

FOSTERING LEARNING AUTONOMY AND CREATIVITY IN CROSS CULTURAL UNDERSTANDING THROUGH PROJECT- BASED LEARNING

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Abstract: Teachers require instructional resources to assist students in learning. This research met the material requirements of students and evaluated 21st-century learning and the analysis of popular literary works in various countries. Thirty students in English Education and Literature participated in this study. The research was primarily concerned with three topics: design of Booklet Journey to the World, the 21st century skills in project-based learning, and literary work analysis as one of the booklet's sections. Three instruments were used to gather data from the field. Document analysis, a Focused-Group Discussion (FGD) interview, and a questionnaire indicate students' perspectives of their writing process through the implementation of project-based learning. Three points disclosed: 1) The booklet displayed good creativity, idea courage, and language; 2). Concerning the compatibility of learning models and instructional materials, creativity; and self-directed learning, the three criteria were met by 53.34 percent, 63.34 percent, and 56.67 percent of respondents, respectively which means that the students' perception on the implementation of project-based learning was rated as excellent; 3) The majority of works included in the booklet were collected, paraphrased, and commented on, demonstrating sufficient, effective, and thorough literary comprehension.

Keywords: *21st century learning; creativity; learning autonomy; project-based learning; student perceptions.*

INTRODUCTION

Cross Cultural Understanding (CCU) is a mandatory course for students in English language programs. Culture, as defined by (Coody et al., 2023; Serra, 2022), encompasses various forms of human intellectual achievements. This implies that culture serves as a way of life, offering significance to behaviors and customs considered suitable and acceptable by specific community groups. Language is recognized as both a mode of expressing culture and a means of influencing other cultural domains (Mwakapina, 2021).

The connection between language and culture is inseparable, with language being an integral cultural component. Numerous pieces of evidence underscore the close correlation between the two. The way a particular nation or community speaks, including pronunciation and gestures, can reveal the strength of that culture. It can be asserted that language is a product of culture (Fang, 2020). Consequently, the Cross Cultural Understanding course plays a vital role in comprehending the

cultures of diverse countries, regions, and ethnic groups. Proficiency in cross-cultural understanding is advantageous for negotiators and communicators engaged in intercultural dialogues. It enhances the chances of achieving communication objectives.

Researchers aim to transform these teaching materials into a student-produced product that facilitates learning about other countries' cultures. If successful in compiling teaching materials for CCU classes, the development of CCU's teaching materials is envisioned as a Pocket Book or Booklet. A Booklet is a condensed, portable book that is convenient to carry (Mujiati et al., 2021). Generally, it is a small, pocket-sized book that can be easily transported and perused at one's convenience.

Students can utilize the booklet as a learning resource, which will assist them in more readily acquiring knowledge of the material (Mujiati et al., 2021). Using Booklet as a one-way channel of communicating subject-matter and other

information can also help students realize their full potential as independent learners, which can be a significant benefit to the classroom.

Students' participation in CCU learning demonstrates that their understanding is still affective and cognitive. Only knowledge that has not resulted in implementation, such as contextualizing cross-cultural understanding through cultural performances, cultural visits, and other forms of contextualization, is considered cross-cultural understanding. Contextualization is important in the teaching and learning process because it contributes to the formation of the students' personality as an independent learner (Dakowska, 2018). It is hoped that students will emerge with skills in creativity, critical reasoning, collaboration, and cooperation as a result of this process. As a result, the psychomotor aspect of the learning process will emerge.

This study proposed the following problem formulations based on these considerations: (1) What efforts are being taken to create a booklet that will assist students in gaining a deeper appreciation for various cultures? (2) How can students' development of skills relevant to the 21st century be facilitated through the use of project-based learning? (3) How do students view the adoption of project-based learning to enhance their literary analysis skills?

The researchers cooperated with CCU class participants in English Language Education Study Program, lecturers, and English Literature Study Program students to construct a cultural comparison-based Pocket Book Cross Cultural Understanding.

