



FROM *SERAT CENETHINI* TO START-UP COMMUNITY: PEER TEAM-BASED AND PROJECT-BASED LEARNING FROM TRADITIONAL SNACK INNOVATION IN ELEMENTARY SCHOOL

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ABSTRACT

This study analyzes the role of Peer Team-Based Learning (PTBL) and Project-Based Learning (PJBL) in fostering entrepreneurial skills and creativity through traditional snack innovations inspired by *Serat Centhini* among elementary students. Using action research conducted in two cycles, PTBL was applied in cycle 1 and PJBL in cycle 2 with 30 fifth-grade students selected through purposive sampling. Data were collected through observations, questionnaires, product assessments, and documentation, and analyzed using descriptive quantitative methods. The results indicate that PTBL improved collaboration, cultural understanding, and initial entrepreneurial interest, while PJBL further enhanced practical skills, creativity, and entrepreneurial readiness. PJBL proved more effective in increasing students' confidence and initiative in simple business planning. Overall, combining PTBL and PJBL effectively supports culturally grounded entrepreneurship learning.

INTRODUCTION

In many Indonesian communities, traditional snacks are more than just food—they carry stories of local wisdom and daily life. One of the richest sources of such narratives is *Serat*

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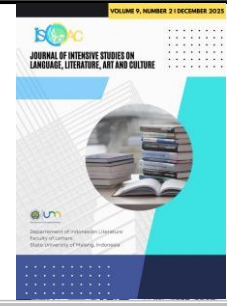
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Centhini, a Javanese manuscript that weaves together folklore, customs, and practical knowledge (Farmawati & Wiroko, 2022). By tapping into this heritage, elementary educators can create learning experiences that are both culturally grounded and engaging.

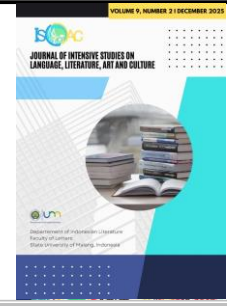
When students design, produce, and market traditional snacks inspired by *Serat Centhini*, they don't just learn history—they practice creativity, collaboration, and entrepreneurial thinking. Turning cultural texts into tangible products bridges the gap between abstract storytelling and real-world skills, offering a model for community-based start-up projects within the school environment.

Despite Indonesia's culinary richness, many young learners feel detached from their own traditions. Classroom approaches on local culture often rely on lectures or textbook readings, leaving students passive and uninspired. As a result, cultural knowledge remains theoretical rather than experiential.

At the same time, global trends emphasize the importance of entrepreneurship education in nurturing future job creators rather than job seekers (Lestari et al., 2023). Introducing entrepreneurship concepts at the elementary level can plant early seeds of initiative and problem-solving, helping counter future unemployment challenges.

Elementary teachers typically lack a structured framework to integrate literature, culture, and entrepreneurship. While peer learning and project-based methods have proven effective in higher education (Lew-Levy et al., 2023); (Marnewick, 2023), there is little guidance for applying these approaches to younger students in a cultural context.

This study explores how Peer Team-Based Learning (PTBL)—where students tutor and support one another—can boost comprehension of *Serat Centhini* and foster initial snack concept ideas in small peer groups (Burgess et al., 2021). It also examines how Project-Based Learning (PjBL) can guide students through prototyping, basic budgeting, marketing, and mini sales events, reflecting the iterative nature of start-up development.



Constructivist theory underpins this approach, arguing that learners build knowledge most effectively through active experience and reflection (Morris, 2020). By engaging directly with cultural texts and then creating snack prototypes, students form a holistic understanding that blends heritage and enterprise.

Social learning theory reinforces the value of peer teams: when students explain concepts to each other, they solidify their own understanding and develop communication skills (Abrahamson & Sánchez-García, 2016). PTBL leverages this dynamic to make *Serat Centhini* more accessible and relevant.

Experiential education principles guide the PJBL phase, where hands-on tasks simulate real-world challenges. Students face practical constraints—time, materials, simple budgets—and learn by doing, reflecting a core tenet of entrepreneurship pedagogy (Walmsley & Wraae, 2022).

