

ENTREPRENEURSHIP IN ENGLISH EDUCATION: BUSINESS STRATEGY MINI ENGLISH COURSE FOR JUNIOR HIGH SCHOOL STUDENTS

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Abstract

In this era of globalization, English language use has become an important skill to have, but in this day and age, access to quality English language education is still limited due to socio-economic barriers (Feng, n.d.-a) Mini English Course (MEC) is here to address this gap by offering a low-cost, informal learning place specifically for junior high school students in land-based schools. MEC appears to improve students' basic English language skills such as reading, grammar, and vocabulary while still building their motivation and confidence in using English. The findings revealed that MEC is a flexible, community-based, and low-stress learning environment that significantly increases students' engagement and grounding in their language skills. In addition, the combination of task-based learning and the use of digital tools such as social media for instruction and marketing extends the reach and impact of the program. MEC emerges as a promising model for inclusive English language education in rural areas, offering valuable studies for adaptable and community-driven educational interventions.

1. Introduction

In globalized and digitally increasingly connected world, English has changed to be an important skill to access academic chances, participating in business, and cross-cultural interaction. In Indonesia especially, even though English is not a primary language, the ability to understand and use English effectively has become a crucial skill in education (Wahyuningsih & Ziyana Untsa, 2023). Despite its fundamentality, English language remains expensive for some people, especially in rural areas where access to quality education is limited by socioeconomic and infrastructural inadequacy.

Mini English Course (MEC) managed by Wilanda Rutsiana Markoni offers a solution and response to this educational issues (Haldhar et al., 2023). By offering informal, low-price English course for junior high school students in Sekolah Darat (Hu, 2024). MEC establishes an inclusive learning course that supports English skills especially reading, vocabulary, and grammar. With a low-price course that only cost Rp5,000 per session and a supportive, informal atmosphere, MEC approaches the psychological and economic issues that prevent many rural students from engaging in traditional English language education. This study is supported by Ayuningtyas (2021) who discovered that short-term, informal English course like the "Fun with English" could improve students' confidence and motivation. After two months, students reported less anxiety and more willingness to use English in everyday interactions—a pattern that aligns with MEC's outcomes (Hassan et al., n.d.).

Current studies mention a fundamental change in English Language Teaching (ELT) from stiff, grammar-learning methods to student-centered, communicative approaches that prioritize daily interaction, application, and emotional engagement (Andriani et al., 2021; Timalsina, 2021). The growing importance of English for Specific Purposes (ESP) and Content and Language Integrated Learning (CLIL) models reveals the need to make language teaching more relevant to students' future needs and local contexts (Feng, n.d; Cao & Yu, 2023). One of the researchers, (Sukmojati et al., n.d.), mentions that informal learning environments, such as private tutoring or community courses, play

a crucial role in improving grammar and vocabulary preservation. They found that students prefer simple, feeling-based learning strategies, which are easier to understand than those in formal classrooms. Same as Wahyuningsih and Untsa (2023) said that effective language programs, especially for those linked to professional outcomes, should implement task-based learning and idiomatic vocabulary to improve both comprehension and confidence. Additionally, a study from Ismail and Dedi (2021) who demonstrated that students trained with grammar learning strategies—such as note-taking, self-monitoring, and question-for-clarification—were better able to internalize grammar rules and apply them contextually than those taught using traditional PPP (Presentation-Practice-Production) methods.

Furthermore, Wahyuningsih and Untsa (2023) note the essential function of English as a Business Lingua Franca in Indonesia's emerging digital economy. However, the benefits of this global trend are often inaccessible to students in rural areas due to cost and curriculum mismatches. MEC, in this regard, reflects the direction proposed by Vaishnav (2024), who asserts that language instruction should be career-oriented, learner-driven, and grounded in local realities to maximize engagement and long-term impact. The urgent need for this research arises from the disparity in access to effective English education between urban and rural learners (Misbah et al., 2017). With Indonesia's expanding participation in global markets and increased digital interaction, failure to address the English proficiency gap could lead to long-term educational and economic inequality (Masruroh et al., 2023). While national education programs exist, they often rely on traditional methods, outdated materials, or standardized curricula that do not adequately address the diverse needs of students across regions.

The MEC initiative attempts to solve this problem by combining ultra-low-cost tuition, non-formal teaching methods, and a welcoming classroom culture that encourages active participation. Despite its potential, empirical research on such grassroots, micro-education models is still limited. Investigating and improving MEC could yield insights into scalable, community-based solutions that respond to the limitations of formal education systems. Many junior high school students in rural Indonesia lack access to quality, affordable English education (Nasution et al., 2023). Existing courses often rely on traditional, exam-oriented approaches that are costly and intimidating for beginners. As a result, these students are left without foundational English skills, leading to reduced academic performance, lower confidence, and fewer opportunities for socioeconomic advancement. To address these issues, this research proposes to evaluate and enhance the MEC model by integrating principles from ESP, CLIL, and task-based learning (Wahyuningsih & Untsa, 2023). This includes; Customizing learning materials to match local business and social contexts, Incorporating interactive tasks and community-based vocabulary, using personalized instruction methods to foster emotional and academic growth, implementing digital and blended learning tools to expand reach and engagement (Cao & Yu, 2023). Through these measures, MEC can evolve into a sustainable, replicable model of rural English education that aligns with national goals for inclusive, future-ready learning.

