

## Co-creation in English teaching: Enhancing student engagement and learning in an English language education program

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**Abstract** - Innovative teaching approaches that foster active learning are increasingly recognized as essential in modern education. One such approach is **co-creation**, which emphasizes student engagement, collaboration, and shared responsibility in the learning process. This study aims to explore the implementation of co-creation in teaching Basic Grammar, Basic Writing, and Translation and analyse its impact on student learning outcomes. A qualitative research methodology was employed, focusing on students enrolled in the English Language Education Program. Data collection methods included focus group discussions, classroom observations, and interviews to gain insights into students' experiences with co-creation-based instruction. The study was conducted at a higher education institution specializing in English language education. The findings reveal that various co-creation techniques – such as peer feedback, collaborative writing projects, grammar exercises, and interactive translation tasks – positively influenced student engagement, autonomous learning, and critical thinking. Students demonstrated a greater sense of responsibility in their learning, enhanced communication skills, and improved comprehension of language concepts. Additionally, co-creation facilitated a more interactive classroom environment where students actively contributed to the learning process rather than being passive recipients of knowledge. Overall, the study concludes that co-creation is an effective pedagogical strategy that enhances learning experiences in English language instruction. Its implementation fosters collaboration, motivation, and deeper understanding of grammar, writing, and translation. However, further research is recommended to examine quantitative impacts on student achievement, assess its applicability in broader educational settings, and explore potential challenges in implementation. Future studies may also investigate ways to optimize co-creation methods for different learning styles and subject areas.

**Keywords:** co-creation, collaborative learning, active learning, grammar instruction, writing pedagogy, translation studies

### 1. Introduction

The landscape of teaching and learning has undergone significant transformations in recent decades. A few decades ago, the traditional classroom model was dominated by lectures in which the instructor was the central figure, and students primarily played a passive role by listening to lectures. This model positioned the instructor as the expert source of knowledge and students as passive recipients. However, contemporary educational paradigms have shifted towards a more learner-centred approach, where students are not just passive recipients of information but active participants in their learning process (Zarandi, 2022). The new paradigm positions students as



the “attention-focused,” meaning that they are encouraged to take more responsibility for their learning, engage actively in the classroom, and work independently (Giner & Rillo, 2016).

This transformation is particularly relevant in higher education, where the need for students to develop critical thinking, autonomy, and the ability to collaborate is more pronounced. Students are now expected to elaborate on their own knowledge and experiences, actively contributing to their learning processes without relying excessively on the lecturer’s guidance (Giner & Rillo, 2016). Consequently, educators have embraced a role that is less centred on direct teaching and more on facilitation. In this model, the educator acts as a guide, providing students with the tools and environment necessary to explore their creativity, form independent thoughts, and express their ideas autonomously. This role as a guide, rather than the sole source of knowledge, is reflective of modern educational approaches that emphasize student-centred learning, critical thinking, and independent problem-solving skills.

A critical development in modern pedagogy is the growing emphasis on co-creation, an approach that has garnered attention for its collaborative and student-centred nature. Co-creation in education highlights the importance of collaboration between students and instructors, as well as the shared responsibility in shaping the learning process. This approach is not limited to classroom interaction but extends to the design and implementation of the educational process itself, with the idea that students should contribute to creating the learning environment and materials alongside their teachers (Bovill, 2019). This collaborative process fosters a sense of ownership and accountability in students, motivating them to take an active interest in their educational journey. It also cultivates an environment of mutual respect and shared decision-making, where both students and teachers are seen as equal contributors to the learning process (Lubicz-Nawrocka, 2017; Mincu, 2012).

The implementation of co-creation within educational settings has proven to be effective in various contexts. The approach has been particularly effective in promoting learner engagement, self-authorship, and motivation (Zmuda et al., 2015). Students engaged in co-creation not only gain knowledge but also develop essential skills such as collaboration, communication, and independent problem-solving. Co-creation offers a unique advantage over traditional teaching methods by providing students with opportunities to influence the direction of their learning. It empowers students to shape their own educational experiences and outcomes, which ultimately leads to greater motivation and more meaningful learning outcomes (Witell et al., 2011).

Kaminskiene et al. (2020) argue that co-creation is a dynamic process based on partnership and collaboration. It allows for a shift in the roles of both students and teachers, transforming the educator from the primary source of knowledge into a facilitator who supports the learning process. This shift in roles fosters a more collaborative and engaging classroom atmosphere, which is conducive to active learning. The role of the teacher as a guide and mediator, rather than a traditional lecturer, is an essential feature of this approach. It facilitates an environment where students are encouraged to actively engage with their peers, contribute to discussions, and participate in decision-making regarding their learning paths.