Community of practice theory emphasizes learning within a social context. By presenting and selling snacks to peers and teachers, students join a mini-community of start-up practitioners, receiving feedback that deepens both their entrepreneurial and cultural learning (Edelman et al., 2016).

Previous research on entrepreneurship education shows positive effects on interest and intention (Maritz et al., 2022); (Tu et al., 2021) but also highlights a gap: high intentions don't always translate into real ventures without sustained, hands-on interventions (Harsoyo et al., 2019). This study addresses that gap by testing sustained engagement through blended PTBL and PJBL methods.

Furthermore, while PjBL has been linked to improved entrepreneurial spirit in older students (Tripopsakul et al., 2022), its effectiveness among elementary learners, especially within a cultural framework, remains underexplored. This research fills that niche by tailoring methods to young learners' developmental needs.

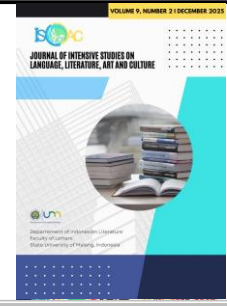
The novelty of this study lies in weaving *Serat Centhini's* cultural narrative into a two-stage learning model for primary schools. No prior research has guided students from literary exploration to product launch in this way, nor focused on snack innovation as a

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medium for cultural entrepreneurship at the elementary level.

By evaluating both PTBL's impact on creative confidence and cultural understanding, and PjBL's role in practical skill development and entrepreneurial readiness, the study offers a comprehensive framework for early entrepreneurship education rooted in local heritage.

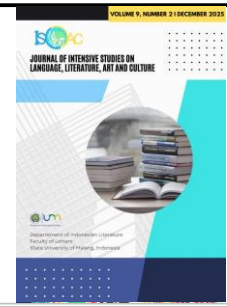
Ultimately, this research aims to provide educators with a tested model that transforms literary texts into community-based start-up projects, nurturing both cultural appreciation and entrepreneurial competencies from a young age.

METHOD

This research is action research because effective entrepreneurship learning should be student-centered and involve action learning methods (Purohman, 2018). The study was carried out in two cycles: cycle 1 applied Peer Team-Based Learning (PTBL) to help students explore ideas collaboratively, and cycle 2 used Project-Based Learning (PjBL) to turn those ideas into real products. PTBL was chosen first because learning among peers helps elementary students feel comfortable sharing and developing concepts without fear of making mistakes (Djamarah, 2006).

During the PTBL cycle, students worked in small groups to discuss stories from *Serat Centhini*, identify cultural elements related to traditional snacks, and draft initial concepts for products inspired by these stories. This phase emphasized building confidence, cultural understanding, and collaborative skills. In the PjBL cycle, students transformed their ideas into tangible products by creating snack prototypes, designing packaging, and preparing simple presentations or sales displays.

The participants were 30 fifth-grade students selected through purposive sampling based on their interest in cultural topics and willingness to collaborate. Data collection used observation sheets to monitor engagement, questionnaires to measure shifts in attitudes and confidence, product assessments to evaluate creativity and relevance, and documentation such as photos and student reflections. Product assessments categorized



outcomes into basic, developing, and advanced levels based on creativity, presentation, and cultural connection.

FINDINGS AND DISCUSSION

Findings

Research data on the role of Peer Team Based Learning and Project Based Learning can be seen in Table 1.

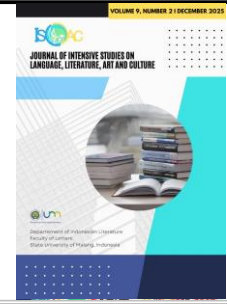
Information	Pre	Cycle 1 PTBL	Cycle 2 PjBL
	Total	%	Total
Students Interested in Culture	8	26.67	25
Students with Snack Concepts	3	10.00	20
Not Yet Developed Concepts	22	73.33	10
Student Start-Up Group Formed	0	0.00	7
Total	30	100	30

Table 1. Description of Pre-Student Entrepreneur, Cycle 1 and Cycle 2

Column Description:

