BLOG MANAGEMENT THROUGH A COLLABORATIVE ACTION RESEARCH APPROACH TO IMPROVE STUDENT'S WRITING SKILLS

Basuki Wibawa[1], Wijaya Kusumah[2]
e-mail: bwibawa@unj.ac.id

[1,2] SMP Labschool Jakarta
Email: bwibawa@unj.ac.id[1]

Abstrak

Blog di internet seharusnya sangat bermanfaat dalam meningkatkan keterampilan menulis siswa. Dalam membuat blog yang memikat, perlu diisi dengan artikel yang bermanfaat dan mengundang orang untuk berkomentar dan berpartisipasi di dalamnya. Blog yang baik dapat mengarahkan siswa tidak hanya untuk membuat informasi baru dan mencari informasi di internet; tetapi juga dapat menjadi media bagi siswa untuk meningkatkan keterampilan menulisnya. Penelitian ini bertujuan untuk meningkatkan keterampilan menulis siswa melalui pengelolaan kolaboratif blog di internet. Metode penelitian yang digunakan adalah Penelitian Tindakan Kolaboratif. Jumlah siswa yang terlibat dalam penelitian ini adalah 236 orang dengan empat guru. Proses pembelajaran dilaksanakan dalam 4 siklus dari tanggal 1 September 2020 hingga 21 Juni 2021. Hasil penelitian menunjukkan bahwa keterampilan menulis siswa meningkat dengan memberikan motivasi secara terbuka dan latihan menulis berkelanjutan di blog siswa yang dikelola dengan baik. Dalam penelitian tindakan kolaboratif ini, guru merencanakan tindakan korektif untuk meningkatkan keterampilan menulis siswa melalui manajemen blog dengan memposting tugas di blog dan mendapatkan komentar dari guru dan siswa lainnya. Guru memberikan contoh menulis yang baik di blog dan memberikan komentar positif di blog siswa untuk memberikan siswa intens di mana tulisan mereka dihargai. Penelitian ini menyimpulkan bahwa untuk meningkatkan keterampilan menulis, siswa dapat diarahkan untuk mengelola blog secara kolaboratif dan menggunakan blog sebagai media pembelajaran. Motivasi guru sangat penting.

Kata Kunci: Manajemen Blog, Keterampilan Menulis, Kolaborasi

Abstract

Blogs on the internet should be a great use in improving students' writing skills. In creating an alluring blog, it needs to be filled with useful articles and invite people to comment and participate on it. A good blog can lead students not only to create new information and look for information on the internet; but it can also be a media for students to improve their writing skills. This study aims to improve students' writing skills through collaborative management of blogs on the internet. The research method used is Action Research collaborative. The number of students involved in this study was 236 people with four teachers. The learning process was carried out in 4 cycles from September 1st, 2020, to June 21st, 2021. The results showed those students' writing skills improved by openly providing motivation and continuous writing exercises on well-managed student blogs. In this collaborative action research, the teacher plans corrective actions to improve students' writing skills through blog management by posting assignments on the blog and getting comments from the teacher and other students. The teacher provides an example of good writing on the blog and provides positive comments on the students' blogs to give the students the intens in which their writing is appreciated. This study concluded that to improve writing skills, students can be directed to manage blogs collaboratively and use blogs as learning media. The motivation of the teacher is very important.

Keywords: Blog Management, Writing Skills, Collaborative

1.   Pendahuluan

Blogs on the internet can be used as a medium to improve writing skills. It can certainly be proven from the amount of writing that continues to flow and attract readers' attention on the blog (Asoodar et al., 2016). According to Tang et al. (2012), blog writers called bloggers will feel that the article is easier to read and more skilled at writing. Writing skills can be honed from writing daily in the blog. Students can practice writing continuously with the actions given by the teacher's guide. They can be able to write on blogs and manage them well. Of course, this will be even better when a good collaboration between ICT teachers and the Indonesian language in school is created. The ICT teachers role and guidance transformation are facilitated on the 2013 curriculum.