One of the key principles underlying co-creation is the recognition that students are not merely recipients of knowledge, but active participants who contribute to the learning process. Co-creation aligns with the concept of “student-centred learning,” a pedagogical approach that emphasizes the importance of students’ active involvement in the design and implementation of their education. This approach moves beyond the simple transfer of information and aims to foster a deeper, more meaningful connection between students and their learning materials. Students who engage in co-creation activities experience a heightened sense of ownership over their learning, which increases motivation and leads to more positive educational outcomes. By giving students a role in shaping the curriculum and learning activities, they become more invested in their educational journeys (Bovill, 2019).

Co-creation is particularly relevant in the context of English language education, where the active engagement of students with the language is essential for the development of their



language skills. In language education, co-creation can significantly enhance students' interaction with English language materials and facilitate deeper learning of the language. It encourages students to engage in discussions, collaborate on projects or assignments, and express their ideas and thoughts in English without fear of judgment. This method of active involvement is particularly effective in the development of language skills such as speaking, writing, and translation, as it provides students with a hands-on approach to learning and encourages them to use the language in real-world contexts (Selfa-Sastre et al., 2022).

In the context of English language education, co-creation has the potential to fundamentally transform the methods and outcomes of language skill acquisition. When students are engaged in co-creation activities, they are encouraged to analyze the linguistic system critically, work collaboratively on tasks, and apply their learning in real-world contexts. This approach also nurtures essential soft skills, such as critical thinking, problem-solving, and collaboration, which are crucial for students' future professional success. Furthermore, co-creation in language education fosters a more inclusive learning environment, where students feel empowered to contribute to the development of the curriculum and learning activities.

The application of co-creation is particularly significant in the English Language Education Program at STAIN Mandailing Natal, a context where the integration of this pedagogical method has the potential to yield important insights. Despite the growing body of literature on co-creation in educational contexts, there remains a gap in research that specifically examines the application of co-creation in the instruction of language skills, including Basic Grammar, Basic Writing, and Translation. This gap presents an opportunity for further investigation into how co-creation can be effectively applied in these areas of English language education.

The research at STAIN Mandailing Natal seeks to address this gap by investigating how co-creation is being implemented in the teaching of Basic Grammar, Basic Writing, and Translation within the English Language Education Program. The study aims to explore the strategies that teachers use to incorporate student input into their lesson plans and teaching materials, and how these strategies impact student learning outcomes. The research also aims to assess the benefits and challenges associated with the co-creation method and evaluate its effectiveness in improving student engagement, motivation, and overall academic performance. Understanding the effectiveness of co-creation in English language education, specifically in the areas of Basic Grammar, Basic Writing, and Translation, is crucial for advancing pedagogical practices in this field. This study will contribute to the growing body of research on co-creation and provide valuable insights into how this method can be applied in language education to enhance student learning. By investigating the specific application of co-creation at STAIN Mandailing Natal, the study seeks to provide a comprehensive understanding of the benefits and challenges of implementing this approach in the teaching of language skills, as well as its impact on student outcomes.

The primary research problem this study seeks to address is how co-creation can be effectively applied to the teaching of Basic Grammar, Basic Writing, and Translation in the English Language Education Program at STAIN Mandailing Natal. Specifically, the study aims to explore the following research questions:

- (1) How is co-creation implemented in the teaching of Basic Grammar, Basic Writing, and Translation at STAIN Mandailing Natal?
- (2) What strategies do teachers use to incorporate student input into lesson plans and teaching materials?
- (3) How does the implementation of co-creation impact student learning outcomes, including engagement, motivation, and academic performance?
- (4) What are the benefits and challenges associated with the use of co-creation in language education?

The main objective of the study is to investigate the application of co-creation in the teaching of Basic Grammar, Basic Writing, and Translation at STAIN Mandailing Natal. By



addressing these research questions, the study aims to provide insights into how co-creation can be used to enhance student engagement, motivation, and language skill acquisition. Additionally, the study seeks to identify the key strategies that teachers use to implement co-creation effectively, as well as the potential challenges and limitations associated with this approach. Through this research, the study aims to contribute to the growing body of knowledge on co-creation in education and offer practical recommendations for its implementation in language education contexts.

## 2. Method

### 2.1 Method of Data Collection

This study employs a **qualitative research methodology** as outlined by Creswell & Creswell (2012), aiming to explore and understand the significance that individuals or groups attribute to a specific social or educational phenomenon. The research focuses on examining the implementation of co-creation in teaching Basic Grammar, Basic Writing, and Translation within an English Language Education Program at a higher education institution.

