering interactive discussions that enrich the understanding of ethical practices in international business. The creative economy, grounded in culture, creativity, and intellectual property, holds transformative potential for business education.

Connectivism learning theory, introduced by George Siemens, has significantly shaped modern pedagogy, especially in the realm of English for ESP related to BEC. Unlike traditional learning models that focus on direct instruction and content delivery, connectivism emphasizes the acquisition of knowledge through networks, digital interactions, and ongoing learning. Siemens[3] argues that learning occurs through connections in which individuals engage with diverse information sources rather than depending on static curricula.

In the context of ESP for BEC, connectivism plays a crucial role in helping learners achieve language proficiency in professional real-world settings. Business professionals and students leverage digital networking to access industry trends, market analyses, and expert insights via online platforms, such as LinkedIn, webinars, and business forums.

Additionally, collaborative knowledge construction, facilitated through discussions, case studies, and interactive economic simulations, allows learners to apply their language skills to practical scenarios. Another vital aspect of Connectivism in ESP is adaptive learning, driven by the rapidly changing business and economic landscapes, which require professionals to continuously update their knowledge. Moreover, cross-cultural communication in business contexts is strengthened by intercultural exchanges that enable learners to refine their linguistic and cultural competencies.

Practical applications of connectivism in ESP for business and economics include online business simulations, which allow learners to engage in decision-making exercises that mimic corporate environments. Industry-specific webinars feature experts discussing economic trends, providing authentic language exposure and interactive learning opportunities[46, 47].

To date, no research has empirically integrated local wisdom and the creative economy into OCC learning materials. To address this gap, the present study enhances OCC by incorporating local wisdom as a core element of IB education. Specifically, Pangkur Sagu, a traditional Papuan dance, along with elements of local wisdom and the creative economy, has been woven into the OCC. This initiative responds to Christison & Murray's[48] call to connect regional identity with business strategy development. Despite extensive research on OCC in ESP teaching, no study has explored students' knowledge through experiential learning and interaction. To fill this void, this study integrates local wisdom and the creative economy into OCC for teaching English in BEC courses. Furthermore, this underscores the necessity for future research on collaborative teaching methods to sustain entrepreneurship education[49]. Previous studies have emphasized the significance of OCC in teaching English for business and the economy, equipping students to face global challenges. This study advances the field by examining teacher perceptions, instructional scenarios, and the impact of OCC implementation on student outcomes in rural English education.

2. Materials and Methods

2.1. Research Design and Participant Profiles

The objective of this research was to conduct a case study that investigated online collaborative curricula rooted in local wisdom and creative economy when teaching English in the rural border regions of Indonesia. This design was selected to provide an in-depth understanding of the OCC. For this reason, this study employed a case study design based on the following considerations: (a) its suitability for exploring unique or complex issues within a specific context[50]; (b) its provision of a comprehensive understanding of a single phenomenon; and (c) its focus on specific challenges or characteristics of a subject, such as an individual educator or student group. (d) The focus on a single ESP teacher provides in-depth insights into the integration of local wisdom and creative economy into language learning in rural border regions.

This study used a qualitative case study design to enable an in-depth contextual exploration of how rural English teachers incorporate local wisdom and elements of the creative economy into an online collaborative curriculum for teaching IB. As noted by Yin[51], a case study is particularly appropriate when the research addresses "how" and "why" questions and when the boundaries between the phenomenon

and its context are not clearly defined. Given the distinctive characteristics of rural English classrooms in which culture, technological access, and community values converge, this case study allows the researcher to capture the nuanced realities of implementation and perception.

The deliberate selection of a single teacher as a participant was intentional and strategic. As Zambrano et al. [52] posited, a singular, well-chosen case can yield profound insights and function as a bounded system replete with contextual variables. The chosen teacher was pivotal in curriculum implementation, digital facilitation, and cultural adaptation of IB themes. Concentrating on one teacher enables the researcher to collect comprehensive data through observations, interviews, teaching materials, and reflective feedback, culminating in a detailed depiction of the teaching process [53]. This technique aligns with understanding how educational innovation rooted in a local context can inform broader pedagogical practices in IB education.

Regarding the objective of the study, this research employed a certified English as a Foreign Language (EFL) instructor who was under 40 years old and had a masters' degree in English. The instructor had been teaching for approximately ten years and had selected based on her extensive experience teaching EFL in rural areas. Her decade of teaching experience enabled her to navigate the unique challenges faced by students in rural border regions, such as the limited technological infrastructure and socioeconomic barriers. Furthermore, her ability to integrate creative economy and local wisdom into instruction aligned with the studys' focus on OCC.