Moreover, with the existence of a new subject called Informatics in the school, information support is cited in one study on the role of teachers and students. They are designing efficient learning environments with changes and active student learning goals through ICT for learning inside and outside the classroom. This form of learning will involve students, teachers, and ICT devices that can produce flexible, personalized learning, self-learning environments in time and space (Kupchyk &Litvinchuk, 2021).

During the Covid-19 pandemic, teachers and students both learn from home (Wibawa & Muhidin, 2021; Sparrow et al., 2020). However, the teacher can develop teaching modules for students to be used. That is why they can learn independently (Chaturvedi et al., 2021). All student assignments can be seen openly so that teachers and students can see them and others who want to read student assignments. One step to doing online learning is the utilization of blogs. Teachers can use blogs on the internet as a medium of collaboration. So, the teacher can teach students on good writing— this writing activity from the opening and the writing content to the closing (Sütçü, 2020).In distance learning, teachers can also help students create interesting writings based on their interest. According to Vurdien (2013), blogs can be used as a learning medium with a properly managed records.On the other hand, teachers can create fun learning to stimulate students' imagination and creativity. This means that teachers can improve students' writing skills through blogs on the internet (Pham & Usaha, 2015).Blogs can be used as a medium to write their essays and be read by more people(B Wibawa & Kusumah, 2021).

They have provided a well managed personal blog thaty that continously filled by captivating articles. (DiGregorio & Beaton, 2019). They will linger in it. It would be even better if the writing made is added with a self-made photo and a video that matches the content of the writing, so that the content becomes more interesting to the reader. The collaboration among fellow bloggers needed by visiting each other called blog walking. With this blog walking, the blog becomes more and more crowded with visitors and never slack of readers, making every blogger improve his writing skills. There are many reasons to use blogs in the world of education, such as to provide real readers for students, to provide extra reading exercises, to increase a sense of community in the classroom, to encourage students to participate more, and to create an online portfolio of written works for teaching participants (Cohen et al., 2000). In addition, the novelty factor of the blog also creates the interest of students to use it. Blogs are reliant to work well for learners who are accustomed to using them. More educators have applied this easy-to-use technology as a medium of learning (Cambell, 2004).

Blog management is done collaboratively intended to motivate students who already have blog but are less active in developing their writings, and also for those who do not have a blog, it will be a practical experience to do independently. According to Arslan and Sahin-Kizil (2010), the development of writing skills is better by using blogs compared to having conventional classes and the development of socio-cultural competencies after using blogs. Case studies exploring blog writing affect high school students' writing skills, which shows that blogging as an effective tool for students increases the ability to write English and even increases students' desire to write independently (Özkan, 2018). Similar studies to investigate the effectiveness of online blogging where the study results stated that the practice of writing based on blogs is more participatory and interactive than conventionally—improved writing skills in terms of content, word choice, language style, selection of

the meaning of expressions in the sort of languages. (Alsamadani, 2017). The idea of the author's choice to help determine the rhetorical context and ways of re-contextualization for all levels of education is very important (Hyland & Zou, 2020).Due to the positive perception of the weblogs used in writing classes from the majority of students. There are five indicators that show weblogs are useful in writing classes, in the context of weblogs can boost students' confidence, improve writing skills, provide new experiences and knowledge, promote critical thinking, and are easy to use because they can be accessed anytime and anywhere (Sanjaya et al., 2020). Correspondingly, research on the use of the web for learning has shown an increase in the scores of writing skills, the ownership of students' positive attitudes towards blogging, and a tendency to become better writers (Sütçü, 2020).

The application of blogs can improve students' self-efficacy in utilizing the internet, especially reactive/generative self-efficacy that impacts future education (Kim et al., 2013). Blogs exert a social influence in accepting technology to reveal the role of self-efficacy on knowledge-sharing attitudes (Papadopoulos et al., 2013).A study on blogs exertion obtained information that students get a practically direct experience for their involvement in the discussion, writing results of thinking, and involvement of complex interactions in learning (Christie &Morris, 2021).Therefore, this study aims to analyze the management of blogs through Collaborative Action Research (CAR) for improving students' writing skills in high-end schools.