The study was conducted at an institution specializing in English language education, involving 60 student participants from three different academic years (semesters II, IV, and VI). The participants were selected using **purposive sampling**, a technique that enables researchers to focus on individuals with relevant knowledge and experience regarding the phenomenon under study (Creswell & Plano, 2011). This approach ensures that the data collected is rich and directly related to the research objectives.

To gather in-depth insights, the study utilized **three primary** data collection techniques: focus group discussions, classroom observations, and interviews.

(1) Focus Group Discussions (FGDs): FGDs were conducted to collect preliminary data on students' experiences, perspectives, and understanding of co-creation in learning grammar, writing, and translation. Each class participated in structured discussions where students shared their thoughts on their engagement with co-creation strategies. The researchers recorded and transcribed these discussions for further analysis.

(2) Classroom Observations: To examine the practical application of co-creation in the classroom, researchers employed structured observation methods. A predefined observation guide was used to document student interactions, engagement levels, peer collaboration, and the effectiveness of co-creation techniques such as peer feedback, collaborative projects, and grammar exercises. Observations were systematically recorded using checklists, field notes, and open-ended narrative descriptions.

(3) Interviews: Semi-structured interviews were conducted with selected students to gain deeper insights beyond what was observed and discussed in FGDs. The interviews focused on students' perceptions, challenges, and **benefits of co-creation** in their learning process. The data gathered from interviews provided a more **comprehensive perspective** on the overall effectiveness of co-creation in English language teaching.

### 2.2 Technique of Analysis

The collected data were analysed using thematic analysis, which involves identifying, organizing, and interpreting key themes emerging from qualitative data. The analysis followed an inductive approach, progressing from specific student experiences to broader patterns that highlight the impact of co-creation in English language learning.

The analysis process involved the following steps:

(1) Data Familiarization: Researchers reviewed and transcribed the focus group discussions, interview responses, and observation notes. This step allowed for an initial understanding of the emerging patterns and student experiences.

(2) Coding and Categorization: The transcribed data were systematically coded using descriptive and interpretive coding techniques. Key categories related to student engagement, learning autonomy, collaboration, and skill **improvement** were identified.



(3) Theme Development: Patterns in the coded data were grouped into broader themes, such as effectiveness of co-creation strategies, student motivation, and learning challenges. These themes were further refined to ensure their relevance to the research objectives.

(4) Interpretation and Conclusion: The final step involved interpreting the findings in relation to existing literature on active learning and co-creation. The results were discussed to highlight the benefits and challenges of co-creation in grammar, writing, and translation classes, leading to insights for future research.

Through this systematic approach, the study ensures a **rigorous and reliable analysis** of how co-creation enhances **student participation, critical thinking, and autonomous learning** in English language education.

### 3. Results and Discussion

This study aims to investigate the implementation of co-creation in teaching Basic Grammar, Basic Writing and Translation. Then, this research also aims to analyse the effect of the implementation of co-creation in the classroom. The findings of this study are presented as follows. The implementation of co-creation for the English Language Education Program (Prodi TBI) STAIN Mandailing Natal for Translation subject consists of communicative peer feedback and collaborative translation projects. For the next subject, there are 3 activities of co-creation for Grammar subjects: collaborative sentence construction, peer grammar editing and interactive grammar games. Last, for basic writing subjects the co-creation that is applied by the students are pair correction and collaborative paragraph building. The implemented co-creation types can be presented as follows.

Table 1 The Implemented Co-Creation in the Classroom

No	Subjects	The Implemented Co-creation
1	Translation	- Communicative Peer Feedback - Collaborative Translation Project
2	Basic Grammar	- Pictorial grammar prompts - Peer grammar editing
3	Basic Writing	- Pair sentence correction - Collaborative sentence building

Based on research question 1 how the implementation of co-creation in the classroom for 3 subjects, the researchers highlighted 6 types of implemented co-creations.

#### 3.1 Co-creation in Translation Subject

##### 1. *Communicative Peer Feedback*

Communicative Peer Feedback translation needs collaboration with classmates. Based on the data from observation and interview, this activity was selected by participants to collaborate with partners to share, revise and comment on their work on their translation subject. Three steps should be assigned by the participants namely, preparation, feedback giving and revision making. In the first step, the lecturers assigned the students to translate the text. The themes of the text were various such, as news, social media, and short story. Before translating the text, the students received an introductory explanation from the lecturer dealing with the regulation of the translation and the type of the text being translated. The second step was peer feedback where each student was assigned to a translation draft to be corrected. They asked to pay more attention to grammatical errors, word choice and contextual adaptation by marking or labelling the place where the errors occurred. The students also requested to provide global comments on the paper. In the last process, the students revised the translation based on feedback.