This study involved 30 first-year university students from the BEC department, consisting of 15 female and 15 male participants aged 19–21 years. Specifically, three students were 19 years old, five were 21 years old, and 22 were 20 years old. The participants represented diverse linguistic backgrounds, with the majority being native speakers of Indonesian, while a smaller number spoke regional languages such as Javanese, Papuan, Bataknese, East Nusa Tenggara, and Kei as their first languages. English was a foreign language for all participants and was primarily acquired through formal education. Their linguistic proficiency, as assessed by the Test of English as a Foreign Language (TOEFL), was below 450, indicating challenges to their advanced language skills.

Students primarily relied on handouts prepared by the lecturer as their primary learning resource. While some students accessed these materials via mobile devices, others encountered difficulties due to limited internet access. To address this issue, the students utilized WhatsApp Group (WAG) as a platform for information-sharing. The use of WAG varied among the participants: ten students engaged in WAG for two hours per week, six students used it for two hours daily, and the remaining students utilized the platform almost every day for learning purposes. However, intermittent internet connectivity occasionally prevents certain students from accessing crucial information, further impacting their engagement and learning outcomes.

The decision to use WAG as a digital learning tool was justified by its accessibility, user-friendliness, and familiarity among students. As a widely used messaging platform, WhatsApp enables real-time communication and the efficient dissemination of learning materials, making it a suitable medium for supporting OCC implementation in contexts with limited technological infrastructure. The integration of WAG into OCC was facilitated by creating a dedicated group for the course in which the lecturer posted materials, assignments, and announcements. Students also used the group to share resources, discuss topics, and seek clarification of the course content. This interactive and collaborative approach not only fostered active learning but also helped mitigate the challenges posed by uneven access to other digital tools or platforms. Despite some connectivity issues, the use of WAG ensured that most students remained engaged and informed during the learning process.

2.2. Data Collection

This study employed a case study design that integrated multiple instruments to collect the necessary data. These instruments comprised open-ended interviews (questions; see **Appendix A**), observations, and document analysis. The open-ended interviews focused on three primary variables: (1) teachers' attitudes, (2) teaching scenarios, and (3) the impact of OCC. Before conducting the interviews, the researchers validated the clarity of the questions and gathered constructive feedback from several participants. Pilot interviews were conducted both in person and at WhatsApp conferences. To schedule the interviews, the researchers used

WAG survey to coordinate with participants. The interviews took place on two occasions: once before and once after the class observation. In-person interviews were conducted during the initial meeting, and the final interview was conducted after the class observation period.

While observing the class, the researcher maintained a non-participatory stance and refrained from sharing information with participants. This approach was intended to minimize student unease, foster an environment of seriousness and concentration, and ensure the spontaneous unfolding of the teaching situation without interference. At the end of the course, participants were given the option to participate in an interview via WhatsApp voice call, rather than a video call, to alleviate any potential discomfort or lack of confidence that might arise from video conferencing. This method was chosen to ensure participants felt comfortable sharing their thoughts and ideas. Additionally, some participants expressed difficulty in participating in video calls. With participants' permission, conversations were recorded as research data. To ensure participants' confidentiality, their identities were anonymized. This study was approved by the University of Musamus Merauke.

A teachers' reflective journal and students' results cards were used to corroborate and confirm the findings through document analysis. These records contained written reflections, thoughts, experiences, and teachers' insights into their teaching practices, classroom dynamics, and student interactions. Additionally, the results included students' academic performance information such as grades, assessment scores, attendance records, and potential comments from teachers. These sources were used to support the findings of the present study.

2.3. Data Analysis and Worthiness

Thematic analysis (TA) was employed to analyze the data, as it allows researchers to thoroughly identify and understand patterns and underlying meanings within the data. This approach aligns with the objectives of the study, thereby facilitating the generation of meaningful themes for interpretation. The analysis process adhered to the six stages outlined by Braun et al.[54], which include: (1) familiarization with the data, wherein researchers repeatedly read and listened to the interview transcripts to gain a comprehensive understanding of the content; (2) initial coding, involving the identification of significant elements of teacher perceptions, such as "empowering," "globalizing," and "preparing"; (3) theme search, where relevant codes are grouped to form initial themes; (4) theme review, to ensure the appropriateness and coherence between themes and data; (5) defining and naming themes that encapsulate the essence of the data; and (6) writing the analysis as the final stage that compiles the narrative of the research findings.

