

# Benefits of Peer Editing Workshops to Promote Youth Engagement with Traditional Culture

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**Abstract:-** This essay examines the results of peer editing workshop sessions that were specifically meant to enhance the cultural consciousness of young individuals regarding traditional societies. The workshops were done in an art community building in Sidoarjo East Java and in the Faculty of Humanities, Airlangga University Surabaya, and were followed by 30 participants from East Java and its surrounding. The importance of peer editing was emphasized as a collaborative approach to enhance writing proficiency, foster critical thinking, promote self-assessment, boost writing self-assurance, and develop effective communication talents. The concept of wayang, a form of traditional puppet theater, served as a unifying element for the participants' individual narratives. The workshop methodology encompassed several stages, including initial composition, participant grouping, thorough evaluation, constructive feedback, collaborative talks, and iterative revisions. The participants showed enhancements in their critical thinking and self-assessment abilities, as well as an improvement in their engagement with the writing process. Additionally, they experienced a boost in their confidence in writing through collaborative efforts and honed their collaborative and communication skills which are pertinent in the context of the digital era. The event emphasized the potential of cooperation in fostering critical thinking and enhancing writing abilities by integrating cultural heritage with contemporary approaches, so promoting the overall development and empowerment of participants.

**Keywords:-** Peer Editing, Youth Engagement, Traditional Culture, Wayang, Benefits.

## I. INTRODUCTION

The perspectives of young individuals regarding traditional culture are influenced by a variety of factors, such as their upbringing, exposure to diverse cultures, and personal ideals. The importance of understanding many viewpoints is underscored by scholarly investigations, which shed light on the breadth of diversity that exists. A study conducted in Brazil by Cruz et al. (2014) unveiled a decline in the level of interest demonstrated by young individuals toward indigenous wild food plants situated in arid woods. The waning enthusiasm towards these plants presents a possible peril to the conservation efforts and the safeguarding of customary behaviors. In a similar manner,

the research conducted by Güneş (2016) explored the perspectives of specific young individuals concerning traditional culture, which they perceived as imposing constraints and ethical principles enforced by adult figures of authority. Nevertheless, research conducted by Malisha et al. (2008) unveiled that in Venda, South Africa, there persisted a prevailing admiration among young individuals towards traditional initiation schools. These institutions were perceived to hold considerable importance in terms of serving as rites of passage and imparting valuable knowledge.

Other research provides additional elaboration on the negative perception of traditional culture. Hu and Wang (2013) conducted a study that illuminated the possible conflict that may arise between traditional cultural standards, including filial piety, and the self-identities of young Chinese individuals who identify as LGBTQ+. This contradiction frequently leads to a negative opinion of traditional culture among individuals belonging to this demographic. Cruz et al. (2014) reported a decrease in the level of interest among young individuals in native wild plants, which can be ascribed to a perception that traditional activities are diminishing in importance. The study conducted by Fragaszy et al. (2017) revealed that traditions are often seen as unchanging, which in turn shapes the perception of younger individuals who perceive traditional culture as resistant to change. Cheng et al. (2012) propose that exposure to Western culture can potentially influence individuals to adopt a pessimistic outlook on traditional beliefs. Updegraff et al. (2017) conducted a study that emphasized the importance of traditional gender norms within the healthcare domain among young individuals of Mexican heritage. The results of the investigation contributed to corroborating a pessimistic perception of this matter. Additionally, Eboiyehi (2015) emphasized the influence of Western cultural elements on the perspectives of Nigerian adolescents about the provision of care for the elderly.

The engagement of young individuals in traditional culture holds significant importance. The authors Good et al. (2020) assert that participation in activities such as music and dance holds considerable importance in the development of cultural identity, the promotion of a sense of belonging, and the cultivation of pride. Furthermore, this participation serves to cultivate intergenerational connections, so promoting the transfer of knowledge and the

safeguarding of heritage. Moreover, it promotes civic participation and improves collaboration among communities, hence enhancing social responsibility and citizenship (Warren et al., 2016). Furthermore, it is worth noting that there are educational benefits associated with enhanced linguistic skills and a more profound understanding of historical themes (Rodionova et al., 2020). Hawke et al. (2018) propose that facilitating active involvement among young individuals holds the capacity to augment their perception of empowerment, nurture their leadership competencies, and build a sense of ownership toward their cultural heritage.

