
MODEL OF ONLINE WRITING CLASS TO INCREASE THE NUMBER OF ANTHOLOGY BOOKS DURING PANDEMIC COVID-19

Noorhani Dyani Laksmi^{1*}, Ach. Rasyad², Zulkarnain³, Sri Wahyuni⁴

^{1,2,3,4} Universitas Malang, Malang, Jawa Timur, Indonesia.

Email: nennyrch02@yahoo.com

Abstract

The Covid-19 pandemic crippled many sectors of enterprise and education, which are essential for survival and education. The effects of the Covid-19 pandemic are much-decreasing production activity, and this also happens in publishing companies engaged as indie publishers in producing books. The research aims to spread a model "Mesra" or to write collaboration to overcome the condition of publishing business survival in the pandemic period. The study used qualitatively transcribed methods. The study involved 50 indie writers at Azkiya publisher, Bogor Indonesia. Data is obtained through questioners, interviews, observations, and documentation. Data obtained by triangulation analysis is collecting data, tabulating data, presenting data, and drawing conclusions. The result of the study online writing class model "Mesra" offered can be a solution for publishers in the pandemic survives. Furthermore, the study provides an online "Mesra" collaboration model that successfully made the new author publish an anthology book during the Covid-19 pandemic. The practical benefits of "Mesra" can be a means to realize the products of books published more and more. In the future, this "Mesra" model can be used by other book publishers, especially in pandemic times.

Keywords: online learning, writing subject, anthology books, writing literation.

INTRODUCTION

The Covid-19 pandemic makes various businesses unable to develop and even tend to no longer produce. For that, there must be a change in the system in the operation of the work. The COVID-19 pandemic forced many organizations to change the work process system by thinking about the critical elements of their business processes and using technology to remain operational. This new learning system will influence how systems, mechanisms, and innovations ultimately require creativity (Dwivedi et al., 2020). The field of education must act quickly so that learning and teaching remain royal by creating a digital learning platform and a suitable learning model. Every country has various ways or strategies to deal with the conditions of the Covid-19 pandemic and survive in the economy (Teräs et al., 2020).

The solution taken by all countries is to turn all activities into digital literacy. Digital literacy becomes very effective, and all can survive in uncertain conditions. There was even a change in action, and everything became online (Tejedor et al., 2020). Significant concerns about offline changes include high costs, computer privacy, and free apps, all of which impact privacy (Rapanta et al., 2020).

Likewise, the indie publishing sector has experienced a decline in production. As one of the books, businesses that can share the same thing as other businesspeople are threatened with decreased productivity, making them unable to survive. Opportunities and challenges related to Covid-19; it becomes a challenge to turn to learn into online by providing comprehensive awareness of cooperation to fight the current pandemic conditions. (Adedoyin & Soykan, 2020). COVID-19 has caused campuses, schools, companies to close offline and migrate all learning, teaching, employment, and assessment into the online domain (Watermeyer et al., 2021a). But online writing learning has a lot of difficulties, especially in practice. Therefore, this education becomes a challenge for businesspeople and a considerable number in life.

Covid-19 is a touchstone for all decision-makers in the business world, government, education, health, and various profit and non-profit agencies. This certainly poses the biggest challenge to testing their decision-

making performance. The decision-makers must be correct in finding models that did not previously exist. They are trying to find a model for managing pandemics effectively and efficiently. The decision was made a significant difficulty in effectively addressing the pandemic. (Dwivedi et al., 2020). Ways business people, politics, education, companies look for the right way to overcome to survive. (Burnett & Merchant, 2020).