- Pre:** Condition before intervention
- Cycle 1 PTBL:** After peer-based team learning
- Cycle 2 PjBL:** After project-based learning
- % +/-:** Percentage change from the previous phase

Information	Pre Cycle	Cycle 1 PTBL
	Total	%
Low	20	66.67



Moderate	10	33.33
High	0	0.00
Total	30	100

Table 2. Description of Student Digital Bussiness Knowledge

Explanation

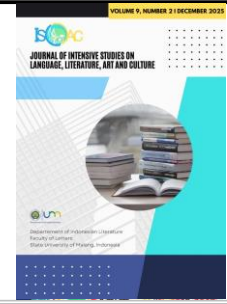
- a. **Low:** Students with low creativity and understanding related to culture and entrepreneurship
- b. **Moderate:** Students begin to be able to develop simple concepts
- c. **High:** Student show high creativity, mature, concepts, and high enthusiasm
- d. **% +/-:** Change from Pre cycle to Cycle 1

Information	Pre Cycle	Cycle 1 PTBL	Cycle PjBL
	Total	%	Total
Not interested yet	20	66.67	5
Already interested	8	26.67	20
Trying offline selling	2	6.66	20
Demonstrating entrepreneurial behavior	0	0.00	2
Total	30	100	30

Table 3. Description of Intention and Behavior of Student Entrepreneur

Column Description:

- a. **Not interested yet:** Has not shown interest in trying entrepreneurship
- b. **Already interested:** Starting to show interest in traditional culinary business ideas
- c. **Trying offline selling:** Starting to try selling products in a simple way (for example, school bazaars)
- d. **Demonstrating entrepreneurial behavior:** Has actively planned, produced, and



marketed products

Discussion

Table 1 shows that in the pre-cycle, there were 6 students who were already entrepreneurs and 117 students who had not yet started any entrepreneurial activities. At this stage, there were no entrepreneur business groups. In cycle 1, 32 students became entrepreneur by forming 7 entrepreneur groups, reflecting an increase of 24.14%. Meanwhile, 91 students still had not become entrepreneur. In cycle 2, 117 students became entrepreneur, showing a further increase of 69.10%. They organized themselves into 27 entrepreneur business groups, and only 6 students (4.88%) remained who had not yet participated.

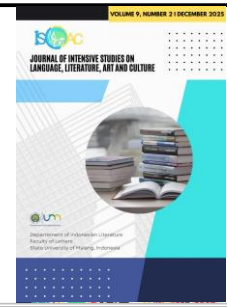
Table 2 describes students' digital business knowledge before and after cycle 1. The data show that in the pre-cycle, 67.47% of students had low levels of digital business knowledge, while 32.53% were in the moderate category. By the end of cycle 1, no students remained in the low category, 26.02% were in the moderate category, and 73.98% had reached a high level of knowledge.

Table 3 presents information about students' intentions and behaviors related to becoming entrepreneur. In the pre-cycle, 69.92% of students did not yet have the intention to become entrepreneur, 25.20% already had the intention, 1.62% were already entrepreneurs operating offline, and 3.25% had become entrepreneur. In cycle 1, there was an increase in entrepreneur behavior by 22.77%, an increase in intention by 44.71%, and a decrease in those without intention by 67.48%.

At the end of cycle 2, the number of students actively engaging in entrepreneur activities increased by 69.10%. However, there was also a decrease of 39.83% in the number of students who only expressed an intention without taking action.

Pre-Cycle Results

Based on Table 1, in the pre-cycle stage, there were 6 students (4.88%) who had already become entrepreneurs—2 of them operated offline businesses, while 4 had started



online-based businesses. Meanwhile, the remaining 117 students had not yet engaged in any entrepreneurial activity. In cycle 1, however, the number of existing digital entrepreneurs was reset to zero, as the assessment focused solely on newly formed digital-based businesses during the learning process.

Referring to Table 2, it is shown that prior to the intervention, 67.47% of students had low knowledge of digital business, while 32.53% had a moderate level of understanding. No students were classified as having high digital business knowledge in the pre-cycle phase.