However, the attainment of meaningful involvement requires the implementation of a thoughtful and comprehensive strategy. It is of utmost importance to acknowledge and value the perspectives and viewpoints of young individuals, while simultaneously guaranteeing the establishment of safe and conducive conditions that support their exploration (Hawke et al., 2018; Page et al., 2023). In conclusion, it is crucial to gain a comprehensive understanding of the viewpoints held by young folks regarding traditional culture. Positive interaction with individuals can lead to a range of beneficial consequences, such as bolstering one's self-identity, facilitating the exchange of knowledge, fostering active involvement in community matters, enriching educational experiences, and empowering individuals to take charge of their own lives. By fostering and incentivizing the active participation of young individuals, we may effectively perpetuate the continuous conservation of cultural heritage while simultaneously nurturing a robust sense of self-worth, belonging, and agency within this particular generation.

The primary aim of this article is to explicate the possible advantages of peer editing training in facilitating the engagement of young individuals with traditional cultural practices. This is exemplified by the results of a peer editing training program that sought to provide young individuals with the essential abilities to craft brief narratives focusing on the traditional culture of East Java, Indonesia. The expected result of this effort is that young folks will enhance their understanding of traditional culture and demonstrate increased interest in its preservation by reinterpreting traditional cultural aspects into succinct narratives.

## II. THEORETICAL CONCEPTS: WRITING AND PEER EDITING

Peer editing, often referred to as peer review, is a collaborative process in which students actively participate in providing constructive evaluations of one other's written compositions. This strategy aims to enhance the quality of writing by utilizing diverse perspectives and ideas from peers through the process of examining manuscripts, offering recommendations for improvements, and delivering constructive criticism (Jahin, 2012). As stated by Jahin (2012), students engage in the evaluation of several aspects of a written piece, such as its content, organization, clarity,

grammar, and style, in order to offer feedback and suggest enhancements to improve the quality of the work.

Engaging in peer editing not only functions as a means to improve students' writing abilities, but also cultivates student involvement and expedites the process of active learning. Chowdhury et al. (2022) propose that the implementation of this strategy enhances the depth of understanding of writing principles and techniques, thereby enhancing writing competence. Furthermore, the use of peer editing facilitates the development of a sense of ownership and responsibility towards one's written work, thereby nurturing a profound commitment to the art of writing (Singleton, 2017). Furthermore, the cultivation of critical thinking abilities is facilitated when students actively participate in the assessment of the content, logical coherence, and effectiveness of written materials, hence boosting their capacity to examine and enhance their own writing (Salih, 2013).

Peer editing plays a crucial part in facilitating the growth of students' communication and collaboration abilities. Suh (2002) posits that students develop the capacity to participate in substantive conversations regarding writing and offer valuable evaluations by means of the exchange of proficient feedback. Salih (2013) posits that the exposure of students to many writing styles can serve as a means to augment their writing proficiency. This exposure facilitates the adaptation of their written work to suit various audiences and objectives, hence broadening their repertoire of writing capabilities. In addition, the utilization of peer editing functions as a catalyst for introspection and metacognition, stimulating students to explore various techniques and make informed decisions when participating in the process of revising their work (Salih, 2013).

Collaborative writing entails a collective endeavor undertaken by a cohort of individuals to generate written content, wherein each participant adds their distinct expertise and abilities to augment the final result. The process described above comprises several distinct stages, including concept formulation, planning, drafting, revision, and editing, which collectively contribute to the development of a polished final product. Collaboration facilitates the incorporation of diverse knowledge and perspectives, resulting in a more thorough and multifaceted product (Kost, 2011).

The practice of collaborative writing has numerous advantages, especially in promoting critical thinking through active participation in discussions, evaluating other viewpoints, and strengthening arguments through the reception of constructive feedback (Kost, 2011). The cultivation of effective communication and interpersonal skills is facilitated by the cultivation of articulate self-expression, attentive listening, and engagement in constructive dialogues (Bhowmik et al., 2018). This strategy not only enables effective communication but also lays the groundwork for teamwork and collaboration in various contexts.