##### 2. *Collaborative translation*

The utilization of collaborative translation projects offers students the chance to engage in collective efforts to translate a single text or a collection of texts. This collaborative approach



provides individuals with the opportunity to engage with a wide range of perspectives and strategies, thereby strengthening their problem-solving abilities as they collectively address a variety of translation challenges. Collaborative translation brings people to work in a team and enables the participants to share their work with a partner.

Based on the observation in the classroom, the students enjoyed working with their partner since they could share their experience and knowledge to solve the work. There are several benefits of doing collaborative translation, building communication, saving costs, and advancing consistency. In the first place, collaborative translation is a way of keeping communication alive and productive during the process of translation. It means that the utilization of collaborative translation enables the consolidation of all members of your localization team onto a unified platform. It enables the coordination of all team members towards common goals and simplifies the overall supervision of localization processes.

Next, collaborative translation exploits minimizing the time allocation and budgeting. One person takes more time and budget when translating the long and complicated passage, but if the work is done with more people, the lesser the cost and the more effective the result of translation. The participants of the study sit in a group, and then the lecturer assigns them short a story text which consists of 1000-word length to be translated into L2. During the translation activity, the students do dialogue and serious discussion related to the topic. Each of them expressed their opinion in turn they have one negotiated meaning.

### **3.2 Co-creation in Basic Grammar Subject**

#### **1. Constructive peer correction**

Constructive peer correction is a collaborative process in which students provide feedback on each other's written work. This practice is commonly used in grammar classes to enhance students' expertise in mastering grammar. This means that students engage in the critical evaluation of one another's written work, with the specific aim of identifying and addressing grammatical errors and areas that could benefit from improvement. In the context of grammar, a potential practice for students to enhance their grammar skills involves engaging in a collaborative activity. Specifically, upon finishing the grammar exercise, students can exchange their work with a fellow student. The purpose of this exchange is for the partner to critically evaluate the accuracy and clarity of the written piece. This process enables the reviewing student to enhance their comprehension of grammatical rules while providing the writer with feedback on their application of these rules in real-life situations. With time, both parties will probably observe enhancements in their writing abilities as they progressively acquire proficiency in recognizing and evading prevalent errors. The lecturers distributed grammar exercises on a piece of paper to the participants. Then she asked the students to answer the question.

#### **2. Pictorial grammar prompt**

The process of constructing sentences using visual prompts is a cognitive task that necessitates the integration of visual stimuli and linguistic processing. The students are presented with an image and are expected to participate in a collaborative effort to construct sentences that effectively describe the visual content portrayed in the image. In this scenario, the educator presents an image to the students, subsequently dividing them into groups. The students actively participate in group discussions and independently record sentences that describe the different elements portrayed in the picture. After conforming to the specified time limit, the groups proceed to present the sentences they have formulated to the entire class. These activities have a dual purpose: to reinforce grammar rules and to foster teamwork and communication skills among learners.





Figure 1 Picture Prompt [<https://images.app.goo.gl/TGWPDZZHwCXFzyih8>]

Students' sentence:

1. *The girl with pink clothes plays with a doll, and the girl with yellow clothes plays with a plane.*
2. *He bikes bicycle in the field and plays with friends.*

### C. Co-creation in Basic Writing Subject

#### 1. Pair sentence correction

Pair correction refers to sentence improvement which involved grammatical practices within the sentences. The students modified or revised the sentences which detected as incorrect grammar such, misspelling, unsuitable subject-verb agreement, improper tenses, pronoun ambiguity, incorrect use of singularity and plurality, and many other grammatical problems. The activity mentioned above was performed by students with the objective of enhancing their sentence ability to build sentences. Sentence correction in pairs refers to the practice of two students mutually reviewing and correcting each other's work in a sequential manner. The individual submitted their work to their partner and requested corrections. The correction related to grammatical errors within the sentences.

Pair sentence correction is a collaborative process wherein two students engage in co-creation to fix incorrect sentences. Each student is assigned an individual paper with a distinct topic for their writing assignment. To make necessary revisions, the participants engage in the process of modifying their written work. Subsequently, they allocate time to thoroughly review the content, followed by making appropriate corrections. The lecturers establish the designated timeframe for students to respond to the question.

In this instance, the lecturer takes the role of a guide, specifically adopting a "guide on the side" approach. The concept of the "guide on the side" refers to an instructional approach where students are encouraged to adopt on a more active role in their learning process, surpassing the level of effort generated by their mentor, teacher, or lecturer. An alternative designation for this practise is student-centred learning. The lecturer adopts a student-centred approach, allowing for increased autonomy and prioritising the facilitation of student-led learning and discovery. Most of the collaborative work is conducted, allowing students to explore their abilities without excessive reliance on their instructor guidance. In practical application, the students actively engaged with one another to collaboratively correct sentences. This approach proves beneficial for students as it promotes experiential learning and facilitates the exchange of ideas. They may engage in discussions, critical thinking, or problem-solving activities to apply their knowledge in practical situations.