The coding framework in this study was developed based on indicators of teachers' perceptions of the use of technology in English language learning. The codes were utilized not only to classify the data but also to capture the dynamics of thinking and pedagogical approaches demonstrated by the participants. An inter-rater reliability test was conducted to ensure reliability of the coding results. Two researchers independently conducted the coding process for the same portion of the data, and the results were compared and discussed to reach consensus. This step is crucial to ensure consistency and objectivity during the analysis process.

To enhance the credibility of the findings, triangulation approach was applied by integrating data from the interviews, classroom observations, and document analysis. Additional validation was conducted by comparing the results of the teacher interviews with those of reflective journal entries to identify recurring themes and potential discrepancies. The combination of these approaches ensures that data interpretation is in-depth, comprehensive, and academically accountable.

3. Results

The findings of our study indicate that teachers have a positive perception or attitude toward OCC, which is integrated into the BEC course. This contributed to students' economic knowledge and language proficiency, as detailed below.

3.1. Teacher's Perception of OCC

3.1.1. Empowering Communities: A Sense of Belonging to Local Economies

The teacher viewed OCC as a powerful tool for fostering sense of belonging within local communities. By incorporating elements of local culture, such as the "Pangkur Sagu" dance, and aspects of the creative economy into the

curriculum, the teacher creates a bridge between educational content and students' real-life experiences. This pedagogical approach allows students to appreciate the importance of their cultural heritage while exploring how local traditions can address global economic challenges. This emphasizes that integrating topics related to students' daily lives, such as local culture, significantly boosts their motivation to learn. When students shared their cultural experiences during group discussions, they became more engaged and confident in communication, including the use of English for business purposes. This strategy not only enhances their language proficiency but also encourages creative thinking about the global potential of local economies.

Furthermore, teacher highlights the importance of cultural sensitivity in language acquisition, especially in English, in the context of IB. By weaving culturally relevant and familiar elements into lessons, students become more open to understanding other cultures while valuing their heritage. This approach forges a meaningful connection between IB education and local cultural roots. The teacher noticed that students were more actively engaged in learning when they had the opportunity to select and engage with their local culture. Students displayed high levels of curiosity, demonstrated foundational economic vocabulary, and were motivated to use English for business and economic communications. The role of teachers in facilitating these activities underscores the success of OCC in preparing students to address global economic challenges.

3.1.2. Globalizing Local Wisdom and Creative Economy Pedagogy

This study reveals that educators perceive OCC as an innovative pedagogical tool for globalizing local wisdom and the creative economy as cultural heritage. Promoting local cultural heritage is vital for preserving cultural identity as an Indonesian symbol of pride, as well as for its potential economic benefits. To achieve this, students are encouraged to showcase their local creative economy on social media platforms, such as Facebook and TikTok, through individual initiatives. In collaborative activities, they assume roles as business actors, honing essential skills such as promotion, collaboration, and communication. Within this framework, OCC serves as a platform for students to engage in global collaboration. Through innovative curriculum design, technological integration, and cultural immersion, students learn to advocate for their local identity while embracing international collaboration and economic empowerment.

"OCC empowers my students to appreciate and advocate for local cultural heritage on a global stage. By developing essential business skills such as negotiation, communication, and marketing strategies, OCC equips them to function as business professionals while maintaining their cultural identity." (First day of interview with the teacher, October 2024)

3.1.3. Preparing Students for Global Challenges

Our findings indicate that teacher views OCC as an effective pedagogical tool for preparing students to tackle international Business challenges. Through online collaborative learning, students develop essential business communication skills, such as negotiation, persuasive language, and teamwork. In Week 2, peer teaching activities allow students to take on various business roles, enhancing their understanding of market dynamics while strategizing methods to promote "Pangkur Sagu". During Weeks 3–8, role-playing exercises further bolster students' ability to engage in business negotiations and discuss product pricing and export strategies in English. These activities, conducted on digital platforms such as Zoom, YouTube, Facebook, and TikTok, foster real-world communication and decision making skills. In Week 9, self-evaluation and peer evaluation using guided rubrics enabled students to critically assess their negotiation performance, leading to improved language proficiency and teamwork. This study highlights the significance of OCC in facilitating global collaboration and equipping students with skills necessary for successful business engagement in an interconnected economy.