Bhowmik et al. (2018) argue that collaborative writing facilitates the development of a collective sense of responsibility and accountability among participants, motivating each member to actively contribute to their best efforts. The technique outlined above facilitates peer learning, enabling individuals to gain knowledge from diverse writing practices and improve their skill set (Bhowmik et al., 2018). Furthermore, the improvement of the final outcome is augmented through the detection and resolution of shortcomings, along with the incorporation of varied perspectives (Yim et al., 2017). According to Cahyono (2020), the practice of collaborative writing cultivates a learning environment that is characterized by openness and support, emphasizing the value of a wide range of perspectives and experiences.

The peer editing process in literary writing is characterized by a series of distinct phases, each of which plays a role in improving the quality of the written material. The aforementioned procedures encompass the initial planning, creation, refinement, correction, and dissemination stages. During the initial stage of the writing process, known as the prewriting phase, the author engages in the generation of preliminary ideas and the formulation of plans for the literary work. In this particular stage, the practice of peer editing is employed as a method to facilitate the exchange of ideas and feedback, hence promoting the development of collective creativity (Wijaya, 2004).

During the initial stage of the writing process, the ideas that have been generated begin to take shape and are transformed into written form. During this step, the practice of peer editing plays a vital role in assessing several aspects of the text, including its clarity, coherence, and organization. To enhance the process of this assessment, various strategies are employed, including story completeness and focused editing (Krajka, 2012).

The revising phase mostly centers on enhancing the content and structure of the initial draft. Peer editing is a crucial component in this process as it offers significant feedback that illuminates both the strengths and weaknesses. Throughout this process, students engage actively in the scrutiny, reflection, and assessment of their drafts with the aim of identifying certain areas that require enhancement (Yusuf, 2019).

During the editing phase, emphasis is placed on correcting errors related to language, punctuation, and mechanics. Peer editing is an integral component in the process of identifying and correcting errors, since it involves a collaborative approach to proofreading and editing tasks. Winarto (2022) asserts that educators apply a variety of tactics, including the use of worksheet-based editing and punctuation exercises, in order to increase the writing talents of students.

The ultimate stage within the collaborative writing process is the action of publishing. During this stage, the corrected and edited version of the document is finalized and distributed to the intended recipients. The primary

objective of peer editing within this particular setting is to provide definitive remarks and suggestions for further improvements before the work is published (Nelson et al., 2001).

In a broader context, the inclusion of students in peer editing as a component of the collaborative process contributes to the development of their writing skills, while also improving the organization and grammatical accuracy of their written compositions. Based on the findings of Challob et al. (2016), it has been observed that students acquire the ability to independently engage in the tasks of self-editing and revision, thereby becoming skilled writers, through their active involvement in the process of giving and receiving constructive feedback. Nugroho (2021) asserts that the implementation of this specific technique not only serves to improve writing proficiency, but also facilitates the development of collaborative abilities, critical reasoning, and linguistic aptitude. Challob et al. (2016) assert that students can improve their writing abilities and alleviate writing-related anxiety through participation in peer editing exercises.

### III. METHOD

The peer editing workshops were held on two separate occasions: one in the office of the Arts and Culture Board of Sidoarjo Regency, and the other at the Faculty of Humanities, Universitas Airlangga. The speakers consist of two main groups of experts from the University of Airlangga (Unair). The initial cohort comprises persons who possess specialized knowledge in instructing creative writing courses and performing comprehensive research on the pedagogical aspects of teaching and learning, including its evolution and advancement. The second cohort comprises individuals who possess expertise in the field of wayang and traditional culture. The training materials focused on two main areas: (1) an examination of the definition, many types, and editing processes employed in creative writing, and (2) an exploration of the development of wayang content within short story scripts.

Preference is given to persons who have previously participated in the Bromo training program in 2022 during the selection process for participants. However, there were extra participants who enrolled in the study. The study was initially initiated with an initial cohort of approximately 40 individuals. However, as the research progressed, the participant pool experienced a reduction in numbers. This result occurred as a result of certain participants' failure to adequately enhance the script as directed. The actions performed are described in the following table in an outline fashion.

After the conclusion of the workshops on peer editing, the facilitators aimed to get feedback from the participants to determine their degree of satisfaction with the workshop and identify potential areas for improvement. To obtain this feedback, a combination of two procedures was utilized.