In online writing classes, Mentors have difficulty controlling in seeing the author's progress. It is necessary to create a controlling model that can provide progress on literacy, and feedback can be developed throughout the course (Molloy et al., 2020). Writers have low motivation if online becomes an obstacle as well. Mentors overcoming the right level of difficulty and feedback are essential here; learning, discussion, absence of the reason for the individual success of learners (Green & de Bodisco, 2020). The management of manuscript or task collection often experiences delays. Pandemics have a significant impact when online teaching methods, discipline is a concern to maintain thorough and integrated learners and mentors (Dwivedi et al., 2020). The creativity of the author in exploring ideas is less than optimal. The problem online is the ability of teachers to operate various digital tools and their ability to accompany teaching (Dwivedi et al., 2020).

The barriers of writers are less able to be captured by mentors. As a result, conversations, discussions, and acceptance between writers and mentors are often hampered and misguided with online systems (Schwab, 2019). The urgency of this research is how publishing efforts can survive a pandemic. When publishing engaged in the field of book production decides by changing offline writing teaching to online by a method. The current study aims to offer an online training class model with strategies that can make students succeed following the learning goals (Tang et al., 2020).

The research aims to spread a model "Mesra" or "Mesra" or to write collaboration to overcome the condition of publishing business survival in the pandemic period. The class, which 15-25 authors attend, offers writing training, assessment, a discussion of shared ideas, motivation, learning together, curated or correction, collection of the manuscript, editing by the editor, and finally, the manuscript will be published.

Writing collaboration of 15-25 authors with an online writing class system makes it easier for new authors to publish a book. Collaboration between mentors and new writers requires close cooperation between realization in-process and publisher. The system will be continuously updated for results that are productive for both (Safronov et al., 2020). "Mesra" hopes to be the model offered to be a solution for publishers in this pandemic period. The "Mesra" model results make new authors dare to write and publish their writings together in anthology books.

METHODS

In conducting research methods of description survey, verification, filling out data with question forms, interviews, direct observations, and documenting. This research is a study that produces a model in online learning. In this study, there are steps of the learning model (Kartikawaty et al., 2021). analyzing, sorting data, sorting, and marking will make it easier in data grouping (Forte, 2015). This research uses qualitative descriptive methods. Researchers call the model "Mesra." The respondents involved in this research were the new authors. The unknown author was as many as 50 people who published his writing.

The instrument used in this research are interviews, observations, and documentation. After the data is obtained, a percentage analysis of writing achievement. For more data analysis using triangulation techniques. Wherefrom the interview received a favorable opinion of the model "Mesra," continued observation for publishers will be an increase in book production from the success of online writing classes. Using triangulation, a tool commonly used in qualitative research, we can simulate the data we get from various perspectives. This can be obtained by analyzing the data source for consistency or difference (Barnum, 2011). The Triangulation model offered can be seen in Figure 1.

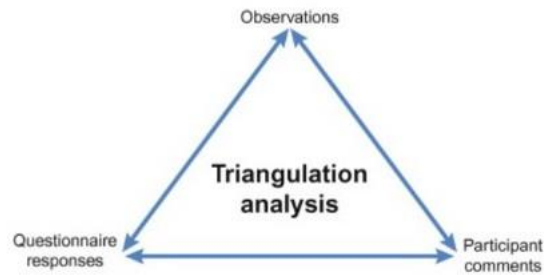


Figure 1. Model Triangule

RESULT AND DISCUSSION

This condition becomes an experience where education is challenged to solve their problems in teaching (Teräs et al., 2020). If we don't want to close, we have to turn everything offline to save businesses, education, business, and health. Therefore, online migration is crucial (Watermeyer et al., 2021b). Pandemic when turning everything into digital, then the world of literacy is turned into digital literacy whose application involves two parts: learning and teaching (Irhandayaningsih, 2020). The forced move to online learning may have been the catalyst to create a new, more effective hybrid model of educating students in the future. However, not one single model for online learning will provide equitable educational opportunities for all, and virtual learning cannot be seen as a cheap fix for the ongoing financial crisis in funding education (Kaden, 2020).

Finding an effective online learning model is done in the "Mesra" model to make publishing stick with new authors who participate in the study of writing online until it is successfully published. The "Mesra" model offered can be seen in figure 2.