"My students were deeply engaged in online discussions and role-playing activities due to their profound understanding of Pangkur Sagu as an aspect of their local wisdom. I also observed that they were adept at promoting it on social media, as their prior knowledge of local traditions allowed them to showcase and market their heritage effectively" (FGD session with the teacher, October 2024).

3.2. Teaching Scenario Implementation

This section explores the implementation of OCC in rural English education. To achieve this, the teacher designed activities for 16 weeks, selected collaborative tools, and out-

lined expected learning outcomes, as shown in the following table.

3.2.1. Zoom Meeting & WAG (Online) for Sharing Materials, Discussion, and Presentation

The findings of the current study draws utilization of Zoom Meeting and WAG as collaborative online tools for material dissemination, discussion facilitation, and presentation in implementation of OCC. To do so, the teacher organized Zoom sessions and distributed links to students via WAG. In this session, students were divided into six groups, each comprising five members. The groups are structured based on their business roles (producers, sellers, buyers, importers, and consumers). Then, teacher chose "Pangkur Sagu", traditional local wisdom, and "Sagu", as creative economy as discussion and presentation topics. Choosing this topic intentionally aims to provide time for students to cultivate in-depth values implied in the selected local wisdom and creative economy (social, economic, and cultural). Furthermore, each group shared it through the Zoom presentation.

3.2.2. YouTube, Facebook and TikTok as Promotion Tool

This study illustrates that social media platforms like YouTube, Facebook, and TikTok serve as effective educational tools for promotional learning in the context of OCC. The research revealed that students collaborated in groups to document the process of harvesting sago, refining it into sago powder, and converting it into chips and other traditional local foods as part of the creative economy. To enhance learning, students participated in role-playing and simulations, assuming roles such as farmers, producers, importers, sellers, and consumers of sago. The recorded videos, each lasting ten minutes, were subsequently uploaded to the students' social media accounts, including YouTube, Facebook, and TikTok. As part of the learning process, the instructor directed students to view the uploaded content and provide peer feedback. Furthermore, uploading videos to Facebook and TikTok aimed to promote sago as a local product, including both raw food materials (powder) and various culinary products. Overall, this study provides empirical evidence that social media is an effective learning tool for promoting local wisdom and fostering creative economic initiatives, particularly within the implementation of OCC in IB education.

3.2.3. Google Document (GD) and Email for Collaborative Evaluation Tool

Our findings reveal that GD and Email can serve as an effective collaborative evaluation tool, promoting transparent and equitable feedback for each student, both individually and in a group. To achieve this objective, the instructor developed an evaluation sheet to guide students' performance throughout the OCC process. This evaluation sheet encompasses assessments by the students themselves, their peers (group members), and the teacher, incorporating indicators such as: (1) presentation skills, which include topic comprehension, the use of verbal and non-verbal communication, and time management; and (2) teamwork engagement, which evaluates the degree of collaboration, mutual support, and role distribution within the group, and (3) performance.

Globalization and digital communication tools, such as GD and email, significantly enhance IB education by facilitating collaboration across diverse locations and time zones, thereby reflecting contemporary global business practices. These tools are instrumental in cultivating students' digital literacy and professional communication skills, which are crucial for their success in multinational environment. The provision of transparent and equitable feedback through structured evaluations fosters fairness, teamwork, and the development of leadership skills. By evaluating presentation skills and engagement, students acquire practical experience in persuasive communication and collaborative simulation. This pedagogical approach supports experiential learning, rendering business education more pertinent to real-world applications. Ultimately, the integration of collaborative evaluation tools equips students with cross-cultural interactions and digital collaboration within the IB context.

The OCC teaching scenario presented in **Table 1** was developed using the OCC framework illustrated in **Figure 1**. This framework assists teachers in structuring syntactical learning stages for ESP in business and economics. The framework comprises of four fundamental components: learning objectives, instructional materials, media and techniques, and evaluation techniques. This framework equips students with business and economics knowledge, with English serving as the medium of instruction.

Table 1. OCC teaching scenario.