2. Method

This study employed a literature review method to investigate and synthesize current findings regarding the implementation of Mini English Course MEC) as an alternative English learning model in rural areas. Given the increasing volume of relevant studies and the need to provide timely, evidence-based insights, a rapid literature review (RLR) approach was adopted. As defined by Erlam et al. (2021) a rapid review is a knowledge synthesis method that accelerates the process of systematic review by streamlining specific steps while maintaining transparency and minimizing bias. The RLR process in this study involved defining a clear research question—namely, how MEC contributes to rural English language education—and then identifying, screening, and analyzing relevant academic and grey literature within a predetermined scope.

The search strategy was focused on literature published in English within the last five years, utilizing academic databases such as Google Scholar and grey literature sources, guided by targeted keywords like Mini English Course, rural English learning, task-based instruction, educational entrepreneurship, and community-based education. The selection criteria included articles, reports, and guidelines that discuss English learning programs in rural or underprivileged settings, particularly those involving informal or low-cost interventions.

To ensure conceptual rigor, the methodology also drew from the State-of-the-Art (SotA) review approach, which, as outlined by Barry et al. (2022), goes beyond summarizing current knowledge to critically assess how research trends have evolved over time, and how new directions may be charted. The literature included in this study was therefore not only analyzed for its findings but also examined in terms of its historical and theoretical contributions to the development of inclusive and community-oriented language education models. Key thematic areas such as pedagogical strategies, digital integration, learner motivation, and social entrepreneurship were coded and compared across studies.

3. Result and Discussion

The review of eighteen studies across different countries provides comprehensive insights into the effectiveness of informal and non-formal learning approaches, particularly the Mini English Course (MEC), in enhancing English language skills, learner motivation, and educational sustainability. Overall, the findings indicate that these approaches offer significant benefits while also presenting certain challenges that require careful consideration.

Several studies highlight the double-edged impact of digital information and social media. While the overload of digital content without adequate literacy leads to distraction and a decline in students' focus (Bin-Hady & Al-Tamimi, 2021), other research emphasizes the positive potential of social media platforms such as YouTube, TikTok, Instagram, and Facebook. These platforms, when utilized effectively, foster vocabulary acquisition, listening practice, and communication skills, while also supporting students' personal and institutional branding (Sukmojati et al., 2023; Yusanda et al., 2021; Masrurroh et al., 2023). Moreover, online learning communities provide supportive spaces that not only improve learning outcomes but also reduce anxiety and encourage more active participation (Sarder & Mustaqeem, 2024).

In terms of language skill development, non-formal programs and community-based courses consistently demonstrate positive outcomes. Grammar skills and motivation are enhanced when adaptive and individualized teaching is applied (Cao & Yu, 2023), while vocabulary learning becomes more effective when contextual strategies are used, especially in rural areas with limited resources (Feng, 2023). Similarly, programs that integrate fun, collaborative, and task-based approaches increase learners' confidence and willingness to participate (Ayuningtyas, 2021; Syafii et al., 2022). Nevertheless, not all strategies directly influence final academic scores. For instance, grammar learning strategies may improve student engagement and concentration without producing significant differences in grades (Ismail & Dedi, 2021).

From a broader perspective, informal and digital-based English education contributes to global readiness. Studies show that digital English education supports international marketing, cross-cultural communication, and adaptability to global work environments (Puspaningtyas et al., 2022). This underscores the role of informal learning as not merely complementary to formal education, but as a pathway to economic and social empowerment.

The specific case of MEC reveals both its strengths and challenges. MEC has been shown to address gaps in rural education by offering flexible and adaptive learning opportunities that respond to local needs and values (Nasution et al., 2023; Syafii et al., 2022). It adopts open innovation strategies, including digital tools, collaborative curriculum design, and adaptive marketing, which are vital for long-term sustainability (Kusumaning Putri & Muslih, 2025). However, persistent barriers such as limited teacher competence, low student motivation, and socioeconomic constraints remain significant obstacles (Misbah et al., 2017; Nasution et al., 2023).

Future-oriented studies argue that MEC's sustainability depends on its ability to integrate innovative approaches such as multimedia applications, higher-order thinking strategies, and localized task-based learning (Nanni, 2021; Kwangmuang et al., 2021). These innovations are expected to boost comprehension, encourage deeper engagement, and expand MEC's influence within underserved communities.

In summary, the findings suggest that informal and non-formal approaches like MEC provide flexibility, contextual adaptation, and motivational benefits that are not easily achievable within formal education systems. While their direct impact on standardized outcomes may vary, their role

in fostering confidence, participation, and global competencies is undeniable. Therefore, MEC and similar initiatives should be positioned as complementary to formal education, combining community-based practices with digital innovation to maximize their effectiveness and sustainability.

4. Conclusion

The Mini English Course (MEC) provides an affordable and responsive alternative for English education in rural junior high schools, aiming to reduce the gap in language proficiency caused by economic limitations and inadequate infrastructure. Its implementation has been shown to enhance students' vocabulary, grammar, and reading skills while also boosting motivation and confidence through a supportive and enjoyable learning environment. By applying task-based instruction and integrating daily activities, MEC not only addresses linguistic challenges but also reflects modern, student-centered learning approaches. Although challenges remain, MEC demonstrates strong potential as a practical solution for improving English education in underserved areas and requires continuous development through innovative models and technology to ensure long-term sustainability.

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