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TRANSFORMING LANGUAGE LEARNING INTO PUBLIC VALUE, DIGITAL ENTREPRENEURSHIP, AND CREATIVE ECONOMY ECOSYSTEMS IN INDONESIA

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ABSTRACT

This study introduces a novelty of pedagogical theory that extends conventional Project-Based Language Learning by integrating public exposure, entrepreneurial transformation, and creative economy ecosystem formation into language education. While existing language learning models largely treat project outputs as terminal academic products, PBLL reconceptualizes student learning outputs as potentially transformative public assets capable of generating social, cultural, and economic value.

Using evidence drawn from One Day Digipreneur Expo 2026 involving 121 multidisciplinary students at Universitas Pramita Indonesia, this study develops and empirically illustrates PBLL through a theory-building approach supported by mixed-method case analysis. Findings suggest PBLL operates through five interconnected dimensions: linguistic production, public validation, digital entrepreneurship activation, identity-based creative capitalization, and ecosystem transformation.

The study proposes PBLL as a new theoretical contribution to language education, higher education innovation, and entrepreneurial pedagogy, while introducing the PBLL Transformative Cycle Model and Expo-Based Academic Commercialization (EBAC) as derivative conceptual contributions.

This article contributes a new pedagogical theory for transforming language learning from classroom-bound practice into socio-economic innovation ecosystems.

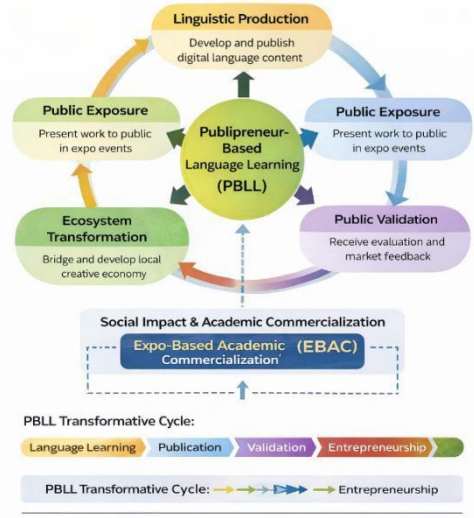
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Keyword: Publipreneur-Based Language Learning, PBLL Theory, Entrepreneurial Pedagogy, Creative Economy Education, Language Learning Innovation, Higher Education Transformation.

INTRODUCTION

Language education has traditionally focused on communicative competence, linguistic accuracy, and cognitive development. Over time, developments such as communicative language teaching, task-based learning, and project-based language learning have expanded the scope of language education beyond grammar-centered instruction toward more authentic, contextualized, and learner-centered approaches (Stoller, 2006; Beckett & Slater, 2021). These developments have significantly strengthened the role of language learning as a medium for communication, collaboration, and problem-solving. However, despite these advances, a major limitation remains. Even within innovative project-based models, student outputs often terminate at the level of assessment submission. Projects become assignments, assignments become archives, and learning outcomes rarely move beyond classroom boundaries into broader domains of public value creation. In many cases, language products generated by students are evaluated academically but not activated socially, economically, or entrepreneurially.

Figure 1: Conceptual Framework of Publipreneur-Based Language Learning (PBLL) Theory



This study challenges that limitation by proposing a reconceptualization of language learning as a transformative process extending beyond academic performance. Specifically, this article introduces Publipreneur-Based Language Learning (PBLL) as a new pedagogical theory arguing that language learning should not terminate in academic output, but should evolve into public knowledge products, entrepreneurial assets, cultural capital, and innovation ecosystems. Unlike conventional pedagogical models that treat student outputs as final products for assessment, PBLL conceptualizes learning outputs as assets capable of circulation, validation, commercialization, and ecosystem development. In this sense, language production is not positioned merely as evidence of learning, but as a trigger for broader socio-economic transformation.

Theoretically, PBLL is framed as a learning system in which linguistic production is linked sequentially to publication, public validation, entrepreneurship, and creative economy formation. This proposition draws on the intersection of experiential learning, digital entrepreneurship, and innovation ecosystem perspectives (Kolb, 1984; Nambisan, 2017; Rippa & Secundo, 2019), while extending them into a new domain of entrepreneurial language education. Rather than treating language competence as an isolated educational outcome, PBLL positions language learning as a mechanism capable of generating public value and entrepreneurial activation through a structured transformative cycle.