Week	Activities and Instructions	Collaborative Tools	OCC Design	Learning Outcomes
Week 1	Lecturing: Orientation of course goals, learning outcomes, and introduction of *pangkur sagu* as local wisdom. Collaborative brainstorming about its application in global business using TikTok and Facebook.	Face-to-face classroom	Students collectively explore cultural and economic significance of *pangkur sagu*.	Vocabulary enrichment and cultural appreciation language.
Week 2	Peer Teaching: Formation of groups and assignment of business roles (supplier, exporter/seller, buyer, importer, costumer). Groups share ideas and discuss ways to market *pangkur sagu*.	Zoom Meeting & Google Docs	Peer-to-peer collaboration reinforces understanding of business roles and processes.	Understanding of business roles.
Week 3–8	Role Play: Groups simulate business negotiations in English, discussing product pricing and export strategies.	Zoom, YouTube, Facebook & TikTok	Collaboration in developing negotiation strategies and practicing persuasive language skills.	Negotiation skills & strategy.
Week 9	Self- and Peer Evaluation: Guided rubrics used for evaluating group negotiation performances. Feedback discussed within groups.	Google Docs & WAG	Collaborative reflection fosters language improvement and teamwork skills.	Reflection vocabulary and evaluation language.
Week 7	Mid-course Review: Interactive session to analyze progress, redefine goals, and prepare for presentations.	Zoom	Students work collaboratively to analyse outcomes and set new objectives.	Language skills & economic knowledge
Week 8	Group Presentations: Groups present their initial business proposals focusing on sago products, traditional art, or dance. Presentations are recorded and shared on TikTok for peer and audience feedback.	Zoom, Facebook& TikTok	Collaborative preparation enhances teamwork and presentation skills.	Presentation skill use formal language.
Week 9	Feedback Integration: Groups revise their proposals and presentations based on feedback from peers and TikTok audiences.	Google Docs &TikTok	Collaborative revision strengthens content quality and delivery.	Language for feedback incorporation and proposal refinement.
Week 10–13	Market Simulation: Groups simulate marketing strategies to promote sago products via TikTok campaigns.	Zoom, Facebook& TikTok	Collaboration fosters creativity and audience-oriented content creation.	Promotional vocabulary and creative marketing terms.
Week 14	Final Presentation Preparation: Groups finalize their polished business plans and rehearse for comprehensive presentations.	Google Docs & Zoom	Collaborative editing and preparation improve presentation quality.	Writing skills for business proposal
Week 15	Real-World Simulation: Groups practice responding to inquiries from international buyers about their products.	Zoom, Facebook& TikTok	Simulation encourages collaboration under real-world conditions.	Language skills & economic knowledge
Week 16	Teacher evaluates group and individual performance.	Google Docs, & Zoom	Collaborative reflections encourage deeper learning and personal growth.	Language skills, economic knowledge, Collaboration & presentation skill improvement.

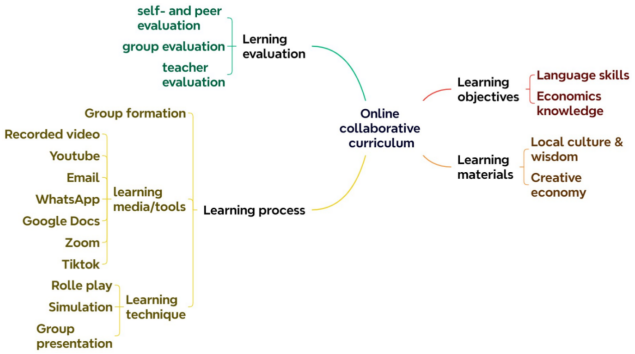


Figure 1. Online Collaborative Curriculum framework.

3.3. The Impact of OCC on Students' Learning Outcomes

3.3.1. Developing Language Proficiency

The findings of this study highlight the significant contribution of OCC in enhancing students' language proficiency, particularly in IB education. The integration of OCC into instructional methods provides students with opportunities to engage in real-world scenarios that require the use of English in meaningful professional contexts. Collaborative activities such as the cultivation and marketing of sago-based products involve role-specific simulations that replicate business processes. These activities not only enhanced students' understanding of business practices but also fostered the development of vocabulary and communication skills essential for IB settings. Digital platforms such as TikTok have been utilized for product promotion, enabling students to practice persuasive communication and brand strategies in a modern, dynamic format.

Teamwork activities are designed to emulate the collaborative dynamic characteristics of multinational enterprises. This environment allowed students to refine their negotiation, discussion, and coordination skills while using English as the medium of interaction. The structured evaluation process, incorporating self, peer, and teacher assessments, plays a critical role in supporting language improvement by providing constructive feedback in areas such as clarity, professionalism, and creativity. Teacher scaffolding further ensured that students received incremental support, empowering them to navigate challenges effectively and optimizing learning outcomes[4].