- **Focus Groups:** A limited-scale focus group discussion was arranged, comprising a select group of participants who willingly offered their insights to furnish more comprehensive feedback. The talk was facilitated by the individual in charge, who prompted the participants to share their experiences pertaining to the peer editing activities. Additionally, the facilitator inquired about any difficulties encountered during the process and whether the participants felt a sense of assurance in their recently learned skills.
- **Observations:** Throughout the duration of the workshop, the facilitators diligently monitored and assessed the participants' levels of participation, interactions, and emotions. The researchers observed the activities that appeared to have the most impact on the participants and assessed if any parts of the workshop needed more explanation.

Through the utilization of several methodologies, the facilitators successfully gathered extensive feedback from the participants. The focus group talks effectively captured qualitative thoughts and provided nuanced input. The observations yielded significant insights into the enduring effects of the workshop on the writing and peer editing processes of the participants.

#### IV. RESULT: PEER EDITING AS A COLLABORATIVE WORK

Within the domain of proficient writing and adept communication, the significance of peer editing serves as a fundamental element in cultivating collaborative prowess. Peer editing has become a prominent and highly important practice in both educational and professional contexts, wherein individuals engage in the critical evaluation and assessment of each other's work. This study explores the various aspects of peer editing as a collaborative activity, analyzing its importance, advantages, difficulties, and approaches to execution. The ongoing influence of written communication on interpersonal exchanges and the transmission of ideas highlights the significance of comprehending the complexities of peer editing. This comprehension serves as a means to refine one's writing abilities and foster cooperative aptitudes, so facilitating personal advancement and fostering communal triumph.

The workshop method adheres to the subsequent steps:

- **In the preparatory phase,** writers commence their initial drafts, diligently engaging in the process of editing and refining their work to the fullest extent feasible. Engaging in this practice guarantees that the material being evaluated possesses coherence and organization. The online component is completed prior to the in-person workshop.
- **Pairing or grouping:** Writers are organized into pairs or groups based on certain criteria or guidelines established by the instructor, organization, or institution. Ideally, it is preferable for pairs or groups to possess a mutual understanding of each other's writing styles and topic matter.

- **Reviewing:** Each author carefully reads the works of other authors, paying attention to the overall picture and small details. The evaluation of clarity of writing, organization of ideas, use of examples and evidence, grammar and syntax, and adherence to any rules or specifications might be included in this matter.
- **Feedback:** Following a thorough examination of the manuscript, the peer editor provides constructive feedback to the author. The aforementioned remarks can be categorized as either helpful or critical, serving the purpose of identifying strengths and areas for enhancement. Constructive feedback should be characterized by its specificity, usefulness, and thoughtfulness.
- **Discussion:** Subsequently, the authors convene to engage in dialogue over the critique they have received. During this conversation, authors are afforded the option to seek clarification by posing questions, while peer editors are given the chance to present their suggestions in an organized manner.
- **Revision:** Authors engage in the process of revising their work by incorporating feedback and engaging in discussions. The recommendations are duly considered and subsequently implemented to address any identified issues.
- **Peer editing promotes collaboration, critical thinking, and enhanced writing skills.** This platform enables authors to obtain feedback from their colleagues and acquire fresh insights on their literary creations. The process of peer editing should be undertaken with a receptive mindset and a readiness to acquire knowledge from the feedback given.

There were 30 short story manuscripts produced. However, not all could be finalised for editing and then published. The manuscripts had a variety of stories but all had a connection to wayang. The impacts of this training are:

#### ➤ *Participants received feedbacks and improved their writing skills*

Feedback plays a crucial role in the process of improving writing skills, sharpening ideas, and attaining outcomes of superior quality. The act of throwing light on the strengths and areas for improvement of writers is a means of empowering them. This process involves providing helpful guidance in several aspects such as clarity, organization, grammar, and style, as supported by the works of Kellogg et al. (2010) and Huisman et al. (2018). This constructive evaluation not only helps writers to enhance their work but also ensures that it is in line with their original objectives.