2.   Metode Penelitian

The research method used in this research is the CAR method(Banegas et al., 2020).   CAR not only serves as an effort to improve the professional ability of educators that lead to improved results or achievement of learners' learning competencies, but also to open the ability and horizons of educators to master various approaches in the search for scientific truth, and of course, as an appreciation of a teacher(Cavendish et al., 2020).   This research collaborated with236 students of grades two of Junior High School Labschool Jakarta.

Data collection techniques are carried out by interviewing, questionnaire, and observing the results of student work assignments in grades 8A to 8G, which are planned to last for two months for preparation and eight months for research, starting in November 2020 and ending in June 2021 of the 2020/2021 school year.

After the results of questionnaires, interviews, and student writing data are included in the research data table, the researchers discuss with teachers who collaborated on the obtained results. Discussion includes successes, failures, and obstacles encountered when taking action. From this data analysis, which starts from the formulation of problems, data collection, data analysis, reporting of results, and action planning, researchers will know whether learning procedures have been successful or not.

3.   Hasil dan Pembahasan
Hasil Penelitian

Teachers are directed to prepare research facilities and infrastructure by creating a teacher blog at the URL address http://wijayalabs.blogspot.co.id; http://wijayalabs.wordpress.com; and http://wijayalabs.com.
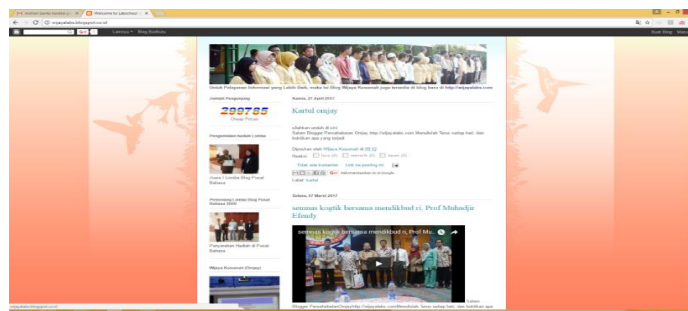

Figure 1. ICT Teacher Blog in Blogspot.co.id

Figure 1 shows that the teacher's blog guides in creating simple practice modules on blogs and internet tasks that students should be working on during the Covid-19 pandemic. Therefore, students and teachers learn from home. So, the researchers communicateed through the WhatsApp application and Zoom. In addition, researchers who are also informatics teachers work with Indonesian language teachers to direct students to create blogs. Students also have links between teacher blogs and classmates' blogs so that there is an interraction process between students with students and teachers with students. The number of visitors to blogs created and managed by students is also a benchmark for the performance indicators success. Students can also collaborate in creating books together digitally. All were implemented virtually due to the covid-19 outbreak, where students and teachers both learned from their homes. Based on the learning results of students in grades two called 8A to 8G can be recapitulated the following learning outcomes:

Table 1. Learning Outcomes of Students

No	Value	Predicate	Number of students	Categories
1	90 – 100	Very Good	175	complete
2	80 – 89	Good	25	complete
3	70 – 79	Enough	30	not yet
4	60 - 69	Less	3	not yet
5	< 59	Signs	3	not yet

Based on table 1, it can be concluded that the defense of writing skills is still not following the researchers' expectations. Many students have not been able to get around and complete the given tasks, and the learning results are not a satisfactory, so learning is still needed. This is done so that the learning outcomes of all grade two students are getting better.

Figure 2. Student Blog

Figure 2 shows that the student writing we took randomly in this study is as follows: Isra's mi'raj 2021 experience (kaylaayus.blogspot.com)has not been many blogs walking to other friends' blogs. This collaborative action research (CAR) found some findings including the following: ICT Teachers have difficulty in providing remedial action due to virtual face-to-face meeting times, limited by schools. From 2 hours of lessons to only 1 hour of lessons. Automatically the role of the teacher becomes difficult to intervene in and can be seen in the action research table. The student's learning results also did not satisfy the teacher's expectations, because we met only once a week with a quiet limited duration of time. This collaborative action research found that the role of teachers at the junior level is still needed to motivate students to be able to write and improve their writing skills. Without teacher guidance, it is rather difficult for students to bring up their interest in writing. The role of teachers as facilitators is still needed, even though students have studied independently. Teachers

have not had time to get comprehensive feedback from students, because of the limited time in this CAR research. The role of the homeroom teacher in each class is very helpful for researchers in data collection in each class.