In addition, document analysis indicated a significant advancement in students' language performance across various dimensions. The mean score for speaking skills was 77.23, with scores ranging from 60 to 90. Listening skills exhibited a mean of 68.27, also with scores between 60 and 90. Writing performance achieved a mean score of 81.56, with a high score of 90 and low score of 70, demonstrating proficiency in written communication. Reading proficiency was notably high, with a mean score of 84.33, ranging from 70–95). Finally, the students' mastery of economic vocabulary achieved an impressive mean of 83.5, with the lowest score at 80 and the highest at 90. These outcomes underscore how the OCCs' integrated processes of language training, IB-focused simulations, teamwork, and structured evaluations not only enhanced linguistic proficiency but also equipped students with practical business skills. By immersing students in professional simulations and leveraging technology, OCC effectively bridged academic learning with real-world applications, preparing students to meet international market demand.

3.3.2. Economic Factors

The implementation of the OCC curriculum presents substantial economic benefits, particularly in a rural educational context. First, it facilitates the integration of local knowledge and the creative economy. For instance, initiatives such as promoting sago snacks as a primary local food source not only enhance the curriculums' alignment with the local economy but also equip students with valuable entrepreneurial skills that can stimulate economic growth. Second, the OCC curriculum empowers students by utilizing free social media platforms, such as TikTok and Facebook, to introduce them to contemporary marketing strategies. These tools are crucial for global economic participation, enabling students to contribute to the creative economy, financially support their families, and acquire skills that are pertinent to the IB environment. Finally, from the perspective of economic accessibility, the OCC model significantly reduced the financial burden associated with education in rural areas. By eliminating the necessity for students to travel to universities, the curriculum alleviates transportation costs, which are a major barrier in geographically remote regions. Instead, students can access learning materials through digital platforms, such as GD, email, and WAG, ensuring cost-effective cross-border education opportunities. This innovative approach renders education accessible to students across geographical and economic divides at a fraction of the cost of traditional on-campus learning.

3.3.3. Social Factors

This study provides empirical evidence that participation in OCC significantly enhances students' social empowerment, both at the individual and collective levels, thereby facilitating the establishment of international relationships. In pursuit of this objective, OCC teaching scenario in Week 15 incorporates a real-world simulation wherein students are tasked with responding to inquiries from international buyers regarding their products. This simulation fosters collaboration under authentic conditions through the use of platforms such as Zoom, Facebook, and TikTok. Moreover, proficiency in ESP, which includes writing, speaking, reading, and listening skills, is crucial for supporting socialization and enabling students to communicate effectively in global business contexts. As a result, students become familiar with social activities in both spoken forms, such as discussions or presentation forums, and written forms, such as writing and replying to business emails.

3.3.4. Cultural Factors

This study highlights the importance of integrating local wisdom and creative economy into the OCC curriculum, with an emphasis on ESP in rural education settings. By embedding cultural heritage into the learning process, students can deepen their connection to local traditions while aiding in their preservation and dissemination. This pedagogical approach not only fosters a greater appreciation of cultural identity but also equips students with the skills needed to promote their heritage within the global creative economy and reinforces their role as heritage custodians. Moreover, this approach creates economic opportunities, enabling students to leverage cultural assets for business development and local economic growth. Social media platforms further amplify these efforts, allowing students to engage in national and international cultural exchanges. Platforms such as Facebook, TikTok, and YouTube facilitate the showcasing of heritage, sharing local wisdom, and fostering cross-cultural dialogue, thereby ensuring the relevance and celebration of traditions in the contemporary world.

4. Discussion

The integration of local wisdom and the creative economy into an OCC for rural English education forms teachers' positive perceptions, which guide them in teaching IB. This perspective drives efforts to globalize local wisdom and empower communities by fostering a sense of belonging to local economies while preparing students to effectively tackle global economic challenges. This finding aligns with Perrett[55], who emphasized the strategic incorporation of English into OCC to enhance inclusivity, especially for students in rural and remote areas who often face educational barriers. Aligning OCC with local wisdom and the creative economy offers a dual benefit: it not only equips students with global competencies but also strengthens their connections to cultural and economic roots. This synergy provides a transformative framework for IB teaching, bridging global aspirations with localized empowerment in rural education.