A booklet (or a pocketbook), the main product in the CCU class, is a form of print media that is compact and lightweight enough to fit in a shirt pocket, making it simple to carry and read anywhere and at any time. The utility of a pocketbook is fairly extensive (Panjaitan* et al., 2021). A booklet can be used to impart socialization or present a particular subject or material to the public (Mujiati et al., 2021). Booklets are small-sized media that serve the purpose of teaching readers tricks and techniques for problem solving. Booklet typically has 16-24 pages and is 3.5 x 8.5 inches in size. Usually have a color cover that is plain and thin.

The theory and relevant research of (Mujiati et al., 2021; Prastyo & Wulandari, 2023; Xie et al., 2023) served as a guide for researchers in designing the bilingual pocket book that the researchers created. Furthermore, (Mujiati et al., 2021; Wulandari, 2019) conducted researches on

the development of Booklet as learning media which inspired researchers to conduct this research to help students and the general public understand the culture of other countries.

The class activity that allows students to design their booklet is a group assignment in which students use Canva to design the booklet in collaboration. The collaboration provides a series of activities that enable students to independently study, conduct research, and act based on their skills, interests, personal experience, and aptitudes (de Oliveira et al., 2020; Horstmeyer, 2020). This is then referred to as a class project. Class assignments predate the classroom itself. "Projects" might mean a wide variety of activities that can be carried out either at home or at school, individually or in groups, immediately or over a longer period of time. (Aldabbus, 2018). Although project-based learning (PBL) includes projects, the emphasis is on the learning process and learner-peer content interaction rather than the final product (Isabekov & Sadyrova, 2018). While some examples of project-based learning may be instructive, it is also important to see the larger picture. PBL is a novel approach to education, but in a broad sense it differs little from conventional learning (Anderson et al., 2018).

In a progressive PBL environment, students simply personalize the learning process by posing significant questions and modifying their products and ideas based on their individual and collective responses to those questions (Rohmah et al., 2020). PBL provides the setting in which users can pursue knowledge by conducting their own research, conducting their own experiments, using simulations, solving real-world problems, and working with others from their community (Chen et al., 2022; Prastyo & Wulandari, 2023).

PBL is an innovative method to education that offers a variety of 21st century success tactics. Students direct their own learning through inquiry and collaborate autonomously to conduct research and develop projects that demonstrate their acquired knowledge (Halbach & Candel Bormann, 2019). Students benefit from this method of learning in a variety of ways, including gaining new, applicable technological abilities, becoming skilled communicators, and solving complex problems (Guo et al., 2020; Isabekov & Sadyrova, 2018; Wang, 2022).

Along with, PBL is learner-centered by design. Students do not simply choose between two highly academic projects to complete by a specific deadline; instead, they use the teacher's experience to design and iterate products and projects,

frequently addressing issues or challenges that are essential to them (Guo et al., 2020; Ummah et al., 2019).

In the implementation of PBL that incorporates 21st century skills, students are encouraged to develop their creativity and critical thinking. In addition, they can enhance and promote their communication alongside the implementation of teamwork, thereby sustaining their group's collaboration. Incorporating 21st-century pedagogy into project-based learning for an effective ELT in any setting, with the goal of giving students agency and contributing to the long-term growth of the educational system's capacity, is essential (Zenchanka & Zenchanka, 2018). The authenticity and challenges that PBL generates for students contribute to the validity of this work. A successful PBL unit cultivates in students' teamwork, accountability, problem-solving, innovative and inventive ideas, risk-taking, verbal and nonverbal communication, and critical thinking (Rohmah et al., 2020). This indicates that PBL facilitates the development of 21st century skills in EFL students.

METHOD

The Research Development Model was utilized as the applicable method for the development of the Pocket Book. According to (Gustiani, 2019; Miller, 2023), methods developed through R&D are applied to the planning, execution, reporting, and evaluation of studies on human development, with an emphasis on the entire lifecycle.

Thirty undergraduates from English pedagogy and English literature programs took part in the research. They have all encountered the project-based learning approach before in various classes. They were also accustomed to working on skills like analysis, innovation, teamwork, and communication across the curriculum. Additionally, three students had experience with both project-based learning and international student exchange. Thirteen participants were acquainted with the Kampus Mengajar Program and project-based activities.