The following are examples of sentence corrections made by the students. In Class A of the second semester of the English Language Education Programme (Prodi TBI) STAIN Mandailing

Natal for the academic years 2023-2024, the students have been assigned by the lecturer to compose ten sentences. The researcher presented an example of co-creation in the form of peer sentence correction, which was the outcome of students' collaborative efforts within the classroom.

- Student A wrote sentences: *There are three reason I do not like spider.*

Student A subsequently gave the tasks to their partner, student B. After carefully reviewing the text, Student B noticed an error or grammatical errors. One of the errors occurred as demonstrated in the previously mentioned example. Student B has corrected the mistake as follows:

- *Student B wrote: There are three reasons I do not like spider.*

## **2. Collaborative Sentence Building**

Collaborative sentence building is type of co-creation that occurred on the classroom where the students worked together to build sentence. This activity is an individual action that consisted of two or more students in one group. By doing collaborative sentence writing, the students might explore their ability to engage the sentences within different atmosphere. The students should encounter the impediments and challenges that accompany this approach, including the imperative for efficient communication and coordination, as well as the possibility of encountering conflicts pertaining to content and style.

The students of the English Language Education Programme are interested in engaging in collaborative sentence writing activities. They are seeking a collaborative activity that involves brainstorming, discussion, and the unification of different ideas. It is evident that the incorporation of co-creation as an activity and fostering meaningful conversations are essential for students. Both parties involved in this case, namely student A and student B, should exert greater effort to identify and develop their writing ideas. The most efficient approach involves utilizing brainstorming techniques, wherein individuals contribute their ideas, which are subsequently gathered and organized to identify the most suitable solution.

Effective communication is essential for this process, as it involves transitioning from a dialogue format to an open discussion. During the discussion, one student presents their idea, while another student verifies the information before reaching an agreement. Another crucial aspect that requires attention is the implementation of metacognitive practices, including higher-order thinking and critical perspectives. Moreover, Metacognition pertains to the cognitive capacity to identify and understand individual thought processes. In the context of writing, metacognitive processes refer to the practice of analysing and reflecting on an individual's strategies for planning, drafting, revising, and editing written work.

The stages of collaborative sentence building can be presented as follows:

(1) The lecturers present various topics on the whiteboard, focusing specifically on the local culture and indigenous knowledge of Mandailing Natal. These topics include traditional cuisine or foods, customs, cultural attractions, and recreational destinations in Mandailing Natal. The purpose behind the nomination of these themes is to recognize and appreciate the cultural value they hold, while also fostering a sense of pride and appreciation among students for their traditions.

(2) The lecturers proceed to choose the students according to their respective groups. The group was comprised of four to five students.

(3) The lecturers request that the students compose a minimum of ten sentences for each group within a designated time frame of 30 minutes.

(4) The lecturers allow the students to collaborate in their respective groups without any disruptions. In this context, it signifies that lecturers grant students the opportunity to engage in discussions and independently determine the most effective strategy to complete their assignments.

(5) During class, lecturers often select a group member to serve as a model for their work. They proceed to write the sentences on the whiteboard and provide explanations to the rest of





the class. The lecturers encourage active participation from other groups, which may include constructive criticism, sharing opinions, and providing additional information.

(6) The lecturers explain the errors made during group work to the entire class. This activity is carried out to familiarize students with the proper structure and composition of sentences, ensuring that they are well-prepared for future discussions without any errors.

The lecturers have the role of the observer and facilitator who will guide them when they face serious problems.

In these types of translation, the attributes of the co-creations that occurred namely collaborative output, learning community and partnership and metacognitive process. As a tangible outcome of collective work, collaborative output is a crucial component of collaboration and cooperation and can be an effective instrument for combining the varied skills, perspectives, and knowledge of individuals or groups to accomplish collective objectives. While in terms of learning community and partnership, the participants achieved greater knowledge from their peers. Both learning communities and partnerships play important roles in promoting education and fostering collaboration among individuals, institutions, and organizations to enhance learning experiences and outcomes. Learning communities focus on the social and collaborative aspects of learning, while partnerships emphasize cooperative efforts to address broader educational challenges.