This Collaborative Action Research (CAR) study also found that the key to writing is to have the feeling of pleasure and read many books. Both printed books and digital books are on the internet. From the results of observations during the research process, students must be directed first to enjoy reading books and become good listeners. When the feeling of pleasure has arisen, there will be the potential for creativity and imagination of students in writing. Likewise, if the teacher wants his students to be good at writing, the teacher must start from himself first. Teachers will feel how difficult it is to start writing. By writing often, teachers will be able to make their materials or learning materials taught to their students. The teacher will master the subject matter if he writes. If the writing is good, meaningful, and has been a lot, it will become a textbook that deserves to be published and read by its learners.

The study also found that when students were given group assignments to create digital books in each class, the leadership of the class leader also affected the quality of the anthology book content. Class leaders who can lead and communicate work to their members will share the work well so that digital books can be completed in time. Based on CAR,it also found that facilities or infrastructure facilities that support complete with fast internet access computers do not necessarily guarantee students can improve their writing skills. The existence of strong motivation and willingness to learn is the key to create a blog writing that are useful for others. It takes high commitment and consistency in managing a blog to be updated properly. Creating a blog is easy; the difficult thing is being able to manage it well. From the results of this CAR study, it turns out that there is a need for encouragement or motivation of teachers that students are able to write. The strong encouragement from teachers by providing measurable tasks in managing their blogs can improve students' writing skills.

Pembahasan

During collaborative learning, students tend to spontaneously enact different participatory roles that can significantly affect the collaborative learning process(Heinimäki et al., 2021). They become known the benefits of blogs that do not can. The nature of open blogs allows others to read blogs that are managed by students well and provide a digital footprint in the form of positive comments. This is in line with Laakso, Korhonen, and Hakkarainen (2021), which illustrate that design projects using informal digital can increase student involvement in learning. In addition, students are also inspired and improve the practice of schoolwork. The study results prove that it takes a writing skill that is good to read and useful for those who read it. In addition, these findings show that facilities or infrastructure facilities that support complete with fast internet access computers do not necessarily guarantee students can improve their writing skills.

According to Teng (2021) , technology developed for collaborative writing results in more significant improvements in student writing performance. Thus, technology and the internet have a positive impact on students' writing skills. In addition, writing skills will appear when continuously encouraged through various exercises, including writing exercises on blogs. Banegas, Lutayf, and Company (2020) add that learning to write for publication based on genre pedagogy helps students and teachers develop professionally. This is done through experiential learning, and therefore teachers may need to consider instilling similar initiatives for students' writing skills. The existence of blogs on the internet is expected to improve students' writing skills. Through the process of managing blogs collaboratively, it is expected that the writing process will increase. A well-managed blog will look like students who are used to writing with students who are not used to writing. The potential of students in digital media will be seen from what they write. Students become able to write and create new information. Blogs are very effective to use as a means of learning in schools. With a blog, teachers can provide materials in text, animations, presentations, discussions, exams, and online learning.

Unfortunately, the Elega et al. (2020) study results illustrate that research that focuses on blog readers is still very poorly studied. Although, other areas of blogging, such as blogging activities and blog entries, continue to gain scientific attention in this field. The lack of scientific attention in this area could be because people always doubt the future of blogs and research. In fact, as already conveyed by Biberman-Shalev (2021), blogs can be a learning process for students and teachers in seeing the development ofwriting. This is due to blogs are still relevant to use in the learning process. Teachers can enter the subject matter from the first material to the last, so that if there are students who are not present, they can follow the re-activities on the teacher's blog. From an educational point of view, weblogs are e-learning tools that have replaced traditional learning logs in language teaching (Asoodar et al., 2016). Through blogs, for example, students will be given a much larger audience both inside and outside the classroom. Therefore, blogging activities in the learning process can allow students to interact with each other, teachers, and others worldwide (Bridges et al., 2012). Blogging can allow students to communicate directly and cheaply with other learners without restrictions on time or space (Duarte, 2015). This learning community will motivate learners by allowing them to control their learning and enable them to communicate with a real audience(Fowler & Thomas, 2015).