Furthermore, R & D research in education conducted in this research includes 10 steps, namely: (1) investigation and data gathering; (2) develop a strategy for conducting study; (3) create preliminary product form; (4) preliminary field evaluation; (5) product redesign; (6) main field testing; (7) product improvement in management; (8) validation of field operations; (9) final product modification; and (10) dissemination and implementation.

This field information was gathered using three different devices. Document analysis, interviews using focused group discussion (FGD), and a survey all reflect students' perspectives on how project-based learning has influenced their inquiry and independent collaboration in writing classes at CCU.

Reference analysis was undertaken by two researchers and thirty students to compile the Booklet's substantial body of information. Multiple online and offline sources, including blogs, social media, and the personal websites of former students who participated in international programs, were mined for information. Booklet experts, including two lecturers from the English Language Education Study Program and one from the Letter Study Program, utilized the Holistic Scoring Scale to rate the students' work.

Table 1. *Holistic scoring scale*

| | | |
|-------|--------------------------|--|
| 9 | Demonstrate Superiority | Proficient command of the language; wide range of grammatical usage with few major mistakes; extensive knowledge of vocabulary and idioms. |
| 7 – 8 | Demonstrate Competence | Despite flaws and awkwardness, good grammatical control. Good language and idioms. Read easily. |
| 5 – 6 | Suggests Competence | Fair proficiency in communicating ideas in the target language; use of basic or complex grammatical structures without many serious errors. Appropriate terms and vocabulary. Occasionally, fluency and panache. |
| 3 – 4 | Suggests Incompetence | Lack of command over language and grammatical structures. inadequate vocabulary. Frequent use of Anglicizations, which require interpretations from the reader. A few redeeming qualities. |
| 1 - 2 | Demonstrate Incompetence | Clearly intolerable from the majority of perspectives. Almost utter absence of vocabulary resources and/or idiom and/or style sense. |

| | |
|----------------|--|
| Floating Point | A one-point bonus should be awarded to essays that are cogent, well-organized, and display exceptional creativity. |
|----------------|--|

(Adapted from Johnson's Grading the Advanced Placement Examination in French Language Princeton, NJ: Advanced Placed Program of the College Board, 1983 in (Li & Huang, 2022))

Holistic grading is a method for assessing the overall excellence of a composition. Also referred to as global scoring, single-impression scoring, and impressionistic scoring (Makovskaya, 2020). Originally created by the Educational Testing Service, holistic scoring is frequently employed in massive examinations (Makovskaya, 2020). This method was used to get the score of the students' Booklets from experts' point of view. The students' comprehension on the literary works was also analyzed through their product of *Journey to the World Booklet*.

The researchers also conducted the research by means of a focus group discussion (FGD) with all of the students who participated in the study. This exercise's central goal was to have students reflect on their own learning in terms of the knowledge they demonstrated through the booklet they created, their familiarity with the CCU material, and the overall impact of Project-based Learning.

The interviews performed throughout the FGD sought to gain insight into student perceptions of the role that project-based learning played in the acquisition and maintenance of 21st Century Skills such as creativity, critical thinking, collaboration, and communication. All of the students in the CCU course were asked to participate in the interview. There were six groups of five students each, and they talked about the interview. This instrument was also administered to examine students' perspectives on literary analysis as they engaged in the process. An inductive thematic analysis was employed to examine the qualitative data from the FGD interviews.

As part of the research into the effectiveness of project-based learning for teaching writing, a questionnaire was circulated. The questionnaire sought responses that demonstrated literary analytical proficiency, creativity, independent study, and conformity between learning paradigms and course contents. The survey findings were subjected to quantitative analysis by summing the students' replies to each of the four measures. The questionnaire was developed to elicit students' opinions and impressions about project-based learning implementation in CCU classes. The idea

of investigation through questionnaire distribution is related to their method of creating and producing the Booklet. The questionnaire results showed the consistency of the learning process with the 21st century skills that students can gain. Meanwhile, the product demonstrated comprehension of the CCU courses as well as the use of 21st century skills in team collaboration.