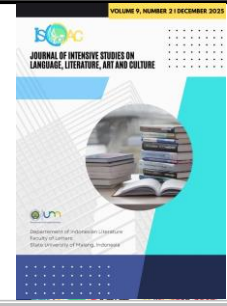
As for Table 3, it reveals that in the pre-cycle, 31 students (25.20%) had expressed an intention to become entrepreneur, 86 students (69.92%) had not shown any intention, and 4 students (3.25%) had already started digital-based businesses. Additionally, 2 students (1.63%) were running offline businesses.

This baseline data shows a significant gap between intention, knowledge, and actual entrepreneurial behavior, which served as the starting point for the learning interventions using Peer Team-Based Learning (PTBL) and Project-Based Learning (PjBL).

Results of Cycle 1 “Peer Team Based Learning”

Based on Table 1, in cycle 1 the number of students who became entrepreneur increased by 32 students (26.02%). In terms of the formation of start-up groups, there was also an increase of 24.14%, with 7 start-up groups established. Table 2 shows that after completing cycle 1, 73.98% of students (91 people) had reached a high level of digital business knowledge. Meanwhile, 32 students remained in the moderate category, and no students were classified as having low knowledge.

As presented in Table 3, after cycle 1 there were only 3 students (2.44%) who still did not intend to become entrepreneur. A total of 88 students (71.54%) had developed an intention to engage in digital entrepreneurship, while 32 students (26.02%) had already started their entrepreneur activities.



Results of Cycle 2 “Project Based Learning”

Based on Table 1, it can be seen that after cycle 2 ended, the number of student entrepreneur reached 117 students, reflecting an increase of 69.10%. In terms of start-up formation, there were 27 new business groups established, representing an increase of 20 groups (68.96%). However, there were still 6 students who had not yet become entrepreneur. These students belonged to 2 groups that were still in the planning stage of launching their start-ups.

Table 3 shows that by the end of cycle 2, no students remained without any intention to become entrepreneur. Six students (4.88%) had expressed the intention to start a digital business, while 117 students (95.12%) had already become active entrepreneur, marking an increase of 69.10%.

The Role of Peer Team Based Learning in Increasing Entrepreneur

The implementation of Peer Team-Based Learning (PTBL) in this study significantly increased the number of student entrepreneur. After cycle 1, 32 students (26.02%) had launched snack start-ups inspired by *Serat Centhini*, up from zero at the pre-cycle stage. This jump illustrates how PTBL’s collaborative structure can transform individual ideas into concrete entrepreneurial action.

One of the hallmarks of Javanese local wisdom is *gotong royong*, or communal cooperation, where community members work together toward a shared goal (Koentjaraningrat, 1987). PTBL mirrors this value by having students teach and learn from one another in small groups, fostering a supportive environment that feels natural to Javanese learners and encourages open idea exchange (Supriyoko et al., 2022).

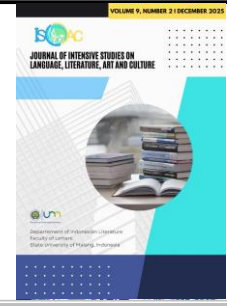
During the PTBL phase, students first engaged deeply with excerpts from *Serat Centhini* to identify cultural themes—such as traditional snack ingredients, ancestral cooking methods, and communal eating practices. They then pooled their findings in peer teams, each member contributing unique insights. This process boosted not only cultural

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understanding but also creative confidence, as every student had a role in shaping the product concept.

Active peer teaching has been shown to elevate motivation and academic value compared to lecture-based methods (Pudjastawa, 2021). In our study, teams rotated “expert” roles, allowing each student to lead a mini-lesson on a specific aspect—from flavor profiling to basic budgeting—before applying that knowledge to a feasibility plan. This dynamic both reinforced content retention and built leadership skills (Romão et al., 2022).