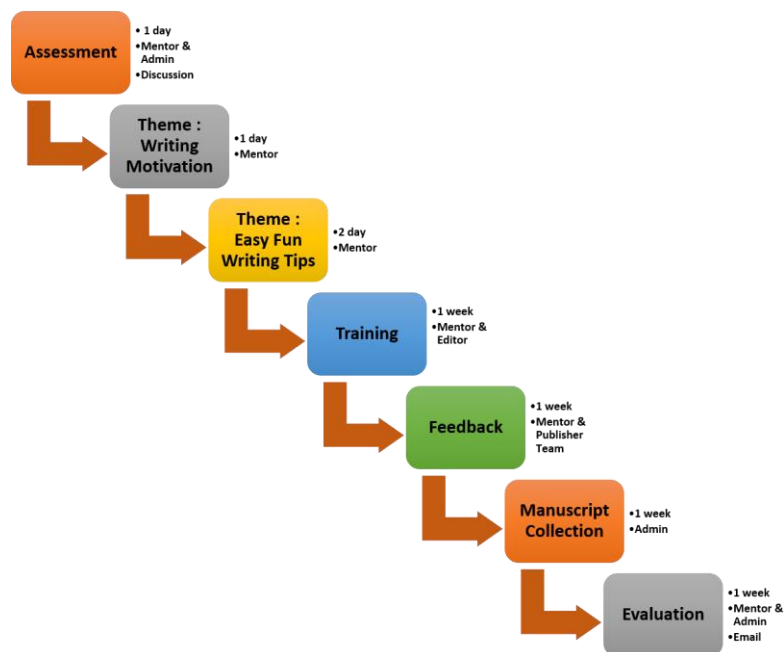


Figure 2. Model Mesra

The first step of "Mesra" is to assess new writers, understand the author's personal, what is needed, their motivation to take classes, and commitment. The first assessment day is done by discussing and asking them to write what the mentor needs to accompany them. Next, mentors and teams ask them to express motivation,

write a paper about motives and commitments, and then provide feedback (Green & de Bodisco, 2020). New authors all get the same work to make it easier for mentors to supervise online writing classes, follow-ups, and feedback as done together (Rapanta et al., 2020). However, even when there are multiple tasks in a module, unless they are OK-aligned, students find it challenging to apply feedback from an earlier assignment to a later one (Carless & Winstone, 2020).

The existence of online writing classes helps the results of many writers. "Mesra" method at the beginning of the assessment when the authors join, invite discussion better to know the author's condition at the beginning, making the author, mentor, and admin close. Online writing projects conduct assessments to adjust each learner, the suitable online defense model, and the agreed timetable to fit the curriculum of online writing classes offered (King et al., 2018). Respect, building cooperation, and trust are supportive parts to facilitate the collaboration of mentors and learners (Farella et al., 2021). Assessment practices helped build a collaborative online information source (Forte, 2015). Construction is linked to literature to build knowledge and start assessing information. Participation in information production on collaboration platforms can provide a new outlook for learners. Learners can contribute to a new understanding (Forte, 2015).

Step Two Writing motivation should be given to mentors to new writers. Authors are essential to write and publish into books. Therefore, writers begin to motivate themselves for their success in achieving the book's published target (Robnett et al., 2018). Moreover, the way mentors serve learners becomes an excellent service to further confidence in the organization (Alexander et al., 2020). Instructors are encouraged to incorporate creative projects and activities in courses to enhance student learning experiences and increase student motivation to engage with the material, their classmates, and other professionals (Steinhardt et al., 2020). Description data helps mentors prepare what the author needs (Robnett et al., 2018). One way to good relationships is communication. This is how we work together, good communication sitting together (Schlessler et al., 2021). Writing tips make new writers more confident to write their chosen theme. Collaborative writing can help solve the expected problems (Lingard, 2021). Contributing factor for intrinsic motivation and indirectly also predicts learning achievement. Although numerous studies used many theories to examine learning in the virtual classroom, comparing different learning settings and their effects on relatedness, intrinsic motivation, and learning achievement (Raes et al., 2020).