RESULT AND DISCUSSION

In this section, the investigation's findings will be presented. Each research result will be thoroughly discussed in order to generate answers to research questions. The discussion covers three major points in this research: 1). the effort of assisting the students in designing a Booklet of *Journey to the World*; 2). the development of the 21st Century skills in CCU class; and 3). students' ability in literary analysis.

Efforts are being made to develop Booklet to help students gain a better understanding of other cultures

The *Journey to the World Booklet* had been in the works since the third week of the Even Semester of the Academic Year 2021/2022. In other words, students needed about eight weeks to complete this project. During the first two weeks, the research team provided guidance and information regarding CCU course material and activities undertaken by students during a semester. The following two weeks were spent compiling references from a variety of sources. The booklet was designed and filled with varied information over the course of the last four weeks.

Research and Information Collection were conducted through document analysis such as examples of booklets, posters, blogs, and articles from tourist accounts on various social media platforms and the internet. These documents were used as a resource when putting together the *Journey to the World Booklet*. Previously, students were instructed to comprehend the components of the CCU material presented in a Learning Matrix which covers *Stereotype, Intercultural Communication, Education, Social Relationship, Work Places, Family Types, Table Manner, Dos and Don'ts, Literature Works, and Chicken Soup (1st POV)* of several countries that are considered the most desirable tourist destinations between the years 2020 and 2022. The learning matrix comprises the parts of the *Journey to the World Booklet* that must be presented and well-organized in student products.

All learning materials presented in the learning matrix must be mastered and comprehensively presented in the students' designed Booklet. Following that, the students work with their lecturers to create a plan that incorporates the ideas from their Booklet. The Research Team then asked three English language education experts to evaluate the product or booklet based on three criteria: creativity, idea courage, and language (English and native tongue).

This research also comprised product discussion and review as the final step of finalizing the Booklet Journey to the World. The discussion was packaged in the form of focus group discussions (FGDs), which also included the Research Teams, three experts who evaluated the Booklets, as well as students involved in this research. The discussion focuses on and produces three outcomes which are presented in table 2 below:

Table 2. *Booklet review and evaluation using holistic scoring Scale*

| Elements to Review | Description | Experts | | | Total |
|--------------------|--|---------|---|---|-------|
| | | 1 | 2 | 3 | |
| Creativity | using your imagination and creativity to express ideas and thoughts and poured into the Booklet's interesting design and layout. | 8 | 8 | 9 | 25 |
| Idea Courage | The Journey to the World Booklet contents are adequate and in accordance with the CCU learning matrix and module | 8 | 8 | 8 | 24 |
| Language | The languages used, English and Indonesian, are both fluent and well-written. | 7 | 8 | 8 | 23 |
| Mean of score | | | | 8 | |

The students' Booklet product has been reviewed and analyzed, resulting in a competent ability in designing the Booklet depicted in Table 2. The overall mean score is 8, indicating that the booklets are read smoothly. Review deals with the

students' creativity as it relates to their interesting Booklet design and layout. The ideas that the students wrote were also categorized as good and compatible with CCU materials. Finally, the languages, English and native tongue used in the booklet were fluent and well-written.

The results of the Booklet Journey to the World compilation still have problems with language translation, which is still rigid and very formal. The solution chosen is to extend the time for students to discuss and review the Journey to the World Booklet with the Research Team and accompanying students in order to polish and reformulate the content, language, and design. To expedite the booklet completion process, the review and improvement process was completed online. The following is an example of a booklet display compiled by students in CCU class:

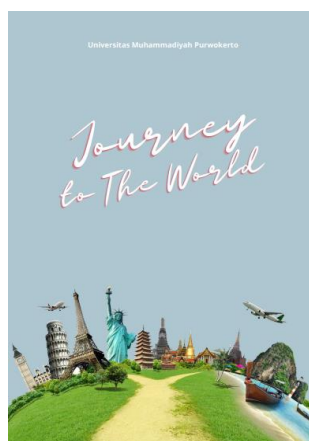


Figure 1. *Front cover of the Booklet Journey to the World which depicts cityscapes from various countries on a blue background*