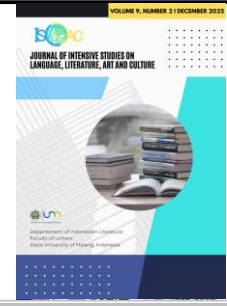
By mid-semester, seven distinct start-up teams had formed, marking a 24.14% increase in entrepreneurial group activity. These teams drafted simple business feasibility studies, designed mock packaging reflecting *Serat Centhini* motifs, and presented their concepts to classmates. PTBL’s emphasis on real-time feedback and shared responsibility made these milestones possible (Eladl & Jarrahi, 2020); (Huilaja et al., 2022).

From a behavioral perspective, PTBL influenced students’ intention to act—an essential precursor to entrepreneurial behavior according to the Theory of Planned Behavior (Ajzen, 1991). Students who initially lacked any interest became curious as they saw peers succeed, illustrating how social norms within teams can reshape individual intentions (Bosnjak et al., 2020).

Moreover, the communal spirit of *gotong royong* extended beyond the classroom walls. Some teams organized impromptu “kitchen cooperatives” where classmates practiced snack preparation together after school, embodying the Javanese ethos of helping one another. These extracurricular collaborations deepened practical skills and strengthened social bonds, key factors in start-up resilience.

The surge in entrepreneur behavior also confirms that PTBL’s peer-driven model can serve as an effective intervention in early entrepreneurship education. Peer influence has been identified as a strong predictor of entrepreneurial interest and intention in higher education contexts (Luis-Rico et al., 2020); our findings demonstrate the same effect at the elementary level.

Finally, by aligning PTBL with local cultural norms and active learning principles, this



study offers a culturally responsive blueprint for heritage-based entrepreneurship education. Students not only developed digital-business competencies but also rekindled a sense of pride in Javanese traditions, blending ancient wisdom from *Serat Centhini* with 21st-century skills.

The Role of Project Based Learning (PjBL) in Increasing Entrepreneur

The implementation of Project-Based Learning (PjBL) in our learning process dramatically boosted the number of student entrepreneur. After cycle 2, 117 out of 123 students—or 95.12%—had launched digital start-ups, an increase of 85 students (69.10%) compared to the pre-cycle. This surge underscores PjBL’s effectiveness in guiding learners from concept to real-world practice (Raymond et al., 2013).

One key strength of PjBL is its emphasis on collaboration. Students work in teams to brainstorm snack ideas inspired by *Serat Centhini*, develop basic business plans, and execute small-scale production and marketing. This mirrors the Javanese value of *gotong royong* and *Memayu Hayuning Sasama*—working together for the common good—which makes the learning process feel culturally familiar and deeply meaningful (Koentjaraningrat, 1987).

A flexible learning environment is central to PjBL’s success. Rather than following a rigid lecture schedule, students set their own timelines, choose roles that match their strengths, and adapt plans as new challenges emerge. (Mohamed, 2023), showed that such flexibility encourages creativity and ownership, and our study confirms that students thrive when they can shape their own projects.

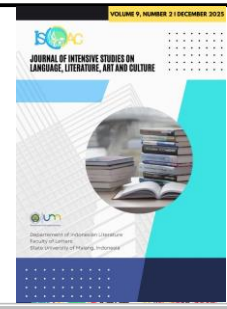
Planning is another pillar of PjBL. Teams moved from initial idea sketches to detailed steps: ingredient sourcing, cost calculations, packaging design, and simple marketing strategies. (Meita et al., 2018) argues that this planning phase teaches vital problem-solving skills. In our context, students also considered local market preferences—drawing on familiar tastes and storytelling motifs from *Serat Centhini*—to ensure their snacks resonated with peers and teachers.

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Actualizing ideas in real-world settings is where PjBL truly shines. Students organized mini-bazaars on campus, setting up simple stalls and interacting with “customers” to gather feedback. These live trials reflect (Muntari et al., 2018), who found that hands-on experiences cement learning and build resilience. In our study, students reported feeling more confident in their ability to handle unexpected challenges.

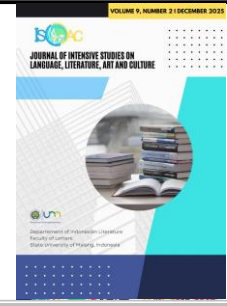
The Theory of Planned Behavior (Ajzen, 1991), helps explain why PjBL drove such strong results. By working through each stage—idea generation, planning, actualization—students saw their intentions translate directly into action. The existence of a tangible business plan marked a clear shift from intention to behavior, reinforcing their commitment to entrepreneurship.