Step Three provides fun writing theories to make new writers understand writing tips for two days. Online learning prose understands each participant to be able to work with others. First, by providing the flexibility of discussion from each participant to (i) express his ideas, (ii) respond to the discussion (iii) strengthen the statement using evidence. Second, participants can come up with the desired idea and agree to work with other participants to achieve success (ii) provide mutual support, (iii) refuse if deemed inappropriate, and (iv) gain new knowledge. Differences are always solved by discussion (Herder et al., 2022). Third, they co-authored activities: brainstorming, theme agreement, writing, editing, feedback, editing, and bookkeeping (Lingard, 2021). Paper emphasizes interpreting experiences in their psychosocial, cultural, and historical contexts. It generates motivation and heart play (Tamashiro, 2018).

Step Four mentor step gradually provides writing techniques for new writers to practice while creating a script. Develop compromise mentors and writers in online writing activities. Prepare a mentor to understand the material. Mentors must understand digital learning. Utilizing the full digital learning features will help them deliver training (Otterborn et al., 2019). This online education exclusively understands learners. The author understands online operations, capturing information, and using the platform that mentors offer (Coman et al., 2020). Learning online requires consideration, carefulness, and cooperation to produce open discussion (Rapanta et al., 2020). Mentors and writers begin discussions in different domains, introducing the importance of online writing classes (Limpo & Cordeiro, 2018). The work found that teachers often discussed and raised the need for professional development and training in integrating tablets in actual pedagogical practice and the classroom environment (Otterborn et al., 2019).

Step Five feedback is done after the learning, and material training is provided. Both in discussions together and in person. Strategies around the feedback process, especially those that position students as active learners, need to be introduced early to benefit more from the curriculum and not depend on limited mentors' opportunities. Inviting students to engage in options that directly track the benefits of proactively hiring in the feedback process has a reinforcement function, reducing the temptation for students not to complete the manuscript (Molloy et al., 2020). Online learning systems began in the early 2000s, and there has been no continuation of research at the end of the decade. Online studies require a review after discussing focus teaching and the need for ongoing research (Martin et al., 2020). Writers give feedback and responses on

standard course evaluations. Students performed well on the graded assignments. Writers' feedback and course evaluations revealed student engagement with subject material and enthusiasm for creative applications, critical thinking, and collaborative activities (Steinhardt et al., 2020).

Step Six manuscript collection In the case of assessment accuracy, the actual composite writing score is the expected composite writing score obtained by selected test form from a population of parallel writing assessments (Yao et al., 2019). The collected manuscripts prove the success of the author to get feedback later. (Martin et al., 2020). The collection of time from the tasks during the training is scheduled for one week. Then, continued by the mentor to re-correct and provide final feedback until the manuscript from the new authors is ready. The success of writing online depends on the ability of the author to strive to follow the training model with the supervision of a mentor (Green & de Bodisco, 2020). We want to state that the manuscript is titled and will become a viable manuscript. Evaluations are shared, but the mentor will contact the person if the learner (author) wants a personal assessment. The mentor will ask for testimonials as well for further training more effectively. (Fajaryani et al., 2021).

Step Seven is an evaluation related to the results of quality to be given input. There are specific challenges in digital writing classes obtained from participant machines (Bhatt & MacKenzie, 2019). All the steps in "Mesra" make it easier for new authors to dare write and create a book. Step one by one in collaboration in support of the book published. Conceptualization, methodology, formal analysis, investigation, data curation, writing - original draft, writing – review and editing, and supervision. (Green & de Bodisco, 2020). The "Friendly" learning system can impact training, timing, challenges, and advanced motivation to create work. The advantages of online education are that it can save time, increase productivity, be done anywhere. Make the challenge of finding the proper method for the next coach more effective. Successful learning can be concluded by establishing continuous cooperation from the beginning and end of training (Khalil et al., 2020).