Furthermore, feedback serves as a navigational tool, closing the distance between present performance and intended goals. The aforementioned sources (Kellogg et al., 2010; Huisman et al., 2018) not only draw attention to existing deficiencies but also offer practical approaches for improvement. Feedback plays a crucial role in promoting self-awareness and enhancing writing skills and self-editing abilities through encouraging introspection and fostering

metacognition (Huisman et al., 2018). Additionally, it fosters a growth mentality and resilience, promoting the perception of mistakes as opportunities for advancement (Mizzi, 2014).

Peer feedback is considered to be highly helpful due to its ability to provide varied opinions and promote collaboration (Huisman et al., 2018; Mizzi, 2014). The provision of effective feedback is characterized by its specificity and constructiveness, with a focus on several aspects such as content, organization, clarity, and grammar. This approach aims to cultivate a positive and constructive learning environment (Huisman et al., 2018; Mizzi, 2014). The act of embracing feedback enhances the writing process, facilitating a continuous cycle of enhancement and proficient written expression.

As the peer editing workshop reaches its conclusion, participants gather to engage in a collective reflection on the session's productivity, characterized by a pervasive feeling of achievement. The ambiance is imbued with a palpable sense of positivity as a participant articulates how receiving feedback on their introduction has augmented its capacity to captivate and engage the audience. Another aspect that should be highlighted is the way in which the comments pertaining to the structuring of the essay has greatly enhanced its general coherence and fluidity.

A consensus is reached when a participant recognizes the influence of grammar-related comments, which resulted in improved clarity through minor modifications. Recollections emerge of fellow individuals proffering precise instances and recommendations that exerted a significant influence in enhancing their written compositions. Motivated by the suggestion provided by the facilitator, the participants engage in a candid discussion, sharing their experiences pertaining to collaborative enhancements. They relate specific situations wherein they have reevaluated arguments and elevated the quality of their language usage.

In conclusion, the participants of the workshop cultivate a sense of camaraderie and express their gratitude for the crucial peer criticism they have received. The participants demonstrate their commitment to integrating these ideas into their revisions, acknowledging the significant impact of the workshop in strengthening their confidence and proficiency in writing.

➤ *Participants improved their self-assessment and critical thinking skills*

Peer editing is an educational strategy that fosters collaboration among students, enabling them to provide constructive feedback and improve each other's writing. This process facilitates the development of writing skills and encourages self-assessment (Zhang et al., 2022; Byrd, 2003). According to Yusuf (2019), this method facilitates the cultivation of critical thinking skills and enhances them through the analysis of peers' compositions, leading to the improvement of one's own writing abilities. In addition to the aforementioned advantages, peer editing plays a substantial role in the development of teamwork and

communication skills, hence promoting a nurturing and intellectually stimulating classroom atmosphere (Christianakis, 2010; Byrd, 2003).

As the peer editing workshop nears its conclusion, participants discover an enhanced sense of self-assurance in their ability to evaluate their own work, representing a notable result of the collective undertaking. Participants engage in reflective discussions regarding the impact of meticulously evaluating their peers' work, which serves as a stimulus for discovering both strengths and areas for development. Consequently, this particular activity results in an enhancement in their capacity for critical thinking. The participants additionally emphasize the significant influence of providing constructive criticism, elucidating how this procedure prompted them to thoroughly examine elements such as clarity, coherence, and overall efficacy—leading to the enhancement of their own writing proficiency.

The workshop has successfully cultivated a collaborative environment, facilitating focused conversations that have resulted in a notable sense of achievement and development in the areas of self-assessment and critical thinking. The reciprocal interaction among individuals, as they engage in critical evaluation and improvement of one another's work, has not only strengthened their writing proficiency but has also bestowed upon them heightened analytical capabilities, so fostering their comprehensive cognitive growth. The collective endeavor culminates as the workshop participants terminate their involvement, having acquired not only improved writing abilities but also the invaluable aptitudes of critical judgment and self-reflection.

➤ *Participants improved their confidence in writing*

One noteworthy result of the peer editing process is the substantial improvement in the writing confidence of participants, which is facilitated by active involvement and valuable comments (Byrd, 2003; Winarto, 2022). Following the conclusion of the peer editing workshop, participants express their enthusiasm as they recount their positive experiences and reflect on the transforming impact of engaging in the collaborative endeavor. The individuals express how engaging in the exchange of constructive comments and offering insights on their peers' compositions has not only enhanced their comprehension of writing conventions but also significantly boosted their self-assurance as writers. The transition is supported by the favorable conditions of collaboration and the supportive environment of constructive feedback exchanges, which have together fostered a renewed sense of optimism in participants' self-perception of their writing skills.