Furthermore, the core principles of the learning community focused on student engagement, active learning, and student responsibility (Meinecke et al., 2013). So that by utilizing this blog, there will be an interaction between the blog owner and blog visitors, wherein every blog visitor's post can express his opinion, and not only from the blog owner who will answer according to the material, but other visitors can also provide input to the blog owner.

4.   Kesimpulan

This research concludes that blogs can be collaboratively well managed, if the students understand the importance of blogging as a medium of learning. So not only by doing the task but also understand the importance of blogs as a magical recording tool. To improve students' writing skills, teachers must invite students to be keen on writing from what they like and master. Collaborative between teachers and students, students and students, will greatly support the management of well-updated blogs. So the writing is awaited by blog readers. The step that the teacher must do is to invite students to be able to manage their blogs well. Teachers should also be role models for students by writing on blogs and diligently visiting student blogs to appreciate what they have written. Teachers must provide motivation or encouragement continuously to students to always update the blog they have made without having to wait for assignments from other teachers. Positive comments from teachers on student blogs are needed to appreciate students who diligently write on their blogs. Blogs can be used as a learning medium to improve students' writing skills. The open nature of the blog will train the digital ethics of students and train the honesty of students in posting their writing. Students become accustomed to publishing their work. This is important so that students will get used to writing from what they like and master.

DAFTAR PUSTAKA

Alsamadani, H. A. (2017). The Effectiveness of Using Online Blogging for Students' Individual and Group Writing. International Education Studies, 11(1), 44. https://doi.org/10.5539/ies.v11n1p44

Arslan, R. Ş., & Şahin-Kizil, A. (2010). How can the use of blog software facilitate the writing process of English language learners? Computer Assisted Language Learning, 23(3), 183–197. https://doi.org/10.1080/09588221.2010.486575

Asoodar, M., Atai, M. R., & Vaezi, S. (2016). Blog-Integrated Writing with Blog-Buddies. Journal of Educational Computing Research, 54(2), 225–252. https://doi.org/10.1177/0735633115615588

Banegas, D. L., Loutayf, M. S., Company, S., Alemán, M. J., & Roberts, G. (2020). Learning to write book reviews for publication: A collaborative action research study on student-teachers' perceptions, motivation, and self-efficacy. System, 95, 102371. https://doi.org/10.1016/j.system.2020.102371

Biberman-Shalev, L. (2021). The Blog as a Time Capsule: Student Teachers Review Their Reflective Blogs. Educational Forum, 0(0), 1–15. https://doi.org/10.1080/00131725.2020.1869874

Bridges, K. R., Harnish, R. J., & Sillman, D. (2012). Teaching undergraduate positive psychology: An active learning approach using student blogs. Psychology Learning and Teaching, 11(2), 218–227. https://doi.org/10.2304/plat.2012.11.2.228

Cambell, K. (2004). Effective Writing for E-Learning Environments.pdf (A. Britcher (ed.)). Information Science Publishing.

Cavendish, W., Perez, X., & Mahotiere, M. (2020). Pre-Service Teacher Supports in Urban Schools. Action in Teacher Education, 00(00), 1–13. https://doi.org/10.1080/01626620.2020.1776175

Chaturvedi, K., Vishwakarma, D. K., & Singh, N. (2021). COVID-19 and its impact on education, social life and mental health of students: A survey. Children and Youth Services Review, 121(July 2020), 105866. https://doi.org/10.1016/j.childyouth.2020.105866

Christie, H., & Morris, N. (2021). Using assessed blogs to enhance student engagement. Teaching in Higher Education, 26(4), 573–585. https://doi.org/10.1080/13562517.2019.1662390