This theory emerged from the implementation of the One Day Digipreneur Expo 2026, which provided the empirical context for observing how student-generated language outputs moved beyond classroom production into public exposure, validation, entrepreneurial engagement, and ecosystem-building activities. The expo functioned not merely as an academic showcase, but as a living laboratory through which a new pedagogical mechanism became observable. Based on this context, the present study addresses three research questions: Can PBLL be established as a distinct pedagogical theory? What are the core dimensions of PBLL? And how does PBLL transform learning outputs into innovation ecosystems? Through addressing these questions, this study seeks to contribute both a new theoretical model and an empirical framework for rethinking the future of language education.

Theoretical Gap

Existing approaches in language education have made important contributions to expanding the scope and effectiveness of learning, yet they remain limited in explaining the broader transformative potential of language learning beyond instructional outcomes. Communicative Language Teaching has primarily focused on developing communicative competence by emphasizing meaningful interaction and functional language use. Task-Based Language Learning has advanced this orientation by centering learning around task completion, problem-solving, and authentic language use in purposeful activities. Similarly, Project-Based Language Learning has extended language pedagogy toward project production, collaboration, and learner-generated outputs, positioning students as active creators rather than passive recipients of knowledge (Stoller, 2006; Beckett & Slater, 2021).

Despite these advances, these approaches largely remain anchored within educational boundaries, where communication, task completion, and project production are treated as terminal outcomes rather than as mechanisms for broader socio-economic transformation. Existing theories do not adequately explain how public exposure itself may function as a learning mechanism, how entrepreneurial transformation may emerge as a legitimate pedagogical outcome, or how ecosystem formation may be conceptualized as an educational objective. In other words, while existing models explain how learners communicate, complete tasks, or produce projects, they do not sufficiently

theorize how learning outputs can circulate in public domains, generate external validation, activate entrepreneurial processes, or contribute to innovation ecosystems.

This theoretical gap is significant because contemporary higher education increasingly operates within contexts shaped by digital transformation, public engagement, and innovation ecosystems, requiring pedagogical models capable of connecting learning processes to broader value creation systems (Nambisan, 2017; Secundo et al., 2021). Without such a framework, language education risks remaining disconnected from emerging socio-economic realities in which knowledge production, entrepreneurship, and ecosystem participation are increasingly intertwined. This gap, therefore, necessitates a new theory. PBLL is proposed as a response to this limitation by positioning public exposure, entrepreneurial activation, and ecosystem transformation not as external by-products of learning, but as integral components of the pedagogical process itself. Through this theoretical extension, PBLL seeks to move beyond existing models and establish a new conceptual foundation for entrepreneurial language education (Whetten, 1989; Eisenhardt, 1989).

Introducing Publipreneur-Based Language Learning (PBLL)

Publipreneur-Based Language Learning (PBLL) is defined as a transformative pedagogical theory in which language learning is designed not merely to produce communicative competence, but to convert student-generated outputs into publicly validated, entrepreneurially activated, and socio-economically valuable assets. Unlike conventional models that position language learning primarily as the acquisition of linguistic skills or the completion of academic tasks, PBLL reconceptualizes language education as a value-generating system in which learning outputs may extend beyond classroom assessment into public circulation, economic opportunity, and ecosystem formation. In this framework, student-produced texts, narratives, media products, and communicative artifacts are not treated as terminal academic products, but as assets capable of generating recognition, entrepreneurial activity, and broader social impact.

PBLL therefore extends existing approaches in language education by integrating public exposure, entrepreneurial activation, and innovation ecosystem development into the pedagogical process itself. Rather than separating learning from publication, or education from entrepreneurship, PBLL positions these processes as interconnected stages within a single transformative cycle. In this sense, language production becomes not only evidence of learning, but also a trigger for public validation, opportunity creation, and socio-economic transformation. This formulation distinguishes PBLL from existing project-based or task-based approaches by proposing a broader theoretical scope in which language learning participates directly in creative economy formation and innovation ecosystems.

3.2 Core Assumptions of PBLL Theory

PBLL rests on five core assumptions that form its theoretical foundation. First, PBLL assumes that language learning should produce public value. This proposition challenges the view that learning outcomes are primarily internal or institutionally bounded, and instead positions language outputs as resources capable of contributing to wider social and public domains. Second, PBLL assumes that publication is part of learning itself, rather than a post-learning activity. In this view, publication is not treated as a separate dissemination stage occurring after learning has been completed, but as an integral mechanism through which learning is extended, tested, and socially validated.