The evaluation system in training makes a good and potential impact on the following online writing class (Li, 2021). Screening assessments are designed to quickly evaluate language impairment, usually performed at online learning (Altaib et al., 2021). Obervasi, by analyzing the number of books published before and during the pandemic, there was an increase of almost 50%. The findings suggest co-writing contributes positively to increasing writing productivity, working at their own pace, connecting with others, and working flexibly (Beasy et al., 2020). Increased productivity during pandemics is one of online learning with effective models. Timetables maintain work discipline and the success of learning participants (Kartikawaty et al., 2021).

Learning completed final evaluation is the last feedback for the author, completing the program's implementation (Donaldson & Franck, 2021). With documentation knowing the timetable, the number of online writing classes running, and any books published. Since the early history of the spread is already well documented, we have chosen to focus on online variations and uses of the term, particularly spelling variation, to demonstrate the flexibility of transliteration methods (Kiaer et al., 2021)

CONCLUSION

The online writing class model "Mesra" offered can be a solution for publishers in the pandemic survives. A model that provides easy steps collaborations, approaching mentors, and new writers. The author does not need to hesitate to write, especially the guarantee of publication after a mentor and editor edit the manuscript. The "Mesra" model is theoretically capable of making new authors bold and motivated to be published. The practical benefits of "Mesra" can be a means to realize the products of books published more and more. In the future, this "Mesra" model can be used by other book publishers, especially in pandemic times.

References:

1. Alexander, J., Grover, K. S., Walters, S., & Walters, S. (2020). Exploring Agents' Philosophies of Adult Education and Perceptions of the Role of Extension Exploring Agents' Philosophies of Adult Education and Perceptions of the Role of Extension. *Journal of Extension Volume*, 58(5). <https://doi.org/https://tigerprints.clemson.edu/joe/vol58/iss5/15> This
2. Altaib, M. K., Falouda, M., & Meteyard, L. (2021). From informal to formal: the preliminary psychometric evaluation of the short aphasia test for Gulf Arabic speakers (SATG). *Aphasiology*, 35(8), 1048–1066. <https://doi.org/10.1080/02687038.2020.1765303>