Moreover, the Online Collaborative Curriculum (OCC) plays a crucial role in imparting essential economic knowledge to students, equipping them with International Baccalaureate (IB) competencies such as collaboration, problem-solving, intercultural and interpersonal communication, global networking, adaptive thinking, emotional intelligence, and resilience. Digital platforms such as Google Drive (GD), email, WhatsApp Groups (WAG), and Zoom significantly enhance connectivity among students in geographically isolated rural areas while also facilitating the development of international relationships. Our study aligns with Taggart & Wheeler[2] 's assertion that online learning can cultivate three critical student skills: (1) communication, (2) cross-cultural understanding, and (3) appreciation of diverse cultures. Our research illustrates these skills as students engage in online discussions, deliver presentations via Zoom, and participate in social media promotion. Through these interactions, they develop an appreciation for diverse local wisdom, as each discussion group includes students from various cultural backgrounds. The current study confirms that the OCC equips rural students with an appreciation for cross-country cultural diversity.

In line with OCC implementation, educators have crafted specific learning objectives to enhance students' economic knowledge and English language proficiency in BEC courses. Our study aligns with Zhao & Zhao[56] findings, which suggest that integrating English language skills with business practices can economically optimize BEC. To achieve this, business English can be effectively taught through a blend of integrated instruction, business intern-

ships, and foreign trade practices. Consequently, the OCC supports this strategy online. Moreover, OCC aids English language acquisition by incorporating essential skills such as speaking, reading, listening, and interpreting into the business and economics curriculum. Increased engagement in business English correlates with the enhancement of students' business competencies. Concurrently, current study concurs with the findings of Hassan Omer et al.[57], which underscore the significance of incorporating English into other business disciplines. Utilizing digital platforms in OCC, such as recorded videos on YouTube, WAG, Zoom meetings, email, and Google Docs, has demonstrated significant efficacy in reaching students in rural areas who encounter geographical isolation and weather-related challenges. These tools facilitate knowledge construction through online interactions. Furthermore, social media platforms, such as Facebook and TikTok, serve to connect students from diverse regions, thereby fostering broader engagement. Our findings are consistent withSiemens[3] connectivism learning theory, which posits that technology enhances learners' capacity to update their knowledge through networks. Similarly, current study agrees with Banihashem & Macfadyen[58], who affirmed that Internet connectivity enables learning from any location at any time.

Furthermore, the inclusion of "Pangkur Sagu" as an element of local wisdom and the creative economy in the OCC curriculum is warranted due to its ties to students' cultural heritage. Educators, acting as curriculum developers, aim to integrate local materials that resonate with students' everyday experiences. This strategy equips students with crucial prior knowledge and vocabulary relevant to the OCC topic, thereby enhancing their presentation skills, a concept known as ESP andragogy by Navarro et al.[59]. The current study concurs with Zhao & Zhaos'[56] perspective that universities should incorporate real-world work, materials, and tasks into the BEC courses to bolster students' business and enterprise skills. Similarly, Winarsih & Narahawarin suggest that local wisdom should be taught as a means of environmental conservation, especially for young learners[60].

Another consideration is that Pangkur Sagu is a manifestation of local wisdom through traditional dance, which can contribute to creative economic community development. This dance epitomizes the endeavours of Papuan women in their quest for sago plants within the forest, which are vital to their sustenance[61]. The movement depicts the sequence of actions involved in procuring sago, encompassing the cutting and splitting of the trunk, followed by the extraction and refinement of starch into nourishment for their families. In this context, tradition conveys moral values, such as industriousness and the sustainable utilization of natural resources as a source of life. Incorporating this local wisdom into the BEC course constitutes a valuable approach to instilling essential values in the younger generation, including diligence, leadership, and time management[62]. These principles are consistent with the IB instruction and educational success.

The current study identified four key areas related to the impact of OCC: (1) language proficiency, (2) social skills, (3) economic understanding, and (4) cultural awareness. Regarding language proficiency, the OCC curriculum enabled students to collaborate in preparing and delivering presentations (**Table 1**). Throughout this process, students simultaneously improved their writing skills by focusing on accuracy, coherence, and grammar. These enhancements were facilitated as students corrected grammatical errors using the repetition technique while observing their peers' presentations in a Zoom setting.

Moreover, when students took on the role of presenter, their peers not only listened to the presentation topics but also gained insights into economic concepts and expanded their vocabulary. This dual engagement in speaking and listening activities exemplifies how the OCC curriculum effectively fosters linguistic and economic knowledge, thereby enriching the overall learning experience. By addressing multiple dimensions of student outcomes, the curriculum has proven to be a comprehensive tool for advancing key competencies in remote educational contexts.