Third, PBLL assumes that entrepreneurial activation is a legitimate outcome of language learning. This extends the purpose of language education beyond communicative competence

by recognizing opportunity recognition, value creation, and entrepreneurial engagement as valid educational outcomes. Fourth, PBLL assumes that local identity can function as creative economic capital. This proposition is particularly important in positioning culture, locality, and indigenous knowledge not merely as learning content, but as productive assets capable of generating value within creative economy systems. Finally, PBLL assumes that learning can generate innovation ecosystems. This proposition represents the broadest extension of the theory, arguing that learning does not only shape individuals, but may also contribute to the emergence of networks, collaborations, institutions, and socio-economic systems that extend beyond the classroom.

Taken together, these five assumptions establish PBLL as more than an instructional approach; they position it as a new pedagogical theory capable of redefining the relationship between language learning, public value creation, entrepreneurship, and ecosystem transformation. Through these assumptions, PBLL seeks to provide a conceptual foundation for entrepreneurial language education that responds to contemporary demands for innovation-oriented and socially impactful learning.

PBLL Transformative Cycle Model (New Theory Model)

This study proposes the PBLL Transformative Cycle as a new theoretical model explaining how language learning can evolve from classroom-based production into broader processes of entrepreneurial activation and ecosystem transformation. The model is structured as a five-stage transformative cycle in which learning is not treated as a linear instructional sequence ending in academic output, but as a dynamic process through which student- generated language products move through increasingly expansive domains of value creation. This cycle constitutes the core mechanism of PBLL theory and distinguishes it from existing models of language education by explaining not only how learning occurs, but how learning outputs generate socio-economic transformation.

The first stage of the cycle is Linguistic Production, where students generate foundational learning outputs in the form of narratives, digital texts, and multimodal content. At this stage, language production represents the core pedagogical activity through which learners create communicative artifacts. However, unlike conventional models that often treat these outputs as final products for assessment, PBLL positions them as the starting point of a larger transformative process. Linguistic production, therefore, is conceptualized not merely as evidence of language competence, but as the initial resource from which public value and entrepreneurial opportunity may emerge.

The second stage is Public Exposure, where student-generated outputs move beyond the classroom through mechanisms such as digital portfolios, websites, QR-linked systems, and expo presentations. This stage is critical because it shifts learning outputs from private academic spaces into public domains where they become visible, accessible, and open to interaction. Within PBLL, public exposure is not treated as an optional dissemination activity occurring after learning, but as an integral learning mechanism through which outputs enter broader systems of engagement.

The third stage is Public Validation, where publicly exposed outputs receive audience feedback, institutional recognition, and social legitimacy. This stage introduces external validation as a critical component of the learning process. Through feedback and recognition, learning outputs gain credibility and perceived value beyond internal academic evaluation. PBLL theorizes this stage as the point at which educational outputs begin transitioning from learning artifacts into socially recognized assets.

The fourth stage is Entrepreneurial Activation, where validated outputs begin functioning as digital assets, branding tools, or commercialization prototypes. At this stage, language-generated products move beyond symbolic or academic value and acquire entrepreneurial potential. This transformation represents a major theoretical departure from conventional language pedagogy, as entrepreneurial activation is positioned not as an external add-on, but as a legitimate pedagogical outcome emerging from the learning process itself.

The fifth and final stage is Ecosystem Transformation, where entrepreneurial activation expands into broader innovation systems, creative economy networks, and university-industry-public ecosystems. At this stage, learning is no longer understood as affecting only individual learners, but as contributing to the emergence of larger socio-economic structures. This stage represents the broadest level of transformation within PBLL, where educational activity participates in ecosystem formation and innovation development.

Taken together, these five stages form a sequential transformative formula: Language Learning → Publication → Validation → Entrepreneurship → Ecosystem. This constitutes the PBLL Transformative Cycle. As a new theory model, this cycle explains how language learning may operate not only as a process of competence development, but as a mechanism for generating public value, entrepreneurial activation, and ecosystem transformation. In this sense, the PBLL Transformative Cycle provides the core causal logic through which PBLL is established as a distinct pedagogical theory.