Cohen, L., Manion, L., & Morrison, K. (2000). Research Methods in Education (5th editio). RoutledgeFalmer. https://doi.org/10.4324/9780203489352

Di Gregorio, L., & Beaton, F. (2019). Blogs in the modern foreign languages curriculum. A case study on the use of blogging as a pedagogic tool and a mode of assessment for modern foreign languages students. Higher Education Pedagogies, 4(1), 406–421. https://doi.org/10.1080/23752696.2019.1644660

Duarte, P. (2015). The use of a group blog to actively support learning activities. Active Learning in Higher Education, 16(2), 103–117. https://doi.org/10.1177/1469787415574051

Fowler, K., & Thomas, V. L. (2015). Creating a Professional Blog: The Impact of Student Learning Styles on Perceptions of Learning. Journal of Marketing Education, 37(3), 181–189. https://doi.org/10.1177/0273475315585824

Heinimäki, O. P., Volet, S., Jones, C., Laakkonen, E., & Vauras, M. (2021). Student participatory role profiles in collaborative science learning: Relation of within-group configurations of role profiles and achievement. Learning, Culture and Social Interaction, 30(January). https://doi.org/10.1016/j.lcsi.2021.100539

Hyland, K., & Zou, H. (Joanna). (2020). In the frame: Signalling structure in academic articles and blogs. Journal of Pragmatics, 165, 31–44. https://doi.org/10.1016/j.pragma.2020.05.002

Kim, Y., Glassman, M., Bartholomew, M., & Hur, E. H. (2013). Creating an educational context for Open Source Intelligence: The development of Internet self-efficacy through a blogcentric course. Computers and Education, 69, 332–342. https://doi.org/10.1016/j.compedu.2013.07.034

Kupchyk, L., & Litvinchuk, A. (2021). Constructing personal learning environments through ICT-mediated foreign language instruction. Journal of Physics: Conference Series, 1840(1). https://doi.org/10.1088/1742-6596/1840/1/012045

Laakso, N. L., Korhonen, T. S., & Hakkarainen, K. P. J. (2021). Developing students' digital competences through collaborative game design. Computers & Education, 174(August), 104308. https://doi.org/10.1016/j.compedu.2021.104308

Meinecke, A. L., Smith, K. K., & Lehmann-Willenbrock, N. (2013). Developing Students As Global Learners: "Groups in Our World" Blog. Small Group Research, 44(4), 428–445. https://doi.org/10.1177/1046496413487020

Özkan, Y. (2018). Reflectivity of pre-service language teachers echoed through blogs. Kasetsart Journal of Social Sciences, XXX, 1–9. https://doi.org/10.1016/j.kjss.2017.09.007

Papadopoulos, T., Stamati, T., & Nopparuch, P. (2013). Exploring the determinants of knowledge sharing via employee weblogs. International Journal of Information Management, 33(1), 133–146. https://doi.org/10.1016/j.ijinfomgt.2012.08.002

Pham, V. P. H., & Usaha, S. (2015). Blog-based peer response for L2 writing revision. Computer Assisted Language Learning, 29(4), 724–748. https://doi.org/10.1080/09588221.2015.1026355

Sanjaya, H. K., Apriani, E., & Edy, S. (2020). Using web blogs in teaching writing for EFL students. Journal of English Education and Teaching (JEET), 4(4), 516–535.

Sparrow, R., Dartanto, T., & Hartwig, R. (2020). Indonesia Under the New Normal: Challenges and the Way Ahead. Bulletin of Indonesian Economic Studies, 56(3), 269–299. https://doi.org/10.1080/00074918.2020.1854079

Sütçü, S. S. (2020). Blogging in EFL Learners' Academic Writing. International Journal of Progressive Education, 16(6), 344–351. https://doi.org/10.29329/ijpe.2020.280.21

Tang, J. T. E., Tang, T. I., & Chiang, C. H. (2012). Blog learning: Effects of users' usefulness and efficiency towards continuance intention. Behaviour and Information Technology, 33(1), 36–50. https://doi.org/10.1080/0144929X.2012.687772