Lastly, metacognitive process means the participants think critically and view the problem from different angles and perspectives in searching of solution. Metacognitive processes play a crucial role in the translation process as they assist translators in establishing objectives, monitoring their work, self-regulating, evaluating their translations, and adapting to various issues. Translators in this case were the sixth-semester students of the English Language Education Program STAIN Mandailing Natal who leveraged a strong understanding of metacognition and actively applied it are more inclined to generate translations of superior quality that effectively fulfil the intended objectives and task requirements.

#### **RQ 2: What is the effect of the implementation of co-creation in the classroom for the students?**

Based on the data gained from this study five impacts of the implementation in the classroom conducted by the students of the English Language Education Program of STAIN Mandailing Natal.

Bovill (2017) highlighted five values of co-creation for curriculum, especially for the teaching and learning process. They are as follows: (a) active and reflective participation, (b) turning teachers' role as the facilitator, (c) dynamic interactive process, (d) various channels for teaching and (e) awareness and responsibility of the students. This communicative peer feedback was beneficial for the students, especially for dialogue, teamwork, and communication. Based on the data derived from focus group discussions and observations, it has been identified that the implementation of co-creation in English teaching for basic grammar, basic writing, and translation yields six distinct effects. The key elements include collaboration, autonomous learning, engagement, critical thinking, and creativity.

The first is collaborative activity which is conducted by the students and lecturers and students with another student. The students work with their teammates in the classroom, mostly in small groups consisting of 2-4 students, to share ideas related to the material given by the lecturer. Bovill et al (2014) argued that co-creation exploits collaboration among the students reciprocally where each of them has their contribution to sharing the idea, working together, and building confidence.

The implication is that the utilization of the co-creation method facilitates effective collaboration among students during classroom activities. The students demonstrate active participation in the process of knowledge development when they notice a fellow peer displaying a deficiency in a specific area. In this scenario, the team leader takes on the role of a facilitator, responsible for providing guidance and clarifying the subject matter for their colleagues. The highly qualified student in the group took on the role of a mentor, facilitating the group's



comprehension of the subject matter through the application of generative conversation, a personalized methodology, and active participation in academic discussions.

Collaboration within an educational environment presents numerous advantages for students, such as the opportunity to broaden their knowledge acquisition, enhance their communication skills, and improve their problem-solving abilities. Collaboration enables students to be exposed to a diverse array of perspectives and ideas, thereby enriching their comprehension and interpretation of a subject or educational material. Students have the valuable opportunity to acquire knowledge from their peers, thereby gaining access to a diverse range of perspectives and ideas that they may not have encountered on their own. This process facilitates the cultivation of critical thinking abilities.

The next impact of implementation of co-creation in teaching is autonomous learning of the students. Learner autonomy refers to the principle that learners should gradually take on more responsibility for their learning and the strategies they use to acquire knowledge. The concept of autonomous learning is widely acknowledged for its capacity to enhance the personalization and concentration of the learning process. Consequently, it is widely believed that customizing the learning experience to cater to the unique needs and preferences of individual learners leads to improved learning outcomes.

The process of autonomous learning skills, commonly referred to as self-authorship, encompasses cognitive, interpersonal, and intrapersonal growth (Magolda, 1999). As a person pursuing education in the 21st century, university students must embrace the concept of self-authorship. Co-creation catalyses transforming the learning process by leveraging the principles of independent learning and self-authorship. In this approach, students posit personal responsibility for their learning journey. In essence, students may perceive the concept of acquiring knowledge through a smart and efficient approach, free from the influence of their peers and even instructors.

As independent learners, students possess the autonomy to acquire knowledge and process it in a simplified manner, enabling them to effectively assimilate and apply their understanding. Based on the data gathered from the focus group discussion, it was found that students perceive a sense of dependency when the lecturer exerts excessive pressure or provides excessive assistance. The students are seeking to independently address the problem at hand, minimising the need for significant involvement from their partner or mentor. The researchers discovered that students encounter difficulties when it comes to expressing their unique perspectives during discussion sessions. It has been suggested that presenting one's perspective is an integral aspect of the learning process, as it can enhance one's cognitive abilities.

In a more detailed explanation, Magolda and King (2004) highlighted three dimensions of self-authorship as follows: Cognitive maturity, specifically in the epistemological dimension, refers to the perspective of perceiving knowledge as contextual and constructed through the utilisation of pertinent evidence within a specific context. This ingredient is essential for attaining various learning outcomes. (b) Intrapersonal Dimension of Integrated Identity: The capacity to engage in introspection, examination, and selection of enduring values. Mature relationships in the interpersonal dimension involve demonstrating respect for one's own culture as well as the cultures of others. It also entails engaging in productive collaboration to effectively negotiate and integrate multiple perspectives and needs.