METHOD

This study employs a theory-building research design supported by empirical illustration to develop and substantiate Publipreneur-Based Language Learning (PBLL) as a new pedagogical theory. The methodological approach follows the tradition of theory-building research, particularly drawing on the principles articulated by Kathleen Eisenhardt (1989), David Whetten (1989), and Robert Dubin (1978). In this approach, theory development is not treated merely as abstract conceptual speculation, but as a systematic process in which theoretical propositions are derived, refined, and supported through empirical observation. This design is particularly appropriate for the present study because PBLL is introduced not as an incremental modification of an existing model, but as a new theoretical proposition requiring both conceptual formulation and empirical grounding.

Following this approach, the study combines conceptual theory construction with empirical illustration drawn from a real educational setting. Rather than testing a fully established theory deductively, the study uses empirical evidence to inform, refine, and support the development of PBLL's core dimensions, propositions, and transformative cycle model. This design allows the study to address both theoretical novelty and empirical plausibility, which are critical in theory-building research.

The empirical site for the study was the One Day Digipreneur Expo 2026 conducted at Universitas Pramita Indonesia. The expo functioned as the primary research context because it provided a natural setting in which student-generated outputs moved beyond conventional classroom boundaries into processes of publication, public exposure, validation, entrepreneurial engagement, and ecosystem-oriented interaction. As such, the expo served not merely as an instructional event, but as an empirical laboratory for observing the mechanisms proposed within PBLL theory.

The participants consisted of 121 students representing multidisciplinary academic backgrounds. This multidisciplinary

representation was considered important because the PBLL model is theorized as applicable beyond a single disciplinary context, particularly in innovation-oriented and entrepreneurial learning environments. The diversity of participants also strengthened the empirical basis for examining how the proposed PBLL mechanisms operated across varied forms of student-generated outputs and learning experiences.

Data were drawn from multiple sources to support theoretical development through triangulation. These sources included 121 digital portfolios produced by student participants, observation data gathered during expo implementation, documentation records related to the event, expo-generated outputs such as presentations and displayed artifacts, and reflective notes capturing contextual and interpretive insights throughout the research process. The use of multiple data sources was intended to strengthen the credibility of the empirical illustration and provide a richer basis for identifying patterns relevant to PBLL's proposed dimensions and transformative processes.

Taken together, this methodological design supports the study's objective of establishing PBLL as a distinct pedagogical theory while grounding its conceptual propositions in observable empirical processes. Through the combination of theory-building logic and empirical illustration, the methodology provides an appropriate foundation for examining how language learning may function as a mechanism for public value creation, entrepreneurial activation, and ecosystem transformation.

RESULTS AND DISCUSSION

The findings provide empirical support for the core propositions of Publipreneur-Based Language Learning (PBLL) by demonstrating how the proposed theoretical dimensions emerged through the implementation of the One Day Digipreneur Expo 2026. Across multiple data sources, the evidence indicates that student-generated language outputs did not remain confined to conventional academic assessment, but moved through processes consistent with the PBLL Transformative Cycle, thereby supporting the theory's central assumptions.

The first set of findings provides evidence for Linguistic Production, corresponding to Proposition 1, which posits that language learning should produce public value. Students generated a range of outputs that extended beyond conventional language assignments, including English descriptive narratives, visual-digital communication artifacts, and multimodal identity storytelling. These outputs demonstrated that language production within the PBLL framework functioned not merely as exercises in communicative competence, but as meaningful knowledge products with potential public relevance. The diversity and quality of these outputs suggest that language learning can generate artifacts capable of participating in broader domains of value creation, thereby supporting the first proposition of PBLL theory.

The second set of findings provides evidence for Public Exposure, supporting Proposition 2, which argues that publication is part of learning rather than a post-learning activity. A total of 121 student portfolios entered public access through a QR-integrated system that operationalized public exposure as an embedded component of the learning process. Through digital accessibility and expo presentation, student outputs moved from private academic submission into public circulation. This finding is significant because it demonstrates that publication functioned not as an external dissemination step following learning, but as an integral mechanism through which learning itself was extended, validated, and made socially visible.

The third set of findings provides evidence for Entrepreneurial Activation, supporting Proposition 3, which posits entrepreneurial

activation as a legitimate outcome of language learning. The findings indicate that student portfolios shifted in function from being assignments to becoming personal branding assets, promotable digital products, and proto-entrepreneurial artifacts. This transformation suggests that learning outputs acquired entrepreneurial potential through processes of exposure and validation, supporting the argument that language-generated products may function not only as academic artifacts but also as opportunity-generating assets. This finding represents a central empirical validation of PBLL's claim that entrepreneurship can be embedded within language learning outcomes.