Our finding corroborates the investigations of Awolor and Aboh[62], who demonstrated the potential of technology-based collaborative learning to enhance student motivation, participation, and achievement, particularly among rural university students. Similarly to their investigation, our study underscores the transformative role of digital technology tools in fostering collaboration. By enabling students to effectively share knowledge and materials, the OCC curriculum integrates technology in ways that align with the socio-educational needs of students in geographically isolated regions. In addition to corroborating their results, our study further emphasized the multidimensional benefits of

digital tools in enhancing learning outcomes. For instance, during collaborative activities, students not only improved their language proficiency but also developed social skills and enriched their understanding of cultural and economic contexts. This finding complements Zambrano et al. [52] 's argument that technology facilitates an inclusive and interactive learning environment that bridges the gap between rural and urban educational opportunities. Furthermore, the current study underlines the importance of proactive policymaking in optimizing the integration of technology into educational frameworks.

5. Conclusions

Researchers conclude that incorporating local wisdom and the creative economy into OCC within rural English education represents an innovative pedagogical approach to ESP for the BEC course. This curriculum allows educators to connect local wisdom and creative economies with IB teaching. The flexibility and cost-effectiveness of OCC positively influence language proficiency, economic knowledge, cultural heritage, and social interaction. As a result, ESP and IB educators, policymakers, curriculum designers, and material developers can use OCC as a foundation to revisit existing curricula and policies.

While the implementation of OCC has demonstrated positive outcomes, the involvement of only single ESP teacher is a limitation of our study. Consequently, future research should incorporate a larger cohort of ESP teachers to enhance the generalizability of the findings. It is also strongly recommended that multiple case studies be conducted across various rural contexts to ensure broader representation by involving ESP educators from diverse pedagogical backgrounds and geographical regions. This approach would facilitate a more comprehensive understanding of OCC implementation and its effects in different educational settings. These measures would strengthen the generalizability and insights of future research. Finally, current study suggests comparative studies or quantitative validation for concrete methodological improvements for future research.

Author Contributions

The following authors made substantial contributions to this study. R.B. was instrumental in overseeing critical aspects of the study, including the initial study design and conceptual framework, extensive data organization, formal analysis, investigative activities, methodological formulation, and comprehensive project coordination. A.F.S. contributed by supporting methodological refinement, assisting in data validation, and participating in investigative procedures. N.I. was actively involved in the literature review, resource compilation, and drafting of essential theoretical components. D.A.W. was responsible for data visualization, statistical analysis, and interpretation of results to ensure clarity and precision in the study's findings, provided essential editorial and proofreading support, refined the coherence and readability of the manuscript, and facilitated discussions on the broader implications of the research. All authors have read and agreed to the published version of the manuscript.

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Conflicts of Interest

The authors declare no conflict of interest.

Appendix A

Interview Guide

This interview guide is designed to gather insights about teachers' perceptions, teaching scenarios, and students' responses to Online Collaborative Curricula (OCC) in the Business and Economics Context (BEC). The guide ensures alignment with the research objectives while fostering a conversational and flexible environment.

Opening

a. Greet the participant warmly.
b. Explain the purpose of the study and the interview.
c. Reassure the participant about confidentiality and the anonymization of their responses.
e. Obtain verbal consent to record the interview.

Teacher's Perceptions of OCC

1. Can you describe your experience with OCC in teaching BEC?
2. What do you think about the integration of local wisdom and the creative economy into OCC?
3. What advantages or benefits have you observed in using OCC?
4. What challenges have you encountered while using OCC? How did you address them?
5. How do you feel OCC aligns with the learning needs of your students?

OCC Teaching Scenario

1. Can you describe how you prepared for and implemented an OCC session?
2. How did you integrate local wisdom and creative economy aspects into your lessons?
3. What tools or technologies (e.g., WhatsApp) were most effective for conducting OCC sessions?
4. Were there any unexpected situations during OCC sessions? If so, how did you handle them?
5. How do you assess the success of an OCC session in meeting its objectives?

The Impact of OCC on students learning outcomes

1. How does OCC impact students' performance and learning outcomes?

Closing

Do you have any additional thoughts or suggestions about OCC in teaching BEC?

Is there anything you wish to add that we haven't covered?

Thank you for your time and valuable insight.

Your insights have contributed to the success of this study.

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