Our findings align with prior research showing that PjBL fosters entrepreneurial intentions and behavior (Lestari et al., 2023); (Lihua, 2022). When students collaborate on meaningful projects, they internalize both the skills and the mindset required to start a venture. In this way, PjBL doesn’t just teach content—it cultivates an entrepreneurial identity.

Culturally, the Javanese practice of *Memayu Hayuning Bawana*—activities aimed at communal benefit—took shape in our classroom. Several teams volunteered to donate a portion of their bazaar proceeds to local causes, such as funding library books or supporting neighborhood clean-ups. This integration of social responsibility with entrepreneurship echoes local wisdom and deepens students’ sense of purpose.

Educators can see PjBL’s success in the sheer number of start-ups launched: 27 groups by the end of cycle 2, compared to just 7 after PTBL. That increase of 20 groups (68.96%) highlights PjBL’s superior ability to turn classroom learning into genuine entrepreneurial outcomes. It offers a clear roadmap for schools aiming to nurture young change-makers.

In conclusion, Project-Based Learning proved to be a highly effective method for cultivating entrepreneur behavior among elementary students. By embedding collaborative, flexible, and real-world project work within a framework of Javanese communal values, we not only taught digital business skills but also reinforced local



heritage and social responsibility. Future programs should continue to blend cultural wisdom with hands-on entrepreneurship to sustain both learning and community impact.

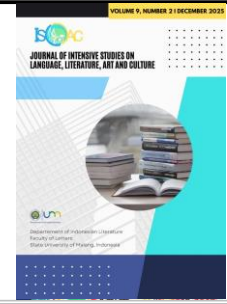
CONCLUSION AND SUGGESTIONS

Based on the description of the research results, it can be concluded that the application of Peer Team-Based Learning (PTBL) played a role in increasing the number of student entrepreneurs. Specifically, PTBL in digital business learning increased the number of entrepreneurs by 32 students (26.02%) and resulted in the formation of 7 start-ups. The study also found that the application of Project-Based Learning (PjBL) was even more effective, increasing the number of student entrepreneurs by 85 students (69.10%). In terms of start-up groups, there was an increase of 20 groups after PjBL was implemented. Overall, the findings indicate that PjBL was more effective than PTBL in fostering student entrepreneur behavior, both in the number of students who became entrepreneurs and in the number of start-ups established.

A recommendation from this research is that although PjBL was shown to be more effective in increasing entrepreneurs and start-up groups, the evaluation of this success should be extended over a longer period or continued through additional courses in sustainable entrepreneurship to see whether the effects are lasting.

The implication of these findings is that, to encourage the growth of student entrepreneurs, universities should design a sequence of sustainable entrepreneurship learning experiences. Each course can integrate PjBL, PTBL, or other interactive and practical methods that reflect the realities of entrepreneurship. This approach will help guide, nurture, and monitor students' attitudes and interests so that initial entrepreneurial intentions can develop into real entrepreneurial behavior, as demonstrated by the creation of student start-ups.

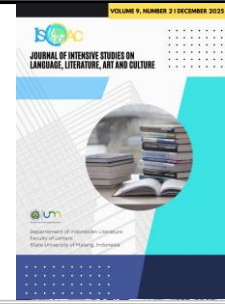
Furthermore, this study highlights the importance of integrating local knowledge, such as cultural heritage from *Serat Centhini*, into learning activities. Embedding traditional insights and stories not only enriches the learning experience but also ensures



that this valuable knowledge is passed on in a functional way, connecting cultural preservation with the development of innovative and relevant business ideas.

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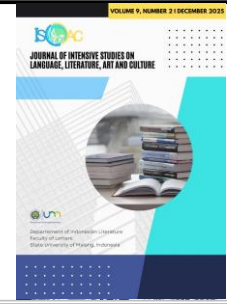
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