The fourth set of findings provides evidence for Identity-Based Capitalization, supporting Proposition 4, which argues that local identity can function as creative economic capital. The study found that representations of 121 villages were transformed into digital cultural assets through student-generated portfolios and multimodal storytelling outputs. This finding is particularly significant because it demonstrates that local identity was not treated merely as thematic content for learning, but as a productive resource capable of generating value within creative economy frameworks. This provides empirical support for one of PBLL's most distinctive propositions regarding the relationship between language learning, cultural representation, and economic value creation.

The fifth set of findings provides evidence for Ecosystem Formation, supporting Proposition 5, which posits that learning can generate innovation ecosystems. The expo created observable linkages among classroom learning, public audiences, innovation discourse, and broader entrepreneurship ecosystems. These connections indicate that learning outcomes contributed not only to individual development but also to the emergence of networked interactions consistent with ecosystem formation. This finding is especially important because it supports the broadest claim of PBLL theory, namely that educational activity may extend beyond instructional outcomes to participate in larger innovation and socio-economic systems.

Taken together, these findings provide empirical validation for the five core propositions of PBLL and support the argument that the PBLL Transformative Cycle is observable not merely as a conceptual model, but as an empirically grounded pedagogical mechanism. The evidence suggests that language learning, when designed through PBLL principles, can move from linguistic production toward public value creation, entrepreneurial activation, and ecosystem transformation, thereby supporting the establishment of PBLL as a distinct pedagogical theory.

Discussion

This study positions Publipreneur-Based Language Learning (PBLL) not merely as a teaching technique or instructional strategy, but as a new pedagogical theory that explains a distinct mechanism of transformation in language education. This distinction is theoretically important because, unlike pedagogical methods that primarily describe how teaching is conducted, theories are expected to explain how and why certain educational processes produce particular outcomes. In this sense, PBLL moves beyond procedural instruction and offers a conceptual framework for understanding how language learning can evolve into broader socio-economic transformation processes.

PBLL explains the mechanism through which language learning transitions from classroom-based linguistic production into publicly validated, entrepreneurially activated, and ecosystem-generating outcomes. It proposes that language learning is not an isolated cognitive or communicative activity, but a structured process that can generate public value, entrepreneurial

opportunity, and innovation systems when it is deliberately connected to publication, public exposure, validation, and entrepreneurial activation stages. In doing so, PBLL reframes language education as a transformative system rather than a bounded instructional activity.

This theoretical contribution extends several established frameworks in education and entrepreneurship. It builds upon Project-Based Learning theory by expanding the function of student outputs beyond project completion toward public circulation and value creation (Stoller, 2006; Beckett & Slater, 2021). It also extends Experiential Learning theory by situating experience not only as a cycle of reflection and conceptualization, but as a pathway toward external validation and socio-economic engagement (Kolb, 1984). Furthermore, PBLL contributes to Entrepreneurial Education theory by integrating entrepreneurial activation as a direct outcome of language learning processes rather than as an external or supplementary educational objective (Nambisan, 2017; Ratten & Jones, 2021).

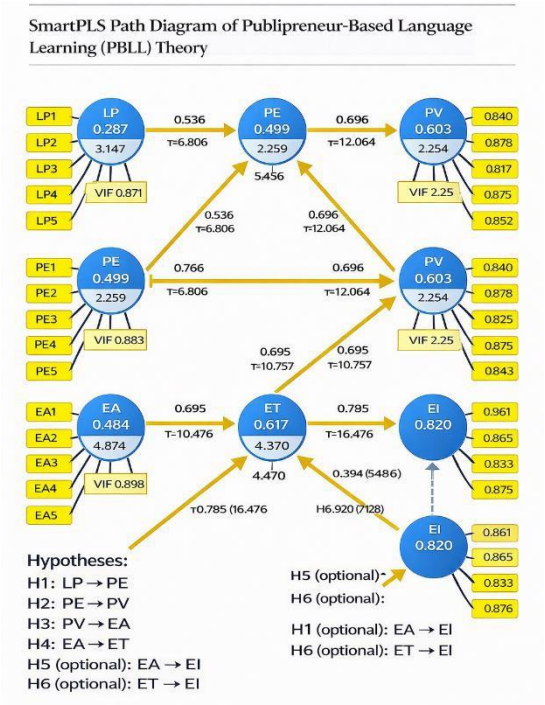
However, PBLL goes beyond these existing frameworks by introducing a novel theoretical claim: that ecosystem formation can be conceptualized as an explicit outcome of language learning. While prior theories emphasize learning outcomes such as competence development, task completion, or entrepreneurial intention, they do not adequately theorize how learning processes may contribute to the formation of innovation ecosystems involving networks of learners, institutions, and public stakeholders. PBLL addresses this gap by positioning ecosystem transformation as an integral component of the learning trajectory itself, thereby extending the scope of pedagogical theory into the domain of socio- economic system formation (Rippa & Secundo, 2019; Deroncele-Acosta et al., 2023).