3. Barnum, C. M. (2011). Analyzing the findings. In *Usability Testing Essentials*. <https://doi.org/10.1016/b978-0-12-375092-1.00008-8>
4. Burnett, C., & Merchant, G. (2020). Literacy-as-event: accounting for relationality in literacy research. *Discourse*, 41(1), 45–56. <https://doi.org/10.1080/01596306.2018.1460318>
5. Carless, D., & Winstone, N. (2020). Teacher feedback literacy and its interplay with student feedback literacy. *Teaching in Higher Education*, 0(0), 1–14. <https://doi.org/10.1080/13562517.2020.1782372>
6. Donaldson, J. L., & Franck, K. (2021). Developmental Evaluation for Extension Programs. *Journal of Extension Volume*, 59(4). <https://doi.org/https://doi.org/10.34068/joe.59.04.05> This
7. Dwivedi, Y. K., Hughes, D. L., Coombs, C., Constantiou, I., Duan, Y., Edwards, J. S., Gupta, B., Lal, B., Misra, S., Prashant, P., Raman, R., Rana, N. P., Sharma, S. K., & Upadhyay, N. (2020). Impact of COVID-19 pandemic on information management research and practice: Transforming education, work and life. *International Journal of Information Management*, 55(July), 102211. <https://doi.org/10.1016/j.ijinfomgt.2020.102211>
8. Fajaryani, N., Mukminin, A., Hidayat, M., Muhaimin, M., Haryanto, E., Nazurty, N., Habibi, A., Marzulina, L., & Harto, K. (2021). Cultural capital and argumentative writing in english: Challenges and strategies used by efl student teachers. *Qualitative Report*, 26(10), 3029–3045.
9. Farella, J., Hauser, M., Parrott, A., & Moore, J. D. (2021). 4-H Youth Development Programming in Indigenous Communities : A Critical Review of Cooperative Extension Literature 4-H Youth Development Programming in Indigenous Communities : A Critical. *Journal of Extension Volume*, 59(3). <https://doi.org/https://doi.org/10.34068/joe.59.03.07> This
10. Forte, A. (2015). The new information literate: Open collaboration and information production in schools. *International Journal of Computer-Supported Collaborative Learning*, 10(1), 35–51. <https://doi.org/10.1007/s11412-015-9210-6>
11. Green, A., & de Bodisco, C. (2020). Using team-based learning in discussion and writing classes. *International Review of Economics Education*, 35(February), 100195. <https://doi.org/10.1016/j.iree.2020.100195>
12. Herder, A., Berenst, J., de Gloppe, K., & Koole, T. (2022). Conversational functions of 'I know', 'you know' and 'we know' in collaborative writing of primary school children. *Classroom Discourse*, 13(1), 1–31. <https://doi.org/10.1080/19463014.2020.1814368>
13. Irhandayaningsih, A. (2020). Pengukuran Literasi Digital pada Peserta Pembelajaran Daring di Masa Pandemi COVID-19. *Anuva*, 4(2), 231–240.
14. Kaden, U. (2020). Covid-19 school closure-related changes to the professional life of a k–12 teacher. *Education Sciences*, 10(6), 1–13. <https://doi.org/10.3390/educsci10060165>
15. Kartikawaty, E., Yustini, T., & Zamzam, F. (2021). Pengaruh Disiplin Kerja, Kompensasi, Dan Pandemi Covid 19 Terhadap Produktivitas Pt. Indah Roti Berseri Palembang. *Integritas Jurnal Manajemen Profesional (IJMPRO)*, 2(2), 277–290. <https://doi.org/10.35908/ijmpro.v2i2.98>
16. Kiaer, J., Calway, N., & Ahn, H. (2021). Chinese, Japanese and Korean-inspired culinary words in the English language. *3L: Language, Linguistics, Literature*, 27(3), 1–21. <https://doi.org/10.17576/3L-2021-2703-01>
17. King, C. S. T., Keeth, S., & Ryan, C. J. (2018). Collaborative curriculum design and assessment: Piloting a hybrid first-year writing course. *Journal of Interactive Online Learning*, 16(1), 41–62.
18. Li, Z. (2021). Teachers in automated writing evaluation (AWE) system-supported ESL writing classes: Perception, implementation, and influence. *System*, 99, 102505. <https://doi.org/10.1016/j.system.2021.102505>
19. Lingard, L. (2021). Collaborative writing: Strategies and activities for writing productively together. *Perspectives on Medical Education*, 10(3), 163–166. <https://doi.org/10.1007/s40037-021-00668-7>
20. Martin, F., Sun, T., & Westine, C. D. (2020). A systematic review of research on online teaching and learning from 2009 to 2018. *Computers and Education*, 159(April), 104009. <https://doi.org/10.1016/j.compedu.2020.104009>
21. Molloy, E., Boud, D., & Henderson, M. (2020). Developing a learning-centred framework for feedback literacy. *Assessment and Evaluation in Higher Education*, 45(4), 527–540. <https://doi.org/10.1080/02602938.2019.1667955>
22. Otterborn, A., Schönborn, K., & Hultén, M. (2019). Surveying preschool teachers' use of digital tablets: general and technology education related findings. *International Journal of Technology and Design Education*, 29(4), 717–737. <https://doi.org/10.1007/s10798-018-9469-9>
23. Raes, A., Vanneste, P., Pieters, M., Windey, I., Van Den Noortgate, W., & Depaepe, F. (2020). Learning and instruction in the hybrid virtual classroom: An investigation of students' engagement and the effect of quizzes. *Computers and Education*, 143(August 2019), 1–16. <https://doi.org/10.1016/j.compedu.2019.103682>
24. Rapanta, C., Botturi, L., Goodyear, P., Guàrdia, L., & Koole, M. (2020). Online University Teaching