In addition, the next impact of the implementation of co-creation is students' engagement with others. In this case, the term "engagement" is synonymous with "partnership". The objective of both terms is to foster student engagement, promote mutual respect among peers and instructors, and encourage community involvement. Lubicz-Nawrocka (Lubicz-Nawrocka, 2017) advocated that co-creation stimulates the learning community to engage and develop ownership, empathy, respect, and authentic and relevant learning activity. The collaboration between educational institutions and community organisations yields mutual benefits for all stakeholders involved. Partnerships have the potential to enhance, bolster, and even revolutionise the



individual partners, leading to enhanced programme quality, optimised resource utilisation, and increased alignment of goals and curriculum ((Harvard Family Research Project, 2010)).

Based on the observational data obtained from observation and focus group discussions, it is evident that the students perceive co-creation as a catalyst for enhancing their respect for both their peers and the lecturers. There exist two distinct categories of partnership, namely personal and interpersonal. Engagement refers to the establishment of community partnerships, wherein students collaborate to promote academic and social achievement. The utilisation of this instrument plays a crucial role in fostering connection among individuals, with the ultimate objective of achieving favourable results.

According to the research conducted by Fredricks, et al. (2004), there are three distinct categories of Student Engagement: Behavioural Engagement, Emotional Engagement, and Cognitive Engagement. Behavioural engagement encompasses the involvement of students in both classroom activities and extracurricular pursuits. The types of engagement that occurred in the classroom can be presented as follows.

Table 1 Types of Engagement

No	Type of engagement	Descriptions
1	<i>Behavioural</i>	<ul style="list-style-type: none"> <li>- Asking or answering questions from the lecturer</li> <li>- Paying attention to the lecturer</li> </ul>
2	<i>Emotional</i>	<ul style="list-style-type: none"> <li>- Respecting other's opinion when discussion</li> <li>- Students care about their learning</li> <li>- Interest, enthusiasm, and excitement about what they are doing in the classroom</li> <li>- Students motivated by the material and explanation</li> </ul>
3	<i>Academic</i>	<ul style="list-style-type: none"> <li>- Willing to participate in the learning process</li> <li>- Being curious, wanting to understand something</li> <li>- Psychological or intellectual investment in learning</li> <li>- Use strategies that lead to deep learning</li> </ul>

The last effect of co-creation for English Language Education Program of STAIN Mandailing Natal was the development of critical thinking skills and metacognitive awareness. According to Bovill et al (2014), the authors posited that the process of co-creation facilitates the cultivation of metacognitive awareness to the learning content. They possess the capacity to engage in thoughtful reflection and constructive critique of the educational content. This implies that students have the potential to understand the information presented by their lecturers and actively seek out the most efficient methods to fully grasp the underlying concepts within the materials. The students, as active learners, engage in the process of making logical connections between ideas and manipulating them to form their conceptions. Lau and Chan (2015) note that individuals who possess critical thinking skills can draw logical conclusions based on their existing knowledge, effectively utilizing information to address challenges, and actively seeking out pertinent sources of information to enhance their understanding. In addition, Lau and Chan (2015) added criteria for logical thinking in the following table.

Table 3 Types of Critical Thinking

No	Type of critical thinking	Description
1	Logical connection	Students are understanding the logical connections between ideas toward the material given by lecturer
2	Constructing argument	identifying, constructing, and evaluating arguments
3	Reasoning	Students can detect inconsistencies and common mistakes in reasoning
4	Problem solving	The students find solution of the problems systematically



5	Relevance idea	Students can identify the relevant and crucial information of ideas
6	Belief and values	Students reflecting on the justification of one's own beliefs and values.

The findings of this study indicate that students actively engaged in critical thinking when participating in co-creation activities in the classroom. Co-creation fosters a learning environment where students do not passively receive knowledge from the lecturer but instead engage in analysing, questioning, and constructing their own understanding of the subject matter.

A key aspect of this process was the use of logical connections to analyse lecturer-assigned information. Students were required to process the material presented to them, identify patterns, recognize inconsistencies, and make informed judgments. Rather than simply memorizing grammar rules, students critically examined the structure of sentences and assessed whether they adhered to grammatical conventions. This approach encouraged higher-order thinking, as students needed to justify their reasoning and explain grammatical principles in their own words.

One of the most significant outcomes observed was the students' ability to identify grammar errors in their writing. During co-creation activities, students collaborated in peer feedback sessions where they critically reviewed each other's work. Instead of merely marking mistakes, they engaged in analytical discussions, asking questions such as:

- Why is this sentence incorrect?
- What specific rule does this error violate?
- How can this error be corrected while maintaining coherence?