Teng, M. F. (2021). Interactive-whiteboard-technology-supported collaborative writing: Writing achievement, metacognitive activities, and co-regulation patterns. System, 97, 102426. https://doi.org/10.1016/j.system.2020.102426

Vurdien, R. (2013). Enhancing writing skills through blogging in an advanced English as a Foreign Language class in Spain. Computer Assisted Language Learning, 26(2), 126–143. https://doi.org/10.1080/09588221.2011.639784

Wibawa, B, & Kusumah, W. (2021). Coding skills improvement through management blog on the internet. IOP Conference Series: Materials Science and Engineering, 1098(3). https://doi.org/10.1088/1757-899x/1098/3/032101

Wibawa, Basuki, & Muhidin, A. (2021). The effect of instructional videos on learning performance. AIP Conference Proceedings, 2331. https://doi.org/10.1063/5.0041759

Alsamadani, H. A. (2017). The Effectiveness of Using Online Blogging for Students' Individual and Group Writing. International Education Studies, 11(1), 44. https://doi.org/10.5539/ies.v11n1p44

Arslan, R. Ş., & Şahin-Kizil, A. (2010). How can the use of blog software facilitate the writing process of English language learners? Computer Assisted Language Learning, 23(3), 183–197. https://doi.org/10.1080/09588221.2010.486575

Asoodar, M., Atai, M. R., & Vaezi, S. (2016). Blog-Integrated Writing with Blog-Buddies. Journal of Educational Computing Research, 54(2), 225–252. https://doi.org/10.1177/0735633115615588

Banegas, D. L., Loutayf, M. S., Company, S., Alemán, M. J., & Roberts, G. (2020). Learning to write book reviews for publication: A collaborative action research study on student-teachers' perceptions, motivation, and self-efficacy. System, 95, 102371. https://doi.org/10.1016/j.system.2020.102371

Biberman-Shalev, L. (2021). The Blog as a Time Capsule: Student Teachers Review Their Reflective Blogs. Educational Forum, 0(0), 1–15. https://doi.org/10.1080/00131725.2020.1869874

Bridges, K. R., Harnish, R. J., & Sillman, D. (2012). Teaching undergraduate positive psychology: An active learning approach using student blogs. Psychology Learning and Teaching, 11(2), 218–227. https://doi.org/10.2304/plat.2012.11.2.228

Cambell, K. (2004). Effective Writing for E-Learning Environments.pdf (A. Britcher (ed.)). Information Science Publishing.

Cavendish, W., Perez, X., & Mahotiere, M. (2020). Pre-Service Teacher Supports in Urban Schools. Action in Teacher Education, 00(00), 1–13. https://doi.org/10.1080/01626620.2020.1776175

Chaturvedi, K., Vishwakarma, D. K., & Singh, N. (2021). COVID-19 and its impact on education, social life and mental health of students: A survey. Children and Youth Services Review, 121(July 2020), 105866. https://doi.org/10.1016/j.childyouth.2020.105866

Christie, H., & Morris, N. (2021). Using assessed blogs to enhance student engagement. Teaching in Higher Education, 26(4), 573–585. https://doi.org/10.1080/13562517.2019.1662390

Cohen, L., Manion, L., & Morrison, K. (2000). Research Methods in Education (5th editio). RoutledgeFalmer. https://doi.org/10.4324/9780203489352

Di Gregorio, L., & Beaton, F. (2019). Blogs in the modern foreign languages curriculum. A case study on the use of blogging as a pedagogic tool and a mode of assessment for modern foreign languages students. Higher Education Pedagogies, 4(1), 406–421. https://doi.org/10.1080/23752696.2019.1644660

Duarte, P. (2015). The use of a group blog to actively support learning activities. Active Learning in Higher Education, 16(2), 103–117. https://doi.org/10.1177/1469787415574051

Fowler, K., & Thomas, V. L. (2015). Creating a Professional Blog: The Impact of Student Learning Styles on Perceptions of Learning. Journal of Marketing Education, 37(3), 181–189. https://doi.org/10.1177/0273475315585824