Upon engaging in introspection over their experience in the workshop, participants affirm the development of a transformed perspective, distinguished by heightened self-confidence. After receiving feedback and suggestions from their peers during the editing process, participants now approach future writing jobs with increased confidence and a greater perception of their own abilities. The acquisition of this newfound writing confidence enables individuals to

approach writing issues with increased audacity and articulate their thoughts with heightened precision and conviction. The evident outcome of engaging in peer editing is twofold: workshop participants not only enhance their writing skills but also experience a significant boost in self-confidence and self-assurance when it comes to written communication.

➤ *Participants improved their collaborative and communication skills*

Engaging in peer editing offers a significant improvement in participants' collaborative and communication abilities, resulting in varied benefits across different situations.

Collaborative undertakings have a substantial impact on the enhancement of communication skills, fostering the development of both clear expression and active listening abilities. The aforementioned method facilitates the development of effective communication skills by promoting the ability to express thoughts accurately and encouraging an open-minded attitude towards understanding various viewpoints, ultimately resulting in the achievement of consensus (Requena-Carrion et al., 2010). In an era of increasing digitization, the collaborative environment is characterized by the incorporation of communication tools and technology, which enhance digital proficiency and facilitate adaptation to modern communication landscapes (Khalil & Ebner, 2017).

Moreover, the domain of collaborative work expands its impact to the area of interpersonal skills. The development of empathy and conflict resolution skills is crucial for achieving successful teamwork. These skills are enhanced through collaborative engagements, which equip individuals to traverse intricate relationships with grace and understanding (Beckett & Kipnis, 2009). The act of exchanging knowledge and experience serves as a catalyst for enhancing communication effectiveness. Consequently, this enables the accurate transmission of concepts and a more profound understanding of various viewpoints (Yuliansyah & Ayu, 2021).

The findings of Requena-Carrion et al. (2010) and Sagala et al. (2019) support the notion that collaborative work has a beneficial impact on communication skills, thus affirming the idea that collaborative endeavors contribute to the enhancement of these crucial competencies (Requena-Carrion et al., 2010; Sagala et al., 2019). Beckett and Kipnis (2009) highlight a specific application of this phenomenon, wherein they emphasize the use of the SBAR framework to improve communication within healthcare environments (Beckett & Kipnis, 2009).

As the peer editing workshop nears its conclusion, participants gather together to exchange their comments. This gathering serves as evidence of the development of their communication skills. Numerous individuals attest to the significant enhancement of their communication abilities by active participation in constructive debates over their peers' writing. These interactions have provided students

with the capacity to skillfully articulate their thoughts, attentively engage with a range of perspectives, and actively contribute to dialogues focused on resolving disparities in understanding. This transition is of significant magnitude, encompassing not only written communication but also numerous facets of interpersonal interaction in a wide range of circumstances.

Significantly, the acquisition of the talent of delivering and receiving feedback proficiently arises as a catalyst, fostering a sense of achievement and development in the participants' general communication aptitudes. The development of these improved skills is evident not only in participants' written work but also in their interactions and collaborations outside of the workshop. This positions them as proficient and capable communicators in a world that is becoming more interconnected.

➤ *Participants became more engaged in writing process*

The enhancement of participant engagement in the writing process is a significant result of the peer editing workshop, which is influenced by various contributing aspects such as the caliber of feedback provided and the effective completion of assignments (Ludemann & McMakin, 2014). Significantly, the effectiveness of involvement is enhanced by the provision of instructor direction, clearly defined guidelines, and consistent assistance, which collectively contribute to a more profound and engaging experience (Ludemann & McMakin, 2014; Deni & Zainal, 2011).

Upon the conclusion of the peer editing workshop, a palpable sense of enthusiasm fills the room, effectively displacing any initial signs of hesitation. The participants form clusters in small groups, engaging in lively discussions about their workshop experiences with real curiosity. As the individuals engage in the sharing of personal stories, a recurring motif becomes apparent—the profound influence of the criticism they got on their original versions.