This reflective process deepened their understanding of grammar beyond rote learning. They became more metacognitive in their approach, monitoring their writing processes and recognizing weaknesses in their work.

In subsequent activities, students went a step further by correcting the identified grammatical errors and providing written arguments explaining why the mistakes occurred. This practice played a crucial role in developing their reasoning skills, as they had to construct well-supported explanations and justify their corrective choices. For example, when encountering subject-verb agreement errors, students not only fixed the mistakes but also explained why the verb form needed modification based on grammatical rules. Similarly, when addressing issues related to sentence fragments, they provided insights into how to restructure sentences for clarity and coherence.

By engaging in this analytical and reflective process, students demonstrated a thorough understanding of grammar and applied critical thinking skills to their learning. Rather than simply following predefined rules, they internalized the concepts and developed the ability to think independently about language usage. The ability to diagnose and correct errors independently suggests that students gained a deeper insight into the functional aspects of grammar, rather than viewing it as a set of rigid rules to memorize.

Furthermore, the study revealed that students collaboratively constructed knowledge by discussing their insights with peers. These discussions facilitated a deeper exploration of grammatical principles, as students challenged each other's interpretations and provided alternative solutions. The cooperative nature of co-creation encouraged students to consider multiple perspectives, enhancing their ability to think critically and evaluate the most effective grammatical solutions.

In conclusion, the implementation of co-creation in the classroom strengthened students' critical thinking abilities, enabling them to analyse, evaluate, and apply grammatical knowledge effectively. The findings suggest that when students take an active role in the learning process, they develop higher cognitive skills, becoming more autonomous and reflective learners. Future



research could explore how co-creation influences other aspects of language learning, such as writing style, vocabulary development, and overall communicative competence.

#### 4. Conclusion

The current investigation delves into the execution of co-creation within the pedagogical domain, with a particular focus on the subjects of Basic Grammar, Basic Writing, and Translation. Co-creation, an educational approach that involves collaborative efforts between students and instructors to enhance the learning process, has been implemented through various techniques in these subjects. These techniques include communicative peer feedback and collaborative translation projects within the Translation domain, as well as pictorial grammar prompts and peer grammar editing in Basic Grammar. Additionally, Basic Writing has incorporated activities such as pair sentence correction and collaborative sentence building. These co-creation practices are designed to enhance students' collaborative, communicative, and problem-solving abilities, fostering an engaging and interactive learning environment.

The implementation of co-creation within the classroom setting has demonstrated numerous positive outcomes, contributing significantly to the educational experiences of students. One of the primary benefits is active engagement, as students take an active role in their learning rather than passively receiving information. This engagement encourages them to participate meaningfully in class activities, leading to a deeper understanding of the subject matter. Furthermore, co-creation promotes collaboration, enabling students to work together to solve problems, share ideas, and learn from each other's perspectives. This collaborative approach mirrors real-world scenarios, preparing students for future challenges in their personal and professional lives.

Another key outcome of co-creation is the enhancement of autonomous learning. By actively participating in their education, students develop the ability to take responsibility for their learning journey. They become more independent thinkers, capable of seeking knowledge and applying it in various contexts. This autonomy not only benefits their academic pursuits but also equips them with lifelong learning skills essential in today's rapidly evolving world. Interaction with peers is another significant advantage of co-creation. Collaborative activities encourage students to engage in meaningful dialogues, fostering a sense of community and mutual respect. Through these interactions, students gain exposure to diverse viewpoints, enriching their learning experience and broadening their horizons.

One of the most noteworthy outcomes of co-creation is its ability to cultivate critical thinking skills. By engaging in activities that require analysis, evaluation, and problem-solving, students develop the capacity to think critically about complex issues. For example, tasks such as collaborative translation projects and peer grammar editing challenge students to apply their knowledge, analyse different approaches, and make informed decisions. These critical thinking abilities are invaluable, as they prepare students to navigate and address challenges in both academic and real-world settings.

Within the English Language Education Program at STAIN Mandailing Natal, the incorporation of co-creation has proven to be a transformative approach, significantly enhancing the overall academic experience. Students benefit from a dynamic and engaging learning environment that not only fosters active participation but also encourages the development of essential skills such as collaboration, autonomy, interaction, and critical thinking.

In conclusion, co-creation, when implemented effectively within an educational context, serves as a powerful pedagogical tool. It transforms the traditional teacher-centred approach into a collaborative and student-centred model, aligning with the demands of modern education. This study underscores the imperative role of co-creation in fostering an enriched learning experience and highlights its potential as a catalyst for educational transformation. The findings of this research illuminate the path for future studies to explore and expand the application of co-



creation across diverse educational settings and disciplines, ensuring its continued evolution and impact.

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