Figure 2. *Sub cover review of Thailand, featuring nighttime vistas of the Thai royal palace and cityscape*



Figure 3. *England sub cover review with an evening image of Big Ben London clock tower in UK Thames*

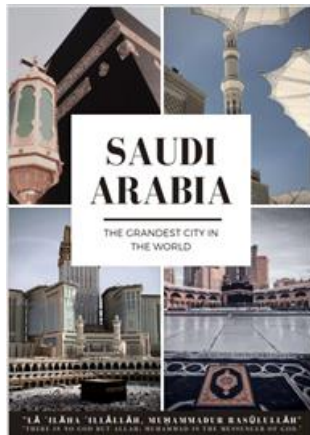


Figure 4. *Sub cover review of the Nation of Saudi Arabia, featuring four images of Mecca and the Kaaba*

Figures 1 to 4 depict a selection of reviews of prominent tourist destinations presented in the booklet based on aspects of CCU material. Each CCU group's choice of country is based on the number of tourists visiting the country and the preference of local people to continue their studies abroad in 2020 to 2022. The booklet that the students created contains information on thirteen different countries.

The Journey to the World Booklet preparation provides students with a new experience in understanding the material through projects. Literacy initiative serves the purpose of fostering and reflecting multiple literacies in practice (Anderson et al., 2018). Students not only understand CCU material in theory, but they can put it into practice by creating a Journey to the World Booklet, which they hope will be used by them and other students in the English and English Literature Education Study Program, as well as the general public.

Moreover, discussion amongst the participants in a Focus Group Discussion (FGD) led to the conclusion that the Journey to the World Booklet initiative simplified difficult CCU lectures.

“The Journey to the World Booklet that we made aided our understanding of the course material at CCU” (FGD_Group 2)

Students in Group 2 felt that the CCU materials were presented in an understandable manner, so they provided positive feedback regarding this aspect. The structure of the booklet enhanced the students' comprehension of the subject matter in a manner that was both comprehensive and straightforward. The procedure accounted for these considerations.

“We learn more and easier from reading the CCU module given by the lecturer and then rewriting it in a different way using the Canva program” (FGD_Group 5)

The students who participated in the survey and were assigned to Group 5 all agreed that having the Journey to the World Booklet prepared aided them in better comprehending the CCU material. The collaborative nature of this project facilitates learning through discussion, and the booklet-making process itself aids their comprehension of the subject matter. Students were also introduced to a critical literacy paradigm that encouraged them to "make the familiar strange" (Anderson et al., 2018) by interrogating the underlying assumptions of seemingly banal texts and producing writings that are equally challenging to the reader.

The simplicity of putting together a Journey to the World Booklet was also revealed from the result of interview below:

“We simply put together a Journey to the World Booklet after talking about the CCU content in the CCU Module provided by the lecturer” (FGD_Group 1)

Students gave positive feedback that the booklet creation process appeared straightforward because the necessary materials were already presented in an uncomplicated manner. The course provides the students with material to assimilate, which facilitates the booklet's design and development.

Group 3 has similar argument that putting together the information in their Journey to the World Booklet was not a really challenging thing to do. Nonetheless, a novel notion regarding the

originality of written output emerged. This original work helps students feel more confident in themselves, enables them to actualize their potential, and contributes to their development.

“It's hardly a walk in the park to put together a Journey to the World booklet, but it's not rocket science, either. The content is fine, but there are still issues with the booklet's appearance that stem from a lack of originality” (FGD_Group 3)

Due to the abundance of resources accessible to them at CCU, the students reported that putting together their Journey to the World Booklets was an ease. Creating a Journey to the World booklet with the Canva app is a breeze because to the lecturer's detailed walkthrough that includes a template selection example.