- During and After the Covid-19 Crisis: Refocusing Teacher Presence and Learning Activity. *Postdigital Science and Education*, 2(3), 923–945. <https://doi.org/10.1007/s42438-020-00155-y>
25. Robnett, R. D., Nelson, P. A., Zurbriggen, E. L., Crosby, F. J., & Chemers, M. M. (2018). Research mentoring and scientist identity: insights from undergraduates and their mentors. *International Journal of STEM Education*, 5(1). <https://doi.org/10.1186/s40594-018-0139-y>
 26. Safronov, P., Bochaver, A., Nisskaya, A., & Koroleva, D. (2020). Together apart: field notes as artefacts of collaborative ethnography. *Ethnography and Education*, 15(1), 109–121. <https://doi.org/10.1080/17457823.2019.1600154>
 27. Schlessner, H., Stuttgen, S., Binversie, L., & Kirkpatrick, J. (2021). Insights Into Barriers and Educational Needs for Farm Succession Programming. *Journal of Extension Volume*, 59(4). <https://doi.org/https://doi.org/10.34068/joe.59.04.04> This
 28. Schwab, E. R. (2019). Writing Together: Reclaiming Dialogue Journals as a Mutually Humanizing Teaching Practice. *Literacy Research: Theory, Method, and Practice*, 68(1), 108–129. <https://doi.org/10.1177/2381336919869025>
 29. Steinhardt, S. J., Kelly, W. N., Clark, J. E., & Hill, A. M. (2020). The arts in health professions education: An artistic active-learning approach to teaching a substance use disorder elective course. *American Journal of Pharmaceutical Education*, 84(4), 498–503. <https://doi.org/10.5688/ajpe7634>
 30. Tamashiro, R. (2018). Planetary consciousness, witnessing the inhuman, and transformative learning: Insights from peace pilgrimage oral histories and autoethnographies. *Religions*, 9(5). <https://doi.org/10.3390/rel9050148>
 31. Tang, T., Abuhmaid, A. M., Olaimat, M., Oudat, D. M., Aldhaeabi, M., & Bamanger, E. (2020). Efficiency of flipped classroom with online-based teaching under COVID-19. *Interactive Learning Environments*, 0(0), 1–12. <https://doi.org/10.1080/10494820.2020.1817761>
 32. Tejedor, S., Cervi, L., Pérez-Escoda, A., & Jumbo, F. T. (2020). Digital literacy and higher education during COVID-19 lockdown: Spain, Italy, and Ecuador. *Publications*, 8(4), 1–17. <https://doi.org/10.3390/publications8040048>
 33. Teräs, M., Suoranta, J., Teräs, H., & Curcher, M. (2020). Post-Covid-19 Education and Education Technology 'Solutionism': a Seller's Market. *Postdigital Science and Education*, 2(3), 863–878. <https://doi.org/10.1007/s42438-020-00164-x>
 34. Watermeyer, R., Crick, T., Knight, C., & Goodall, J. (2021a). COVID-19 and digital disruption in UK universities: afflictions and affordances of emergency online migration. *Higher Education*, 81(3), 623–641.
 35. Watermeyer, R., Crick, T., Knight, C., & Goodall, J. (2021b). COVID-19 and digital disruption in UK universities: afflictions and affordances of emergency online migration. *Higher Education*, 81(3), 623–641. <https://doi.org/10.1007/s10734-020-00561-y>
 36. Yao, L., Haberman, S. J., & Zhang, M. (2019). Prediction of Writing True Scores in Automated Scoring of Essays by Best Linear Predictors and Penalized Best Linear Predictors. *ETS Research Report Series, 2019*(1), 1–27. <https://doi.org/10.1002/ets2.12248>