A participant, displaying enthusiasm, recounts an instance where a peer's skillfully formulated recommendations not only enhanced the clarity of the argument in their essay but also imbued the entire composition with a heightened level of persuasive effectiveness. One of the participants describes their struggle with crafting the opening of their narrative but ultimately discovers an engaging hook by incorporating a novel perspective provided by a fellow participant. These narratives demonstrate the effectiveness of collaborative ideas in uncovering previously undiscovered aspects of their research.

Within the context of these dynamic interactions, a recurring storyline emerges, serving as evidence of the difficulties encountered by participants in specific aspects of their writing. It also highlights the invaluable role played by constructive comments from peers, which served as a source of guidance, exposing a road toward surmounting these issues. The workshop's collaborative nature elicits a greater appreciation among participants, who recognize the valuable

contributions of varied perspectives that have enriched their creative pursuits.

The workshop facilitator actively engages in the conversations, fostering opportunities for participants to engage in reflective thinking. Within the context of these discussions, a particular participant openly expresses an initial reluctance to disclose their work, emphasizing a deep-seated apprehension rooted in the fear of being exposed and susceptible. Nevertheless, fueled by the optimistic and encouraging environment fostered within the group, this individual was empowered to accept and incorporate feedback, therefore enhancing their writing skills. This anecdote underscores the workshop's function in not only augmenting skills but also cultivating a more resilient feeling of self-assurance and bravery when confronted with creative obstacles.

As the participants approach the moment of departure, there is a noticeable increase in the room's atmosphere, characterized by a tangible sense of excitement that was previously lacking. Equipped with the invaluable observations and ideas garnered from their peers, they anxiously anticipate the progression of their writing endeavors. The workshop has served as a catalyst, stimulating a heightened level of engagement that has transformed what could have otherwise been an individual writing endeavor into a collective and stimulating journey focused on ongoing enhancement.

## V. CONCLUSION

The influence of peer editing as a collaborative writing tool unveils a complex terrain of diverse development. The workshop follows a well-defined procedure that includes many stages such as preparation, pairing, reviewing, feedback, discussion, and revision. These stages not only shape compositions but also promote teamwork, critical thinking, and improved writing skills.

Upon reflection of the outcomes, several crucial points become apparent. Constructive feedback plays a crucial role in facilitating the improvement of skills, ensuring that work is in line with objectives. Peer feedback is a valuable tool that promotes specificity and collaboration among individuals. It aims to address various aspects of a piece of work, including content, organization, clarity, and grammar, with the ultimate goal of establishing a growth-oriented environment.

The workshop's influence ultimately results in a shared perception of achievement. The participants demonstrate the integration of feedback, recognizing the workshop's influence in enhancing their skills and self-assurance. The practice of peer editing facilitates the development of critical thinking skills and self-assessment abilities, hence promoting comprehensive intellectual advancement.

The provision of constructive criticism and the opportunity for collaboration have a positive impact on the confidence of writers, motivating them to approach writing

jobs with a fresh sense of conviction. The program facilitates the development of effective communication skills, the ability to articulate ideas clearly, active engagement in listening, and the capacity to navigate and understand varied perspectives.

In summary, the peer editing workshop serves to enhance the quality of writing while also promoting teamwork, critical thinking, and proficient communication skills. The participants actively engage in a collaborative process, drawing on the knowledge and perspectives of their peers to enhance their understanding and decision-making. The workshop facilitates a shift from initial hesitancy to a dynamic and invigorating environment, fostering collective development, knowledge acquisition, and personal empowerment.

Peer editing workshops possess the capacity to actively include young individuals in the exploration of traditional culture through the cultivation of collaborative efforts, the development of critical thinking abilities, and the enhancement of writing proficiency. By engaging in systematic procedures that encompass preparatory stages, critical evaluation, constructive feedback, and subsequent revisions, individuals not only enhance the quality of their written work but also cultivate a shared perception of achievement. The utilization of constructive feedback and collaborative efforts serves to develop critical thinking abilities, self-assessment capabilities, and communication aptitude, so helping individuals to approach projects with a refreshed sense of assurance. This transformative experience encompasses the collective development, acquisition of knowledge, and empowerment, effectively connecting conventional cultural practices with contemporary involvement.

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