CCU's project-based learning helps students comprehend the arts, beliefs, and institutions that, when transmitted, constitute a group's culture. Students can experience what it is like to be a member of a community other than their own by embracing diverse cultures with a deep comprehension. It also provides them with cultural awareness and acceptance, which can assist them in overcoming cultural barriers when interacting with people from different backgrounds (Kucharska & Bedford, 2019). A learning culture is defined as "an organization skilled at creating, acquiring, and transferring knowledge, as well as modifying its behavior to reflect new knowledge and insights (Gilbert, 2021)." Thus, the students' desire for cultural knowledge motivates them to travel the globe.

Project-based learning helps the students develop their 21st century skills

Project-based learning fosters teamwork and problem-solving abilities in students, as well as proficiency in expressing oneself clearly and logically to other people. The Booklet's collaborative creation process is a prime example of how CCU's social and emotional learning initiatives are reinforced through project work (Isabekov & Sadyrova, 2018). It was encouraging to observe how eager the students were to develop their own learning autonomy during the time the team spent on the project.

A successful project-based learning unit encourages students to work as a team, take responsibility for their actions, solve problems, come up with new and creative ideas, take risks, improve their verbal and nonverbal communication skills, and think critically.

Students need these tools to do well in school and in life (Guo et al., 2020).

The results of the analysis of data on students' perceptions of project-based learning models in terms of indicators of suitability of learning models with teaching materials, aspects of creativity, autonomous cooperation which relate to the development of the 21st Century skills, and competence in literary interpretation are described based on the responses of 30 students to a questionnaire.

Table 3. *An investigation into the opinions of students concerning the use of PBL*

| Indicators | Score (in %) | | | |
|--|--------------|-------|-------|------|
| | 4 | 3 | 2 | 1 |
| Compatibility of learning models and instructional materials | 53.34 | 26.67 | 16.67 | 3.34 |
| Creativity | 63.34 | 33.34 | 3.34 | 0 |
| Autonomous learning | 56.67 | 30 | 13.34 | 0 |
| Ability in literary analysis | 23.34 | 63.34 | 6.67 | 6.67 |

Table 3 displays the results of a questionnaire that used four major characteristics to determine how effectively PBL was used in the CCU course. Over fifty percent of individuals surveyed had a positive attitude on the first three criteria (53.34 percent, 63.34 percent, and 56.67 percent, respectively) pertaining to the compatibility of learning models and instructional materials; creativity; and independent learning.

Through the utilization of project-based learning, such as the creation of booklets, students at CCU get deeper, more comprehensive understanding of subject area. They were also able to exercise their creativity by designing the most visually appealing booklet possible. In addition, students were able to keep their autonomy through PBL.

The positive responses of 19 respondents (63.34%) to the fourth indicator of the survey indicate that the students' literary analysis skills have improved as a result of booklet-making instruction in the CCU project class. Making booklets teaches students how to share ideas, hone creativity, and equip them with skills in producing teaching materials and teaching media that are relevant to real life (Guo et al., 2020).

Students are also directed to be able to think critically in determining ideas as well as compiling data and displaying it in an attractive and comprehensive layout. Moreover, project-based

learning enables students to optimally collaborate in the context of independent learning. It requires students to design, develop, and build tangible solutions to a problem. The educational value of problem-based learning is that it seeks to develop students' capacity for creative problem-solving, typically in small groups (Guo et al., 2020; Isabekov & Sadyrova, 2018).

The development of students' 21st century skills can be revealed through the implementation of project-based learning. Another research report was produced as a consequence of an interview conducted using FGD. It was described how CCU incorporates project-based learning into its curriculum to assist students in developing their critical thinking, initiative, and collaboration.

“Group work improves our ability to communicate, express ideas, and be creative when writing a booklet. This also helps us to boost our self-esteem” (FGD_Group 1)

“While working on a booklet with friends in a CCU group, we can be quite critical in expressing my thoughts, opinions, and ideas. Our communication is also excellent, which contributes to the strength of our friendship” (FGD_Group 3)

The findings of interviews related to projects or teamwork in CCU courses may have a favorable effect on the development of 21st-century abilities. When generating booklets, students can more readily develop their perspectives or ideas, express their viewpoints, and strengthen their communication and teamwork abilities.