The novelty of PBLL therefore lies not only in its structural model but in its theoretical claim that language learning can function as a mechanism for generating ecosystem-level outcomes. By linking linguistic production, public exposure, validation, and entrepreneurial activation into a coherent transformative cycle, PBLL provides a new lens through which language education can be understood as an active contributor to innovation ecosystems and creative economy development. In this way, PBLL repositions language learning from a purely educational activity into a catalyst for broader societal transformation.

Theoretical Contribution

This article contributes three original theoretical innovations that strengthen the conceptual foundation of contemporary language education and expand its relevance to socio-economic development. First, it introduces Publipreneur-Based Language Learning (PBLL) Theory, a new theoretical framework that reconceptualizes language learning as a process of productive communication, entrepreneurship, and public value creation rather than mere linguistic mastery. Second, it proposes the PBLL Transformative Cycle Model, a new conceptual mechanism explaining how learners move through iterative stages of learning, creating, presenting, receiving feedback, improving products, and generating real-world impact. This model demonstrates that language acquisition can emerge through cycles of authentic production and social engagement. Third, the study formulates Expo-Based Academic Commercialization (EBAC) as a new derivative theory that connects academic learning outcomes with exhibition-based market validation, commercialization opportunities, and industry linkage. Together, these three innovations position PBLL not only as a pedagogical approach, but as an integrated theory of language learning, innovation, and economic transformation.

Proposed PBLL Construct for Future SEM Testing



Future research may empirically validate the Publipreneur-Based Language Learning (PBLL) framework through Structural Equation Modelling, particularly Partial Least Squares Structural Equation Modeling (PLS-SEM). In this proposed model, PBLL is conceptualized as a latent construct consisting of five core dimensions: Linguistic Production (LP), which reflects learners' ability to generate meaningful language outputs; Public Exposure (PE), which captures the extent to which learners present their work to authentic audiences; Public Validation (PV), referring to recognition, feedback, and acceptance from the public or stakeholders; Entrepreneurial Activation (EA), which represents the emergence of initiative, opportunity seeking, and value creation behavior; and Ecosystem Transformation (ET), which measures broader institutional, community, or market impact resulting from the learning process. A possible hypothesis pathway may be structured sequentially as LP → PE → PV → EA → ET, indicating that productive language performance leads to public visibility, which generates validation, stimulates entrepreneurial behavior, and ultimately contributes to ecosystem-level transformation. This construct provides a strong agenda for future quantitative studies and offers a significant advantage for publication in indexed international journals, particularly Scopus-oriented research that values robust empirical modelling and theory testing.

CONCLUSION

This study establishes Publipreneur-Based Language Learning (PBLL) as a novel pedagogical theory that expands the boundaries of conventional language education. PBLL reconceptualizes language learning not merely as the acquisition of linguistic competence, but as a dynamic process of public value creation, entrepreneurial activation, and ecosystem transformation. Within this framework, learners are positioned as creators, presenters, innovators, and agents of socio-economic change whose language abilities develop through authentic productive engagement. Evidence drawn from the One Day Digipreneur Expo 2026 One Day Digipreneur Expo 2026 provides initial empirical support for the relevance and applicability of this theory in real educational settings. The findings indicate that when learning is connected to public exhibition, market interaction, and collaborative innovation, language outcomes become more meaningful and socially impactful. Therefore, PBLL offers a new paradigm in which language learning is no longer viewed as an instructional end in itself, but as a generator of innovation ecosystems. This perspective substantially shifts the discourse of language education toward productivity, relevance, and transformative societal contribution.

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