Heinimäki, O. P., Volet, S., Jones, C., Laakkonen, E., & Vauras, M. (2021). Student participatory role profiles in collaborative science learning: Relation of within-group configurations of role profiles and achievement. Learning, Culture and Social Interaction, 30(January). https://doi.org/10.1016/j.lcsi.2021.100539

Hyland, K., & Zou, H. (Joanna). (2020). In the frame: Signalling structure in academic articles and blogs. Journal of Pragmatics, 165, 31–44. https://doi.org/10.1016/j.pragma.2020.05.002

Kim, Y., Glassman, M., Bartholomew, M., & Hur, E. H. (2013). Creating an educational context for Open Source Intelligence: The development of Internet self-efficacy through a blogcentric course. Computers and Education, 69, 332–342. https://doi.org/10.1016/j.compedu.2013.07.034

Kupchyk, L., & Litvinchuk, A. (2021). Constructing personal learning environments through ICT-mediated foreign language instruction. Journal of Physics: Conference Series, 1840(1). https://doi.org/10.1088/1742-6596/1840/1/012045

Laakso, N. L., Korhonen, T. S., & Hakkarainen, K. P. J. (2021). Developing students' digital competences through collaborative game design. Computers & Education, 174(August), 104308. https://doi.org/10.1016/j.compedu.2021.104308

Meinecke, A. L., Smith, K. K., & Lehmann-Willenbrock, N. (2013). Developing Students As Global Learners: "Groups in Our World" Blog. Small Group Research, 44(4), 428–445. https://doi.org/10.1177/1046496413487020

Özkan, Y. (2018). Reflectivity of pre-service language teachers echoed through blogs. Kasetsart Journal of Social Sciences, XXX, 1–9. https://doi.org/10.1016/j.kjss.2017.09.007

Papadopoulos, T., Stamati, T., & Nopparuch, P. (2013). Exploring the determinants of knowledge sharing via employee weblogs. International Journal of Information Management, 33(1), 133–146. https://doi.org/10.1016/j.ijinfomgt.2012.08.002

Pham, V. P. H., & Usaha, S. (2015). Blog-based peer response for L2 writing revision. Computer Assisted Language Learning, 29(4), 724–748. https://doi.org/10.1080/09588221.2015.1026355

Sanjaya, H. K., Apriani, E., & Edy, S. (2020). Using web blogs in teaching writing for EFL students. Journal of English Education and Teaching (JEET), 4(4), 516–535.

Sparrow, R., Dartanto, T., & Hartwig, R. (2020). Indonesia Under the New Normal: Challenges and the Way Ahead. Bulletin of Indonesian Economic Studies, 56(3), 269–299. https://doi.org/10.1080/00074918.2020.1854079

Sütçü, S. S. (2020). Blogging in EFL Learners' Academic Writing. International Journal of Progressive Education, 16(6), 344–351. https://doi.org/10.29329/ijpe.2020.280.21

Tang, J. T. E., Tang, T. I., & Chiang, C. H. (2012). Blog learning: Effects of users' usefulness and efficiency towards continuance intention. Behaviour and Information Technology, 33(1), 36–50. https://doi.org/10.1080/0144929X.2012.687772

Teng, M. F. (2021). Interactive-whiteboard-technology-supported collaborative writing: Writing achievement, metacognitive activities, and co-regulation patterns. System, 97, 102426. https://doi.org/10.1016/j.system.2020.102426

Vurdien, R. (2013). Enhancing writing skills through blogging in an advanced English as a Foreign Language class in Spain. Computer Assisted Language Learning, 26(2), 126–143. https://doi.org/10.1080/09588221.2011.639784

Wibawa, B, & Kusumah, W. (2021). Coding skills improvement through management blog on the internet. IOP Conference Series: Materials Science and Engineering, 1098(3). https://doi.org/10.1088/1757-899x/1098/3/032101

Wibawa, Basuki, & Muhidin, A. (2021). The effect of instructional videos on learning performance. AIP Conference Proceedings, 2331. https://doi.org/10.1063/5.0041759