Moreover, the students' independence and originality in their English studies are encouraged through the use of projects. The fourth FGD session focuses on how PBL promotes students' development of self-directed learning and creativity when studying CCU materials and making own booklets.

“Creating a booklet as a group project allowed us to exercise our independence in the classroom. With the help of the lecturer and our own ideas and imaginations, there is a wide world of possibilities open to us” (FGD_Group 1)

“Collaborating with others enhances our originality and gives us more control over our education, the contents of our booklet, and the methods we use to communicate the material” (FGD_Group 2 & 5)

As a collaborative project, creating a booklet allowed the students to exercise autonomy in the classroom. Furthermore, collaborating with others increases the students' inventiveness and provides greater control over their education.

The majority of participants stated that this Journey to the World Booklet preparation project provided excellent opportunities for students to fully comprehend CCU material. Their creativity is also enhanced by creating appealing and sellable booklet designs. Furthermore, by honing their creativity, this booklet journey to the world project allows students to select and create simple works and innovations that will be useful in the future.

The students have the opportunity to improve their knowledge of CCU material, to grow as social beings to their full potential through participation in group learning experiences (Lazorenko & Krasnenko, 2020), and to hone their skills in critical thinking, creative thinking, collaboration, and communication by virtue of the three findings of this study. Furthermore, students also get an opportunity to explore the culture of other countries through literary works that can have a positive effect on people's lives.

Project-based learning promotes students' ability in literary analysis

The making of the Journey to the World booklet involves elements of literature where students are directed to be able to analyze literary works in the country they are reviewing. The analysis of literary works lies in the content and life lessons that can be examined and implemented for the community, as well as visitors who are believed to be able to make their lives run well.

Project-based learning promotes students' ability in literary analysis. Students compiled, read, paraphrased, and evaluated literary samples from the various countries to complete the booklet. The various genres of folklore, myth, legend, and well-known stories make up these books. What was found is outlined in the following.

“Snow White tells the story of a princess who lives with her seven dwarf friends after she has an evil stepmother. But her stepmother still looked for her because she was jealous of her beauty. Until he finally ate the poisoned apple his stepmother had sent her” (FGD_Group 1)

In another literary work, other groups expressed their understanding of the culture of other countries.

“In some oral histories, Kupe is credited as the first Polynesian to find the New Zealand archipelago. Disappointment with fishing back home in Hawaiki prompted him to make the trip. It seems that Kupe's rival, Maturangi, was responsible for the trouble by sending his giant cephalopod to cause havoc. Eventually, Kupe made it to New Zealand from his canoe journey to slay the octopus” (FGD_Group 3)

“Dokkaebi (Goblin), Koreans describe them as having god-like abilities. Some literary sources indicate that dokkaebi were indeed worshipped as gods in the past, with fishermen imploring to them for a successful catch before setting sail” (Group 4)

Most works put in the booklet are collected, paraphrased, and commented that show the sufficiency, effectiveness, and comprehensiveness of students' literary understanding.

The analysis of this literary work assists students in comprehending literary examples, which is a relatively infrequent component of the English language education curriculum. In other words, students are taught not only to be able to develop themselves through project-based learning, but also to try new things, especially in analyzing the implied meaning of a literary work in a country.

CONCLUSION

Applied Product Research is an innovative method to help CCU students comprehend and apply what they have learned through the creation of simple works and ideas with economic value in education and tourism. Through the Journey to the World Booklet initiative, students have the opportunity to increase their comprehension as well as express their opinions and ideas regarding the use of technological applications in the learning process. Research indicates that PBL assisted students in becoming independent. Students' participation in collaborative initiatives, such as the creation of a CCU Booklet and other course products, made this possible.

The study examined education, family, beliefs, and language as aspects of culture. Therefore, it is suggested that future research in the same subject focus on other cultural aspects, such as technology, marriage, medicine, economics, and government. Additionally, it is necessary to investigate additional literary works.

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